



School Report

2023-2024



Kowloon True light School



Kowloon True Light School

2023-2024 School Report

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1. OUR SCHOOL

1.1 *School Brief History, Motto, Vision and Mission*

History

Ms. Harriet Noyes, the founder of our school, was a missionary from America. She established the **True Light Seminary** in Guangzhou in 1872. Upholding the Christian spirit of love, kindness and persistence, Ms. Noyes was the first person to provide education and ministry to women in South China. In 1949, Principal Ma Yi Ying relocated the school to Hong Kong and renamed it "Kowloon True Light Middle School". The school continues her vision for women's education – to promote Chinese culture and cultivate all-round Christian values for girls and women through education.

Motto

"Thou Art the Light of the World." (Live like Jesus Christ, love others and glorify God.)

Vision

A Christian school where girls blossom into people of goodness, righteousness, and excellence with an unswerving quest for the truth.

Mission

Following the footsteps of countless, dedicated True Light pioneers and partakers, we are on the mission to inspire our female generations to unrelentingly pursue knowledge, unreservedly develop their talents and leadership, unswervingly uphold biblical values and unconditionally render service to the needy, in particular to the people of our homeland.

Theme of the Year 2023-24

“Breaking ground, blooming bright.”

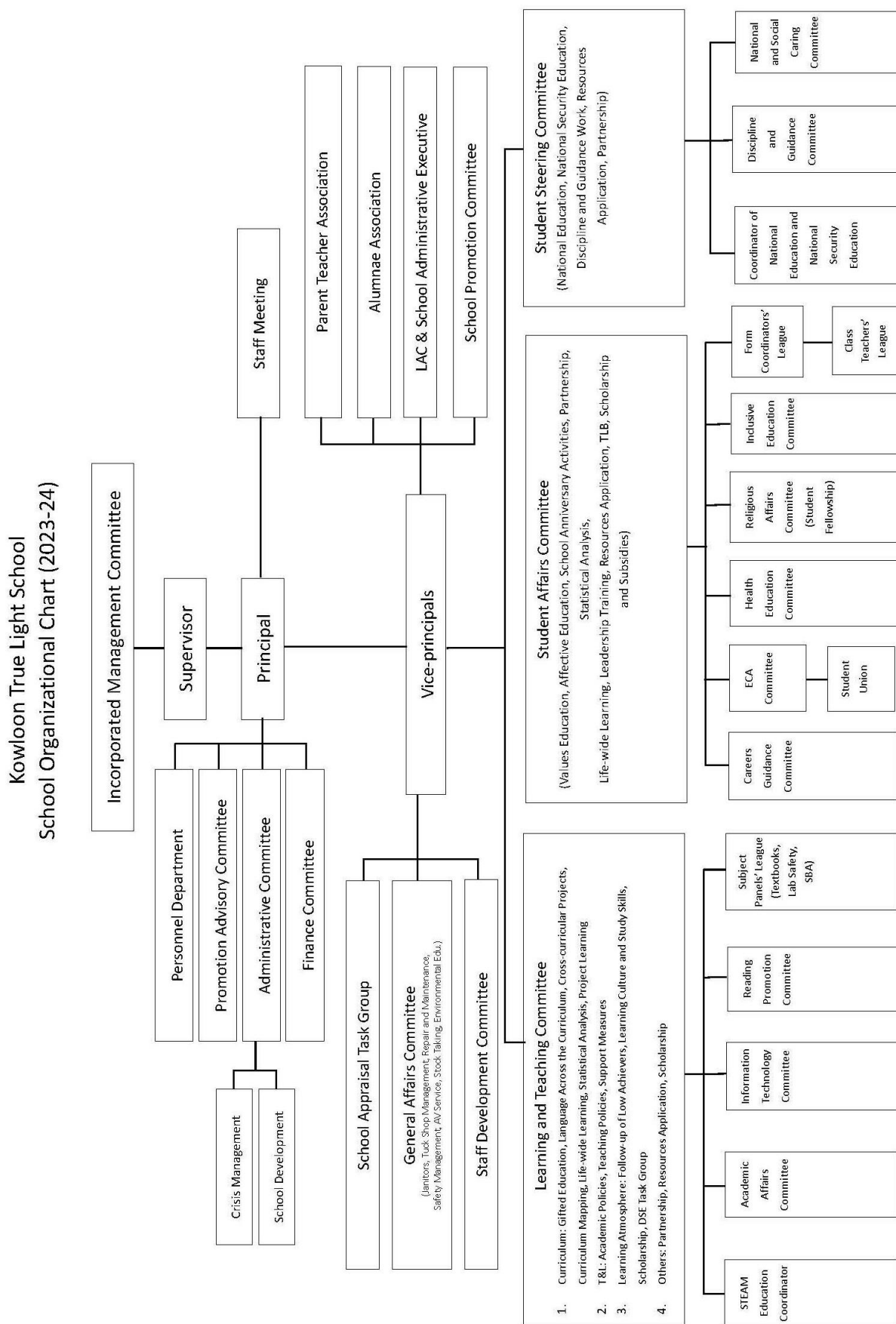
1.2 *Incorporated Management Committee*

The Incorporated Management Committee (IMC) was set up in September 2017.

| The composition of the IMC | Number of Representatives of Managers |
|-----------------------------------|---------------------------------------|
| Sponsoring Body Manager | 12 |
| Sponsoring Body Alternate Manager | 1 |
| Principal Ex-officio Manager | 1 |
| Teacher Manager | 1 |
| Teacher Alternate Manager | 1 |
| Parent Manager | 1 |
| Parent Alternate Manager | 1 |
| Alumni Manager | 1 |
| Independent Manager | 4 |



1.3 School Organization Structure 2023-2024



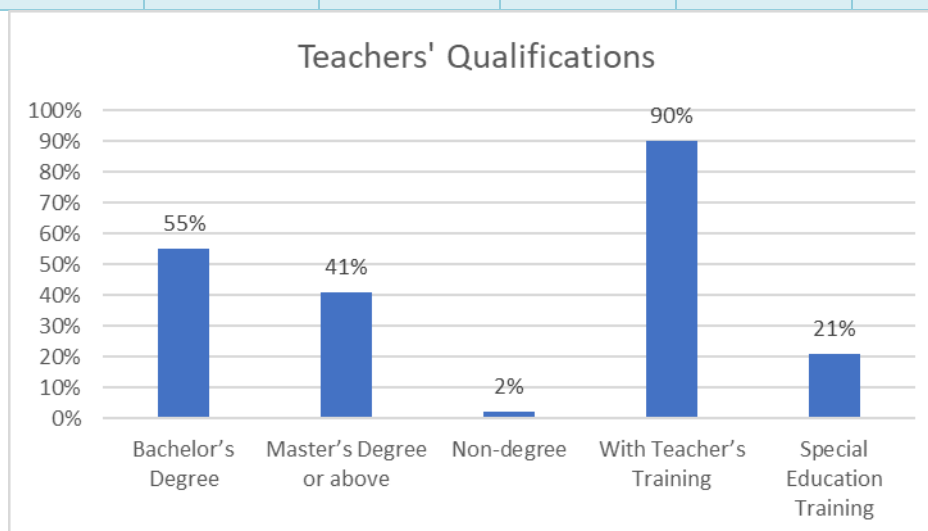
1.4 Staff Profile

- Number of staff

| Post | No. |
|--|-----|
| Teaching Staff (including the principal) | 58 |
| Clerical Staff | 8 |
| Teaching Assistant | 2 |
| Laboratory Technician | 2 |
| IT Assistant | 1 |
| School Social Worker | 4 |
| Educational Psychologist | 1 |
| Janitor | 9 |

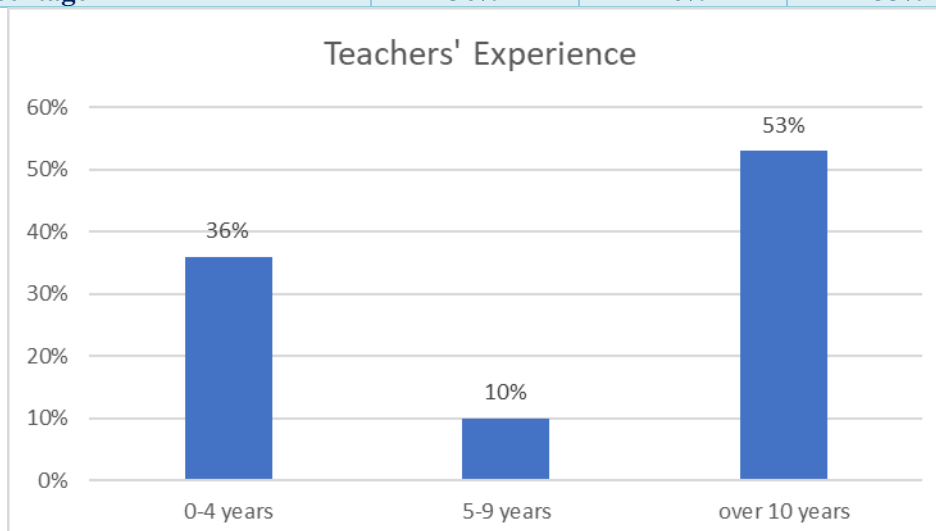
- Teachers' qualifications

| Qualifications | Bachelor's Degree | Master's Degree or above | Non-degree | With Teacher's Training | With Special Education Training |
|----------------|-------------------|--------------------------|------------|-------------------------|---------------------------------|
| Percentage | 55% | 41% | 2% | 90% | 21% |



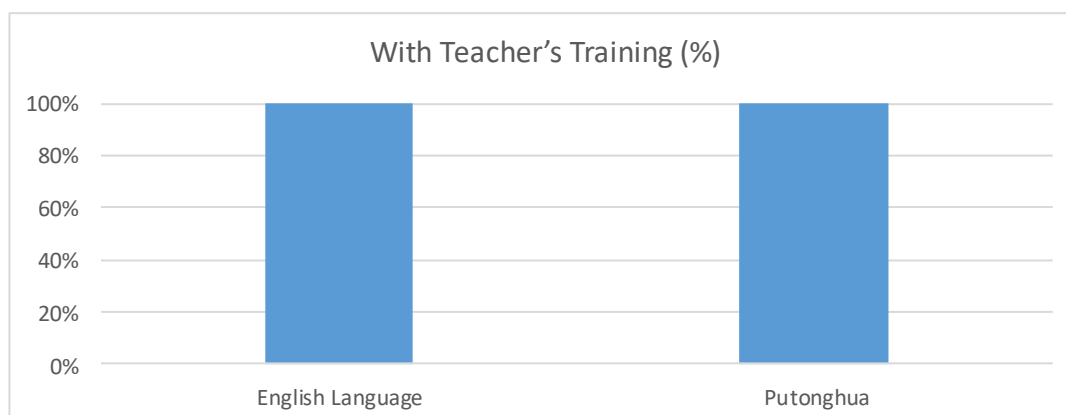
- Teachers' experience

| Teaching Experience | 0-4 years | 5-9 years | over 10 years |
|---------------------|-----------|-----------|---------------|
| Number | 21 | 6 | 31 |
| Percentage | 36% | 10% | 53% |



● **Teachers attaining the Language Proficiency Requirement**

| Subject | With Teacher's Training (%) |
|------------------|-----------------------------|
| English Language | 100% |
| Putonghua | 100% |



1.5 **Professional Development of Teachers**

| Continuing Professional Development (CPD) hours of teachers | |
|---|----------|
| Total CPD hours of teachers | 2182 hrs |
| Average CPD hours of teachers | 41.2 hrs |

Staff Development Programmes 2023-24

- There are six main categories of staff development programmes at KTL: 'Staff Personal Growth', 'Team Building', 'Learning and Teaching', 'Student Support', 'External Relationships', and 'Leadership and Management'.
- The focus of the teaching policy for 2023-24 is to nurture students to become visionary learners with an innovative and breakthrough spirit.
- Other optional development focuses include: (1) Mini-lesson study; (2) Classroom assessment; (3) Quality feedback; (4) Use of graphic organizers; (5) Cooperative/collaborative learning, student participation, and/or modes of interaction; (6) Self-directed learning strategies; (7) Reflective learner and metacognition; (8) Catering for learner diversity.

| Main Category | Programme | Remarks |
|-----------------------|--|---|
| Staff Personal Growth | Staff retreat Rev. FUNG Tin Chung from CCC Mongkok Church shared insights on wellness and breakthroughs. Additionally, a workshop on Design Thinking and AI tools for educators was conducted by the Solomon Team. | Related to Major Concern 1-3. |
| | New Staff Induction Programme and Mentorship Scheme Ms. LAW Chor Wan, Ms. LEUNG Ching Wan, Mr. NG King Fai, Ms. HO Ka Wai, Mr. CHAN Kwan Wai, Mr. LAM Chung Tung, Ms. YEUNG Nga Man, Ms. YUEN Shuk Yin, Ms. MAK Wing Shan, Ms. WAN Yuen Fan, and Ms. FONG Mei Ling served as mentors for new teachers. In collaboration with the Religious Affairs Committee, lunch gatherings were organized to provide our new teachers with spiritual support and pastoral care. | Related to Major Concern 1 & 3. *Gatherings were arranged regularly over the year. |



| | | |
|--|---|--|
| | <p>Guangzhou Sister School Exchange and Greater Bay Area Development Opportunities Expo</p> <p>The expo integrated career development in the Greater Bay Area into the career planning of secondary school students. The event fostered diverse modes of exchange for sister school programmes, which hold great significance in promoting collaboration and mutual learning among schools. Professionals from various industries shared their experiences in corporate development and entrepreneurship. Notable representatives from leading companies, such as CloudWalk Technology, Guangzhou Zhongke Aerospace Exploration Technology Co., Ltd., Guangzhou Chali Group Co., Ltd., and Bank of East Asia (China) Limited, were among the speakers.</p> | Related to Major Concern 2. |
| Team Building | <p>Staff Retreat</p> <p>A tasting workshop about LEGO was held by La Violet to promote teachers' mental health.</p> | Related to Major Concern 3. |
| | <p>Individual Meeting with the Principal</p> <p>The opinions collected will be used for future planning and refinement of school policies.</p> | Principal, VP, APs and Panels concerned were involved. |
| | <p>Principal's meeting with senior and middle managers</p> <p>Meetings were organized regularly to discuss topics related to school administration. Senior and middle managers gained more experience in decision-making processes.</p> | |
| Assignment Inspection and Written/Oral Feedback | <p>Teachers were appraised in terms of teaching, marking and learning material design qualities.</p> | Related to Major Concern 1, 2 |
| | <p>Professional Learning Community (PLC)</p> <p>Regular professional learning sessions were conducted for each subject/key learning area to discuss issues concerning the developmental needs of panels, with one session chaired by the subject panel heads. Elements of higher-order thinking were integrated into the professional learning sessions for different subjects.</p> | Related to Major Concern 1 |
| | <p>Lesson observations and post-observation conferences for teachers were conducted. Extended support for teachers, based on lesson observations from October to December, was provided by mentors and the school management team to identify strengths and weaknesses at an early stage.</p> | Principal, VP, Aps and Panels concerned were involved. |
| External Collaboration | <p>CCC Joint School Staff Development Day</p> <p>Professor Chan Ying-shing and Rev. Ng Chun-chi shared their views on "The Value Education of CCC" and "The Meaning of Education", respectively.</p> <p>The Biology Department established a school-based curriculum with DreamTec. The Visual Arts and IT departments participated in the HKU Space Seed Foundation UX/UI Programme. The Home Economics Department joined The Jockey Club ICH+ Innovative Heritage Education Programme. The L&S Department collaborated with Project M2. True Light Bearer</p> | Related to Major Concern 1-3 |



| | | |
|----------------------------------|---|-------------------------------|
| | partnered with the KJC Centre for Suicide Research and Prevention at HKU to optimize the curriculum and strengthen outreach. | |
| Leadership and Management | <p>Our Chinese Department was invited by the EDB to conduct a sharing session on effective strategies for cultivating Chinese culture in schools.</p> <p>Our English Department won the 6th Outstanding Teaching (Character Education) Award and shared their achievement at an EDB seminar. They also presented at the Curriculum Leadership and Management for the English Language Education Key Learning Area Series on the topic of "Holistic Planning and Implementation of the Secondary English Language Curriculum for English Teachers".</p> <p>For the Mathematics Department, the panel chairperson served as a guest speaker at the “Seminar on Promoting STEAM Education” and also shared at the Learning Circle, focusing on “Infusing Mathematical Modelling into the Secondary Mathematics Curriculum”. The teachers also conducted a lesson activity for S3 as part of the “Seed” Project — “Promotion of STEM Education by Infusing Mathematical Modelling into Secondary Mathematics”.</p> <p>For the PSHE departments, there were various sharing activities. The panel chairperson of the Geography Department served as a guest speaker on differentiated instruction practised in geography education. He also shared insights during the National Geography Series: “Geography Teachers’ Professional Experience Sharing (2024) – Good Practices on the Learning & Teaching of National Geography”. The panel chairperson of the Chinese History Department shared her school-based value education curriculum for the Hong Kong History and Culture Educational Society.</p> <p>A team of teachers from Rhenish Church Pang Hok Ko Memorial College, S.K.H. Li Ping Secondary School, and Shatin Pui Ying College visited our school to observe our interactive board for effective learning and teaching. Additionally, a team of teachers from Liu Po Shan Memorial College, Guangzhou, and HKMLC Queen Maud Secondary School visited to explore our experiences in curriculum design and teaching strategies for Chinese, English, and cross-disciplinary subjects, respectively. These opportunities helped to promote networking among teachers and strengthened their professional practices.</p> | Related to Major Concern 1, 2 |



2 OUR LEARNING AND TEACHING

2.1 Number of school days in the academic year

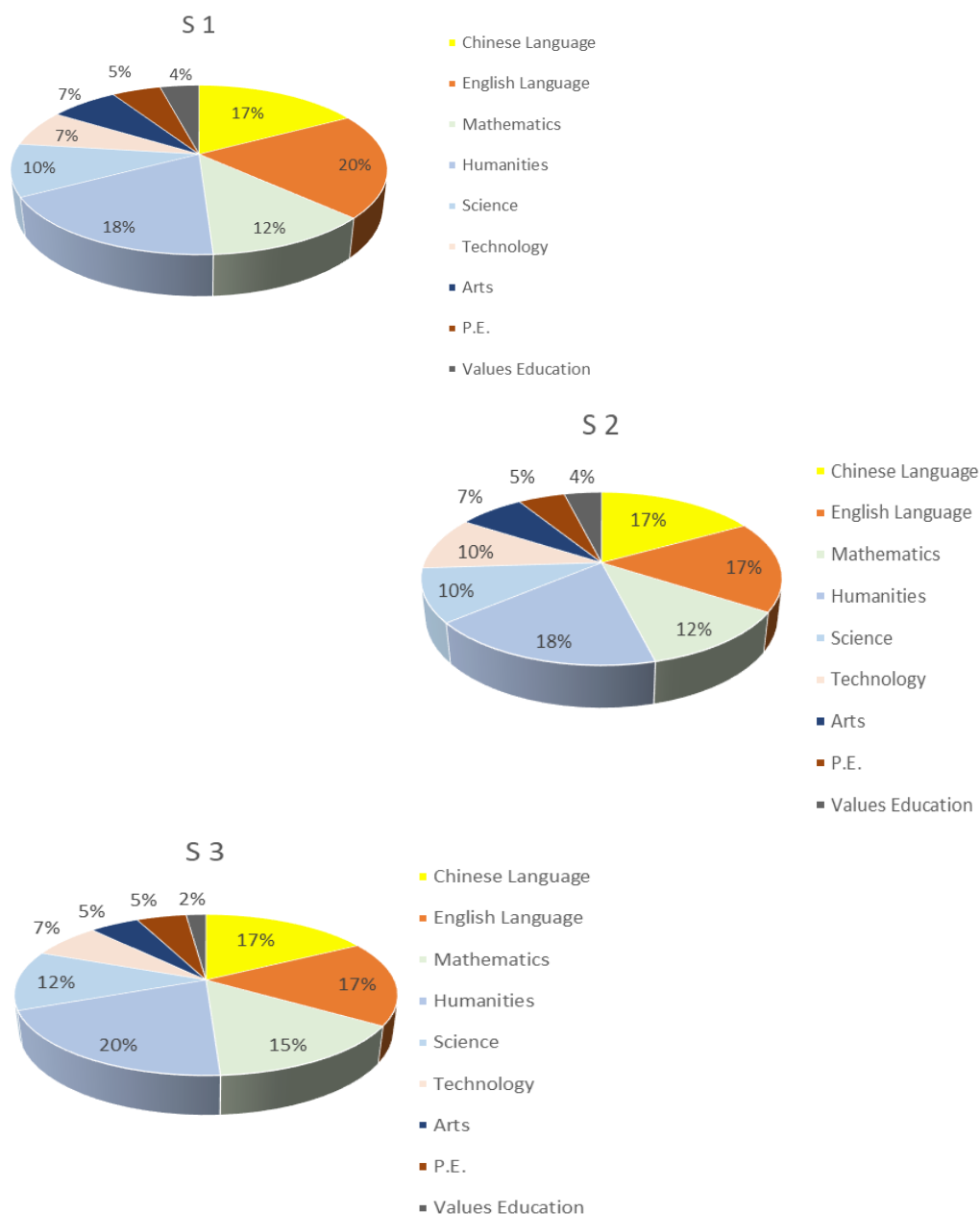
| Number of school days in 2023-2024 | |
|---|----------|
| Number of days with normal lessons | 191 days |
| Number of days with learning activities for the whole school or junior forms. | 6 days |
| Number of days for uniform tests & examinations | 26 days |

2.2 Student Population

| Student Population 2023-2024 | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|------------------------------|-----|-----|-----|-----|-----|----|-------|
| Number of classes | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| Number of students | 128 | 110 | 108 | 115 | 101 | 93 | 655 |

2.3 Our curriculum

We have 41 lessons and 2 periods of OLE in a week. Each period lasts for 40 minutes.
Time allocation for the 8 key learning areas:



Besides the regular lessons in the timetable, we offer Multiple Intelligences courses, morning assemblies, school assemblies, fellowships, form and class activities, as well as arts, sports activities, and services.

2.4 *Subjects Offered*

- The formal curriculum offered by the school in the 2023-2024 is listed below:

| <i>Subject</i> | <i>S1</i> | <i>S2</i> | <i>S3</i> | <i>S4</i> | <i>S5</i> | <i>S6</i> |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Chinese Language Education | | | | | | |
| • Chinese Language | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| • Chinese Literature | | | | △ | △ | △ |
| • Putonghua | ▲ | ▲ | ▲ | | | |
| English Language Education | | | | | | |
| • English Language | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| Mathematics Education | | | | | | |
| • Mathematics | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| • Mathematics M1 | | | | △ | △ | △ |
| Personal, Social & Humanities Education | | | | | | |
| • Life and Society | ▲ | ▲ | ▲ | | | |
| • Citizenship and Social Development | | | | ▲ | ▲ | ▲ |
| • Geography | ▲ | ▲ | ▲ | △ | △ | △ |
| • History | ▲ | ▲ | ▲ | △ | △ | △ |
| • Economics | | | | △ | △ | △ |
| • Chinese History | ▲ | ▲ | ▲ | △ | △ | △ |
| • Business, Accounting and Financial Studies | | | | △ | △ | △ |
| • Religious Studies | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| • True Light Bearer Course | ▲ | ▲ | | | | |
| • Tourism & Hospitality Studies | | | | △ | △ | △ |
| Science Education | | | | | | |
| • Integrated Science | ▲ | ▲ | | | | |
| • Physics | | | ▲ | △ | △ | △ |
| • Chemistry | | | ▲ | △ | △ | △ |
| • Biology | | | ▲ | △ | △ | △ |
| • STEM Project Learning | | | ▲ | | | |
| Technology Education | | | | | | |
| • Computer Literacy | ▲ | ▲ | ▲ | | | |
| • Information Computer & Technology | | | | △ | △ | △ |
| • Home Economics | ▲ | ▲ | ▲ | | | |
| • Physical Education | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| Arts Education | | | | | | |
| • Music | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| • Visual Arts | ▲ | ▲ | ▲ | △ | △ | △ |

▲ compulsory subjects △electives



2.5 *Medium of Instruction and Language Policy*

MOI Policy

- Our school adopted English as the medium of instruction for all S1 students from 2022 to 2023. This allows students to adapt to a rich EMI environment early, facilitating a smooth transition to senior forms and university. English is the primary medium of instruction in all S1 and S2 classes. This shift heralds a new era in KTLS education, equipping our students with the language skills necessary to excel in their senior secondary and university education.
- In all senior form classes, all subjects (except C.S., V.A., and Chinese-related subjects) are taught in English for the Hong Kong Diploma of Secondary Education.
- For S3 students, Integrated Science and Geography are taught in English in all four classes, while Mathematics, History, Computer Literacy, and Home Economics are taught in English in three classes.
- Additionally, designated classes and groups in each junior form have Chinese Language taught in Putonghua.

| Class | A | B | C | D |
|----------|---|--|---|---|
| S1 to S2 | English as the primary medium of instruction Chinese is taught in Putonghua for the best group in Class B and C | | | |
| S3 | Integrated Science and Geography are taught in English | Integrated Science, Geography, Mathematics, History, Computer and Home Economics are taught in English | | |
| | 20-50% of the materials for other subjects are in English | Chinese is taught in Putonghua for the best group | | |
| S4 to S6 | E.M.I. (Except C.S., Chinese History, Chinese Literature, V.A., History (C.M.I.), Tourism & Hospitality Studies and Chinese Language) | | | |

- To equip students to succeed in learning with English as the medium of instruction, the school has standardized policies and strategies for planning, implementing, and evaluating at both the school and subject levels. At the school level, EMI policies were devised across departments to ensure effective learning, teaching, and assessment, with implementation overseen by an experienced SGM English teacher deployed as the LAC Coordinator. To prepare S1 students for EMI learning, a school-based Pre-S1 Summer Institute was conducted before the commencement of the school year, and “Content and Language Integrated Learning” was incorporated into the S1 curriculum. Additional support was provided for junior secondary CMI class students to address their language needs.
- Beyond the curriculum and student support, the EMI learning environment was enriched with various activities, including English-Speaking Days (in collaboration with EMI subjects), English Week, the Drama Club, and the Debate Club. To encourage extended reading in all EMI subjects, the programme “Reading across the Curriculum” was implemented, allowing students to select books from an extended reading list and share their insights in the “Monthly Reading Club”, coordinated by the English Department. It was also mandated that each student maintain a vocabulary book to record English words and phrases, along with their forms, meanings, and sample sentences from all EMI subjects. Additionally, a system of EMI scores was established so that students and teachers could track students’ EMI learning abilities.



2.6 *Cross-curricular Learning*

Cross-curricular learning offers an innovative approach to help students develop knowledge, generic skills, and the ability to integrate all of them. PARV outlines the four developmental directions of higher-order thinking skills: Pragmatic, Articulate, Reflective, and Visionary. This year, we are equipping students with deeper thinking skills to become visionary learners. The academic theme for this year is "Breaking Through, Flying High". We aim to enhance students' innovative spirit in attitude, knowledge, and skills through diverse learning experiences and value-based, creative education. A school policy has been established requiring all subjects to collaborate on cross-curricular projects and modules.

In the disciplines of Chinese History, History, and Chinese Language, our students engage in an immersive study of human civilization, historical milestones, and literary classics to understand and appreciate the profound significance of various breakthroughs. Additionally, the Economics and BAFS departments launched the Biz@KTLS Entrepreneurship Programme. This programme included focused courses such as Culture and Innovation, Science and Innovation, and Enterprise and Innovation. University professors and experienced mentors guided students throughout the programme, helping them refine their business ideas and navigate challenges. This collaborative environment has enhanced students' business acumen and encouraged creative thinking and innovative problem-solving, preparing them to make meaningful contributions to the entrepreneurial landscape.

The Chinese Language, Chinese History, and Music departments collaborated to participate in the "Xiqu Centre Teahouse Theatre Education Special Session: School-Based Creative Curriculum Development Project". Through interdisciplinary teaching design, students learned about their subjects and deepened their appreciation of Cantonese opera. This initiative aims to preserve outstanding Chinese culture and enhance students' understanding of positive values, fostering core qualities of intelligence, courage, diligence, and perseverance while encouraging innovation. All S2 students visited the Xiqu Centre to enjoy traditional Chinese opera performances, including classic Cantonese opera excerpts, ancient tunes, and Guangdong music performances. Students expressed a deeper understanding and appreciation of Cantonese opera culture.

Upholding our school's tradition, "Page to Stage" was conducted in S1 through collaboration between the English Department and the Music Department, producing a musical as a featured event in the S1 Form Council Inauguration Ceremony.

In addition, our school organizes various excursions to encourage students to widen their horizons.

| Date | Theme | Subject /Committee |
|-----------------|--|--------------------|
| 14-16/9/2023 | Guangdong-Hong Kong Youth Exchange Program 2023 | NSCC |
| 31/10-7/11/2023 | iGEM Grand Jamboree and Culture Visit (France) | Biology |
| 2/11/2023 | Flash Tour to the Greater Bay Area (Shenzhen) | SAC |
| 3-4/11-2023 | Guongzhou Sister School Exchange and Greater Bay Area Development Opportunities Expo | NSCC, SAC |
| 16/11/2023 | Flash Tour to the Greater Bay Area (Zhuhai) | SAC |
| 1-3/12/2023 | Mainland Study Tour to Zhaoqing | CS |
| 25-28/1/2024 | Nanjing Sister School Exchange | NSCC |



| | | |
|----------------------|--|------------------------------------|
| 6-7/2/2024 | Macau-Zhuhai Science and Culture Exchange Tour | STEM, Chinese Language |
| 13-17/2/2024 | Harbin Study Tour | NSCC |
| 23-26/3/2024 | Seoul Religious Culture and Performing Arts Study Tour | Religious Education and ECA |
| 25-26/3/2024 | Joint School Study Tour to Shenzhen and Guangzhou | Academy for Gifted Students |
| 2-5/4/2024 | Shanghai Cultural Conservation Tour | NSCC |
| 19-27/5/2024 | Odyssey of the Mind World Final 2024 (United States) | STEM |
| 23-24/5/2024 | Bay Area Youth Model United Nations Conference cum Guangzhou-Hong Kong-Macao Sister Schools Education Exchange Conference | NSCC |
| 28-29/6/2024 | Creating the Future in the GBA- Study Tour of the True Light Schools to Huizhou | CS |
| 25/6-4/7/2024 | Germany Science and Technology Discovery Tour | STEM |
| 28/6-1/7/2024 | Taipei Culture and Literature Trip | Chinese Language |
| 3-7/7/2024 | Henan Historical Research and Wang Wei Drama Performance Exchange | Chinese History |
| 6-11/7/2024 | Shanghai-Hong Kong Youth Exchange Program 「建國七十五周年，百萬青年看祖國」滬港同心青少年考察交流計劃 | NSCC |
| 9/7/2024 | Sister School Music Competition 2024 | Music |
| 13-16/7/2024 | Social Innovation -Vietnam Service-Learning Tour | NSCC and Economics |
| 13-27/7/2024 | Sydney Driving Tour UNSW-DSSSC Future Pilot Program 2024 | SAC |
| 20-26/7/2024 | High School Science Tour (Peking University) | STEM |
| 3-19/8/2024 | True Light Joint-School Summer Tour to England | English |
| 16-17/8/2024 | Basketball and Volleyball Team Training in Shenzhen | P.E. |

2.7 Catering for Learner Diversity

Our school has implemented enhancement and remedial policies. In terms of class allocation, we have adopted English language proficiency as the criterion for class placement. Classes in Chinese Language, English Language, and Mathematics are divided according to students' academic results. Small group teaching is also implemented to facilitate enhancement and remedial arrangements, catering to the learning needs of students with different learning styles and abilities.



Various scholarships, such as the Star of the Year Award and the Apex League Scholarship, have been offered to encourage students to excel in the DSE examination, music, sports, dance, visual arts, or performing arts. It has been observed that students place great significance on these awards and related prizes, motivating them to strive for excellence.

Additionally, specific measures have been implemented for different subjects. For example, the Mathematics Department has organized an Olympic Math Class, while an Advanced Putonghua Class has been established to prepare students for Putonghua proficiency tests. Students have demonstrated commitment and active participation in these classes. An Elite Training Programme in the humanities field has also been launched. Students traveled to various locations in Hong Kong, including Hoi Ha Wan Marine Park, T-park, O-park, Farmland, Mei Ho House, and the Court of Final Appeal. The attendance rate was over 80%, and students showed a willingness to explore more about Hong Kong beyond the classroom.

The "Gifted Academy" has been established at KTLS to provide diverse learning experiences in the three core areas of "Sight, Heart, and Mind". The Academy incorporates external resources for the development of gifted students in various fields. Our students were admitted to the gifted programme at The Chinese University of Hong Kong, where they studied courses such as "Introductory Mathematical Thinking and Problem-Solving Skills", "Biochemistry, Immunology & Infection", "Can Chemistry Save the World?", "Nurturing Gifted Students to be Entrepreneurs in the STEM Industry", and "A Study of Hong Kong's Cultural Heritage". This opportunity enhanced their learning through a university education experience. Additionally, 30 students participated in Chinese Language, English Language, Mathematics, and Science courses organized by the Hong Kong Academy for Gifted Education, broadening their horizons and strengthening their higher-order thinking skills. Furthermore, our school has endeavored to encourage students to strive for excellence by facilitating their participation in various competitions.

To support less able students, classes in all forms have been arranged according to English Language ranking. Chinese, English, and Mathematics are taught in groups based on academic abilities. By implementing ability grouping and small class teaching, we can strengthen individualized guidance and allow teachers to adapt different teaching materials and strategies, catering to the needs of students with varying abilities. Additionally, Saturday tutorials are conducted for 1A, 2A, and 3A students, as well as potential T1 (S1, S3) and 3T2 students, to consolidate their English foundation.

The Student Learning Support Programme has been implemented, with the Learning and Teaching Committee compiling a list of about 30 Tier 2 students based on their academic results in the first term of the school year. Social workers and teachers from different groups have provided no fewer than three individual counseling sessions to students with learning needs. Through these sessions, teachers offer guidance on students' learning habits, methods, attitudes, and emotions, providing personalized support.

In addition, remedial classes were offered during the summer holidays following the second term examinations to strengthen the academic foundation in Chinese, English, and Mathematics for senior secondary subjects. More than 75% of the students attended these classes, and the effectiveness of the learning process was reflected in classroom assessments. Furthermore, the GO FOR GOLD Learning Programme was launched in S6 to provide individual or small group guidance and follow-up plans for students who did not achieve the required standard in the Pre-mock examinations, helping them build a solid foundation. Feedback from inter-house sharing sessions indicated that students appreciated the teachers' guidance and follow-up actions.

2.8 *Languages*

Developing students into competent users of both Chinese and English has always been one of our major goals. The following measures have been taken:



Chinese Language

To foster students' positive values and attitudes, the Chinese Department organized 禮行真光 (Courtesy at KTLS). The programme incorporated themes such as respecting one's family and elders, respecting one's teachers, and loving one's friends; the legacy of etiquette; valuing courtesy and empathy; and a nation that values etiquette. To enable students to develop an aesthetic mindset and experience Chinese culture, a series of Putonghua and Chinese culture learning classes, including calligraphy, tea ceremony, and Chinese chess, were conducted at De Xin Academy.

To enhance students' Chinese language proficiency, the school-based curriculum for junior and senior secondary schools has been actively improved with the inclusion of recommended passages by the EDB. The "Learning for Yourself" (為學由己) programme has been implemented to encourage students to learn independently. Additionally, the "Learning, Thinking, Showing and Reviewing" approach has also been adopted to guide students to think deeply and enhance their higher-order thinking skills, thereby strengthening their understanding of Chinese culture. The Extensive Reading Programme has also been introduced to cultivate students' reading habits. According to students' performance in the DSE, the percentages of students achieving levels 5, 4, and 3 over three consecutive years are higher than the territory-wide averages.

Beyond the formal curriculum, the department provided students with various off-campus learning opportunities, such as Chinese public speaking and writing competitions to raise their interest in Chinese culture and develop their critical thinking skills. Other literary activities, like "Walk with Veterans" and writing workshops, were organized to strengthen their creativity in literature.

English Language

A values education project titled 'Values, We Value: JICS' ('JICS') focusing on four virtues: compassion, justice, integrity, and self-control was conducted. JICS aims to instill positive values and attitudes in students, particularly through the learning and teaching of the English language. It was awarded the 6th Outstanding Teaching (Character Education) Award, recognizing our teaching achievements.

We foster global citizenship and nurture international mindedness by exploring global issues related to UNICEF's SDG 17 in the curriculum through multimodal texts. Observations in class and students' reflections in their newspaper cutting worksheets indicate that students have become more aware of their roles in developing a sustainable society. The English Week, themed "Empowering Lives, Embracing Change", was organized, advocating three UN sustainable goals through game stalls at lunch, morning assemblies, and a talk at the school assembly. Through these activities, students broadened their understanding of the world and built a solid knowledge base.

Students can establish a strong foundation for English language learning using various strategies. For instance, the speaking curriculum has been enriched with a diverse series of activities to equip students with the skills to become articulate learners. The Marker's Goggles Package, which provides exemplars of different levels of past HKDSE writing topics for students to evaluate and refine, has been introduced to highlight the features of high-quality essays. Additionally, the spelling programme and Spotlight Time have been implemented in lessons. According to students' performance in the DSE, the percentages of students achieving levels 4 and 3 over three consecutive years are higher than the territory-wide averages, and the performance of students in listening, speaking, reading, and writing has continued to improve.

Other Languages

Our school actively promotes global education by offering a variety of foreign language



programmes designed to give students a strong foundation in world languages and global connections. Among these, the French Elementary, Japanese Elementary, and Japanese Intermediate classes—organized in collaboration with True Light Girls' College—have been particularly popular. These courses, developed by universities and professional institutes, feature 80 and 52 hours of instruction, respectively, and aim to help students gain a deep understanding of the languages and master their fundamentals. After completing the programmes, students typically achieve a basic level of proficiency. Many even go on to apply for HKDSE Category C language subjects.

Additionally, the ECA Committee organizes other foreign language interest classes, such as German and Spanish. These classes provide an introductory experience with different languages, sparking students' interest and allowing them to explore new languages and cultures in a relaxed, enjoyable setting. Through these classes, students not only broaden their horizons but also develop essential intercultural communication skills.

By offering a diverse range of foreign language courses and interest classes, our school enriches students' after-school experiences and provides valuable opportunities for them to engage with the world's languages and integrate into the global community. This commitment to global education undoubtedly lays a strong foundation for students' future development.

2.9 *STEM*

In the STEM learning field, various subjects have established featured curricula to build a wide range of scientific and technological knowledge for students. Biotechnology is an important domain that encompasses fields closely related to daily life, such as medicine, health foods, and genetic diagnostics. With the healthcare industry's high demand for skilled professionals and many of our students' keen interest in this sector, the school collaborated with Dr. Keith Kwong, Science Director of DreamTec, to develop a biotechnology curriculum tailored for different grades. The International Genetically Engineered Machine (iGEM) competition, which originated at MIT in 2003, is an annual highlight in biotechnology. This year, a Hong Kong team comprised of students from KTLS and four other schools participated. They were nominated for the "Best Education" and "Best Sustainable Development Impact" awards, securing a top-five global ranking in the high school category and bringing pride to Hong Kong.

The Mathematics Department conducted teaching research in collaboration with the Education Bureau, focusing on 'Mathematical Models' as the theme. According to a questionnaire survey, about 70% of the students indicated that the learning experience was interesting and challenging, helping to enhance their mathematical skills.

The STEM project-based learning programme was launched as an independent subject in S3. Students not only enhanced their knowledge in scientific and technological fields but also learned various generic skills and learning methods, such as information searching skills, literature review skills, data handling skills, product design skills, and presentation skills. Through designing and developing projects for the "XR Travel across Major Fields of National Security" Design Competition 2024, students learned how to explore new ideas and creatively apply IT to solve problems. Our school won the First Prize in the competition, with a project that introduced national space technology development, using VR/AR techniques to visualize China's Jiuquan Satellite Launch Center and Tiangong Space Station, in order to promote national security education. Additionally, students enhanced their ethical awareness regarding information security and recognized the importance of cybersecurity by participating in the "Hong Kong Cyber Security New Generation Capture the Flag Challenge" in 2023 and the "Greater Bay Area Youth Artificial Intelligence and Cyber Security Challenge" in 2024.



2.10 *Humanities*

In the Citizenship and Social Development learning process, students gained an understanding of the constitutional basis of the Hong Kong Special Administrative Region, its relationship with the Mainland, and the latest developments in our country. They also explored the interactions among individuals, society, the nation, and the world, deepening their understanding of both our country and the broader global context. Additionally, CS trips to the Greater Bay Area were organized to integrate learning with study tours. Students learned about career development opportunities in the Greater Bay Area and experienced Chinese culture, along with our country's latest developments and achievements. Furthermore, the Joint Schools Youth Forum was organized to provide diverse perspectives on cultural conservation. As part of the audience, all students gained insights into various ways to strengthen cultural security and national identity. From the participants' speeches, students became aware of their responsibility to safeguard national security.

In addition to the Biz@KTLS Entrepreneurship Programme launched by the Economics and BAFS departments, students were encouraged to explore the world with an attitude of "seeking enlightenment" through inquiry-based learning. Specific historical figures or events were selected to help students develop values of perseverance, respect for others, and a sense of national identity. The Advocating Carbon Conservation Teaching programme was launched to study geography. Support from the West Kowloon Parents' Association enabled S3 students to visit environmental management facilities and participate in workshops related to environmental conservation, providing an additional learning opportunity for the climate change module.



3 SUPPORT FOR STUDENT DEVELOPMENT

Student Support and School Ethos

In celebration of our school's impressive 75-year legacy, we organized a series of engaging events to strengthen students' sense of belonging and showcase their unique talents and abilities. These activities brought together alumni, parents, and stakeholders for a joyful celebration of our school's journey, fostering collaboration for a bright future. They also highlighted our achievements, giving the wider community a chance to appreciate our accomplishments and learn more about our school's rich history.

The trip to Nansha, Guangzhou, from November 3-4, strengthened our connections with sister schools and opened up a world of opportunities within the growing Greater Bay Area. The festivities kicked off with an exciting Anniversary Carnival at the beautiful West Kowloon Art Park, showcasing our students' talents and captivating nearly a thousand participants. On April 14, a wonderful blend of nature and community spirit unfolded during a tree-planting event and invigorating hike at Ma On Shan Country Park, reflecting our commitment to environmental conservation and fostering a deeper sense of togetherness. May 2 was filled with the excitement of Anniversary Preparation Day, featuring a vibrant flower arrangement competition and engaging subject booths that sparked curiosity and creativity. The highlight of our celebrations culminated in a grand Gala Dinner on May 4 at the Royal Plaza Hotel, where alumni and distinguished guests enjoyed nostalgic performances that brought back fond memories. Although some events were rescheduled to May 11 due to weather conditions, the spirit of resilience and unity remained strong throughout.

On August 24, we launched the "Nurturing the Heart" mental health initiative, which has become a vital source of support for our female students. Through informative workshops and meaningful research projects, this initiative provides valuable guidance and empowerment. This important anniversary not only celebrated our school's rich history but also helped strengthen our sense of community while addressing critical issues like mental wellness.

As we approach this historic milestone, we feel immense gratitude for the ongoing love and support that have shaped our school into the caring environment it is today. Together, we eagerly look forward to the next chapter of our journey, cherishing our past successes and embracing the future with positivity and a shared commitment to growth and excellence.

3.1 *Nurturing Programme*

Students at our school show a positive attitude toward moral education, actively participating in various programmes designed to cultivate their values. Through the Personal Growth Handbook, they communicated openly with teachers and parents, tracking both academic and non-academic achievements, which fostered a sense of accountability and personal responsibility.

Class teachers play a key role in building a sense of community by encouraging students to collaborate on creating class mottos and setting goals. Their involvement in events like Games Day and the KTL Carnival reflects their enthusiasm and commitment to strengthening class spirit. Additionally, growth camps and the S6 graduation picnic offer opportunities for personal development and help foster a sense of belonging.

During "Buzzing Time", students benefited from individual and group counseling sessions, enhancing their connections with peers and teachers. Activities like the musical performance of Anne of Green Gables and the Lantern Parade during the S6 Graduation Evening showcased students' talents and provided a chance for them to express gratitude to the school community, further reinforcing their sense of belonging.



Initiatives like "Love our True Light" and "Letters to the Principal" empowered students to share their opinions on school policies, demonstrating their growing sense of agency and responsibility. Overall, students' positive attitudes and proactive participation in moral education initiatives highlighted their development into caring, responsible individuals who understand the importance of community and ethical values.

3.2 *Whole-school Approach to Guidance & Discipline*

Students at our school demonstrate a positive attitude and proactive behavior toward the Whole-school Approach to Guidance and Discipline. Through collaborative efforts involving the Discipline and Guidance Committee, class teachers, the school social worker, and the educational psychologist, students receive individualized support tailored to their diverse needs.

Programmes like the S.H.I.E.L.D.S. Leadership Training Programme empowered secondary students to advocate for mental health and offer peer support to classmates facing emotional challenges. Additionally, participation in the "iTeen Leadership Organization" instilled important values such as integrity, further reinforcing their commitment to responsible citizenship.

Workshops for prefects enhanced students' teamwork and problem-solving skills, equipping them to tackle challenges with a positive mindset. Many students reported that these experiences improved their collaboration abilities and encouraged them to model exemplary behavior.

Engagement with parents through talks on positive parenting fostered open communication about students' emotional needs, empowering families to support their children effectively. As a result, students developed a caring attitude toward their peers and showed a strong commitment to self-improvement and civic responsibility. Overall, the Whole-school Approach to Guidance and Discipline has created a nurturing environment where students feel supported and valued, fostering a deep sense of belonging and promoting positive behaviors within the school community.

Through these multifaceted initiatives, students have cultivated a caring attitude toward their peers and developed a civic-minded perspective. They have shown genuine enthusiasm for self-improvement and the pursuit of purposeful lives. Looking ahead, our school is committed to maintaining this whole-school approach to guidance, diligently fostering peer support and cultivating a nurturing culture that promotes a strong sense of belonging and positive behaviors.

3.3 *Spiritual Development*

Students at our school show a positive attitude and actively engage in their spiritual development, reflecting the deep integration of the Christian spirit into our educational framework. Through Religious Education, they embrace Christian teachings and participate enthusiastically in regular morning assemblies that include prayers, hymns, and Bible readings, reinforcing their commitment to Christian values.

Participation in evangelistic activities, such as Christmas caroling at local hospitals and visiting homes for the elderly, demonstrated students' willingness to serve others and share God's love. These experiences fostered compassion and social responsibility, helping students connect their faith with meaningful actions.



The insights shared by guest speakers, such as Rev. Dr. Li Shing Lam on "The Hope of Christmas", had a profound impact on students, prompting them to reflect on the significance of the holiday and encouraging them to support one another within the school community.

Additionally, attending events like the "Jesus: The Story" Gospel Drama enriched students' understanding of the Christian faith through engaging storytelling and performances, further nurturing their spiritual growth.

Overall, students show genuine enthusiasm for their spiritual development, actively participating in activities that deepen their understanding of faith and foster a caring, supportive environment among peers. The integration of Christian values into our educational framework has cultivated a more compassionate, engaged, and responsible student body, creating a nurturing atmosphere that supports their holistic development as individuals and members of society.

3.4 Life Planning Education

Our school is committed to providing students with enriching opportunities to explore their academic interests and potential career paths.

Students demonstrate a proactive attitude and enthusiasm for life planning education, actively engaging in various initiatives designed to help them discover their academic interests and future careers. Programmes like the "Rule of Law and Hong Kong – Law Firm Training Course" gave S3 and S4 students valuable insights into the legal profession, sparking their interest in law careers.

Visits to local institutions, such as Prince of Wales Hospital and The Hong Kong Polytechnic University, allowed students to explore fields like healthcare, design, and hospitality, deepening their understanding of these industries. Participation in events like the "Chicken Soup" and Mentorship Programme helped senior students prepare for future challenges by connecting them with industry professionals and alumni who offered guidance and support.

Engagement in hands-on activities, such as the "Treasure Hunt Youth Marketplace", empowered students to develop practical skills in entrepreneurship while fostering teamwork and critical thinking. These experiences enhanced their self-awareness and clarified their career goals, motivating them to excel in their studies.

Overall, students show a strong commitment to their personal and professional development through life planning education, demonstrating increased confidence and a sense of civic responsibility as they prepare for their futures.

3.5 Talent Development and Leadership Development

Our school is dedicated to nurturing leadership and personal growth through a wide range of dynamic activities.

Students at our school show a proactive attitude toward talent and leadership development, actively participating in various enriching activities designed to cultivate their skills and interests. Programmes like the S.H.I.E.L.D.S. Student Leadership Training Programme enhanced their understanding of mental health while also developing essential leadership qualities. Participation in the Joint School Leadership Training Camp fostered teamwork and collaboration, further refining their leadership abilities.



Participation in Model United Nations conferences sharpened students' leadership skills through engaging discussions on global issues, enhancing their analytical prowess and public speaking abilities. Through these enriching initiatives, our school not only cultivated students' talents across various disciplines, including music, entrepreneurship, and the arts, but also instilled essential leadership skills. These transformative experiences prepared students to embrace future challenges and inspired them to become proactive leaders in their communities.

Students demonstrated a strong commitment to their artistic talents, as evidenced by their success in the Hong Kong Schools Music Festival, the Hong Kong Inter-School Choral Festival and Schools Dance Festival, where our choir and dance teams won gold prizes. Their enthusiasm for the arts was also reflected in creative initiatives such as the Campus TV team showcased their media production skills by securing first runner-up in the Shing Kwong Cup short video competition and cultural exchanges like the study tour to Seoul.

Sports have always been a key focus at our school, where the spirit of competition is an integral part of our True Light Spirit. Our athletes have shown exceptional skill and perseverance across various sports, winning the championship in the CCC 3-on-3 basketball tournament and achieving impressive placements in the Eastern District Recreation and Sports Association's basketball competition, including championship titles in the U14 and U16 categories. In archery, our students excelled at the K S Lo Cup Secondary Schools Archery Invitational Tournament, securing multiple championships and top spots. The volleyball team finished as the first runner-up in the CCC Inter-school Volleyball Competition, while the basketball team earned top positions in the Kowloon District Basketball Division 1 Competition. Additionally, our girls' team stood out in the Inter-school Physical Fitness Challenge, proudly claiming the champion title.

To develop students' diverse athletic talents, we offered experiences in boxing, emerging sports, and martial arts as part of our physical education and multiple intelligences curriculum. These activities not only encouraged students to engage in different forms of exercise but also helped them discover their potential and enhance their physical fitness and athletic skills. By participating in these courses, students improved their physical capabilities while building confidence, teamwork, and resilience. This comprehensive approach to sports education aims to inspire a love for physical activity, encouraging students to continue participating in various sports throughout their lives.

Students' performance in various athletic programmes is generally positive and reflects their engagement and growth in different skills. Many students show significant improvement in their physical abilities, including strength, agility, and coordination, especially through consistent practice in these activities.

3.6 Social Service and National Education

Students at our school show a strong commitment to social service and national education, actively participating in meaningful activities that reflect their values of compassion and responsibility. During their visit to the True Light Villa District Elderly Community Centre for the Lunar New Year, they connected with the elderly, offering companionship and joy while sharing care, prayer, and the gospel.

Participating in the "Big Tree" Pet Care Service-Learning project in Tai Kong Po Village allowed students to nurture stray animals, fostering empathy and personal growth as they cared for abandoned pets. These experiences helped students develop a sense of responsibility and a deeper understanding of community needs.



On KTLS Service Day, students took on the role of teachers, inspiring curiosity in younger peers while enhancing their communication and leadership skills. The Joint School Leadership Training Camp further supported their leadership development, where collaboration with peers from other schools helped build confidence and resilience.

Through these social service initiatives, students not only enrich the lives of those they serve but also deepen their understanding of national values and community responsibility, reinforcing their roles as conscientious citizens.

3.7 *Environmental Education and Health Education*

Students at our school show a commendable attitude toward Environmental Education and Health Education, demonstrating enthusiasm and engagement in various initiatives. During events like the Tree Planting and Hiking event, they eagerly participated, displaying a genuine interest in learning about afforestation and environmental stewardship. Their collaborative spirit while planting saplings reflected a strong sense of community and responsibility toward nature.

Additionally, their participation in the Snorkeling and Beach Cleaning event showcased their commitment to environmental awareness, as they actively contributed to preserving local ecosystems. Involvement in the Horticultural Therapy Activity highlighted their creativity and willingness to explore well-being through hands-on artistic expression.

In Health Education, students were attentive during presentations, especially during Dr. Wong Hiu Lei's talk on the importance of good sleeping habits. They absorbed practical knowledge and expressed a desire to implement healthier lifestyle choices.

Overall, students' positive attitudes and proactive behaviors in both Environmental and Health Education initiatives highlight their growing awareness of the connection between personal well-being and environmental stewardship. This commitment positions them as responsible and informed citizens ready to make a positive impact in their communities.

3.8 *SEN*

| | |
|----------------------|--|
| Policy | Our school is committed to creating an inclusive environment by taking a comprehensive approach to support students with Special Educational Needs (SEN). We allocate resources to provide tailored and diverse support, aiming to enhance their learning experience and integration into school life. We also value collaboration between home and school by establishing regular communication channels, which encourages parental involvement in developing effective support strategies for students with SEN. |
| Resources | To enhance our school's support for students with SEN and ALAs, we receive the following additional resources from the Education Bureau: <ul style="list-style-type: none"> • Capacity Enhancement Grant; • Learning Support Grant; • Intensive Remedial Teaching Programme; • Whole School Approach to Integrated Education Programme; • Top-up Fund; and • Enhanced Speech Therapy Grant. |
| Support measures and | Our school is deeply committed to supporting students with Special Educational Needs (SEN) through a range of carefully crafted measures: <ul style="list-style-type: none"> • Dedicated Support Team: Our SEN Support Team (SST), led by |



| | |
|-------------------------|---|
| allocation of resources | <p>the vice principal, brings together the expertise of the curriculum development leader, student guidance teacher, class teachers, school social workers, educational psychologist, examination coordinator, and subject teachers.</p> <ul style="list-style-type: none"> • Additional Staffing: To provide a well-rounded educational support system, our school has added an extra teacher and a nurturing teaching assistant to the team, enhancing the learning experience for all students. • Tailored Speech Therapy Services: The personalized speech therapy sessions, led by skilled therapists, resonate with students facing Speech and Language Impairments (SLI), helping them develop better communication skills. • After-School Enrichment: With the support of our dedicated teaching staff, teaching assistants provide after-school tutorials that help meet the unique learning needs of each student. • Customized Learning Experiences: By adapting learning materials, creating tailored assignment strategies, and providing assessment accommodations, our school ensures a personalized educational journey for students with SEN. We carefully track their progress and share this information with parents when it is beneficial. • Peer Mentorship: Students from senior classes serve as beacons of knowledge and support by offering peer tutoring, fostering a culture of mutual growth and understanding. • Artistic Exploration: Through vibrant art and craft workshops like felting and ceramics, students find solace and inspiration post-exams, fostering creativity and life skills in equal measure. • Professional Development: Throughout the year, talks and sharing sessions led by educational psychologists and experienced SEN-trained teachers create a compassionate, stress-free environment that is essential for the growth of students with diverse needs. • Parental Collaboration: By establishing strong communication channels, we encourage parents to take part in developing support strategies. Engaging in enriching parent-child classes, such as dessert-making and floriculture, helps foster a deeper understanding of SEN students and aligns parental support with school initiatives. • Unified Parent Community: The parent group acts as a beacon of understanding, enhancing parental insight into school policies and the experiences of SEN students. This fosters a strong partnership between home and school in the pursuit of inclusive education. |
|-------------------------|---|



1. STUDENT PERFORMANCE

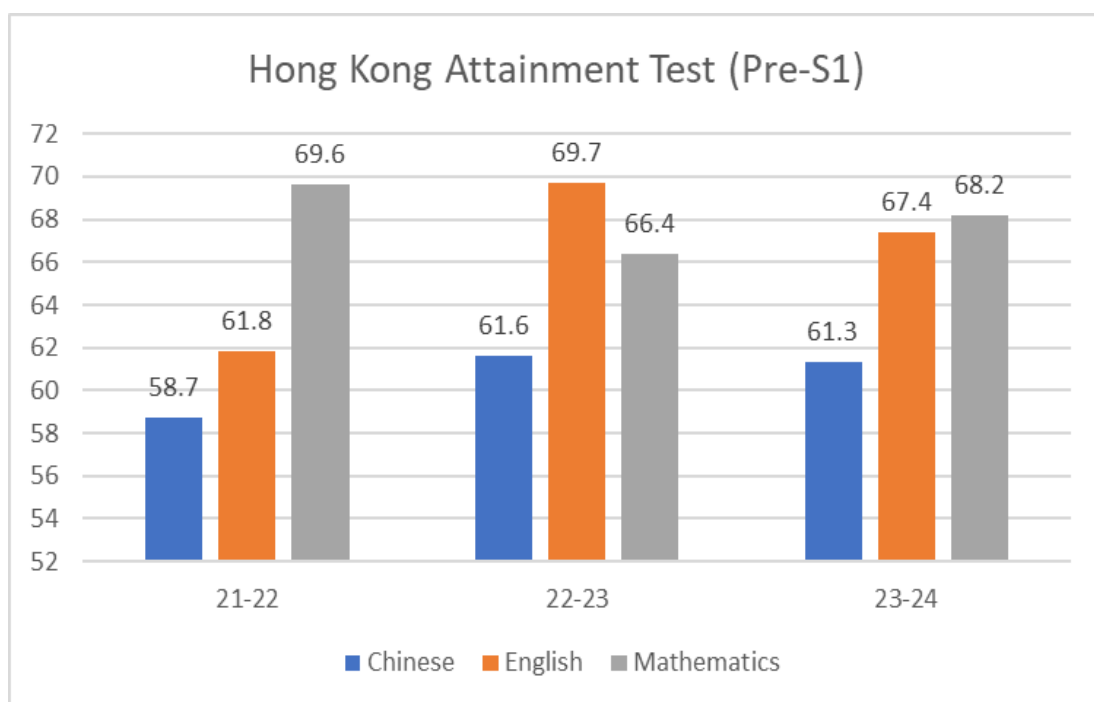
4.1 Students' Attendance (whole school year)

| 2023-2024 | Percentage |
|-----------|------------|
| S1 | 97.7% |
| S2 | 97.6% |
| S3 | 97.8% |
| S4 | 97.0% |
| S5 | 96.5% |
| S6 | 94.9% |
| Average | 97.1% |

4.2 Hong Kong Attainment Test (Pre-S1)

- The average scores in the 3 subjects are tabulated below:

| Year | Chinese score | English score | Mathematics score |
|-------|---------------|---------------|-------------------|
| 21-22 | 58.7 | 61.8 | 69.6 |
| 22-23 | 61.6 | 69.7 | 66.4 |
| 23-24 | 61.3 | 67.4 | 68.2 |

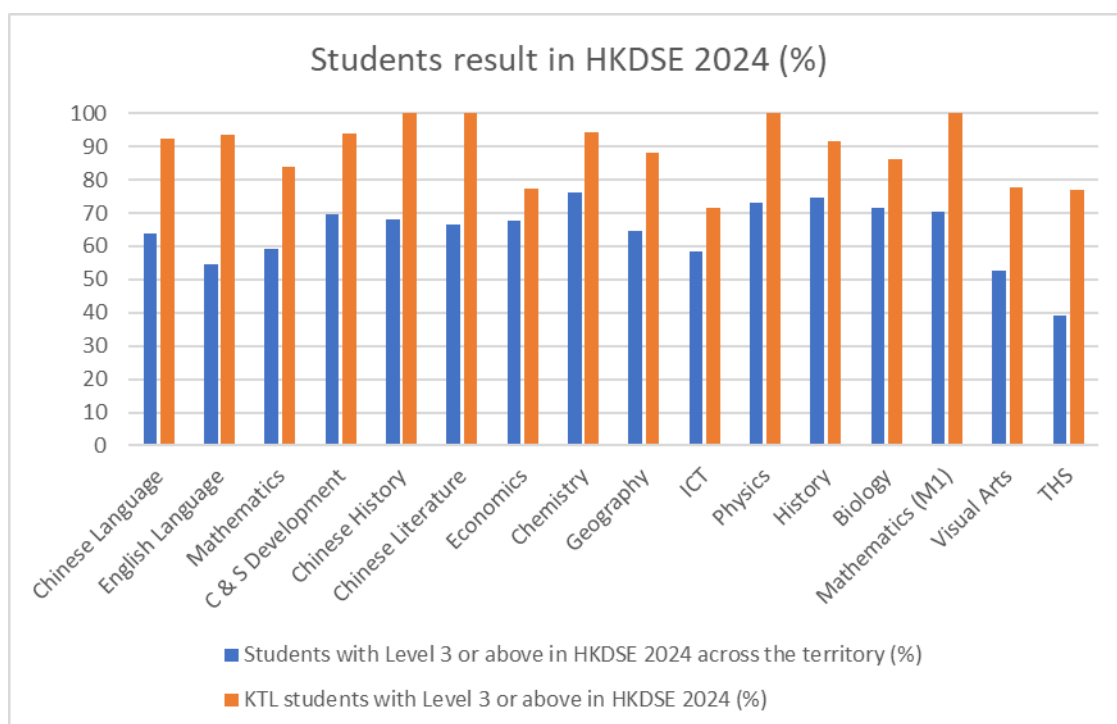


4.3 Results in HKDSE

Overall, approximately 85% of our students met the minimum requirements for university admission (achieving 332A in Chinese Language, English Language, Mathematics, and Citizenship & Social Development respectively), while the average percentage across Hong Kong is only 39.2%. Furthermore, 64.1% and 59.1% of our students achieved Level 4 or above in Chinese Language and English Language respectively. These demonstrate that our school's performance significantly exceeds the Hong Kong average.

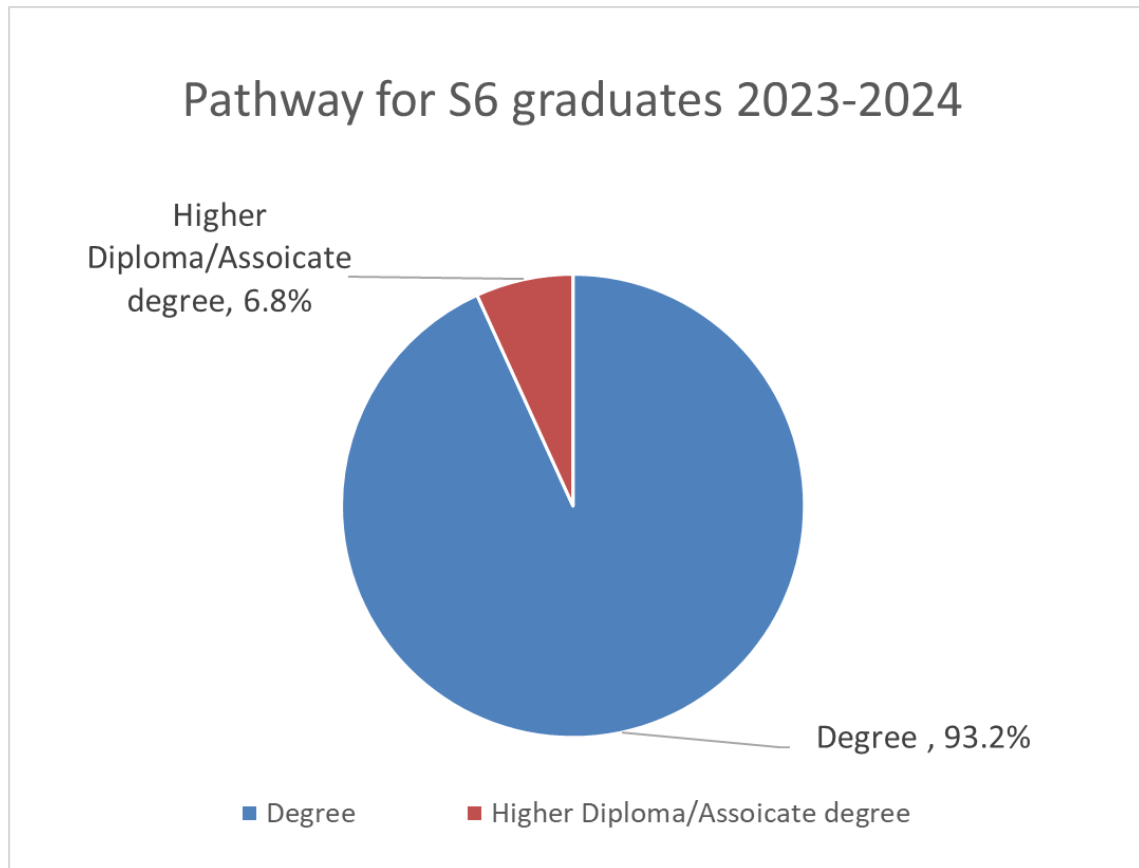
Building on these overall achievements, our students have demonstrated exceptional performance in specific subjects, with the percentage of those achieving Level 5 or above in 10 subjects surpassing the overall levels in Hong Kong. Notably, 47.1%, 61.1%, and 66.7% of students achieved Level 5 or above in Geography, Chemistry, and Mathematics Extended Module 1, respectively. Furthermore, the number of students obtaining Level 4 or above in 12 subjects also exceeded the Hong Kong average. These include Biology (61.1% in two classes), Physics (80%), Chemistry (94.4%), Mathematics Extended Module 1 (100%), Chinese History (88.2%), Chinese Literature (72.7%), Geography (82.4%), History (62.5% in two classes), and Physical Education (100%). These impressive results are a testament to our students' hard work and dedication throughout the years.

In this cohort of students, approximately 80% obtained a degree offer through JUPAS, and about 94% were admitted to bachelor's degree programmes, which is highly encouraging. The top student, YU Yee Nok, has been admitted to the Faculty of Medicine at the University of Hong Kong. Additionally, many students have gained admission to top universities both locally and abroad in their desired fields of study, including Biomedical Science, Veterinary Science, Chinese Medicine, Optometry, Occupational Therapy, Speech Therapy, Nursing, Law, Accounting, Finance, Business Management, Languages, Science, Communication, Creative Media, Psychology, Education, and Arts. Our school has always been committed to providing high-quality education, enabling students to realize their potential and achieve outstanding results in the HKDSE, allowing them to pursue their aspirations, explore diverse pathways, and create a bright future.



4.4 Pathways of Graduates

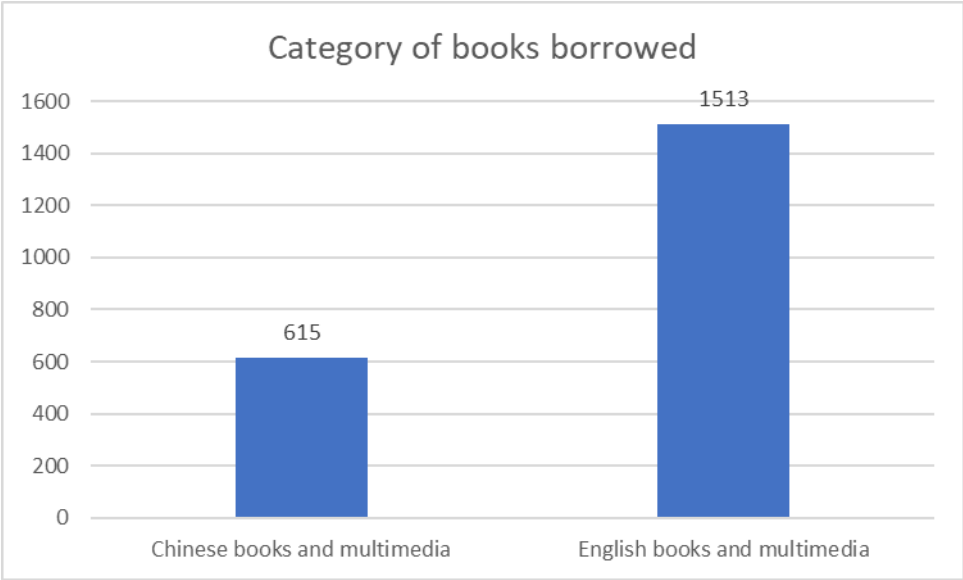
Around 94% of students received degree offers in the year 2024. Among the successful JUPAS applicants, 100% received a degree offer.



4.5 Students' Reading Habit

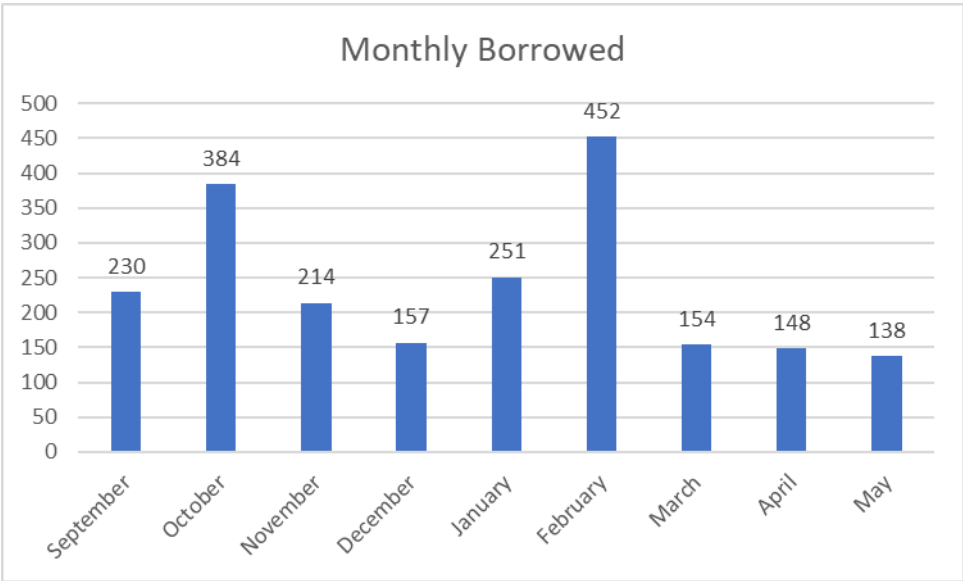
■ Number of books borrowed (Year)

| Category | 2023-2024 |
|------------------------------|-----------|
| Chinese books and multimedia | 615 |
| English books and multimedia | 1513 |



Monthly borrowed amount

| Month | 2023-2024 |
|-----------|-----------|
| September | 230 |
| October | 384 |
| November | 214 |
| December | 157 |
| January | 251 |
| February | 425 |
| March | 154 |
| April | 148 |
| May | 138 |



4.6 Achievements and Awards 2023-2024

| ACADEMIC | | |
|---|--|--|
| Book Report Competition (Chinese Language) | S6 TANG YOUYOU S6 KEI YUK KWAN | Merit Award Competitor |
| Hong Kong Secondary School Debating Competition | S2 CHAN HEI MAN S2 WONG YUEN LAM S4 AHMAD ALIMA S4 CHEN TSZ YAN S4 CHENG YI HANG ABIGAIL S4 LI TSZ CHING S4 MALAIKA-RANI S4 NG NGA CHING ALISON S4 CHAN WING YIU | Champion Best Speaker Champion Champion Best Speaker |
| The Analects of Confucius Hong Kong School Essay Competition | S5 ZHU WEIQI | the First Runner-up |
| The 2nd GBA-HK-Macau The “Kids Voice” Cup Speech & Storytelling Competition | S5 KAN YI MEI | the First Runner-up in the Secondary School Cantonese Category |
| The 39th Sing Tao Inter-School Debating Competition | S3 LEUNG HANG PING ADELAIDE | Best Speaker |
| 75th Hong Kong Schools Speech Festival (2023) (English Speech) | S1 HO MING YAN S1 HUI WAI LING S1 TAM WING YU S1 WONG SUM YIN S1 LO CHUN HEI S1 XIANG YI JIN ERIN S1 YUNG CHUNG YI S1 CHAN WAI YING S1 COLLINS JASMINE HEATHER S1 EZRAH JEEZELLE AGUSTIN S1 LAU SHUN HEI S1 LEE KEI CHING S1 LUO SINDY S1 PENG XIN DI S1 UY MYKA COLYNE S2 LAM YAT ON S2 CHAN TSZ LAM CASSIE S2 FUNG KA SIN S2 MLYNARCZYK KHLOE S2 NG TSZ YAN S2 THAPA SUBBA GIA AASTHA S2 WONG HEI NAM KAYCE S3 LEE CYNTHIA S3 LONG ZIYANG FENNI S3 LAM CHOR HEI S3 CHAN YI JUN S3 CHOW TSZ HEI S3 FAN TSOI CHING S3 TANG HIU YAN S3 TANG OI LAM S4 LEE CHING YIU YURI S5 CHAN SZE TUNG KELLY S5 LAM CHING WAI SOPHIE S5 LAM CHO MAN S5 LAU ON KI S5 LEUNG JODIE SIN YU | Merit Merit Merit Merit Merit Second Place Proficiency Proficiency Proficiency Merit Merit Merit Merit Merit Merit Merit Merit Merit Merit Merit Third Place Merit Merit Merit Merit Merit Second Place Merit Merit Merit Merit Merit First Place Third Place |



| | | |
|--|---|--|
| | S5 LIM MAY NAN S5 WONG TSZ CHING S5 WU TERESA ZHIXI S5 YUEN CHI CHING MICHELLE S5 CHOW KA YAU ATHENA S5 CHUNG PING PING S5 YOUNG TSZ TING S5 CHAN YUET AIMEE S5 GONG XING ZI S5 LAW MAN YIN S5 LEE PUI CHI S5 LEE TSZ KEI S5 LI YAN NGAI | Merit Merit First Place Third Place Merit Merit Merit Merit Merit Merit Merit Merit Merit |
| 75th Hong Kong Schools Speech Festival (Chinese Speech) | S1 CHEUK YIN WA TWINKY S1 LAI AMILIA S1 CHAN KA LOK S1 YUNG CHUNG YI S1 YUEN YEE CHUN S1 ZHOU KAN YEE S2 LEI HEI WAI HAZEL S2 NGAI YIN CHING S2 SUEN FONG CHING S2 CHOY ON NI ANNIE S2 LAM YAT ON S2 TANG HIU TUNG EVELYN S2 TSE EMILY S2 WONG TSZ YING S3 TSANG SZE YIN SANDY S3 XIAO ALICE S3 LIM TSZ CHING S4 LEE CHING YIU YURI S4 WAN SIN TUNG CECI S4 WONG SZE WING S4 ZHU WEIQI | 2nd Runner-up 2nd Runner-up Merit Merit Merit Merit Merit Merit Merit Merit Merit Merit Merit Merit Merit Merit Merit Merit 2nd Runner-up Merit |
| Hong Kong Inter-School Debate Tournament | S3 CHOW TSZ HEI S3 LEUNG HANG PING ADELAIDE S3 TANG HIU YAN | 1st Runner up 1st Runner up 1st Runner up |
| Hong Kong Young Writers Award 2024 “New Tales of China’s Inventions” | S3 FUNG ARIANNA S3 LEUNG HANG PING ADELAIDE | Honourable Mention The Bauhinia Club Award for Creative Fiction |
| "Huaxiabei" National Mathematical Olympiad Invitation Contest 2024 (Hong Kong Region) | S1 PENG XIN DI S2 NGAI YIN CHING S2 LAU YUEN CHING | Preliminary: Second Prize Preliminaries: Second Prize Advancement: Third Prize Preliminary: Third Prize; Advancement: Third Prize; Final: Third Prize |
| Global Junior Math Aptitude Test | S2 LAU YUEN CHING | Bronze Award |
| Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Qualifier Round 2024 (Greater Bay Area Region) | S2 NGAI YIN CHING S4 TIN TSZ CHING | Bronze Award |



| | | |
|--|---|---|
| Hong Kong International Mathematical Olympiad Heat Round 2024 (Hong Kong Region) | S2 NGAI YIN CHING S4 TIN TSZ CHING | Gold Award |
| Thailand International Mathematical Olympiad Heat Round 2023-2024 (Hong Kong Region) | S4 IP CHI CHING S4 TIN TSZ CHING | Senior Secondary Group: Silver |
| Thailand International Mathematical Olympiad Semi-Final 2023-2024 (Hong Kong Region) | S4 TIN TSZ CHING | Senior Secondary Group: Bronze |
| World International Mathematical Olympiad | S4 TIN TSZ CHING | Final: Bronze |
| Competition on the Mathematics of Information | S4 IP CHI CHING | Silver Award |
| Odyssey of the Mind Hong Kong Regional Tournament 2024 | S3 LAM CHOR HEI S3 LO YAN UE S3 CHAN HOI LAAM S3 CHAN TSZ WAI S3 LIM TSZ WAI S3 NG CHING WIN S3 NG CHING YIN S3 NG CHIU YEE S3 NG MAN HEI S3 TANG OI LAM S4 LO NGO YIN VINCCI S4 CHEN WING TUNG S4 L33 YUET YIU S4 WONG SZE WING | Second Place in Hong Kong |
| HKBU CIE English Public Speaking Contest | S4 LI TSZ CHING | Finalist |
| Inheritance & Innovation - School of the Year Award for Proactive Learning of Chinese History and Culture | S1 KWOK HEI SHUN S1 WONG CHEUK YU S4 CHEUNG KA LAM S4 LAU KERRY CHEUK WAI S4 LEE KA YING S4 ZHU WEIQI S4 LAM WING CHAU S4 LAW SUM YI S4 TSANG TSZ MAK S4 TSE SZE KEI | School of the Year Award for Proactive Learning of Chinese History and Culture |
| Harvard GlobalWE Essay Contest | S5 CHAN SZE TUNG KELLY S5 CHOW CHEUK WING S5 KAN YI MEI S5 LEE TIN YU S5 LEUNG JODIE SIN YU S5 LIM MAY NAN S5 LO PUI KWAN S5 TSE TSZ CHING S5 WONG TSZ LOK S5 WU TERESA ZHIXI S5 YAU PUI KA | Winner (School) Honorable mention (School) |
| English Public Speaking Contest | S4 CHENG YI WING | Certificate of District Finalist (3rd out of 4 rounds) |
| Hong Kong Schools Debate Federation Competition | S5 CHIU SHING YIN | Best Debater |
| MathConceptition 2023 | S1 LAM SHEUNG YI S1 LEE KEI CHING S1 LI HIU LUI SHIRLEY | Bronze Bronze Bronze |



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| | S2 CHAN LOK YAN ALICE S2 CHAN TSZ LAM CASSIE S2 SZE HOI NAM S3 LIM TSZ CHING S3 TANG HIU YAN S3 TANG OI LAM S4 IP CHI CHING S4 LAW TSZ WAI S4 LEE YUET YIU | Bronze Bronze Silver Silver Silver Bronze Bronze Bronze Bronze |
| Centre of National History Education Project Competition | S3 TSANG SZE YIN SANDY S3 CHONG MAN YING S3 HUNG SZE WAN S3 LAM CHOR HEI S3 TING YUET HEI S3 YUEN WING YIN S3 CHAN HOI LAAM S3 CHOW TSZ HEI S3 LIM TSZ CHING S3 TANG HIU YAN S3 TANG OI LAM | Merit Award |
| Prose Competition for Junior High School Students | S3 CHAN TSZ CHING | Award of Commendation |
| The Chinese University of Hong Kong History Essay Competition | S4 LAU KERRY CHEUK WAI S4 ZHU WEIQI S4 LAM WING CHAU S5 WONG TSZ CHING S5 ZHANG HAOYUE | Secondary School Student Historical Potential Award |
| Biology Literacy Award | S5 KAN YI MEI S5 LAM CHING WAI SOPHIE S5 XIONG YUET CHING | Third Class Honour First Class Honour Merit Award |
| 4th International Secondary School Tan Kah Kee General Knowledge Competition 2024 | S3 CHONG MAN YING S3 CHAN HOI LAAM S3 LIM TSZ CHING S3 TANG HIU YAN S3 TANG OI LAM | Top 10 in Hong Kong, China |
| "The Story of Chinese Characters" Cross-class Reading Report | S1 CHAN YUN CHING S1 MOK HEI YAU S1 CHAU YAN CHING S1 LIU HANG LAM S1 CHAN HEI YEE S1 LI ZHIXIN S1 LIN SITONG EMMA S1 WONG TSZ YIN CHLOE S1 CHIU CHARLOTTE S1 KWOK HEI SHUN S1 LI HIU LUI SHIRLEY S1 WONG LAM WING S1 WONG YUI MANG | Best Presentation Award |
| Reading & Sharing Cross-class Reading Report | S2 CHEN YEE CHING S2 MOK YUEN YING S2 NGAI YIN CHING S2 WANG JIAYI JENNY S2 LAU PUI LAM S2 WONG WAI YAN | Best reporting group; Excellent Reporter Merit Award Excellent Reporter Merit Award Best reporting group; Best reporter Best reporting group Best reporting group; Best reporter Best reporting group |



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| Chinese Best Book Reports (Junior Section) | S1 CHAN TESS S1 CHENG HAY LAM S1 WONG LAM WING S2 CHOW ON NA S2 HO KA NAM S2 LIANG CHEUK YAN S3 TSANG SZE YIN SANDY S3 CHAN TSZ CHING S3 XU PUI YAN | S.1 - 1st Runner-up S.1 – Champion S.1 - 2nd Runner-up S.2 - 1st Runner-up S.2 - 2nd Runner-up S.2 – Champion S.3 – Champion S.3 - 2nd Runner-up S.3 - 1st Runner-up |
| English Best Book Reports (Junior Section) | S1 CHEUNG IN FUK S1 TANG MAN YAN S1 LEE KEI CHING S2 CHAN TSZ LAM CASSIE S2 FUNG KA SIN S2 LEUNG MEI SZE S3 CHAN HIU YU TRIXIA S3 CHANG TSZ KWAN S3 LAM CHOR HEI | S.1 - 2nd Runner-up S.1 – Champion S.1 - 1st Runner-up S.2 – Champion S.2 - 2nd Runner-up S.2 - 1st Runner-up S.3 - 2nd Runner-up S.3 – Champion S.3 - 1st Runner-up |
| Project M2 Award Program | Participants | Financial Education Visionary Award |
| SPORTS | | |
| Inter-school Athletics Competition (Division 3) | S1 LOONG SZE WAI JASMINE S1 YUNG SZE KIU S1 CHUNG HEI TUNG S1 SIU HO KIU S1 TSO HA YAT S1 NG LONG KI S1 PENG XIN DI S1 WONG CHEUK YU S2 LING YU YI S2 FOO OI LAM ELLEN S2 LAI YAN CHING S2 LAU YAN TING NATALIE S2 LAM YAT ON S2 WONG TEEN YUE S2 YEUNG HEI YU S2 NGAI BOON GA JESSICA S2 WONG HEI NAM KAYCE | Girls C Grade 800m 1st Runner-up, Girls C Grade 4X400M Relay 3rd Runner-up, Girls C Grade Team Overall 2nd Runner-up Girls C Grade Team Overall 2nd Runner-up Girls C Grade Team Overall 2nd Runner-up Girls C Grade 4X400M Relay 3rd Runner-up, Girls C Grade Team Overall 2nd Runner-up Girls C Grade Team Overall 2nd Runner-up Girls C Grade 4X400M Relay 3rd Runner-up, Girls C Grade Team Overall 2nd Runner-up Girls C Grade Team Overall 2nd Runner-up Girls C Grade 100M Hurdle 3rd Runner-up, Girls C Grade Team Overall 2nd Runner-up Girls C Grade Team Overall 2nd Runner-up Girls C Grade 4X400M Relay 3rd Runner-up, Girls C Grade Team Overall 2nd Runner-up Girls C Grade Team Overall 2nd Runner-up Girls C Grade High Jump 1st Runner-up, Girls C Grade Team Overall 2nd Runner-up |



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| | S3 TSUI YEE TING | Girls C Grade Team |
| | S3 LO YAN UE | Overall 2nd Runner-up |
| | S3 NG CHING YIN | Girls B Grade Team |
| | | Overall 3rd Runner-up |
| | | Girls B Grade Team |
| | | Overall 3rd Runner-up |
| | | Girls A Grade 100M |
| | | Hurdle 1st Runner-up, |
| | | Girls A Grade 4X100M |
| | | Relay 1st Runner-up, |
| | S4 LO NGO YIN VINCCI | Girls A Grade Team |
| | S4 WONG YI LAM | Overall 1st Runner-up |
| | | Girls B Grade 4X400M |
| | | Relay 3rd Runner-up, |
| | | Girls B Grade Team |
| | S4 CHUN KA YAN | Overall 3rd Runner-up |
| | | Girls B Grade Shot Put |
| | | 3rd Runner-up, Girls B |
| | | Grade 4X400M Relay |
| | | 3rd Runner-up, Girls B |
| | | Grade Team Overall 3rd |
| | | Runner-up |
| | S4 LIN UE SHAN | Girls B Grade 200M 3rd |
| | | Runner-up, Girls B |
| | | Grade High Jump 1st |
| | | Runner-up, Girls B |
| | | Grade 4X400M Relay |
| | | 3rd Runner-up, Girls B |
| | | Grade Team Overall 3rd |
| | | Runner-up |
| | S4 TANG TSZ TUNG | Girls B Grade 4X400M |
| | | Relay 3rd Runner-up, |
| | | Girls B Grade Team |
| | | Overall 3rd Runner-up |
| | | Girls A Grade 100M |
| | | Hurdle 3rd Runner-up, |
| | S4 TSANG TSZ MAK | Girls A Grade 4X100M |
| | | Relay 1st Runner-up, |
| | | Girls A Grade Team |
| | | Overall 1st Runner-up |
| | S4 LAI NGA WING | Girls B Grade Discus |
| | | 2nd Runner-up, Girls B |
| | | Grade High Jump 3rd |
| | | Runner-up, Girls B |
| | | Grade 4X400M Relay |
| | | 3rd Runner-up, Girls B |
| | | Grade Team Overall 3rd |
| | | Runner-up |
| | S5 CHAN CHOI YING | Girls A Grade 4X400M |
| | | Relay 3rd Runner-up, |
| | | Girls A Grade Team |
| | | Overall 1st Runner-up |
| | S5 LO PUI KWAN | Girls A Grade 4X400M |
| | | Relay 3rd Runner-up, |
| | | Girls A Grade Team |
| | | Overall 1st Runner-up |
| | S5 TSE TSZ CHING | Girls A Grade 4X400M |
| | | Relay 3rd Runner-up, |
| | | Girls A Grade Team |



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| | <p>S5 CHEUNG CHEUK WING DEBORAH</p> <p>S5 CHOW KA YAU ATHENA</p> <p>S5 LAM KA LAI</p> <p>S6 TSE NOK HANG</p> | <p>Overall 1st Runner-up Girls A Grade Javelin 3rd Runner-up, Girls A Grade Team Overall 1st Runner-up Girls A Grade 4X100M 1st Runner-up, Girls A Grade Team Overall 1st Runner-up Girls A Grade 4X100M 1st Runner-up, Girls A Grade Team Overall 1st Runner-up Girls A Grade 800 M &1500M Champion, Girls A Grade 4X400M Relay 3rd Runner-up, Girls A Grade Team Overall 1st Runner-up</p> |
| HKSSF Inter-school basketball Competition (Division 1) | <p>S3 CHEUNG CHING MAN S3 CHEUNG WAN CHUN S3 HO WING YIU S3 TSUI YEE TING S3 MA HOI YIU S3 CHAN AGNES S4 WONG YI LAM S4 CHUN KA YAN S4 LIN UE SHAN S4 TANG TSZ TUNG S4 LAI NGA WING</p> | <p>Grade B 1st Runner-up, Overall 2nd Runner-up</p> |
| HKSSF Inter-school basketball Competition (Division 1) | <p>S1 CHAN TESS S1 CHANG SZE PUI SIBI S1 CHEUNG IN FUK S1 PANG HEI TUNG S1 CHAU HEI YI HINATA S1 ZHANG ZUMIAO S2 SIN YAU YIN S2 LAI YAN CHING S2 NGAI YIN CHING S2 CHEUNG SHUK LING CHRISTINA S2 WANG SZE YUI HANNAH S4 CHAN HOI LAM S5 LO PUI KWAN S5 TSE TSZ CHING S5 LAM KA LAI S5 YOUNG TSZ TING S6 CHU HIU CHING S6 WONG HOI CHI</p> | <p>Overall 2nd Runner-up</p> |
| Inter-School Cross-Country Competition 2023-2024 (Division Three Area 3) | <p>S1 CHAN TESS S1 MOK HEI YAU S1 LOONG SZE WAI JASMINE S1 SIU HO KIU S1 PENG XIN DI S2 FOO OI LAM ELLEN S2 LAI YAN CHING S3 LO YAN UE S3 CHAN AGNES</p> | <p>Girls C Grade Team Overall Champion Girls A Grade Team Overall 4th Place</p> |



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| | S4 WONG YI LAM S4 CHUN KA YAN S4 TANG TSZ TUNG S4 LAI NGA WING S5 LO PUI KWAN S5 TSE TSZ CHING S5 LAM KA LAI S6 TSE NOK HANG S6 CHAN TSZ YAN | |
| Inter-School Volleyball Competition 2023-2024 Division Three (Kowloon One) Girls A Grade | S4 CHAU WING YIN S4 CHAN HIN FEI S5 LIM MAY NAN S5 YUEN CHI CHING MICHELLE S5 CHEUNG CHEUK WING DEBORAH S5 WONG CHUNG YAN S5 TAI SUM YU S5 AU WING CHI S6 CHAN PUI YI S6 TAN HIU YAN S6 CHAN MAN SZE GRACE S6 NGAN YU HEI S6 CHAN TSZ YAN | Champion |
| 3 on 3 Competition | S3 CHEUNG CHING MAN S3 HO WING YIU S3 TSUI YEE TING S3 MA HOI YIU S3 CHAN AGNES S4 WONG YI LAM S4 CHUN KA YAN S4 TANG TSZ TUNG S5 LAM KA LAI | 1st Runner-up Merit Award 1st Runner-up Merit Award Merit Award Merit Award 1st Runner-up Merit Award 1st Runner-up |
| First Round and Second Round 3 on 3 basketball competition | S1 CHAN TESS S1 CHANG SZE PUI SIBI S1 PANG HEI TUNG S1 CHAU HEI YI HINATA S1 ZHANG ZUMIAO S2 SIN YAU YIN S2 LAI YAN CHING S2 LO LONG KA S2 NGAI YIN CHING S2 WANG SZE YUI HANNAH S3 CHEUNG CHING MAN S3 CHEUNG WAN CHUN S3 HO WING YIU S3 MA HOI YIU S3 CHAN AGNES S4 WONG YI LAM S4 CHUN KA YAN S4 TANG TSZ TUNG S4 LAI NGA WING S5 TSE TSZ CHING S5 LAM KA LAI | First Round 1st Runner-up Second Round Champion/1st Runner-up |
| The Open Invitational Archery Tournament | S3 LEUNG HOI KIU S3 YU PUI LAM S4 LAW SUET CHING | Overall 2nd Runner-up |



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| HK Island & Kowloon Secondary Schools Competition BOCHK Archery Cup 2023-2024 | S4 LAM WING SHAN | Grade B Individual 8th Place |
| 2023-24 Hong Kong Baseball5 Challenge Cup-Youth (U15) | S2 CHEUNG TING HEI S2 TSANG YUEN CHING S2 MLYNARCZYK KHLOE S3 HUANG HOI CHING S3 MA HANG YEE S3 YIP YAN YAU S3 LAM TSZ MIU S3 WONG MAN YIU MAYA | Champion |
| Archery Invitational Tournament | S4 CHAN CHING TUNG ANDREA S4 IP CHI CHING S4 LUK LEE HUNG S4 WONG SUM YEE S4 LAU YAN TUNG ALVA S4 LAM WING SHAN | Women's Recurve A Overall 2nd Runner-up Women's Recurve A Individual 7th Place, Women's Recurve A Overall 2nd Runner-up Women's Recurve B Individual Champion, Women's Recurve B Overall Champion Women's Recurve A Overall 2nd Runner-up Women's Recurve B Individual 8th Place, Women's Recurve B Overall Champion Women's Recurve B Overall Champion |
| CCC Secondary School Badminton Competition 2023-2024 | S2 WONG TSZ YING | 2nd Runner Up |
| Inter-School Swimming Competition (Kowloon Division Two) | S1 YEUNG HO YUET S2 HON TSZ TUNG S5 CHAN CHOI YING S5 CHOW CHEUK WING S5 WONG CHUNG YAN S5 LEUNG MAN WAI | 100m Breaststroke Champion, 50m Breaststroke 1st Runner-up 100m Freestyle Champion, 50m Butterfly Champion 4X50m Freestyle Relay 1st Runner-up 4X50m Freestyle Relay 1st Runner-up 100m Freestyle 2nd Runner-up, 50m Freestyle 2nd Runner-up, 4X50m Freestyle Relay 1st Runner-up 50m Butterfly Champion, 50m Backstroke 1st Runner-up, 4X50m Freestyle Relay 1st Runner-up |



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| | S5 LEE TSZ KEI | 4X50m Freestyle Relay 1st Runner-up |
| The 9th Hong Kong Games Swimming Competition | S5 LEUNG MAN WAI | Girls 16-17 age group 50 M Butterfly Champion, Girls 16-17 age 200 M Free style Relay 1st Runner-up |
| ART, MUSIC & CREATION | | |
| 76th Hong Kong Schools Music Festival | S1 WU TSZ LAM JASMINE S1 CHEUNG SUM MAAN BERNICE S1 CHAN KA LOK S1 CHEUNG WAN CHING S1 FUNG SIU TING S1 LO CHUN HEI S1 WONG SZE WING SIRENE S1 WONG TSZ YIN CHLOE S1 YIP WING LAM S1 CHAN SHEN YEE STEPHANIE S1 CHAN WAI YING S1 LAM SHEUNG YI S2 LEUNG HOI TUNG S2 TSUI TSZ NAM CELIA S2 LAW YI KIU S2 NG YAN TUNG S2 THOM KA HEI CLAUDIA S2 TSANG HING YAN S2 SO PUI LAM S2 TAO YI JING S2 CHAN TSZ LAM CASSIE S2 LAM SUM CHING S2 LAW TSZ KI S2 LEUNG MEI SZE S2 SZE HOI NAM S2 THAPA SUBBA GIA AASTHA S2 TIN LOK LAM S2 WONG HEI NAM KAYCE S2 WONG MUK LAAM S3 FUNG ARIANNA S3 KWOK SZE WAI GRACE S3 YU KA WAI ASHLEY S3 MA CHEUK YU S3 YEUNG CHARMAINE S4 LEUNG PO MAN KIDDIE | Champion |
| The Hong Kong Inter-School Choral Festival | S2 CHAN YUI KA KALIA S2 LEUNG HOI TUNG S2 TSUI TSZ NAM CELIA S2 LAW YI KIU S2 NG YAN TUNG S2 TSANG HING YAN S2 SO PUI LAM S2 TAO YI JING S2 CHAN TSZ LAM CASSIE S2 LAM SUM CHING S2 LAW TSZ KI S2 LEUNG MEI SZE S2 SZE HOI NAM S2 THAPA SUBBA GIA AASTHA | Gold Medal |



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| | S2 TIN LOK LAM S2 WONG HEI NAM KAYCE S2 WONG MUK LAAM S3 FUNG ARIANNA S3 KWOK SZE WAI GRACE S3 YU KA WAI ASHLEY S3 MA CHEUK YU S3 YEUNG CHARMAINE S4 CHAN HIU NAM ISABELLA S4 LO NGO YIN VINCCI S4 LEUNG PO MAN KIDDIE S4 WONG NGA YAN S5 CHAN SZE TUNG KELLY S5 KAN YI MEI S5 LEUNG JODIE SIN YU S5 CHO TSZ LEUNG CHERRY S5 KING HIU YING S5 SIU YAN YUET ESTHER S5 TANG HIU YING | |
| Joint School Music Competition | S1 WU TSZ LAM JASMINE S1 CHEUNG SUM MAAN BERNICE S1 SZE CHEUK NI CHARLIE S1 CHAN KA LOK S1 CHEUNG WAN CHING S1 FUNG SIU TING S1 LO CHUN HEI S1 WONG SZE WING SIRENE S1 WONG TSZ YIN CHLOE S1 YIP WING LAM S1 CHAN SHEN YEE STEPHANIE S1 CHAN WAI YING S1 LAM SHEUNG YI S2 CHAN YUI KA KALIA S2 LEUNG HOI TUNG S2 TSUI TSZ NAM CELIA S2 LAW YI KIU S2 NG YAN TUNG S2 THOM KA HEI CLAUDIA S2 TSANG HING YAN S2 SO PUI LAM S2 TAO YI JING S2 CHAN TSZ LAM CASSIE S2 LAM SUM CHING S2 LAW TSZ KI S2 LEUNG MEI SZE S2 SZE HOI NAM S2 THAPA SUBBA GIA AASTHA S2 TIN LOK LAM S2 WONG HEI NAM KAYCE S2 WONG MUK LAAM S3 CHAN LOK SUM S3 FUNG ARIANNA S3 KWOK SZE WAI GRACE S3 YU KA WAI ASHLEY S3 MA CHEUK YU S3 YEUNG CHARMAINE S4 CHAN HIU NAM ISABELLA | Silver Award |



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| | S4 LO NGO YIN VINCCI S4 LEUNG PO MAN KIDDIE S4 WONG NGA YAN S4 WONG YING SUET S5 CHAN SZE TUNG KELLY S5 KAN YI MEI S5 LEUNG JODIE SIN YU S5 CHO TSZ LEUNG CHERRY S5 KING HIU YING S5 SIU YAN YUET ESTHER S5 TANG HIU YING | |
| The 11th Hong Kong International Music Festival - Grandmaster Cup | S1 KWOK BUI YEE BOE S1 LUN HEI MAN S1 CHEUNG WING MAN S1 CHU YING FEI S1 LEE KEI CHING S1 LIN SELINA S1 WONG LAM WING S2 SUEN FONG CHING S2 TSE NOK YI S2 LAM YAT ON S2 TAO YI JING S2 NG TSZ YAN S2 WANG SZE YUI HANNAH S3 LEUNG HOI KIU S3 CHIU SUM YAU JESSENIA S3 LAM TSZ MIU S3 LO YAN UE S3 HO MAN KWAN S3 LIU LOK YI S3 NG MAN HEI S4 IP CHI CHING S4 LAW TSZ WAI S4 LEE CHING YIU YURI S4 LI TSZ CHING S4 NG YUI YAN S4 TIN TSZ CHING S4 WAN WING YU S4 CHOW YIN CHING S5 YEUNG FUH LEI S5 CHUNG PING PING | Champion |
| The 11th Hong Kong International Music Festival | S1 LUN HEI MAN S1 CHEUNG WING MAN S1 CHU YING FEI S1 LIN SELINA S1 WONG LAM WING S2 TSE NOK YI S2 LAM YAT ON S3 CHIU SUM YAU JESSENIA S3 LAM TSZ MIU S3 HO MAN KWAN S3 LIU LOK YI S4 IP CHI CHING S4 LAW TSZ WAI S4 LEE CHING YIU YURI S4 NG YUI YAN S5 YEUNG FUH LEI | 2nd Runner Up |
| Exhibition of Student Visual Arts Work 2023/24 | S6 HUI WAI CHING S6 HO JANCY | — |



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| Hong Kong School Drama Festival 2023/24 | S2 TSANG HING YAN S2 WONG SUM YIN | Award for Outstanding Stage Effects Competitor |
| | S2 LEE TZE HUEN S2 TANG HIU TUNG EVELYN | Award for Outstanding Stage Effects |
| | S2 CHENG YAT NAM ADELYN S2 FUNG KA SIN | Award for Outstanding Performer |
| | S3 AU KYLIE S3 CHEUNG NGAR YIN AVELINE S3 XIAO ALICE S4 CHENG YI WING | Award for Outstanding Stage Effects |
| | S4 CEN CHEN ELENA S4 SO MING YAN S4 HUANG YUEN SZE S5 LEUNG JODIE SIN YU S5 LI KA YI CATHARINE S5 TO WAI YIN S5 GU SHAN YING S5 CHAN KA KA | Award for Outstanding Performer |
| "Records of the Grand Historian" Breakthrough Drama and Speech Competition | S4 CHENG YI WING S4 HO TSZ TUNG | Best Actress Award Best Actress Award |
| 2024 International Youth Talent Musician Competition | S1 KWOK BUI YEE BOE S1 LUN HEI MAN S1 LI KA KI KIKI S1 LIN SITONG EMMA S1 CHEUNG WING MAN S1 CHU YING FEI S1 LEE KEI CHING S1 LIN SELINA S1 WONG LAM WING S2 SUEN FONG CHING S2 TSE NOK YI S2 LAM YAT ON S2 TAO YI JING S2 NG TSZ YAN S2 WANG SZE YUI HANNAH S3 LEUNG HOI KIU S3 CHIU SUM YAU JESSENIA S3 LAM TSZ MIU S3 LO YAN UE S3 HO MAN KWAN S3 LIU LOK YI S4 IP CHI CHING S4 LAW TSZ WAI S4 LEE CHING YIU YURI S4 LI TSZ CHING S4 TIN TSZ CHING S4 WAN WING YU S4 CHOW YIN CHING S5 YEUNG FUH LEI S5 CHUNG PING PING | Champion |



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| The 9th Hong Kong Secondary School Distinguished Artwork Exhibition 2024 | S2 LEE WING S5 CHEUNG CHEUK WING DEBORAH | Awardee |
| The 16th Radio Drama Competition | S4 CHENG YI WING S4 TIN TSZ CHING S4 CEN CHEN ELENA | Semi-finalists Semi-finalists Semi-finalists |
| OTHERS | | |
| Chinese Culture Center Artifact Research and Study Competition | S3 TANG OI LAM S4 XIE XINYI S5 CHEUNG MAN CHI S6 FUNG WING YAN | Commendation Award Commendation Award Commendation Award Commendation Award |
| Hong Kong Palace Museum Student Cultural Ambassador Programme | S5 CHEUNG MAN CHI S5 ZHANG HAOYUE | Outstanding Performance Award |
| Innovative and Courageous 2.0 - Youth Social Innovation Service Award | S5 CHAN HEI MAN S5 CHIM PUI YU S5 KING HIU YING S5 LUI CHUNG YAN S5 SO LOK YIU S5 WONG HOI LAM S5 NG VIVIENNE S5 CHAN YUET AIMEE | Silver Award |
| The 4th China Mobile OneNET Innovative Competition (Hong Kong Region) | S5 CHAN CHOI YING S5 YEUNG FUH LEI | The top four teams |
| International Genetically Engineered Machine (iGem) Competition | S4 CHEN WING TUNG S4 LEUNG PO MAN KIDDIE S4 TSUNG YEE KIU S4 CHOW YIN CHING S5 LAI SHEUNG YU KELLY S5 LAM CHING WAI SOPHIE S5 LIM MAY NAN S5 AMIR AFREEN S5 CHOI SZE LOK S5 XIONG YUET CHING | Gold Medal |
| 2023 China Mobile Makerthon OneMO Twinkling IoT Project Competition (University Track) | S5 CHAN CHOI YING S5 YEUNG FUH LEI | Outstanding Award |
| The 2nd Shing Kwong Cup Short Video Shooting Competition | S4 CHAN CHING HEI S4 HO TSZ TUNG S4 TSUNG YEE KIU S4 CHOW YIN CHING S4 CHUNG OI LAM | Second Place |
| Young Environmental Ambassador | S5 LEE TIN YU S5 LEUNG JODIE SIN YU | Young Environmental Ambassador Award |
| 2nd Annual Compassionate Action Award | S5 LAM CHO MAN S5 KING HIU YING | Compassionate Action Student Ambassador Merit Award |
| The Greater Bay Area Youth Artificial Intelligence and Cyber Security Challenge | S3 SHUM KIN YU S4 MO KA LAM | Overall Second runner-up |
| Hong Kong Model Legislative Council 2023 | S3 LAM CHOR HEI S4 WAN SIN TUNG CECI S5 LAM CHO MAN S5 CHO TSZ LEUNG CHERRY | Outstanding Counselor |
| 2023-24 Future Star Wen Wei Po Scholarship | S5 LAM CHO MAN | “Future Star” Award for Outstanding Performance |
| "XR Travel across Major Fields of | S5 CHAN CHOI YING | First Prize |



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| National Security'' Design Competition | S5 YEUNG FUH LEI S5 CHUNG PING PING | |
| Hong Kong History and Culture General Knowledge Quiz Competition | S2 TIN LOK LAM | Most Creative Commendation Award |
| Greater Bay Area Inter-School Youth Forum | S4 WAN SIN TUNG CECI S4 XIE XINYI S5 CHEUNG MAN CHI S5 LAM CHO MAN | The Best Question Award The Best Expression Award The Best City Award The Best Summary Award |
| 'Towards the Future of the World' - 2024 Greater Bay Area Youth Model United Nations Conference | S2 CHOW ON NA S2 LIANG CHEUK YAN S2 CHAN TSZ LAM CASSIE S3 LAM CHOR HEI S3 XU PUI YAN S3 YUEN WING YIN S3 NG MAN HEI S3 TANG HIU YAN S3 TANG OI LAM S3 YANG SIN SIN | Outstanding Diplomat Outstanding Diplomat Outstanding Diplomat Outstanding Diplomat Outstanding Diplomat Outstanding Diplomat The Best Diplomat Outstanding Diplomat Outstanding Diplomat |
| The 10th Chinese and English Penmanship Competition | S1 COLLINS JASMINE HEATHER S2 THAPA SUBBA GIA AASTHA S4 AHMAD ALIMA S4 MALAIKA-RANI S4 BIBI RASTI SAJID S6 BHATIA JIYA JITENDRA | Secondary Section (Chinese Category) - Merit Prize |
| Voice of Putonghua | S1 CHUNG HEI TUNG S1 XIANG YI JIN ERIN S2 CHONG TSZ HAM S5 GONG XING ZI | Top 10 Merit Award |
| STEM+E Competition 2024 | S4 XIE XINYI | MVP of Champion |
| Hong Kong Junior Skills Competition | S2 LAM CHARMAIN S2 MAN TSZ YIU | Actively Participated Certificate |
| Join Hong Kong Junior Skills Competition | S3 MA HANG YEE | Second runner up - Junior Pastry Chef Challenge |
| Shine Tak Foundation Public Speaking Competition | S4 XIE XINYI | Second runner up - Junior Pastry Chef Challenge |
| Chinese History and Culture Week 2024 Chinese National Costume - "Cheongsam" Design Competition | S4 LAM WING CHAU S4 CHOW YIN CHING S4 LAM WING SHAN | 3rd Runner up |
| Hong Kong Inter-school Civic Education Officer Competition | S4 WONG SUM YEE S4 WONG YI LAM S5 KING HIU YING S5 LI MING YEUNG S5 SO KA YUK S4 LEE CHING YIU YURI | Civic Education Officers Civic Education Officers Civic Education Officers Civic Education Officers Hong Kong Outstanding Civic Education Officers (Excellence Award) Hong Kong The Most Influential Civic Education KOL Awards Hong Kong Outstanding Civic Education Officers (first runner-up) |



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| | | Civic Education Officers |
| SCMUN Conference 2024 | S2 WONG HEI NAM KAYCE | Outstanding Position Papers Outstanding Diplomats Honorable Mention Award |
| | S1 LO SUM YUET | Most Friendly Delegates |
| | S1 ZHANG ZUMIAO | Special Commendation |
| | S1 JIANG JIA YI | Special Commendation |
| GBA Study Tour Presentation Competition | S5 LAM CHO MAN | 1st Runner-up |



MAJOR CONCERNS

5.1 Achievements and Reflections for the year 2023-2024

■ Major Concern 1:

To nurture students to be visionary learners with an innovative and breakthrough spirit

Achievements

A. To introduce and promote the core values of visionary learners.

- On 5 September, the Learning and Teaching Committee (LTC) introduced the theme of the year, "Breaking through, flying high", to students. During the morning assembly, students were briefed about the core values of a visionary learner, which are Excellence, Courage, Assiduity, and Perseverance (referred to as the CAPE Core Values).
- To support the introduction of these core values, teaching materials were developed and included in the Student's Growth Handbook. These materials highlight examples of successful individuals who have achieved breakthroughs in their lives through the embodiment of Excellence, Courage, Assiduity, and Perseverance.
- To create a visually immersive environment, the campus was adorned with Chinese and English quotes and proverbs related to breakthroughs. The design theme revolved around butterflies, symbolizing the theme of the year.
- The Learning and Teaching Committee also produced stickers featuring the CAPE Core Values. Teachers actively displayed these stickers to encourage S1 students to strive for excellence in their assignments.

B. To develop a curriculum that nurtures students with the core values of visionary learners.

- The Chinese Language, Chinese History, and History subjects developed special curricula that incorporated the theme of breakthroughs. These curricula included topics such as: Ancient Civilizations (Breakthroughs in Human Civilization), A Hundred Years of Self-Reliance (Breakthroughs in National Challenges), and Breakthroughs in History (Breakthroughs in Personal Circumstances). Values education was integrated into each subject's curriculum. For example, when analyzing the deeds of Zhou and the characters in Shi ji, students examined the values of Excellence, Courage, Assiduity, and Perseverance within the context of historical facts and articles. In the teaching of the Four Ancient Civilizations, students explored breakthroughs in science and technology. Additionally, there were sessions that encouraged students to reflect on whether they could lead breakthrough lives and how to embody these values in their future. Classroom observations indicated that students understand and analyze the values of Excellence, Courage, Assiduity, and Perseverance. As can be seen from the reflective part of the students' assignments in Chinese History, most students were able to study the historical figures, reflect on how they could practise the breakthrough values.
- The Chinese Language Department organized a showcase on the breakthroughs in Shi Ji on 12 December. During the showcase, students demonstrated their learning through dramas and speeches. S4 students participated enthusiastically, interpreting the story in a lively and interesting manner while analyzing the characters' embodiment of Excellence, Courage, Assiduity, and Perseverance. When sharing their



feelings, students expressed their aspirations to emulate the sages and strive to live breakthrough lives.

- The collaboration of the Chinese Language, Chinese History, and Music departments included participation in the Tea House Student Matinees Scheme organized by the West Kowloon Theatre Centre. Relevant teaching materials were developed based on the review of the teaching materials and students' assignments, enabling students to deepen their understanding of the values associated with breakthroughs.
- Moreover, during the Cultural Week, the Chinese Language Department designed a session on the Four Great Civilizations. Students had the opportunity to learn about the wisdom of the Four Great Inventions through booth games, workshops, and online activities. The National and Social Caring Committee organized the Cultural Week to introduce the traditional wisdom of different ethnic groups in China and designed games that aligned with the theme of breakthroughs. All students actively participated in these activities, and their feedback during the sharing sessions indicated their enjoyment and appreciation of the events.
- In conclusion, students were able to understand the CAPE values and aspire to live them. However, according to the APASO questionnaire, only 32.8% of students agreed or strongly agreed with the statement, 'I am confident in learning inside and outside the classroom'. The spirit of breakthrough and confidence in learning still need to be strengthened. Students' aspirations need to be transformed into action.

C. To organize learning activities to nurture students the core values of visionary learners

- Excellence: In late June, an overseas study tour to Germany was organized, during which students learned about the application of advanced technology in urban development.
- Assiduity: To foster a diligent study atmosphere, an Evening Study Week was organized for S6 students. Approximately 40% of S6 students voluntarily participated and stayed on campus for evening study. The Learning and Teaching Committee also implemented a learning scheme called GO FOR GOLD in various subjects, requiring S6 students to stay in school on Fridays for supplementary tutorials. Additionally, an S1 Study Programme was held on 15 September, where S4-5 students shared their learning experiences with S1 students, emphasizing the value of hard work.
- Courage: The Outward-Bound Training Programme, organized by the KTLS Gifted Academy on 9 & 10 March, aimed to enhance affective education for gifted students and cultivate their willingness to take risks and tackle challenges. The majority of participants indicated their willingness to take risks and tackle challenges.
- Perseverance: A running race around the school was held in late December in the sports day and the activity day, providing students with an opportunity to demonstrate their determination and perseverance.
- Overall, students exemplified the attitudes and skills of visionary learners. Their active participation in various activities reflected their engagement and commitment. Through observation, it was evident that all students had acknowledged and embraced the theme of the year. They acquired a fundamental understanding of the concepts of breakthroughs and innovation. During the Wednesday morning assembly, students showcased their spirit of breakthrough through their film production. According to the APASO questionnaire, 61.5% of the students reported successfully completing their learning tasks, including homework. Additionally, 74.1% of the students expressed their willingness to overcome learning difficulties. These findings suggest that



students have demonstrated the application of assiduity and perseverance in their learning. Moreover, more students have shown courage in seeking breakthroughs in both academic and non-academic fields. For instance, our Biology students participated in the IGEN World Competition. The A-grade Volleyball Team made history by winning the first-ever championship in the Inter-School Volleyball Competition 2023-2024 Division Three (Kowloon One). This remarkable achievement underscores the team's dedication, perseverance, and unwavering spirit. The integration of the breakthrough spirit into students' lives is conducive to their mental growth.

D. To foster students' generic skills about visionary learners

- In the Student Growth Handbook, students were introduced to the SCAMPER skills of creative thinking: (S) Substitution, (C) Combination, (A) Adaptation, (M) Modification, (P) Putting to another use, (E) Elimination, and (R) Reversal. During the school assembly held on 5 September, students were informed about how creative thinking can be applied in their daily lives. These initiatives were aimed at providing students with an initial understanding of creative thinking.
- On 7 November, the LTC organized a school assembly where academics from La Violet Education were invited to introduce Design Thinking. The assembly was interactive and enjoyable, incorporating games and real-life examples. Following the assembly, students gained a better understanding of the five steps of Design Thinking: Empathize, Define, Ideate, Prototype, and Test.

E. To develop a curriculum that nurtures students with the skills of visionary learners

- Different disciplines integrated aspects of creative thinking into their curricula. For instance, Chinese and English writing lessons incorporated creative thinking, as well as Home Economics, Music, and Visual Arts classes, where students were encouraged to develop their creativity, including utilizing the SCAMPER mindset for design. Moreover, this year's curriculum included STREAM PROJECT LEARNING, which focused on designing based on user needs.
- Distinctive curricula were devised to foster students' creativity in various subjects: Biology: The Bio-tech Port was renovated to enhance the development of STEAM education. A DNA-related inquiry curriculum was developed to explore different scientific approaches to learning. Computer Literacy: The Light Wall IT curriculum was developed to allow students to use programming skills to design various games and graphics. Chinese Literature: Through the appreciation of creative new poems, students were guided to use literary techniques such as association and imagery to create their own poems. Home Economics: Gift packaging, knitting, floriculture, and Cheongsam classes were incorporated into the curriculum for S1, S2, and S3 respectively. The Home Economics Department also participated in the Jockey Club ICH+ Innovative Heritage Education Programme organized by Lingnan University, where Cheongsam instructors taught students design and production skills. Visual Arts: In collaboration with HKU SPACE, a UXUI design course was organized for senior secondary Visual Arts students. An AI course developed by professors from City University of Hong Kong was also included. S2 students learned how to design posters using AI technology.

F. To implement cross-curricular learning programmes and organize learning activities to guide students to practise their creativity.

- Culture and Innovation: The S2 curriculum included various activities to foster culture and innovation. In Chinese Language, Mr. Leung Wai Lok, a writer, was



invited to teach students the skills of writing new poems. Inspired by True Light people, events, and emotions, students created their own poems. Visual Arts classes focused on developing photography and computer editing skills. The graphic poems were then transformed into various cultural and creative products, which were showcased and sold at the School Anniversary Carnival and True Light Lattice Shop, allowing students to demonstrate their creativity and entrepreneurial spirit.

- STEAM and Innovation: STEAM project-based learning was implemented for 0.5 class periods per week. Students engaged in projects using inquiry and invention skills, resulting in a variety of technological creative ideas, apps, and scientific and creative products. Students presented their achievements at the Carnival and participated in the maker faire organized by Hip Wo Primary School in May to promote creative thinking externally.
- Enterprise and Innovation: Form 4 and 5 students participated in the pitching programme, which was incorporated into the English curriculum. Additionally, the Biz@KTLS Entrepreneurship Programme was launched. With support from the City University of Hong Kong, university professors taught business skills, and university students studying business acted as group mentors, providing advice on each business project. Twelve student teams participated in the Biz@KTLS Entrepreneurship Programme, and the students operated booths to sell their achievements at the school Carnival. The True Light Lattice shop was set up in April, where students promoted their creative finished products within the school.
- Other Learning Experiences (OLEs): Various OLEs were organized to promote an entrepreneurial spirit. On 31 October, a seminar titled "Navigating the Journey: Charting the Path of Teenage Entrepreneurship in Hong Kong and Greater Bay Area (GBA)" was held. The event which broadened students' horizons in understanding the importance of breakthroughs and creativity in future work was highly appreciated by the students. Additionally, UNESCO organized a career planning and cultural exchange tour on "Expanding and Creative Spirit" in late March in collaboration with other schools. Gifted students had the opportunity to learn about enterprise development in the Greater Bay Area, expanding their horizons. After reviewing the teaching materials, it can be concluded that the creative thinking curriculum has been established. The integration of resources from professional organizations and universities significantly enhanced the effectiveness of teaching and learning. Adequate teaching materials and arrangements have been put in place. Students have developed an initial understanding of creative thinking; however, there is room for improvement in strengthening their individual thinking patterns. According to APASO, the Q-scores of Creativity (Efficacy) and Creativity (Science related) were 89 and 85 respectively, which were lower than the territory-wide level, indicating a need for further exploration on how to inspire students' creativity in the future. The above assessment data on students' self-perception showed that students' confidence in being creative needs to be further strengthened, and there was also a desire to enhance their creativity.

G. To offer platforms for students to celebrate their learning outcomes that involve the target skills

- Students actively pursued breakthroughs in their learning and practice. For example, they achieved a significant milestone by participating in the IGEN competition in France. In the XR Travel across Major Fields of National Security Design Competition, students utilized innovative techniques to highlight the best aspects of China's contemporary development. Additionally, students received awards for their exceptional performance in Information Technology, Chinese Language, English Language, and Music. These accomplishments serve as examples of students'

dedication to pursuing breakthroughs.

- All classes/groups from S1-6 were tasked with producing a 10-minute drama to be performed during the Wednesday morning assembly, aligning with the school theme of "Breaking through, flying high". Through this activity, students showcased various skills, including script writing, acting, IT, collaboration, and creativity. It also reflected their courage to pursue breakthroughs.
- The Learning Outcome Expo was organized in June to exhibit the learning outcomes of students who excelled in both formal and informal curricula.

H. To provide staff development opportunities for teachers to learn and implement teaching ideas related to the target skills

- The Solomon Team hosted a "Design Thinking for Educators" workshop on the staff development day in August. This workshop aimed to provide teachers with an initial understanding of creative thinking and its instructional aspects.
- Lesson observation and professional exchange meetings were conducted smoothly. Based on lesson observations, teachers successfully integrated creative thinking into their teaching practices. Feedback from the principal, vice-principals, and subject teachers during the post lesson observation meetings was instrumental in enhancing teaching and learning. Through collaborative planning, observation, and evaluation, teachers strived to optimize teaching objectives, enhance higher-order thinking skills, and nurture visionary learners.
- Teachers demonstrated a strong understanding of CAPE values and actively promoted them to students during the morning assembly. They also incorporated the values into their own teaching practices.

I. To promote the target skills through parent education

- We recognize the importance of parental support in facilitating successful learning. Therefore, during the Secondary One Orientation Day and the Secondary Four and Five parents' meetings, the LTC introduced our major concerns for the year to parents, ensuring that students feel supported at home.
- The Parent Teacher Association (PTA) organized six Parents' Academy sessions annually, where guest speakers shared effective parenting skills with our parents. These Parents' Workshops covered topics such as empowering children to embrace challenges and learn from failure, strengthening parent-child bonds, and navigating stress and mistakes. These seminars equipped parents with strategies to help their children reduce stress and navigate difficult situations, which is crucial for promoting breakthrough education. Furthermore, a seminar titled "Nurturing the Ability to Embrace Challenges and Fostering a Growth Mindset in Children" was conducted in late May.
- Parental participation in the seminars was significant, with numerous parents actively engaging in these sessions. Questionnaire surveys and feedback from parents indicate a positive response to the seminars, with parents expressing that the sessions provided them with inspiration and guidance in their parenting journey.



Reflections:

Most subjects have set clear objectives to respond to the major concern of equipping students with 'PARV', fostering students' breakthrough core values and creative thinking.

The majority of students have understood and recognized the values of CAPE and have also developed an understanding of design thinking and entrepreneurial spirit.

Students will need to strengthen their use of positive thinking to face learning difficulties and challenges, and further enhance their ability to use creative thinking effectively.



■ **Major Concern 2:**

To nurture students' talent in the STREAM disciplines by encouraging them to pursue excellence and develop critical and analytical thinking skills.

- A. To enhance students' ability to integrate and apply STREAM knowledge while fostering their creativity within the formal curriculum.
- The STREAM project-based learning modules in the S3 Science curriculum, including the Innovation project and Research-based project, were completed. The students' engagement and enthusiasm were high, and their work demonstrated creativity and dedication. This is evident from their ongoing assessments and presentations during the subject panel meeting. The modules successfully nurtured innovation and research abilities, thereby enhancing the overall learning experience.
 - The development of AI and coding learning modules, such as the Co-space learning module and Light-wall coding learning module, in the computer literacy curriculum for junior forms was successfully completed. The students demonstrated good performance, as observed through homework inspections. They showed proficiency in understanding and applying AI and coding concepts, showcasing their problem-solving and analytical skills. The modules effectively enhanced their computational thinking abilities and prepared them for future technological challenges.
 - Seed-project on mathematical modelling was completed in senior form classes in collaboration with EDB and the Mathematics Department. Most of the students showed their interest through the observation during lesson and their homework assignment.
 - The introduction of extended reading and sharing activities in S1-S3 was completed. Students demonstrated good performance, as evident from their homework submissions and classroom engagement. These activities effectively expanded their knowledge and understanding of various scientific topics. Additionally, the incorporation of engaging science activities in S1-S2 (I.S.) significantly increased students' motivation, resulting in greater participation and enthusiasm in the subject. Overall, these initiatives successfully enhanced the students' learning experience and fostered their curiosity in science.
- B. To improve students' learning and research skills through infrastructure and resource enhancements
- The completion of the Biotech laboratory and the provision of professional biotech research equipment in the laboratories greatly enhanced the science research programmes. The facilities were well-utilized in teaching, creating a conducive environment for students to engage in hands-on experiments and research. The availability of professional biotech research equipment enriched the learning experience, enabling students to conduct advanced experiments and develop practical skills. These initiatives successfully elevated the quality of science education and research opportunities for students.
 - The installation of new-generation interactive e-blackboards in classrooms significantly improved the effectiveness of teaching and learning. Through lesson observations and student feedback, it was evident that the e-blackboards proved to be useful and beneficial. Teachers were able to deliver dynamic and engaging lessons, utilizing interactive features and multimedia resources. Students responded positively, expressing their appreciation for the enhanced visual and interactive learning experience. The e-blackboards facilitated better understanding, increased

participation, and improved retention of information. Overall, this technological upgrade has successfully transformed the classroom environment and positively impacted teaching and learning outcomes.

C. To nurture talented students to pursue excellence and develop their skills in the STREAM disciplines

- The organization of cross-curricular activities, specifically the STREAM Hub, in collaboration with various disciplines was completed. These workshops witnessed active student participation, as observed through careful observation. The integration of different subjects promoted a holistic approach to learning, fostering connections between diverse areas of knowledge. Students demonstrated enthusiasm and engagement in the workshops, showcasing their ability to apply STREAM concepts in real-world contexts. The cross-curricular activities successfully enriched the students' learning experience and facilitated a deeper understanding of the interconnectedness of various disciplines.
- The provision of professional training sessions to STEAM elites participating in different competitions, such as the RoboMaster Competition, mathematical modeling team, and research training with front-line STEM professionals, was completed. The students displayed good performance, demonstrating their dedication, skills, and knowledge acquired through these training sessions. Their active participation in various competitions, including Odyssey of the Mind and RoboMaster, showcased their creativity, problem-solving abilities, and teamwork. The students embraced the challenges presented by these competitions and consistently delivered outstanding results, reflecting the effectiveness of the training programmes and their commitment to excellence in STEAM fields.
- The organization of a research-based elite programme in the field of biotechnology for science students, as well as the establishment of a joint-school biotechnology research team was completed. The students' performance in these activities was exceptional, showcasing their dedication, research acumen, and scientific skills. Their outstanding achievements included winning a golden award in the prestigious 2023 iGEM Competition. The team's success in presenting their findings at the international platform in Paris further highlighted their expertise and commitment to scientific excellence. These initiatives provided invaluable research opportunities and nurtured the students' passion for biotechnology, yielding remarkable results at both regional and global levels.

D. To promote the learning atmosphere and widen students' horizons in STEM education

- The excursions held to widen students' horizons in STEM were successful overall. However, there was a change in plans as the STEM trip to Tokyo was canceled and replaced by a trip to Germany during the post-exam period. Despite this change, the students demonstrated good performance and active participation in the remaining excursions, including the iGEM World Expo in Paris, the STEM trip in the Greater Bay Area, visits to sister schools. These experiences effectively broadened their understanding of STEM disciplines and provided valuable exposure to real-world applications.
- Various site and university visits, including GeronTech and Innovation Expo, CityU, HKU, HKUST, etc., were successfully completed. The students demonstrated a keen interest and positive attitude towards participating in these activities, as observed and conveyed through oral feedback. These visits provided valuable opportunities for students to explore real-world applications and engage with cutting-edge research and innovation. The positive response from students underscored their enthusiasm for such experiential learning experiences. Continuing to organize these visits and incorporating diverse institutions will further enrich students' understanding of



STEM fields and inspire their passion for future endeavors.

E. To promote STEM education in KTLS

- The publication introducing STEM education in KTLS was successfully completed. The publication effectively disseminated information about STEM education and its benefits to the school community.
- The parent workshop held with the PTA and the STEM outreach team providing workshops for primary schools were successful. The PTA workshop on cookie printing was well-received, allowing parents to engage in hands-on STEM activities.

F. To foster collaboration with external partners

- The publication of professional articles in STEM knowledge written by teachers in Sing Tao was successful. The articles covered various topics, showcasing the expertise and knowledge of the teachers. This initiative provided valuable insights and resources for students, enhancing their understanding and appreciation of STEM subjects through the contributions of their own teachers.
- The organization of a career expo, including the STEM discipline, in collaboration with GBAX for senior form students, was successfully held in November. The entire Form Four students enjoyed the activity, which included company visits and career sharing sessions. From the observation and oral feedback by the students, the event effectively broadened students' horizons and provided valuable insights into STEM-related career paths, fostering their career awareness and aspirations.
- The school visits (澳門培正中學) and professional dialogues arranged were successfully completed. These activities provided valuable opportunities for knowledge exchange and collaboration among staff members and students.
- The participation of the Visual Arts Department in the SEED Foundation UXUI programme organized by HKU Space showcased students' excellent performance, highlighting their skills and creativity in the field of user experience and interface design.

Reflection

- A. The projects and learning modules in the STREAM, biotechnology, and AI/coding curricula have demonstrated commendable student performance and engagement, effectively fostering breadth of knowledge and generic skills. However, the APASO questionnaire, the Q-scores of Creativity (science-related) were 85, which was lower than the territory-wide level. To address this, it is recommended that different thinking skills be further emphasized to promote the development of creativity. By incorporating activities that encourage innovative problem-solving and divergent thinking, students can enhance their ability to think creatively and confidently in these domains. This will contribute to a more comprehensive and well-rounded education for students.
- B. The completion of the Biotech Port and provision of professional research equipment have significantly enhanced science research programmes, fostering students' interest in biotech research and the medical field for their future careers. To further improve, it is recommended that the laboratory be renovated to accommodate the growing needs of students and research activities. Upgrading infrastructure, expanding workspace, and incorporating advanced technology will create a modern and efficient learning environment. Additionally, specialized training and support should be provided to enable students and teachers to fully utilize the new facilities and equipment, ensuring maximum benefits and further elevating the quality of science education and research outcomes.
- C. The excursions, inter-class competitions, and site visits have successfully promoted a



vibrant learning atmosphere and expanded students' horizons in STEM education. According to a Stakeholder Survey, more than 68% of students agreed that the school provided ample learning activities for them. To further enhance the learning atmosphere, it is recommended to provide more activities, ensuring exposure to a diverse range of STEM disciplines and applications. Continued efforts to provide engaging and enriching experiences will further inspire students' interest and passion for STEM education.



■ Major Concern 3:

Nurture students' values and qualities to become more confident and independent through diversified learning experiences

Achievements

A. To provide positive learning experiences to enable students to view their intelligence not as an innate ability, but as a malleable quality that can be enhanced through diligence and learning, the following initiatives have been implemented:

- A new Growth Handbook with articles about Theme of the Year was published for all students. In RE lessons, the theme of Ruth and Esther was chosen, while entrepreneurs Steve Jobs, Jack Ma (馬雲) and Wada Kazuo (和田一夫) were selected for developing the teaching materials. The school also joined the QTN Programme on "Promoting Wellness in School" organized by HKU as a core-star school. Students' character strengths were explored through an online test, followed by a series of values education and design thinking lessons in S1 and S2 TLB courses. All S1 & S2 students were engaged in learning more about character strengths. According to the Stakeholder Survey, over 65% of students agreed that the school helped them develop good moral character both inside and outside the classroom.
- To promote the values of confidence and independence, various morning assemblies and school assemblies were organized with the theme "Breaking ground. Blooming bright". Alumni such as Ho Wing Ki, Tse Wing Kiu, Ko Tak Shi and Cheung Yim Lui were invited as our guest speakers to share their inspirational stories of endurance and perseverance in overcoming life challenges with a positive mindset. In addition, students participated in the Inspiring Girls career experience programme to understand how female leaders in different fields succeed.

The "Career Experience Programme" and the "友導向" mentor programme, along with a series of workplace visits and interactions with professionals, provided valuable learning opportunities for students to gain insights into different industries and occupations. Participating companies included Microsoft, Peninsula Hotels, Centaline Properties, Jones Days, Milton Services, L'Occitane, Kerry Logistics, Urban Renewal Authority and Wild Art Studio. Students expressed that the workplace visits were eye-opening and inspiring experiences that helped them explore their interests, strengths, and aspirations. These initiatives also fostered their positive attitude, self-confidence, and a lifelong learning mindset.

- The "Be a Genuine True Light Bearer" S1 Induction Programme, including the S1 Growth Camp, Sister Scheme, and Orientation Week, was successfully conducted to help our S1 students to get to know their classmates and develop qualities of confidence and independence. Feedback from new students, teachers, parents, and school social workers indicated that these orientation programmes were well-received and successful in assisting new students in adapting to new academic and personal challenges.
- To equip student leaders with the knowledge and skills to understand the needs of new students, support the emotional wellbeing of their peers, and promote a caring and inclusive school culture, various peer support programmes were implemented throughout the year. These programmes include S.H.I.E.L.D.S., S4 Big Sister Scheme, and Wellness Ambassador. Feedback from participants, teachers and school social workers indicated that these training programmes were successfully conducted



and proven effective in helping participants to be more confident and independent.

- Different developmental programmes were also organized for different forms, particularly for S6 students. These programmes included Chicken Soup for DSE Fighters, mentorship programme, Form Fellowship, SAC Form Assembly, Sister Form Assembly, picnic, Graduation Run and High Table Tea. The aim of these activities was to promote mental health and enable students to become more confident and independent. Through this series of activities, S6 students felt inspired and gained positive energy. They established life goals and learned effective strategies for exam preparation.
- The school arranged various learning experiences to cater for students' personal development needs, enabling them to enhance their self-management skills and to establish personal goals. Through ECA, MI courses, camps for all forms, excursions, school anniversary events and community services, students were provided with diverse opportunities to broaden their horizons, unlock their potential and discover their strengths. These experiences not only helped students strengthen their self-management skills but also encouraged them to establish meaningful personal goals. By engaging in these tailored learning experiences, students were empowered to take ownership of their learning journey and develop a sense of purpose and direction in their personal growth.
- Our school provided platforms for students to showcase students' talents, such as the Joint School Drama Night, 2023 Hong Kong and Macau Chinese Classic Recital Show, HKERA- APERA International Conference 2023 Opening Ceremony, Information Day, and Anniversary Carnival.
- The 4E model (Exposure, Engagement, Enlightenment and Empowerment) was systematically adopted to revive and groom talents through ECA and student leadership. Service-learning workshops were conducted with a total of ten sessions. S4 students successfully completed the Service-Learning Day in the first semester, while S3 students visited elderly residents living alone in Wong Tai Sin during the second semester. 100% of S3 and S4 students completed their service-learning experiences.
- New ECAs and a wide range of MI courses were arranged, such as German class, Spanish class, face painting, badminton, and Thai boxing, were arranged to suit students' needs and interests and to promote their confidence and independence. Additionally, a Joint School Leadership Training Camp was held on 25-26 November with Queen's College and Wa Ying College. All participants agreed that they gained a better understanding of themselves, and their problem-solving skills were enhanced, making them more confident and independent.
- According to the Stakeholder Survey, 71.5% of students agreed that through the opportunities provided by the school, including activities outside of the classroom, they can develop their interests and life skills. Nearly 65% of students agreed that the school actively develops our leadership abilities, such as providing training to class monitors and prefects. Moreover, over 55% of students agreed that their classmates are self-disciplined and follow rules.

B. To cultivate the sense of belonging to school

- This year held particular significance for our school as it marked the 75th anniversary of its establishment in Hong Kong. To commemorate this milestone, a book titled "Innovation Ovation" showcasing STREAM (Science, Technology, Robotics, Engineering, Arts, and Mathematics) initiatives, as well as a collection of short detective fiction titled "How are Female Detectives Formed?" (《女生偵探是怎樣煉成的?》), were published. In addition, a series of celebratory events were



organized, including the S6 Mentorship Programme on October 6th and the True Light Alumni Singing Contest on November 18th. These events and accompanying souvenirs were planned and implemented by the 75th Anniversary Celebration Team, in collaboration with the school management, committees, subject departments, the Parents-Teachers' Association, and the Alumni Association. The ultimate goal was to promote our school ethos and enhance the sense of belonging among students and teachers. These events successfully created an inviting and joyful campus environment, strengthening students' sense of belonging to the school.

- The S6 Mentorship Programme and the True Light Alumni Singing Contest served as opportunities for True Light girls of different generations to come together and uphold the core values and positive qualities that empower students' personal growth. These programmes also fostered long-lasting relationships, particularly when internship programmes were followed up, allowing for continued contact and positive bonds between participants.
- The Guangzhou Sister School Exchange and Greater Bay Area Development Opportunities Expo, held on November 3-4, provided S4 students with the opportunity to visit Nansha and explore the contemporary career development in the Greater Bay Area. Teachers also participated in this event to gain a better understanding of the current career landscape in the region. This experience heightened the awareness and preparedness of both teachers and students to engage in deeper learning about China's development. During the expo, successful alumni shared their insights and experiences in entrepreneurship, hoping to inspire students in their life planning and career choices.
- The Anniversary Carnival held on February 25th was a resounding success. Our school expresses deep gratitude for the unwavering support from fellow educators, parents, alumnae, and students, without which the carnival would not have been possible. This significant event served as a testament to the tireless efforts and remarkable achievements of True Light education.
- Tree-planting and hiking Day was held on April 14th. Nearly a thousand participants took part in a tree planting and hiking event at Ma On Shan Country Park, where they rejoiced the beauty of nature while contributing to environmental conservation.
- The Anniversary Gala Dinner and the Anniversary Thanksgiving Ceremony were held on May 4th and 11th respectively.
- The "Nurturing the Heart" programme, a mental health initiative aimed at empowering students to care for their peers' well-being. Supported by the Hong Kong Jockey Club Centre for Suicide Research and Prevention, this programme involved twelve girls' schools and included workshops, research projects, and a presentation ceremony held on August 24th.

According to the Stakeholder Survey, only about 17% of students disagreed that they liked the school. During the exchange programmes, students did their best to perform well and took pride in their school. Moreover, approximately 14% of students agreed that the school was a caring place, while over 80% of students agreed that they helped each other and got along well with their schoolmates. Additionally, over 80% of students agreed that they received support and encouragement from their teachers.

Reflection

- A. Based on the evaluation findings, the set targets were successfully achieved, and students and parents actively participated in the events/programmes held. The programmes were well-designed and effectively addressed the specific needs and concerns of students, parents, and teachers, enhancing their perceived relevance, willingness to participate, and



overall benefit from the programmes.

- B. The majority of students developed a positive attitude and gained increased confidence and independence through various peer support training programmes.
- C. It was observed that participation in certain events/programmes was limited due to capacity constraints. For example, excursions and training programmes were oversubscribed due to the enthusiastic response from students.
- D. The remarkable success of our previous service-learning endeavors has demonstrated the transformative impact they have on both our students and the communities they serve.

5.2 Feedback on Future Planning

- PARV is a framework designed to cultivate deep thinking skills. Through a range of diverse learning experiences and activities, students have acquired knowledge and understanding of the Pragmatic, Articulate, Reflective, and Visionary thinking approaches. Moving forward, our aim is to deepen these thinking styles and reinforce inquiry and research skills to enhance students' learning approaches and abilities. Additionally, we will continue to enhance creative thinking skills as part of our ongoing efforts. The concept of a growth mindset when facing learning challenges will be introduced.
- Efforts will be made to expand the event in the next academic year by increasing the quota and recruiting additional helpers to implement various bonding activities during the event.
- Therefore, our school is eager to build upon this foundation and introduce a broader spectrum of activities that not only align with our students' interests but also foster a deep sense of engagement and responsibility. In the coming school year, we expect to implement different service-learning initiatives designed to cater to a wide range of interests and talents within our student body. We also anticipate an even higher level of student involvement as we continuously strive to instill a strong spirit of service, empathy, and community engagement.
- With a better understanding of the school's vision and mission, parents will be able to contribute to the cultivation of their daughters' hand in hand with the school. Therefore, in the coming academic year, we plan to provide a more systematic parent education curriculum and additional educational activities such as workshops and talks for parents.



2023 – 2024 Financial Summary (Unaudited Report)

| | <u>Balance b/f</u> <u>from the</u> <u>previous year</u> | <u>Income</u> | <u>Expenditure</u> | <u>Balance c/f</u> <u>to the</u> <u>next year</u> |
|---|---|---------------|--------------------|---|
| | \$ | \$ | \$ | \$ |
| A) <u>Government Fund</u> | | | | |
| 1) <u>EOEBG</u> | 7,103,908.32 | | | 7,103,908.32 |
| School & Class Grant | | 799,224.00 | 2,269,710.92 | (781,721.67) |
| — Grant Received | | 688,765.25 | | |
| — Other Income | | | | |
| Administration Grant | | 4,024,884.00 | 4,121,239.05 | (96,355.05) |
| Admin. Grant for Add'l Clerical Assistant | | 210,242.00 | 0.00 | 210,242.00 |
| Capacity Enhancement Grant | | 666,935.00 | 575,421.00 | 91,514.00 |
| Composite Information Technology Grant | | 512,696.00 | 221,667.40 | 291,028.60 |
| Air-conditioning Grant | | 644,851.00 | 189,980.00 | 454,871.00 |
| Air-conditioning Grant for Preparation Room of Laboratories | | 16,895.00 | 0.00 | 16,895.00 |
| Composite Furniture and Equipment Grant | | 508,599.00 | 825,210.32 | (316,611.32) |
| Enhancement Grant | | 7,102.00 | 2,968.90 | 4,133.10 |
| Lift Maintenance Grant | | 35,552.00 | 68,800.00 | (33,248.00) |
| Consolidated Subject Grant | | 180,475.00 | 488,773.79 | (308,298.79) |
| Recurrent English Language Grant | | 21,299.00 | 10,060.00 | 11,239.00 |
| Prog Fund for Whole-Sch Ap to Guid & Dis | | 8,526.00 | 7,106.80 | 1,419.20 |
| SB Management Top-up Grant | | 52,596.00 | 25,000.00 | 27,596.00 |
| Supplementary Grant | | 236,117.33 | 220,027.00 | 16,090.33 |
| Training and Development Grant | | 9,756.00 | 10,888.06 | (1,132.06) |
| School-based Speech Therapy Administration Recurrent Grant | | 8,415.00 | 0.00 | 8,415.00 |
| | | | | 6,699,984.66 |
| 2) <u>Outside EOEBG</u> | 12,747,810.99 | 10,642,475.52 | 10,862,191.41 | 12,528,095.10 |
| B) <u>School Funds</u> | | | | |
| 1) Tong Fai (including rental income, donation etc.) | 5,623,251.19 | 715,706.15 | 1,036,015.50 | 5,302,941.84 |
| 2) Collection of fees for specific purposes | 701,599.95 | 293,850.00 | 97,500.00 | 897,949.95 |

