Kowloon True Light School

Annual School Plan (2017– 2018)

School Major Concern 1: Optimizing CLD Strategies

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
Catering for Learner Diversity (CLD) strategies: Betterment and routinization of explicit design of learning and teaching for a sustainable development	A. Betterment of curriculum and L & T policy for CLD consolidation and implementation I. Expectation of learning outcomes i. The expectation in thinking and language skills of students of different abilities is stated in the schemes of work as well as in examination guidelines of different forms in each subject. . ii. A table of content is developed stating the assignment arrangement in terms of policies regarding marking criteria, comments and follow-up. II. Curriculum design (teaching materials, classwork and homework) i. For each unit/chapter of all subjects at all junior forms, there must be tasks designed for pre-lesson preparation and /or textbook reading ii. In each term, there should be no less than one extra-curricular reading assignment in each subject in junior forms. As for EMI	I. All subject panels submit the schemes of work and subject handbooks in August, 2017 II. 90% of teachers fulfil the requirement	I. Panel meeting minutes, annual plan, assessment blueprint, post-exam analysis report II. Lesson observation forms, homework inspection forms	All year round	Panel Heads, Subject teachers, LAC Coordinator LTC Vice Principal,	ADC ITC AAC (Data handling & analysis)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	subjects, there should be no less than one extra-curricular English book incorporated with training of reading, writing, listening and speaking. The assignment is to be counted in daily marks for the sake of extended learning. One English lesson is spared for each month for students to share what they have read in order to raise their ability and motivation in self-directed learning. iii. There must be added emphasis on exploratory/ investigative, topical or problem-solving aspects in all subjects. Student performance in these tasks can be calculated as daily marks. iv. For Chinese, English and Mathematics, there should be an accelerated and advanced curriculum for high-achievers. v. There should be a consolidation curriculum for students of lower ability for Chinese, English and Mathematics vi. In order to enhance the performance of gifted students, students of 3C and 3D will be assigned into 3 groups for English lessons according to their English competence (high, medium-high, medium);					

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	students of 3B, 3C and 3D will be assigned into 4 groups for Chinese lessons according to their Chinese competence (high, medium-high, medium, medium-low) III. Classroom routine Questioning must be aimed at training students' ability to explain (define, illustrate with examples, state) and demanding them to answer in complete sentences. When responses are not satisfactory, teachers must ask follow-up questions or prompt them depending on students' ability so as to help complete students' responses Teachers use the blackboard for highlighting key points and/or draw graphic organizers in order to enhance the flexibility of delivery as well as encouraging students' participation. Students' abilities to organize the flow of ideas and concepts can be raised. Each unit/ chapter must include peer learning and self-evaluation/ peer-evaluation tasks. IV. Marking and feedback i. For each unit/ chapter, there must be special emphasis on learning focus and difficult areas to cater for learner diversity. Questions	III. 80% of teachers fulfil the requirement IV. 80% of teachers fulfil the requirement	III. Lesson observation forms, homework inspection forms, panel meeting minutes, panel annual reports IV. Lesson observation forms, homework inspection forms,	All year round	Panel Heads, Subject teachers, LaC Coordinator LTC SDC Vice Principals	ADC ITC AAC (Data handling & analysis)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	to be marked by teachers must be set. ii. There must be clear marking schemes and suggested key for reference. iii. Teachers should use appropriate marking codes and grades to clearly assess the quality of students' work so that they know their ability and be able to reflect on their learning outcome. iv. There must be concise comments so as to clearly guide, encourage or remind students. v. Arrange correction and /or follow-up exercises based on learning focus, difficult areas and in accordance with the diverse needs of the students. vi. Teachers must mark & correct students' corrections/ follow-up exercises so as to monitor the situation of students' improvement. vii. Give timely feedback. V. Evaluation and follow-up of tests and examinations i. Expected results of students of various abilities are clearly set in core subjects (S1 – S6) and all subjects in senior forms (S4- S6)	 V. i, ii	panel meeting minutes, Panel Annual Reports V. post-exam evaluation reports, assessment			

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	as shown in assessment blueprints ➢ Distribution of easy, medium, and difficult questions in a paper is shown in the assessment blueprint ➢ Should there be discrepancies between expected performance and actual performance, certain designated assessment focal points are to be used as the area of evaluation. ➢ Certain designated assessment focal points can be used to evaluate whether students of high, medium, low levels have achieved their expected performance ii. Evaluation and follow-up of students' actual performance and the expected one has to take place and be recorded in minutes, annual plans, assessment blueprints, and post-exam reports.	70% or above of students achieve a passing level or above in JS and 60% in SS The performance of one assessment sees improvement by 10% compared with a previous assessment	blueprints			

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	B. Strengthening extended learning I. Exam-oriented and/or non-exam-oriented enrichment projects are developed in each subject, including competitions, training for the gifted, or exploratory / problem-solving / creative courses II. Follow-up plans for lower achievers making use of non-teaching hours.	B I 80% of students attain full attendance B II 80% of students achieve a passing score or above	B Panel meeting minutes, panel annual reports	All year round	Panel Heads, Subject teachers, LaC Coordinator LTC SDC Vice Principals	
	C. Cross-curricular arrangement I. STEM is the priority, catering mainly for S1 to S4 students: i. General participation (regular course and MI courses) ii. Gifted programmes (beyond-campus competitions and courses) II. Extra-curricular reading: Collaboration between the English subject and EMI subjects to promote extended reading	C I i Each related panel submits the collaboration scheme and the subject handbook in August I ii 80% of students attain full attendance 80% of students show active participation C II 90% of teachers fulfil the requirement	C I Panel meeting minutes, panel annual reports, students' questionnaires C II homework inspection forms, students' questionnaires			

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	D. External support I. Betterment of Senior Secondary Curriculum of the Chinese Language subject with EDB's School-based Support Services II. Betterment of Senior Secondary Curriculum of Liberal Studies with EDB's School-based Support Services III. Betterment of Senior Secondary Curriculum of Mathematics with EDB's School-based Support Services IV. School-based programmes in the Chinese Language subject and the English Language subject funded by QEF	D The expected outcome of each project is accomplished.	D Panel meeting minutes, panel annual reports,	All year round	Panel Heads, Subject teachers, LaC Coordinator LTC SDC Vice Principals	
	E. Promoting Gifted Education I. Whole-class (School-based) i. Incorporate GE elements into the curriculum (shown in teaching materials, methodologies, and assignments according to subject features) ii. Topical / exploratory / product-based projects are developed in subjects for developing creativity, problem-solving skills, and critical thinking iii. Cross-curricular learning is to be arranged. II. Pull-out beyond class hours i. Develop a school-based talent pool	E I 80% of the tasks are completed E II 60% of the gifted	E Panel meeting minutes, panel annual reports, students' questionnaires	All year round	Panel Heads, Subject teachers, LaC Coordinator LTC SDC Vice Principals	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	ii. Pull-out initiatives ➤ Gifted Education Working Group (generic skills, widening exposure, affective education, career planning) ➤ Subject-based pull-out programmes (subject-related off-campus courses, visits, seminars, MI pull-out programmes) ➤ Cross-curricular pull-out programmes ➤ Athletic, aesthetic, and leadership training iii. Off-campus competitions ➤ Subject-based pull-out nominations ➤ Cross-curricular pull-out nominations iv. Participation in investigative projects v. Off-campus training programmes	students in the talent pool participated in gifted programmes or competitions				
	F. Strengthen professional development I. All subject panel heads should take gifted education training programmes by EDB II. A Gifted Education Coordinator is assigned by LTC to promote gifted education and recommend gifted programmes to teachers III. A STEM Coordinator is assigned by LTC, working closely with the Staff Development Committee in order to promote STEM education	F I. All subject panels completed the relevant course II, III 3 to 5 training programmes are recommended				

Kowloon True Light School

Annual School Plan (2017– 2018)

School Major Concern 2: Optimizing MOI Strategies

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
MOI fine tuning strategies: Improve explicit L&T designs and sustain development to turn relevant strategies into regular L&T routines	A. Revising LAC L&T strategies I. Reinforce junior form students' mastery of key words/phrases in English: i. Key words are taught and written on the blackboard in each lesson. This should be made a classroom routine. ii. A section of key vocabulary items should be included in the beginning of each worksheet/classwork material. iii. Students should keep a vocabulary book where they enter words according to categories. The book is checked by English teachers regularly. iv. English teachers should instruct students to enter words in a standardized manner. v. Students should follow teachers'	I i, ii 80% of such materials comply with the requirement and are implemented as teaching routine I iii, v to vii 80% of students maintain their vocabulary books according to teachers' guidelines as to how the vocabulary items should be categorized. I iv	A. I Panel meeting minutes, homework inspection forms	All year round	Panel Heads, Subject teachers, LaC Coordinator LTC Vice Principal,	ADC ITC AAC (Data handling & analysis)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	instructions as to which words should be recorded. They are encouraged to record words/ phrases / sentences they learn in everyday life. vi. English teachers should regular check the vocabulary books randomly. They should ensure such a learning mode has become students' habit. vii. LaC Coordinator should regularly check the vocabulary books randomly and report to the teachers / panel heads involved if necessary. viii. Dictation in each EMI subject can be conducted in blank-filling for students to master the use and collocation of certain items. ix. The above serve as basic requirements of learning, teaching and evaluating. II. Encouraging reading aloud i. In JS, students should be instructed to read key passages aloud for the consolidation of key	80% of students can master key vocabulary items as seen in dictations, tests and examinations II. 80% of lessons follow the guidelines as classroom routine	 II. Lesson observation forms			

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	sentences and key ideas. ii. This serves as a basic requirement of learning, teaching and evaluating. III. Promoting the skill of "think aloud" i. Based on students' abilities, teachers should prompt students to respond to questions of various levels. ii. Questions in the classroom should be developed according to the teaching materials. There should be no less than 1 advanced question in each lesson. iii. Questions raised in the classroom should aim for elevation of thinking skills, e.g. Instruct students to illustrate a point by defining, exemplifying and stating, to analyse, to integrate, to compare and to evaluate ideas. Based on certain key ideas / challenging topics, there should be no less than 3 discussion	III. 80% of lessons follow the guidelines as classroom routine 80% of teaching materials are adopted and implemented as stated.	III. Panel meeting minutes, homework inspection forms			

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	questions in each lesson. iv. Effective feedback should be provided. v. The above serve as basic requirements of learning and teaching. IV. Reinforcing junior form students' use of English in EMI subjects i. "Flipped classroom" or any preparation should be encouraged. Students should be encouraged to take the initiative to learn in English such as introducing vocabulary items to the class, topical presentation, video presentation, etc. where the English language is used. Implementation can be started from S1. ii. A set of reading materials should be provided by each EMI subject in order that students can master the skills of highlighting key points. This can raise students' reading abilities.	IV. 80% of lessons are delivered and designed following the guidelines	IV. Panel meeting minutes, homework inspection forms			

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	iii. The above serve as basic requirements of learning and teaching. V. Enhancing LAC assessment in EMI subjects i. EMI subject teachers should develop various assessment tools with language fluency and accuracy as a focus in formative assessments. ii. In summative assessments, there is a mark for "Language & Organization" and one for "spelling" in each EMI subject paper. iii. The above serve as basic requirements of learning and teaching. VI. Encouraging cross-curricula collaboration i. English teachers should communicate with EMI subject teachers well as to which grammar items should be covered	V. 80% of curriculum materials and assessments are designed following the guidelines VI. i.The English panel develops a list of language features to	V. Homework inspection forms, assessment blueprint VI. i to iv Panel annual reports and panel meeting minutes			

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	in the English curriculum to maximize the effectiveness and compatibility across the subjects.	facilitate EMI learning by September 2017.				
	ii. Peer lesson observation takes place between English teachers and EMI subject teachers, focusing on questioning techniques in English.	VI. ii Such observations take place at least once a term				
	iii. Collaboration between the English Panel and EMI subjects takes place on English Speaking Days through English learning activities with the use of key language features and content of EMI subjects	VI. iii There are two LaC ESDs every term				
	iv. Collaboration takes place in Friday Assemblies where EMI subject panels recommend reading materials followed by extended activities such as book exhibitions and competitions.	VI. iv 60% of Friday Assemblies see the LaC collaboration				
	v. As for EMI subjects, there should be no less than three English e-learning reading texts incorporated with training of reading, writing, listening and	VI. v 90% of students accomplish the requested reading tasks in each term	VI. v, vi Assignment inspection forms			

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	speaking in each term.　The assignment is to be counted in daily marks for purposes of extended learning. vi.　One English lesson is spared for every month / every two months for students to share what they have read in order to raise their ability and motivation in self-directed learning. vii.　The above serve as basic requirements of learning and teaching.	VI.　vi 90% of students completed the task in each term				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	B. Strengthening extended learning I. English cross-curricular activities are to be managed by the LaC Coordinator; e.g. English Speaking Days featuring key language features of EMI subjects II. LaC elements in Friday Assemblies (See A6. iv) III. LaC Coordinator work closely with LTC to manage the S1 Cross-curricular English musical C. Tapping into external support In order to optimize the MOI policy, English, Integrated Science and History will join the School-based Support Programme for Secondary School Teachers on Conducting Extended Learning Activities in English by the Hong Kong Polytechnic University	BI, II The relevant assignments are accomplished. C The relevant assignments are accomplished.	Evaluation reports Panel meeting minutes			

Kowloon True Light School

Annual School Plan (2017– 2018)

Major Concern 3:   Further enhancing optimism through Positive Youth Development Programme

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
School Level: To help students develop different core values including perseverance, optimism and forgiving	Theme of the Year: Optimism leads to Power Positive Youth Development Programme I. To set different positive themes for different forms i. S1 Begin every day with a Positive Thought ii. S2 A Forgiving Heart iii. S3 Setting a Realistic Life Goal iv. S4 Thanksgiving v. S5 The Power of being a Rational Optimist vi. S6 Perseverance is the key to success II. To go on being a core member of HKU's Centre for Suicide Research Team about "Developing students' Positive Attitudes and Core Values" III. To enhance students and parents'	Students show positive reflection in Personal Growth Handbook and Form-based view sharing platform	Observation Opinions collected during Buzzing Time, Personal Growth Handbook, Bi-weekly Journal, KTL Sharing Time, Letters to Principal and other sharing platforms	Whole Year	SAC DGC School social workers	Support from Ed Psychologist School social workers HKU External professional organizations Celebrities NGOs Alumnae

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	resilience by joining "Respect Life, Embrace Adversity" School-based Project i. Teacher training workshop about resilience ii. Joyful Interactive drama/Positive Psychology workshop for S1-S3 iii. Positive development camps for S1 & S5 iv. Positive Psychology workshop for parents v. Screening for students through Need Assessment Tools IV. To cultivate students' positive thinking personality through the following platforms i. Class slogan design ii. S1 & S2 True Light Bearer Course, S3, S4 Class periods iii. Form-based Life-wide Learning Programmes (e.g. A visit to Dialogue in the Dark) iv. School assemblies / Living with Wisdom Seminars v. Morning assemblies vi. Arts Building Character					

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
	Programme (Classroom Design Activity / Competition) vii. Best KTL Class Competition V. To provide positive psychology workshop after identifying students with negative attitude through a screening test					
To enhance students' positive sense of belonging to school	I. To provide more awards for students with different achievements in different areas II. To review the punishment system	Students show positive feedback about awards and punishment	Punishment and Award Record	Before Sept	SAC DGC	
Group Level: To develop future leaders with positive attitudes	I. To provide training for 20 students in S4 (Nomination by one self or teachers) i. Core modules: To help students understand themselves and explore leadership qualities. ii. To formulate individual planning for students to enhance their strengths in different areas by engaging them in different taster programmes like internship iii. To provide training for students before nomination for different outstanding student awards	Over 70% of the participants can get nominated in different fields	SLP and nomination record	Whole year	CGC	Different NGOs

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
Parents: To help parents become positive thinkers	I. To help build positive families by i. holding relevant seminars in Parent Academy ii. meeting parents in different Parents' Days for different forms iii. running various seminars to instil positive life values on parents	Positive feedback from parents	PTA meetings	Whole year	RAC PTA Social workers	