

**Kowloon True Light School**  
**Annual School Plan (2018 – 2019)**

*School Major Concern 1: To develop students into self-directed learners in a knowledge-based learning atmosphere*

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
<p>1.1 To enhance students' skills in inquiring, thinking and presenting for maximizing the effectiveness of learning and teaching and for enhancement purpose</p>	<p>A. To adopt the approach of <b>“Learning, Thinking, Showing and Reviewing”</b> in curriculum planning</p> <p>i. In curriculum guide and assessment blueprints, expectations on thinking skills development of students of different abilities across the level are stipulated.</p> <p>ii. <b>Graphic organizers</b> are explicitly adopted in teaching materials.</p> <p>iii. <b>Inquiring questions and pre-lesson preparation tasks</b> are designed for students.</p> <p>iv. Sample questions for <b>reflective thinking</b> are provided for reference. Teachers are encouraged to ask such kind of questions in each module.</p>	<p>i. 80 % of such documents comply with the requirement</p> <p>ii,iii,iv 70% of teachers include such aspects in their teaching material, lesson design and delivery</p>	<p>Panel meeting minutes</p> <p>Department handbooks</p> <p>Schemes of work</p> <p>Lesson observation</p> <p>Homework inspection</p>	<p>All year round</p>	<p>Panel Heads, Subject teachers, LTC Acting Vice Principal Assistant Principals</p>	<p>ADC SAC</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
1.1 To enhance students' skills in inquiring, thinking, presenting for maximizing the effectiveness of learning and teaching and for enhancement purpose	<p>B. To incorporate exploratory and problem-solving elements into the curriculum</p> <p>i. Annual cross-curricular projects are conducted and coordinated by LTC, focusing on the platform for students to showcase their learning outcome.</p> <p>ii. Incorporation of debating skills in Chinese Language and Liberal Studies is to be refined.</p> <p>iii. View to Views in English Language and Liberal Studies is to be extended in Junior Secondary.</p> <p>iv. CLIL is refined for nurturing students' reading skills for exploring and problem solving as well as presentation skills for showing learning outcome.</p> <p>vi. Science and IT subjects refine the curriculum so as to</p>	<p>i. 80% of respective panels are involved in the projects. 80% of panels involved enable students to present the learning outcome.</p> <p>ii. At least one form-based debating activity is conducted</p> <p>iii. 40% of the current Read to Speak materials are replaced by View to Views (speaking activities based on topic-based reading/viewing)</p> <p>iv. 70% of students can show the mastery of such skills in peer observations of CLIL, English lessons and EMI lessons.</p> <p>vi. 10 lessons of S1 are of exploratory nature; 10 lessons of S2 are of product-based learning; a 2-week curriculum</p>	<p>Panel meeting minutes</p> <p>Department handbooks</p> <p>Schemes of work</p> <p>PLS minutes</p> <p>Lesson observation</p> <p>Homework inspection</p>	All year round	<p>Panel Heads,</p> <p>Subject teachers,</p> <p>LTC,</p> <p>Acting Vice Principal</p> <p>Assistant Principals</p> <p>LaC Coordinator</p>	<p>ADC</p> <p>SAC</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
<p>1.1 To enhance students' skills in inquiring, thinking and presenting for maximizing the effectiveness of learning and teaching and for enhancement purpose</p>	<p>develop a more inquiry-based module with product-based elements.            C. To develop higher achievers through gifted education            i. Course-based and team-based trainings in English Language and Liberal Studies are provided.            ii. Team-based programmes and trainings are provided by committees.            D. Others            i. Various programmes are conducted for developing thinking skills such as Inter-House Quiz, Bilingual Youth Forum and Walk with Veterans.            ii. Collaboration between sister schools in Mainland China and Chinese Language takes place in Easter holiday.</p>	<p>in S3 is about food science</p> <p>i. at least one team of each nature is formed</p> <p>ii. at least 70% of committees involved fulfil the requirement</p> <p>i. 70% of teachers and students find the events successful</p> <p>ii. at least one visit focusing on presentation is organized.</p>	<p>Panel meeting minutes</p> <p>Department handbooks</p> <p>Schemes of work</p> <p>Lesson observation</p> <p>Homework inspection</p>	<p>All year round</p>	<p>Panel Heads,            Subject teachers,            LTC            Acting Vice Principal            Assistant Principals</p>	<p>ADC            SAC</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
1.2 To promote the development of quality lesson plans and of teaching materials for professional development among teachers	<p>A. To equip students and teachers essential skills for the approach of “Learning, Thinking, Showing and Reviewing”</p> <p>i. Introduction of graphic organizers in S1 Bridging course, S4 Learning Day and CLIL</p> <p>ii. Teachers’ development programme (see MC 3)</p> <p>iii. A Collaborative Learning Manual is distributed to teachers so as to develop <b>grouping routines</b></p> <p>B. To develop quality lesson plans and effective lesson delivery</p> <p>i. Subject-based mini lesson studies are conducted with the element of lesson observation.</p> <p>ii. AVP and APs are to attend PLSs and provide feedback through lesson observation and homework inspection.</p> <p>iii. Functions of interactive boards can be further used for better T-S interaction.</p>	<p>i. 70% of students find they are confident in the mastery of graphic organizers</p> <p>ii. See MC3</p> <p>iii. at least 1 PLS focusing on collaborative learning is conducted in all subjects.</p> <p>i. At least 4 PLSs are spared for a mini lesson study for all core subjects and KLAs in a term.</p> <p>ii. AVP, APs can attend at least 2 PLSs of each core subject.</p> <p>iii. 80% of teachers can make use of the board in lesson observation</p>	<p>Panel meeting minutes</p> <p>Department handbooks</p> <p>Schemes of work</p> <p>PLS minutes</p> <p>Lesson observation</p> <p>Homework inspection</p>	All year round	<p>Panel heads,</p> <p>Subject teachers,</p> <p>LTC</p> <p>Acting Vice Principal</p> <p>Assistant Principals</p>	<p>ADC</p> <p>SAC</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
1.3 To build students' self-directed learning skills	<p>iv. Staff learning tour to Guangzhou TL is conducted</p> <p>A. Learning habits and studying skills are developed among students</p> <p>i. Learning habits including goal-setting, time management, are introduced in S1 Bridging Course, True Light Bearers Course in S2 and Buzzing Time.</p> <p>ii. Learning habits including an inquisitive mind, peer learning and identification of learning styles are introduced in S4 Learning Day, Buzzing time.</p> <p>iii. Learning skills such as note-taking, textbook reading, mnemonic devices are introduced in CLIL.</p> <p>iv. Subject-based instructions are mentioned in Department Handbook as guidelines for teachers in terms of effective teaching, coaching and counseling and expectations</p>	<p>iv. 70% of teachers find the learning tour beneficial for their teaching</p> <p>i. 80% of JS students can clearly present their learning goals in Personal Growth Handbook</p> <p>ii. 1 section of BT of each form is conducted with time management as the focus in the beginning of the term</p> <p>iii. 80% of S1 students can display the mastery of such skills in all subjects</p> <p>iv. 80 % of such documents comply with the requirement</p>	<p>Panel meeting minutes</p> <p>Department handbooks</p> <p>Schemes of work</p> <p>Personal Growth Handbook</p> <p>Lesson observation</p> <p>Homework inspection</p>	All year round	<p>Panel Heads,</p> <p>Subject teachers,</p> <p>LTC</p> <p>Acting Vice Principal</p> <p>Assistant Principals</p> <p>LaC Coordinator</p>	<p>ADC</p> <p>SAC</p> <p>RPC</p> <p>Library</p>

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	<p>on students.</p> <p>v. Subject-based learning reflection questions are designed by subject panels.</p> <p>vi. Theme-based academic events with the elements of self-directed learning are conducted.</p> <p>vii. Teachers' development (see Major Concern 3)</p> <p>B. A reading culture is further developed.</p> <p>i. Reading across the Curriculum is refined with the collaboration of the English Panel and EMI Panels. Article-based reading materials are to be developed in each EMI subject.</p>	<p>v. at least 1 reflection activity takes place in each term</p> <p>vi. 80% of such events incorporate the elements of self-directed learning</p> <p>vii. see MJ3</p> <p>i. At least one English Reading Club activity is conducted in each month</p>				

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**Major Concern 2: To nurture students' positive values through creating a positive school culture**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
2.1 To instil values of “CAPE of FRUIT” in our younger generation in an ever-changing era.	<p>A. Theme of the Year: Work with assiduity; Grow with perseverance (勤勉堅毅 上進有為)</p> <p>B. To instil the core values promoted by the school, especially in assiduity, perseverance, respect and unity</p> <p>i. Both formal and informal curriculum about core values in E&amp;RE lessons, TLB Course, form-based teaching packages in PVE Courses will be revised using religious approach and materials derived from Chinese literary texts. This should be indicated in Scheme of work for relevant subjects.</p> <p>ii. In E&amp;RE lessons / CP, life and value education is further enhanced through case study about daily discipline or counselling problems.</p> <p>iii. More sharing time will be allocated to DGC members to promote value education on Tuesday morning assemblies.</p> <p>iv. Chinese and English teachers should provide and encourage students to read articles or stories related to value education.</p> <p>C. To enhance moral education with special focus on good manners</p> <p>i. Written guidelines about courtesy in different situations will be displayed around the school or in the activity booklets.</p>	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 NSCC RAC Class teachers 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
	<p>ii. Debates with the motion about courtesy and video shooting competitions about proper and improper manners will be held.</p> <p>iii. Courtesy criteria will be discussed and reviewed in Staff Development Day and they will be provided on New Staff Orientation Day in the next academic year.</p>					
2.2 To further develop the leadership qualities of student leaders	<p>A. To unleash students' potential on leadership at young age</p> <p>i. Different experiential activities such as training camps, excursion are offered to identify their leadership at junior level.</p> <p>ii. In each activity group, there should be at least one committee member from junior forms.</p> <p>B. To foster leadership in senior level</p> <p>i. Advanced leadership training is provided for all ECA heads. Tier 1 training about, "Heart" (attitude) and "Mind" (skills) will be provided. Joint school activities can be offered.</p> <p>ii. To echo with self-directed learning, in each student group, the teacher advisor should leave at least one activity for members to take the leadership role in planning and implementation. Guidelines / templates and training will be provided for both students and teachers. Subsidies will be given to self-directed activities where appropriate.</p> <p>C. To enhance leadership training in Gifted Education</p> <p>i. 20 potential leaders with outstanding academic results (Future Stars) in senior forms are invited to join "Walk with Veterans Scheme".</p> <p>ii. One veteran is paired with each future star as mentor.</p>	Most student leaders can be more proactive in expressing their ideas and working them out under the supervision / coaching of teacher advisors	Feedback from teachers and other students	Whole year	SAC  ECA	



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2.3 To cultivate the sense of belongings to school	<p>A. To gather True Light Bearers of different generations to celebrate the relocation of Kowloon True Light School in Hong Kong. Apart from students, more teachers and alumnae will be engaged in the following activities:</p> <ul style="list-style-type: none"> <li>i. Anniversary activities to develop True Light spirit.</li> <li>ii. Gallery of the Exquisitely Sensitive (Visual Arts &amp; Home Economics Exhibition in November)</li> <li>iii. Guangzhou True Light Tour (Staff Development activities in November)</li> <li>iv. Anniversary Show (May)</li> <li>v. CD Production (May)</li> <li>vi. Vienna Music Tour (June)</li> <li>vii. Different publications (May)</li> </ul> <p>B. To strengthen the sense of belonging for True Light Bearers, different KTL gatherings such as Lunar New Year Union Lunch (團年飯), S1 musical, high table tea, graduation ceremony, sister form assemblies will be held to unleash their positivity and foster their love for school.</p> <p>C. School songs and other True Light songs will be taught in Music, Chinese and English lessons and students are expected to memorize the scripts and sing them in relevant events.</p> <p>D. A book of history of Kowloon True Light School will be published and taught in TLB courses in Form 2. Related activities will be held for other forms.</p>	Students show positive comments on anniversary activities	Observation Feedback from different stake holders	Whole Year	SAC and Anniversary Celebration Committee	Alumnae Association

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***Major Concern 3: To foster collaborative learning of the teaching team within and beyond the school***

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
<p>3.1 Most teachers can grasp the concept and master the implementation of “Learning, Thinking, Showing and Reviewing” in classroom teaching.</p>	<p>A. Professional learning Sessions (PLS) are refined by the introduction of mini-lesson study, which emphasizes on the collaborative effort in lesson design with a view to echoing the methodology illustrated in major concern 1.</p> <p>i. The process of lesson study (identification of teaching focus, collaborative lesson design, lesson observation and post-lesson discussion) are introduced.</p> <p>ii. Panel heads will submit plans for PLS before the first subject meeting.</p> <p>B. Supporting measures are provided for teaching staff who have relatively heavy duty in PLS.</p> <p>i. These teaching staff are identified and supporting measures are planned according to their situation.</p> <p>C. Workshops, seminars, school visits, in-house sharing and professional sharing with local / international counterparts, are organized for equipping teachers with professional skills and knowledge e.g. design of thought-provoking tasks, leadership training etc.</p> <p>D. Guangzhou Staff Development Trip will be organized in late November.</p> <p>E. More funding is provided for subsidizing teachers’ professional development.</p>	<p>Most teachers can incorporate the target teaching policy mentioned in Major Concern 1 into their teaching.</p> <p>The quality of students’ oral response in classroom is enhanced.</p>	<p>Lesson observation Feedback from different stake holders</p>	<p>Whole Year</p>	<p>SDC, LTC</p>	<p>External professional organizations e.g. EDB, Universities, sister schools , etc.</p>

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3.2 New teachers are more equipped with skills and knowledge for teaching and positive development among students.	<p>A. Enhanced mentorship programs are tailor-made for novice teachers to understand the role as a teacher and the work ethics at school.</p> <p>i. Opinions from mentees and observation from mentors are collected for the organization of tailor-made training activities.</p> <p>B. Veteran teachers are invited to be mentors or advisors in curriculum design.</p>	Mentees are readily adapted to the teaching work.	Lesson Observation Feedback from mentors and mentees	Whole Year	SDC, veteran teachers as mentors	External professional organizations e.g. EDB, Universities, sister schools , etc.
3.3 The gap between novice and veteran teachers is bridged by enhancing their team spirit and communication.	A. Team building workshops and informal activities will be organized to create a harmonious and collaborative working atmosphere.	The working atmosphere in the school is warm and welcoming.	Observation Feedback from different stake holders	Whole Year	SDC	External professional organizations
3.4 The coherence and professionalism of the senior and middle managers are strengthened.	<p>A. Monthly lunch gathering will be conducted by the Principal for senior managers (Acting VP and APs)</p> <p>B. Other teacher development activities will be organized for middle and senior managers when appropriate.</p>	Senior and middle managers take up leadership role effectively.	Observation Feedback from different stake holders	Whole Year	SDC	External professional organizations