

Kowloon True Light School School Development Plan

2018/19 - 2020/21

Kowloon True Light School

1. School Vision & Mission

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

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

2. School Motto

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

"You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

Matthew 5:14-16 (NIV)

5. Holistic Review

Effectiveness of the previous School Development Plan (2015-2018)

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
1. To further enhance the effectiveness of LAC policy	Partly achieved	<p>Achievement 1: Heads of departments have played an essential leading role in promoting LAC policy. A sample draft of an LAC plan, including classroom teaching, assignment and assessment policies & strategies, was prepared for all subject panels for reference. Subject panels wrote and carried out their strategies as planned.</p> <p>Achievement 2: Teachers' professionalism has been enhanced through active involvement in forming policy, designing lessons and materials and conducting professional sharing and evaluation on learning.</p> <ul style="list-style-type: none"> ➤ Support in different areas was given from the Language Consultant (2015-2016) and LAC Coordinator (2016-2018) to EMI subject panels. 	<p>Reflection:</p> <ul style="list-style-type: none"> ➤ Overall English speaking level of students have improved in these three years. In the future we aspire to develop students to become more eloquent and confident speakers, as well as writers who can write accurately, precisely and logically. ➤ The language policy in the classroom should be upheld. EMI subject teachers must take the lead to use the target language for students to feel confident and comfortable using English for learning in

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>The areas included Professional Learning Sessions, proofreading of the scripts of the EMI subjects, development of the Liberal Studies curriculum in S3, as well as the use of English Language in different kinds of school activities.</p> <ul style="list-style-type: none"> ➤ MOI policy has been a focal area in annual lesson observation for appraisal. ➤ External support includes the working partnerships with HKBU (Biology), HKU (Geography) and PolyU (History, Science, Physics). These partnerships offered staff training, support and quick references for LAC implementation. ➤ Explicit curriculum design responding to MOI strategies can be seen in around 80% of teaching materials. This is a promising observation, proving that teachers in general can master the essence of LAC. ➤ According to lesson observations, around 50% of teachers are aware of the implementation of MOI policy and strategies. They can focus on 	<p>the classroom.</p> <ul style="list-style-type: none"> ➤ English Department can devise strategies for developing a language environment conducive to the mastery of English, in particular, through the betterment of English Speaking Day, such as having Ambassadors greet students in the morning at the school gate, posters, sign posts, etc. ➤ As there are different scales in terms of language use across different EMI subjects, it is suggested that EMI panels should devise their own policies according to their scope and pace. Some EMI subjects, in particular Humanities, CLIL and

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>vocabulary building (parts of speech, syllabication) and linking words when instructing students to construct an answer.</p> <p>Achievement 3: Subject-based teaching materials, school-based and subject-based academic policies for enhancing LAC have been designed and implemented.</p> <ul style="list-style-type: none"> ➤ A school-based practice of keeping a vocabulary log among students has been implemented. Instructions as to how words should be categorised have been devised. LAC coordinators and English teachers conduct checking regularly. ➤ Under the cross-curricular reading initiative, each EMI panel selected a list of books for students' extra-curricular reading. As for students, a book report was completed for each EMI subject. ➤ Each EMI panel has selected online learner 	<p>English Language can set higher goals and more complex requirements in this aspect.</p>

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>materials for students' extended reading.</p> <p>Achievement 4: Subject-based learning outcomes have been pre-set and assessed.</p> <ul style="list-style-type: none"> ➤ Such outcomes in LAC are gauged in terms of spelling and language & organization throughout each academic year. This strategy has raised the awareness of EMI subject panels in teaching vocabulary and the use of language in answering questions in tests and examinations. ➤ EMI subject panels made use of the assessment data prepared by the Academic Affairs Committee to evaluate the effect of the LAC policies. Adjustment in the teaching strategies was made after the evaluation. <p>Achievement 5: Students have improved in mastering the use of English in a learning context.</p>	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<ul style="list-style-type: none"> ➤ The new “Read to Speak” module in junior forms was found to be a success as students were given more opportunities to practise speaking through interesting general fluency tasks and activities with specific learning objectives. ➤ The ‘Write up’ project and the QEF project ‘Meet to Write’ help further hone their writing skills. 	
2. To cater for learner diversity	Fully Achieved	<p>Achievement 1: Heads of departments have served an essential leading role in catering for learner diversity.</p> <ul style="list-style-type: none"> ➤ CLD plans specifying the expected learning outcomes of students and the related policies & strategies were written by every subject panel head. This set a target for every subject panel to achieve. ➤ Before each Uniform Test/Examination, each subject panel handed in tables of expected and attained levels of students. Subject panel heads monitored the assessment results compared with 	<p>Reflection:</p> <ul style="list-style-type: none"> ➤ A new focus can be set on lesson delivery for higher effectiveness in learning and teaching and CLD in the classroom. ➤ There should be added emphasis on exploratory or investigative / topical or problem-solving aspects for developing higher-order thinking skills.

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>the expected levels. This helped reinforce students to make progress.</p> <ul style="list-style-type: none"> ➤ The Academic Affairs Committee of our school prepared the evaluation data for different subject panels after the two Uniform Tests and Examinations. Each subject panel made use of the data to write evaluation reports and adjustment in the teaching strategies was made. ➤ For Optimizing CLD Strategies, most subject panels have reorganized the curriculum framework and revised the teaching materials and strategies. <p>Achievement 2: Teachers' professionalism has been enhanced through active involvement in forming policy, designing lessons and materials and conducting professional sharing and evaluation on learning.</p> <ul style="list-style-type: none"> ➤ After the final examination, each teacher of the HKDSE subjects in S5 estimated the attained level of each student in DSE next year and a 	<ul style="list-style-type: none"> ➤ Build students' self-directed learning skills such as textbook reading, using graphic organizers, and memorizing skills.

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>target level was also given to each student so that they set a target to strive for. Detailed analyses of the results were made and target students were spot out for subject teachers to follow up. Counseling was given to some students to encourage them to develop their strengths and overcome their weaknesses, hoping that they have a better chance to enter an institute to further their tertiary education.</p> <ul style="list-style-type: none"> ➤ To cater for learner diversities, more emphasis was put on the improvement of curriculum, teaching materials and methods. To enhance effectiveness on learning and teaching, each subject, adhering to the policy of Professional Learning Communities (PLC), resolved difficulties in teaching by making timely use of collaborative lesson preparation meetings and peer observations. ➤ As for Liberal Studies, School-based Support Services from EDB offered much help to the panel and the panel head was invited to share 	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>his view regarding how extensive lessons can cater for learners' diversity.</p> <p>Achievement 3: Subject-based teaching materials, school-based and subject-based academic policies for CLD have been designed and implemented.</p> <ul style="list-style-type: none"> ➤ The Quality Education Fund funded the Chinese Language subject for the development of an e-learning platform for junior forms ➤ For those students who needed more help in academic performance, a one to one caring support program (SLSP) was designed. Each target student was taken care of by a teacher in a counseling program. Improvement plan for the students was advised and monitored by the counseling teacher. In the counseling process, students felt that they were being taken care of by teachers and made improvement in their academic results. 	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<ul style="list-style-type: none"> ➤ As classes were grouped in accordance with students' performance in English, students were streamed into different groups according to their ability in Chinese Language (S1-3). At the same time, additional resources were deployed in providing enrichment classes (for S4-6) in Chinese Language and Mathematics. Besides, supplementary lessons after school were specially provided for Chinese Language, English Language, Mathematics, Liberal Studies and other elective subjects, so that the strategy of "Catering for Learner Differences" could be adopted in different forms in accordance with their need. To cater for learner differences, apart from designing differentiated teaching materials, teachers were also required to design teaching materials for enrichment classes and supplementary classes after school. For individual subject, while certain fine-tuning was still needed in the teaching method, students in general appreciated the efforts of their teachers 	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>and they were capable of completing their work as required.</p> <ul style="list-style-type: none"> ➤ Various subject panels and committees applied for Diversity Learner Grant (DLG) for organizing enhancement programmes for higher achievers. <p>Achievement 4: Subject-based learning outcomes have been pre-set and assessed.</p> <ul style="list-style-type: none"> ➤ Before each Uniform Test/Examination, each teacher submitted expected and attained levels of students for them to gauge the learning outcome of students. ➤ An assessment blueprint had to be submitted by each paper setter for them to deploy various topics, question types, levels of difficulty in each assessment. ➤ With the perseverance of students and the unrelenting efforts of teachers, in 2016-2017, gratifying performance was resulted, 	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>particularly in the core subjects, nearly one in every two students scored Level 4 or above. Subjects where students performed extremely well were M1 and VA, with more than one-third and one-fifth of students attaining Level 5 or above respectively. The best performance went to Tse Lok Yiu 6A who attained 37 marks in the best 6 subjects.</p> <p>Achievement 5: Students with different talents at different levels have been provided with ample opportunities for further development and the sustainability of school teams will be ensured.</p> <p>➤ Students were encouraged to take a more active role in both internal and external learning activities, so as to provide them with the opportunity to put what they have learnt into practice, to motivate them to excel. (For achievements, please refer to relevant documents.)</p>	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<ul style="list-style-type: none"> ➤ The English Language subject developed “Meet to Write” funded by QEF for higher achievers. This project convened 25 high achievers in English writing and they were engaged in some off-site interviewing tasks and were to produce a publication of oral history with the instruction from a working SCMP journalist. (2017-2018) ➤ In STEM education, a group of S3 and S4 students built a solar car from scratch. Through a series of workshops, students developed a solid knowledge base and enhanced their interest in STEM activities. The activity also promotes the awareness of renewable energy usage in Hong Kong. (2016-2018) ➤ A talent pool was developed, where gifted students were categorized in 8 disciplines, namely Chinese, English, Mathematics, Humanities, Science, Leadership, Music and Sports. Teachers made use of the list for selecting enhancement programmes (Level 2C, 2D, 3E) for higher achievers. (2017-2018) 	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<ul style="list-style-type: none"> ➤ Cross-curricular projects were set to cater for the generalization of gifted education. (2017-2018) ➤ In order to cultivate Chinese culture among higher achievers, activities including literature workshops, writing workshops and Chinese opera workshops were organized. (2017-2018) ➤ The school has set many initiatives responding to the latest curriculum renewal (Learning to Learn 2.0). 	
3. To build a professional learning community	Fully Achieved	<p>Achievement 1: A culture of professional sharing based on data has been nurtured.</p> <ul style="list-style-type: none"> ➤ Seminars and workshops were held for nurturing such culture, including 'School-based experience sharing on enhancing learning and teaching effectiveness' in 2015. ➤ Before and after each assessment, professional exchange always took place among teachers across the panel to set targets and evaluate performances respectively. LTC also invited 	<p>Reflection:</p> <ul style="list-style-type: none"> ➤ Professional development can be set to focus on lesson delivery for enhancing both CLD and L&T effectiveness. ➤ More resources such as time and funding can be spared for teachers' professional training, particular the

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>panels to discuss statistics when necessary in order to devise and refine teaching strategies.</p> <p>Achievement 2: The professional capacity of teachers has been increased.</p> <ul style="list-style-type: none"> ➤ A professional learning community (PLC) has been developed. Different seminars about PLC were organized on Staff Development Days. Guidelines on PLC were given to all teachers. ➤ A PLC / core group on voluntary basis or nominated by Panel head led by the Assistant Principal was set up to carry out the following tasks at school level: identifying a focus, developing action enquiry, initiating innovation and change, trying out strategies, collecting feedback, refining practice and sharing outcomes. Topics included ‘Flipped Classroom’, ‘Cater for Learners Diversity’, ‘Promoting Self-learning’ and e-learning: Enhancing the Effectiveness of Learning and Teaching’, 	off-campus courses.

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>‘Questioning Techniques’, ‘STEM Education’, ‘Graphic Organizer’, ‘Positive Thinking Nurturing’ .</p> <ul style="list-style-type: none"> ➤ Our collaboration with professional bodies and other local institutes continued, including QSIP (CUHK), the Curriculum Development Institute (EDB), the School Based Support Program by the School Based Support Team (EDB), HKEAA, etc. We also worked with schools for professional sharing, including Liu Po Shan Memorial College, Shanghai Nanyang Model School and Qixiu Experimental Middle School, China Holiness College, HKCCCC Cross-school Sharing, True Light Elearning Circles, etc. Through the above external professional sharing, our teachers were able to broaden their horizons and benefit from the constructive comments collected. ➤ Regarding other external professional development activities in teaching, such as Briefing Session On HKDSE, HKEAA Markers' 	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>meeting, EDB seminars, workshops and training programmes on curriculum development, according to the 'Records of teachers taking part in professional development', most teachers were able to cope with the need of respective subject to take part in such activities.</p> <p>Achievement 3: Panel heads have performed the roles as curricular leaders and mentors</p> <ul style="list-style-type: none"> ➤ Every panel head conducted a Professional Learning session for each subject / key learning area regularly. Panel heads of core subjects drafted a PL plan before term began. ➤ For core subjects, PLS was conducted in every form. Panel heads have to attend the professional learning sessions (PLS) of all levels to oversee the academic development of the panel. Lessons were assigned for professional sharing sessions ➤ Each new teaching staff member was assigned a mentor, who was either the panel head or a 	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>senior teacher.</p> <ul style="list-style-type: none"> ➤ New staff gatherings were organized where the Principal shared about the vision and mission of the school with the new staff members. ➤ With the help from the Religious Affairs Committee, teachers' spiritual enrichment programs for the new teachers were held. ➤ Subject panels have been making the most of peer learning sessions (PLS) and peer observations. With higher degree of co-operation and collaboration, most subject panels are already developing school-based teaching materials. Most subject panels are also actively participating in professional sharing workshops organized by the school or external parties. It is believed that the teaching and learning effectiveness of our school can be greatly enhanced, thanks to the great effort of subject panel heads and all teaching staff. 	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
		<p>Achievement 4: In Professional Learning Sessions, LAC, CLD, and other academic issues have been addressed.</p> <ul style="list-style-type: none"> ➤ There was one special focus such as Diversified Assignment Design, E-learning, Enquiry-based Learning, Quality Feedback, MOI problems or students' learning outcomes once a month. ➤ Panel heads included the foci for the whole year in their PL Plan in August. ➤ Before any PLS, relative documents / teaching materials were submitted to teachers involved. ➤ Under each focus like LAC and CLD, one lesson was chosen for try-out. Peer Observation was conducted to evaluate its learning outcomes. ➤ Each teacher took part in one peer class observation, followed by a professional dialogue at least once a year. The records were kept in panel minutes. 	

6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The school has a well-defined vision and mission rooted in its history and culture as a Christian community and is committed to excellence. • The school motto, “Thou Art the Light of the World” that nurtures students with good moral character and spirit of love and service to the community, wins the recognition and support of parents. • Members of the IMC fully support the direction of the school development and offer constructive advice to the school on human resources and financial matters when necessary. • The overall school development planning and co-ordination are enhanced. A culture of discussion and consultation among all parties within the school is promoted. • For years, emphasis has been placed on building and implementing the self-improvement mechanisms, as well as developing a self-reflective culture across the different levels, from the school management, subject panels and functional committees, to individual teachers and students. • The data processing system has been developed, allowing the effective use of data for making plans (in particular the setting of goals), monitoring their implementation and conducting evaluation. • The Administrative Development Committee (ADC) has 	<ul style="list-style-type: none"> • Some fresh middle managers need to hone their generic skills when facing any challenges to avoid any communication breakdown, especially with the staff of higher seniority.

	<p>taken the lead in coordinating the P-I-M-E of the school's work. The ADC works collaboratively with the teaching staff to foster an open, transparent and participatory policy-making culture. The development priorities are always based on students' needs and evaluation findings, derived from interim and year-end reviews, meetings, evaluation reports compiled by subject panels and committees, and data from assessments and stakeholder surveys.</p>	
<p>2. Professional Leadership</p>	<ul style="list-style-type: none"> • School leaders, including Principal and two Vice-Principals, have well-defined roles and cooperate with each other in leading the school for continuous development and improvement. • Most subject panel heads and heads of committees are good leaders and well-informed about the ongoing renewal of the school curriculum. • The roles and functions of various departments, functional committees, as well as staff duties at different levels are clearly delineated and included in the Staff Handbook. • Teachers are knowledgeable and committed in teaching. A comprehensive staff development policy and a series of programmes on school level, committee level and individual level have been developed to address the pedagogical development or spiritual needs of the teachers. Collaboration with professional bodies and other local institutes has been developed. • New teaching staff members have received adequate support from the mentoring scheme and new staff gatherings. • Professional Learning Communities (PLCs) of different 	<ul style="list-style-type: none"> • Equip the skills of leadership for middle managers, especially for those green but devoted and energetic pioneers.

	<p>subjects have been set up in order to engage teachers in professional dialogue. Peer lesson observation has also been conducted for professional sharing.</p> <ul style="list-style-type: none"> • The professional development record has been set up for individual teachers and departments. • The staff appraisal system allows room for staff's self-reflection. The policies of duty allocation and promotion are well-established and clearly stated in the Staff Handbook. 	
<p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> • The school provides an all-round and balanced curriculum to students and devote much attention to moral and spiritual education. Through sharing in assemblies, Multiple Intelligence courses and services in China's rural areas, collaboration with NGOs (e.g. 'Art Building Character') etc., the school put personality education into practice. • In English Language, Literary Modules have been proved essential for Junior Forms to develop their literary competence. The English Panel has also developed Read-to-Speak, View-to-Views for high-order thinking skills development as well. School based reading and writing materials in Chinese Language and Project Based Learning are designed for junior forms students to prepare them for their further study in senior level. An e-learning platform (QEF) has been developed. As for Liberal Studies, responding techniques has been a focal point in the panel for professional development. STEM development has been developed through refined curricula and cross-curricular projects. The development in aesthetics and that in sports can be proved by various campus activities and 	<ul style="list-style-type: none"> • There should be added emphasis on exploratory or investigative / topical or problem-solving aspects for developing high-order thinking skills. • Build students' self-directed learning skills such as textbook reading, using graphic organizers, and memorizing skills.

	<p>achievements in off-campus events.</p> <ul style="list-style-type: none"> • To cater for learners diversity, the school has planned different curriculum for the under performers and the high achievers. Cross-curricular Project, Cross-curricular Reading, STEM development and Gifted Education have been implemented. • The school has a clear procedure in the development of different curriculum, starting from the policies set by the Learning and Teaching Committee, then the amendments in the Subject Panel Heads meetings and finally the subject panels implement the plans discussed. The Principals and the subject panel heads monitor the progress by lesson observation, assignments inspection and evaluation meetings (Exam 1 and Exam 2). 	
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Subject departments have continued to review the implementation of differentiated instructions in curriculum planning and assessment particularly as a result to get a better outcome in learning. • In Chinese Language, teachers designed worksheets and pre-lesson study materials for students in different aspects and levels e.g. reading and writing to cater the needs of different students. • In English Language, pre-writing, post-writing, post-listening worksheets are developed for a better teaching, learning and evaluating cycle. Students have improved in mastering the use of English in a learning context as evidenced by “Read to Speak”, “Page to Stage”, “Meet to Writing” and “View to Views” initiated in English Language. • To face the fine-tuned policy of MOI, school creates better learning environment in English, a wide variety of 	<ul style="list-style-type: none"> • A new focus can be set on lesson delivery for higher effectiveness in learning and teaching and CLD in the classroom.

	<p>activities was held to provide students with diverse opportunities to learn English e.g. English assembly, musical in F.1 English Week, English in Wednesday, debating and drama, etc.</p> <ul style="list-style-type: none"> • A Learning across curriculum (LAC) coordinator has been assigned to oversee the MOI policy across EMI panels. • EMI subjects in junior secondary have to set aside EMI marks, looking into students' performance in language delivery and vocabulary building. • For each assessment, teachers have to enter CLD marks to predict students' performance. Thorough analysis are made to gauge the effectiveness of learning and teaching. • With funding from the Diversity Learning Grant, a variety of enhancement programmes with gifted education elements covering English, Chinese, Mathematics, Science and Humanities have been offered to F.4 to F.6 students. 	
5. Student Support	<ul style="list-style-type: none"> • The True Light Bearer Course is conducted to give students a sense of belonging towards school, life education and personal growth training. • Different scholarships have been given out to encourage students to join study tours to widen their horizons. • Out students have strong team spirit and a sense of belonging to school. This has been achieved through a support network including buzzing time, secret moment, class nurturing scheme and traditional rituals, like the S1 council inauguration ceremony and the S6 Graduation Show and Lantern Parade. • Living with wisdom seminars and the Student personal 	<ul style="list-style-type: none"> • To strengthen students' confidence and ability to express themselves well. • To promote a positive thinking paradigm in coping with stress and adversity. • To refine and further promote spiritual education.

	<p>growth handbook have helped students in their personal growth.</p> <ul style="list-style-type: none"> • Spiritual education is enhanced through assemblies and form and class activities at school such as evangelistic talks and also life education in religious lessons. • The Student Learning Support Counselling Programme gives a systematic individual counselling support to students of all levels on their studies and career path finding. • Leadership training and moral and civic education in the formal and informal curricula, like local and overseas community services, have provided ample opportunities for our students to show their love and concern to society. • The MI Programmes and school teams (sports, debate, worship, drama, etc.) enable students to broaden their learning horizons and further develop their talents in different fields. • The biennial performing arts show and S1 annual musical etc., provide opportunities for students to showcase their talents in different areas. • Our academic and non-academic award scheme gives recognition and acknowledgement to students with outstanding performance in all areas. • The school social workers conduct sex education lessons in the classrooms at all levels. • In Summer, S1 Bridging Course helps S1 students adapt to an EMI learning environment. S4/5 Summer Course offers both tutorials and counselling for lower achievers. 	
6. Partnership	<ul style="list-style-type: none"> • PTA has organized recreational and family activities regularly to strengthen links between parents and school 	<ul style="list-style-type: none"> • Optimization of resource support from alumni and parents required.

	<p>to enhance mutual trust and relationships.</p> <ul style="list-style-type: none"> • Alumni have been invited to host a series of talk and participate in tutorial classes, school anniversary celebration and school programs to strengthen alumni bonding to enable a strong sense of belonging. • The Parent Education Institute (家長學堂) was organized by the Christian Quality Family Education Centre to help parents for spiritual support. • Collaborations with Sister schools in Mainland China and overseas including True Light Schools from Guangzhou, Baochu Pagoda Experimental School from Hangzhou and Carl-Fuhlrott-Gymnasium, a high school in Wuppertal, Germany have taken place. • Activities and visits were organized with other schools such as Hangzhou Senior High School, Vanguard College from Canada, Saint Joseph Bangna School from Thailand and three institutions from Japan, namely, Kyoto University of Education, Doshisha Women's University and Miyazaki University. • Oral practice for senior form students with different schools, such as La Salle College, Diocesan Boys' School, Diocesan Girls' School, Heep Yunn School, Queen's College, Belilios Public School etc were organized. • The Mathematics Department constantly cooperated with EDB in developing Seed Projects of various areas such as self-directed learning and STEM education. • External support regarding MOI/LaC includes the working partnerships with HKBU (Biology), HKU (Geography) and PolyU (History, Science, Physics). These partnerships offered staff training, support and 	
--	--	--

	<p>quick references for LAC implementation.</p> <ul style="list-style-type: none"> • NSCC set up 長者學苑 with Y.W.C.A.長者持續教育中心. • An exchange student was sent by AFS annually. • Joint-school drama performance with Ying Wa College took place annually. 	
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Students in our school are well disciplined and are ready to learn and to strive for better academic results and balanced development in various domains. • To develop respect and positive thinking culture through value education, some regular activities are conducted such as religious activities, school assemblies, form assemblies, sister form assemblies and class caring activities. • To join a “Developing Students’ Positive Attitudes and Core Values” programmes organized by HKU and “Respect Life, Embrace Adversity” funded by QEF, SAC has organized different workshops, experiential activities and camps for S1 to S6 students in order to strengthen the qualities of attitude and behavior in different aspects. • To design and implement a school-based course, True Light Bearer Course for S1 and S2 students in order to nurture their learning skills, character building and positive qualities as well as to cultivate the sense of belonging to school. • To boost students’ care towards our country and their identity recognition, students are arranged to participate in voluntary services and outbound trip in China organized by National & Social Caring Committee. 	<ul style="list-style-type: none"> • To foster positive values • To further develop the leadership of students leaders • To further cultivate the sense of belonging to school and our country • To nurture student being a self-directed learner

	<ul style="list-style-type: none"> • Students are required to make reflection on their time management through Student Learning Support Programme (SLSP) every year and make some changes in daily practice for achieving the goals more effectively. • Through environmental protection education and policies, most students have possessed environmental awareness. 	
8. Participation and Achievement	<p>The environment and the campus facilities</p> <ul style="list-style-type: none"> • The environment and facilities have been improved by enhancing the campus I.T. equipment to make teaching more smoothly. Furthermore, it also improves learning and teaching interaction. • The renovations of room 206, 401 and 602 provide favourable learning environments to students for self-learning, song compositions and art creation. • The gallery corridor and the improvement of the auditorium stage and audio-visual facilities offer a good opportunity for students to develop and showcase their talents. <p>Students' talents development</p> <ul style="list-style-type: none"> • Diverse student potentials are catered for by offering different multiple intelligence curriculum (MI) to help the development of the students with different interests and talents. • Different performance platforms and opportunities with a wide range of dynamic and diverse learning activities have been provided, such as a variety show for celebrating school 145th Anniversary, UK Music Tour, Shanghai Music Tour, True Light Joint-school Music Cultural Exchange Tour to Vienna, joint-school Visual 	

	<p>Arts exhibition, Qipao Expo, English musical, inter-school variety show, inter-school drama night, galleries, music CD, English and Chinese publication, singing contests, and drawing album for students to demonstrate different potential talents.</p> <ul style="list-style-type: none"> • Students can develop different generic skills such as collaboration, creativity and problem-solving by various learning activities, such as “National High School Students Leadership Competition in China”, “Mock-Trial – Justice Education Project”, "True Light Cup”. <p>Emphasis on National and Civic Education</p> <ul style="list-style-type: none"> • To develop a sense of belonging to Hong Kong and China, and to help students become loving, caring and responding citizens, National and Social Caring Committee has organized a series of meaningful activities. All S3 students went on an excursion to China annually. Service trips in rural areas helped students understand the culture and the needs of the underprivileged in rural areas. • Students shows care and sympathy towards various service targets. A service-learning scheme for S3 and S4 has been organized for years to promote the moral values of serving others. “True Light Institute for the Elderly”, co-organized with HKYWCA social workers, has been established to initiate different courses on IT and dancing, among others, for the elderly. <p>Emphasis on Environmental Education</p> <ul style="list-style-type: none"> • To enhance and foster awareness of protecting our Earth, environmental education is integrated into many subjects. 	
--	---	--

	<ul style="list-style-type: none"> • Environmental Protection Week is held annually to help students to be more eco-friendly. Through a series of activities including booth games, interactive drama, plant potting and visits, students understand how to help save our planet by adjusting some of our habits. • Students are more conscious about energy saving and environmental protection. 	
--	---	--

7. SWOT Analysis

Our Strengths

- With diversified strengths and interests, our teachers strive for excellence when implementing new pedagogy and trying new initiatives. We show strong passion in joining various professional development activities to equip ourselves with skills and knowledge in both academic and non-academic aspects such as thinking skills and positive psychology. We keep abreast with new technology like exploring or creating different online apps for teaching platforms.
- Most of our students have motivation to learn, creating a good learning culture at school. By following our school motto, Thou Art the Light of the World, they aim to be the light of others when they grow up. Thus, they take active participation in learning, developing their talents in ECAs, providing services for the under-privileged within or beyond Hong Kong and displaying leadership in organizing activities.
- Strong support comes from our parents too. When they recognize the direction of the school, they try every way to echo with the school policies. The PTA holds various activities for parents like organizing outings to enhance the sense of belonging to school or running different workshops to sharpen their parenting skills.
- Another asset is our alumnae who donate not just money for some school projects but also time for being mentors of our senior form students. Thanks to their donation, several rooms have been renovated, providing advanced equipment and facilities for both teaching and learning. They do not mind spending their time with our students offering lots of practical advice about challenges in public examinations and workplace communication.

Our Weaknesses

- Most students are very willing to learn but quite a number of them lack the confidence and perseverance to do well. After a few unsuccessful attempts, they become passive and shy, trying to get engaged in online activities. As many of them have poor time-management skills, they become addicted to smart phones quickly and have relatively low expectation on their learning outcome.
- Our small campus is our concern too. The location of the playground, being surrounded by many classrooms, is not a good venue for PE lessons. However, the limited support from the government such as the failure of getting permit to use a nearby recreational site has worsened the situation.

Our Opportunities

- To facilitate school work, much funding has been provided by the government and NGOs for all round education. With these funds, we can have a larger staff team, allowing the school to organize overseas exchange tours, enhancement workshops for students to nurture their talents in different areas. The money we gain from some education bodies which hire our school campus can help develop many school-based projects too.
- Recently, various organizations have been offering different kinds of exposure to our students in our mother country, China. Students can even have free trips to both rural villages and developed countries like Russia. These opportunities do not just widen their exposure, but also enrich their problem-solving skills.
- A variety of exchange programmes, including our overseas Staff Development trips and their visit to KTL have been organized lately, allowing much professional sharing with our counterparts from other countries such as Japan, Singapore and Thailand.

Our Threats

- A lot of experienced teachers in the management level have recently retired, leaving the challenges to those green but energetic pioneers. These successors need to hone their generic skills when facing any hardships

8. Major Concerns for a period of 3 school years (in order of priority)

1. To develop students into self-directed learners in high pursuit of knowledge
2. To nurture students' positive values through creating a positive school culture
3. To foster collaborative learning of the teaching team within and beyond the school

School Development Plan (2018-2021)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1. To develop students into self-directed learners in high pursuit of knowledge	1.1 To enhance students' skills in inquiring, thinking and presenting for maximizing the effectiveness of learning and teaching and for enhancement purpose	✓	✓	✓	Curriculum planning ➤ In curriculum guide, teaching materials, scheme of work, and assessment blueprint, expectations on thinking skills development of students of different abilities are stipulated. ➤ Lesson observation and homework inspection are to take place to see how graphic organizers, inquiring questions and learning tasks for students to verbalize their thinking are put into practice. Exploratory / problem-solving elements ➤ Cross-curricular projects coordinated by LTC ➤ Incorporation of debating skills in Chinese Language and Liberal Studies. ➤ View to Views in English Language and
	Students can use graphic organizers with key words and key phrases to exhibit their thinking process in terms of showing their understanding of learning content and presenting their own ideas.	✓	✓	✓	
	Subject teachers increase inquiring questions in pre-lesson tasks and during class to develop an inquiry-based learning mode.	✓	✓	✓	
	Subject teachers enable students to verbalize their thinking by presenting ideas through presentation and discussion during class.	✓	✓	✓	

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
		✓	✓	✓	<ul style="list-style-type: none"> ➤ Liberal Studies ➤ Subjects in Languages and Humanities develop learning tasks of such nature ➤ Subjects in Science and Mathematics develop learning tasks of such nature ➤ Subjects in ICT, Home Economics and Visual Arts develop learning tasks of such nature ➤ CLIL
		✓	✓	✓	<ul style="list-style-type: none"> ➤ Gifted Education: ➤ Course-based and team-based programmes in English, and Liberal Studies. ➤ Course-based and team-based programmes in Chinese, Mathematics and other academic subjects in JS and SS ➤ Team-based programmes in committees
		✓	✓	✓	<ul style="list-style-type: none"> ➤ Others ➤ Inter-House Quiz ➤ Bilingual Youth Forum ➤ Walk with Veterans (See Major Concern 2) ➤ Collaboration with sister schools in Mainland China and Chinese Language for L&T exchange ➤ Collaboration with other partnering schools ➤ Teacher development programmes (see
		✓	✓	✓	

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	<p>1.2 To promote the development of quality lesson plans and of teaching materials for professional development among teachers. Subject teachers attempt to try out the approach of “Learning, Thinking, Showing and Reviewing” in lesson design and delivery. Panel heads work with subject teachers to develop questioning techniques, which must be aimed at training students’ ability to explain (define, illustrate with examples, state) and express their views with reasons. Subject teachers can give timely and precise feedback based on students’ responses and students’ output in peer evaluation tasks in terms of content structure, language and logic. Subject teachers can adopt graphic organizers and be aware of blackboard management for flexibility and effectiveness in lesson delivery. Subject panels conduct mini lesson studies focusing the above elements of lesson delivery.</p> <p>1.3 To build students’ self-directed learning skills</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Major Concern 3)</p> <ul style="list-style-type: none"> ➤ Seek for external support to conduct Subject-based PLS (at least 4 for a mini lesson study) and peer lesson observation, etc. ➤ Introduction of graphic organizers in S1 Bridging Course, S4 Learning Day and CLIL ➤ Acting VP and APs are to attend PLSs and provide feedback through lesson observation and homework inspection ➤ Wifi network is updated to facilitate peer learning tasks conducted online ➤ Lessons are conducted in the Interactive Learning Centre for better group dynamics ➤ Interactive boards, in SS classrooms are updated for better lesson delivery ➤ Teacher Commendation Scheme ➤ Collaborative Learning Manual ➤ Open Classroom and other teacher training programme (See Major Concern 3) <p>1. Learning habits and studying skills</p>

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	<p>All students can develop favorable learning habits including time management, inquiring skills, goal setting and peer learning.</p> <p>All students can be introduced to some effectiveness learning skills such as note-taking, textbook reading, mnemonic devices, reflection and realization of own learning styles.</p> <p>The adoption of e-learning elements are enhanced for better learning effectiveness</p> <ul style="list-style-type: none"> ➤ JS: preparation, revision, extended learning ➤ SS: revision, extended learning <p>A reading habit among students is further promoted.</p>	✓	✓		<ul style="list-style-type: none"> ➤ S1 Bridging Course, True Light Bearers Course and other current platforms ➤ Subject-based instructions are mentioned in Department Handbook as guidelines for teachers and expectations on students ➤ Theme-based academic event (English Week, STEM Week, etc) to promote self-directed learning ➤ Teachers' development (See Major Concern 3)
		✓	✓	✓	<p>2. e-Learning</p> <ul style="list-style-type: none"> ➤ Further promotion of e-learning platforms by ITC ➤ Panels should refine and review the current e-learning platforms ➤ Panels develop subject-based e-learning platforms to promote self-directed learning
			✓	✓	<p>3. Reading habit</p> <ul style="list-style-type: none"> ➤ For each subject, expectations on students' reading scope and text types should be designated
		✓	✓	✓	<ul style="list-style-type: none"> ➤ Author seminars ➤ Reading promotion activities ➤ Reading across curriculum
		✓	✓		
		✓	✓		
		✓	✓		

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
<p>2. To nurture students' positive values through creating a positive school culture</p> <p>2.1 To instil values of "CAPE of FRUIT" in our younger generation in an ever-changing era.</p>	<p>1. Most students can embrace the core values promoted by the school, especially in assiduity, perseverance, respect and unity.</p>	✓	✓	✓	<p>Formal curriculum about core values will be revised in RS lessons, TLB Course and Chinese language. Other than psychology aspect, religious approach and Chinese literary texts can be adopted.</p>
		✓	✓	✓	<p>School-based value education programmes like the teaching packages for value education for class teachers will be revised.</p>
		✓	✓	✓	<p>Life and value education is further enhanced through case study about daily discipline or counselling problems such as the priority seats issue in RS lessons.</p>
	<p>2. Most students can show their good manners in right contexts with sound judgments.</p>	✓	✓	✓	<p>More sharing time will be allocated to DGC members to promote value education on Tuesday morning assemblies.</p>
		✓	✓	✓	<p>Written guidelines about courtesy in different situations will be provided. They may be displayed around the school or in the activity booklets.</p>
		✓	✓	✓	<p>Different courtesy activities such as debates, quizzes about politeness, video shooting proper and improper manners will be held.</p>
		✓	✓	✓	<p>Courtesy criteria should be discussed and reviewed in</p>

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
2.2 To further develop the leadership qualities of students leaders	3. Students' sense of global citizenship can be fostered by respecting and appreciating other cultures.	✓	✓	✓	Staff Development Day and they should be provided on new Staff orientation Day. There will be different reaching out experiential programmes, Tailor-made activities are offered for students with diverse talents such as music or arts.
		✓	✓	✓	Global Awareness activities such as Youth Forum or Games Booths with global topics will be held.
	1. Students' potential on leadership can be unleashed at young age	✓	✓	✓	Difference experiential activities such as training camps, excursions and visits are offered to identify their leadership strengths at junior level.
		✓	✓	✓	At least one or two ECA committee members should be students at junior level.
	2. Leadership can be fostered in senior forms.	✓	✓	✓	Advanced leadership training is provided for all ECA heads.
		✓	✓	✓	Each senior form student has to be involved in ONE leadership role in ONE activity, proposing, planning and carrying it out.
	3. The strand, leadership training in Gifted Education is enhanced.	✓	✓	✓	Potential leaders with outstanding academic results, about 20 future stars from S4, are invited to join "Walk with Veterans Scheme". Tier 1 training about

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
2.3 To cultivate the sense of belonging to school	1. True Light Bearers of different generations can gather together to celebrate KTL 70 th Anniversary in Hong Kong with joy.	✓	✓	✓	“See, “Heart”, and “Mind” is offered.
		✓	✓	✓	In Tier 2, one veteran, matching the strength of the future star, is invited to be the mentor.
		✓			They are given exposure on areas other than their strengths.
			✓	✓	More students, alumnae and teachers will be engaged in the 70 th School Relocation Anniversary Variety Show to strengthen their bond to school
				✓	Anniversary activities including Guangzhou Staff Development Trip and Anniversary Dinner will be held to develop better True Light spirit among all KTL stake holders
	2. True Light spirit in different group activities can be strengthened	✓	✓	✓	Different KTL gatherings such as Lunar New Year Union Lunch (團年飯) , S1 musical, high table tea, graduation ceremony, sis form assemblies will be held to unleash their positivity and foster their love for school.
		✓	✓	✓	School songs and other True Light songs will be taught in Chinese, English and Music lessons in S1 and S2. Students are expected in sing True Light songs in

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	3. The mission and school motto by our founder, Ms. Harriet Noyes in the foundation of the True Light School will be revisited.	✓	✓	✓	<p>relevant events.</p> <p>Singing Contest about True Light songs will be held.</p> <p>The school history is introduced in the anniversary celebration, assemblies and the True Light Bearer course for S2.</p> <p>One Guangzhou True Light Trip will be organized for S2 in search of True Light Root in China.</p>

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
3. To foster collaborative learning of the teaching team within and beyond the school	1. Most teachers can grasp the concept and master the implementation of “Learning, Thinking, Showing and Reviewing”, particularly the application of active learning strategies, e-learning, graphic organizers etc. in classroom teaching.	✓			Professional learning Sessions (PLS) are refined by the introduction of mini-lesson study, which emphasize on the collaborative effort in lesson design with a view to echo the methodology concerned in Major Concern 1.
	2. New teachers are more equipped with skills and knowledge for teaching and positive development among students.	✓	✓	✓	Supporting measures for teaching staff who have relatively heavy duty in PLS.
	3. The gap between novice and veteran teachers is bridged by enhancing their team spirit and communication.	✓	✓	✓	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.
	4. The coherence and professionalism of the senior and middle managers are strengthened.	✓		✓	Off-shore learning tours such as Guangzhou Staff Development Trip are organized.
		✓	✓	✓	Collaborations with external organization e.g. universities, sister schools, for the improvement of L&T.
		✓	✓	✓	Enhanced mentorship programmes are tailor-made for novice teachers to understand the role as a teacher and the work ethics as school.

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
		✓	✓	✓	Veteran teachers are invited to be mentors or advisors in curriculum design.
		✓	✓	✓	More funding is provided for subsidizing teachers' professional development.
		✓	✓	✓	Team building workshops and informal activities will be organized to create a harmonious and collaborative working atmosphere.
		✓	✓	✓	Core team meeting for senior and middle managers will be headed by the principal to enhance collaboration and managerial skills.
				✓	Publication will be issued to summarize the valuable exemplars of lesson design for future reference.