

Kowloon True Light School
Annual School Plan (2019–2020)

Major Concern 1: To develop students into active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
1.1 To further develop the school curriculum enhancing higher order thinking and active learning	<p>A. To continue the approach of “Learning, Thinking, Showing and Reviewing” in curriculum planning</p> <p>i. Collaborative learning tasks such as peer review, simulation forums and group presentation are set in all subjects.</p> <p>ii. Learning Cells for students’ peer revision purpose are formed and meetings are facilitated by subject teachers regularly in Computer Literacy (S1), English (S2) and Geography (S3).</p> <p>iii. Pre-lesson and post-lesson tasks such as extended reading, mini-research and vocabulary worksheet are explicitly planned in all subjects.</p> <p>iv. Lesson tasks are refined to respond to the “Learning, Thinking, Showing and Reviewing” approach such as the use of graphic organizers, inquiry-based or problem-based questions and student-led sessions.</p>	<p>i. 80% of panels include such elements in curriculum design</p> <p>ii, iii, iv. 70% of teachers include such aspects in their 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>	All year round	<p>Panel Heads,</p> <p>Subject teachers,</p> <p>LTC</p> <p>Vice Principal</p> <p>Assistant Principals</p>	ADC

	<p>B. To nurture students' active learning through special modules</p> <p>i. A 4-lesson module with a student-initiated topic is conducted in Chinese History (S4) and Biology (S4).</p> <p>ii. Student's creative mind in STEM is cultivated through school based curriculum in junior form with different emphasis:</p> <ul style="list-style-type: none"> - S1: Enquiry based learning (water purification) - S2: Product based learning (STEM in social service) - S3: Product based learning (Food Science) - Maker space is established to facilitate the curriculum <p>iii. View to Views in English is extended to all classes in S4 and S5.</p>	<p>i. Related subject panels integrate the learning task in their curriculum</p> <p>ii. 80% of STEM teachers find that students' motivation in science is enhanced</p> <p>iii. At least 3 module are conducted in all target classes</p>				
<p>1.2 To develop students into active, self-directed and self-disciplined learners with high level of attainment</p>	<p>To nurture students' learning skill and attitude essential for a self-directed learner (SDL)</p> <p>i The cross-year spiral curriculum is reviewed and improved to coordinate the effort of different departments to echo the development of SDL.</p> <p>ii. Effective revision strategies are emphasized in the curriculum across the year.</p> <p>iii. Student self-review session is conducted on Parents' Day.</p>	<p>i, ii. The curriculum is reviewed</p> <p>iii. 80% of students can conduct a reflective sharing with their parents</p> <p>iv. 80% of students can</p>	<p>Panel meeting minutes</p> <p>Department handbooks</p> <p>Personal growth handbook</p> <p>Schemes of</p>	<p>All year round</p>	<p>Panel Heads, Subject teachers, LTC Vice Principal</p>	<p>ADC SAC</p>

	<p>iv. Attitude for active learning is fostered by Readers' Award Scheme and KTL Young Scholar Channel</p> <p>KTL Young Scholar Channel:</p> <ul style="list-style-type: none"> ■ Season 1: Amazing Science (Science/S1) ■ Season 2: Renowned artwork (Visual Arts/S2) ■ Season 3: Snapshot Stories (Chinese/S3, English /S4) <p>v. Subject panels develop tools/data for <i>Assessment for/as Learning</i> specific to the need of an informed and reflective learner.</p> <p>vi. DSE online question bank is used to facilitate <i>Assessment for/as Learning</i> in subjects that involve MC questions.</p>	<p>participate in the scheme</p> <p>v, vi. 80% of panels involved include such elements in curriculum design</p>	<p>work</p>		<p>Assistant Principals</p>	
<p>1.3 To promote gifted education for high achievers</p>	<p>A. Set up <i>Kowloon True Light School Academy for Talents</i> coordinating the development of gifted students:</p> <p>i. Talent Pool</p> <ul style="list-style-type: none"> ✓ Refine the talent pool admission requirements ✓ Notification and kick-off ceremony for talent pool students <p>ii. Apex League</p> <ul style="list-style-type: none"> ✓ Provide personal academic development plan and scholarships for nominated students who have the potential to attain promising results in the public examination <p>iii. All-round Exposure Scheme (SIGHT)</p> <ul style="list-style-type: none"> ✓ Organize cross-domain learning activities for talent pool students for them to develop beyond their own 	<p>i Guidelines are refined and a kick-off ceremony is organized.</p> <p>ii. At least 4 meetings are conducted annually with students in the scheme</p> <p>iii. At least 4 all-round exposure activities are conducted or</p>	<p>Talent Pool</p> <p>LTC minutes</p> <p>Panel meeting minutes</p> <p>Department handbooks</p>	<p>All year round</p>	<p>Panel Heads,</p> <p>Subject teachers,</p> <p>LTC</p> <p>SAC</p> <p>CGC</p> <p>AA</p> <p>ECA</p>	<p>LTC</p> <p>SAC</p> <p>CGC</p> <p>AA</p> <p>ECA</p>

	<p>gifted domains</p> <p>iv. Affective Education Scheme (HEART) for gifted learners with <i>PAPAS</i> as the focal points: Positivity, Appreciation, Perseverance, Acceptance and a Serving mentality.</p> <ul style="list-style-type: none"> ✓ Students seminar to introduce <i>PAPAS</i> (mass-based) ✓ Movie to Mentality (MtM)-for specific groups (group-based) ✓ Joint-school day camp for gifted students ✓ Serving the intellectually challenged group with NGO <p>v. Walk with Veteran (MIND)</p> <ul style="list-style-type: none"> ✓ Coordinate research-based and competition-based mentoring scheme with subject panels <p>B. Set up <i>Scholarship for Specialty Training</i> to provide financial assistance for gifted students who plan to further hone particular skills or crafts.</p>	<p>coordinated by LTC</p> <p>iv. 1 students seminar is conducted. 2 MtM meetings are conducted. 1 joint-school day camp is conducted</p> <p>v. Each designated domain has 1 team of students to conduct a study or participate in an off-campus competition with the mentoring of a veteran</p> <p>B. A selection board and system is set up</p>			<p>Vice Principal</p> <p>Assistant Principals</p>	
<p>1.4 To support teachers to promote active learner development</p>	<p>i. Collaborative learning is enhanced through providing more resources for split class teaching for better group dynamics and students' engagement in lessons from S1 to S6 in Chinese, English, Mathematics and Liberal Studies.</p> <p>ii. Veteran teacher support scheme is implemented to</p>	<p>i. 80% of teachers find that students' engagement in lessons is enhanced and more individual care can be given to students.</p> <p>ii. 80% of teachers</p>	<p>Panel meeting minutes</p> <p>Department handbooks</p> <p>Schemes of work</p>	<p>All year round</p>	<p>Panel Heads,</p> <p>Subject teachers,</p> <p>LTC</p> <p>Vice</p>	<p>ADC</p>

	<p>provide subject specific support for mini-lesson study.</p> <p>iii. Teachers are equipped with the concepts, skills, and knowledge of active learning, self-directed learning and coaching by providing targeted professional development opportunities and PLS.</p>	<p>agree that mini-lesson study help improve L&T</p> <p>iii. 80% of teachers can attend at least one course related to the school initiative</p>			Principal Assistant Principals	
1.5 To promote the effective application of e-learning	<p>E-learning policy is formulated to equip teachers with technology competencies in using electronic device to improve L&T</p> <p>i Two 2-lesson E-learning modules are developed by subjects panels to promote “e-learning essentials” so as to develop students into: active learner, self-directed learner, collaborative learner, informed learner, reflective learner, and effective learner.</p> <p>ii. Guidelines of e-learning are constructed to show the application of electronic device for different “e-learning essentials”.</p> <p>iii. Guidelines for exercise inspection concerning e-learning material are constructed.</p> <p>iv. Procedure of using mobile device in lesson is simplified.</p> <p>v. Workshops, open classroom and on-site support for e-learning in different KLAs is provided for teacher</p>	<p>i, ii., iii. 80% of panels involved include such elements in curriculum design</p> <p>iv, v, vi, vii. The frequency and effectiveness of using electronic device in lesson is enhanced</p>	<p>Panel meeting minutes</p> <p>Department handbooks</p> <p>Schemes of work</p> <p>Lesson observation</p> <p>Homework inspection</p>	All year round	<p>Panel Heads,</p> <p>Subject teachers,</p> <p>LTC</p> <p>ITC</p> <p>Vice Principal</p> <p>Assistant Principals</p>	<p>ADC</p> <p>ITC</p>

	<p>development.</p> <p>vi. Professionalism of teachers through recognized courses e.g. Microsis enhanced oft Certified Educator.</p> <p>vii. New computers will be installed in regular classrooms to enhance effectiveness of L&T.</p>					
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Major Concern 2: To foster an attitude of active learning and self-discipline

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
2.1 To cultivate the attitude of self-motivated, self-directed, self-disciplined, self-strengthening	<p>A. Theme of the Year: Only YOU</p> <p>B. To cultivate the attitude: willing to explore, to take responsibilities, to make breakthroughs and reach new heights, to discipline oneself</p> <p>i. Students are encouraged to join self-achievement programmes such as AYP.</p> <p>ii. Every S1-S4 student should join a uniform group, school team, extra-curricular activities group or voluntary services group.</p> <p>iii. Seminars of sharing by alumni, HKOSA etc are conducted.</p> <p>iv. A school-based life education curriculum, including values and attitudes, is developed with the support of QEF grant. E&RE lessons, TLB Course, form-based teaching packages in PVE Courses will be revised.</p> <p>C. To develop the practice of a disciplined life</p> <p>i. Written guidelines about learning habit and daily habit such as time management will be included in the Personal Growth Handbook.</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 AA DGC ECAC NSCC RAC CTV PTA Class teachers	Support from Ed Psychologist, School social workers, HKU, QEF, External professional organizations, NGOs, Alumnae

	<ul style="list-style-type: none"> ii. Slogans and reminders of positive values and good attitudes will be displayed around the school. iii. Videos about related habits will be made and shared through CTV and school app. iv. A support network and record system is set up with a whole-school approach to render timely support to students. v. Individual counselling follow up and developmental programme for students with special educational needs are promoted. 					
2.2 To widen students' horizons to help them set goals.	<ul style="list-style-type: none"> i. Parent education through talks, booklets, school app and Google classrooms is developed in order to let the parents share the same values and methods for school-parent collaboration. ii. Different experiential activities such as visits, training camps, excursions will be offered to different forms of students. iii. Joint school activities or exchanges will be offered to the students of S3 or above. iv. Caring and Voluntary Services Programme: S1: Sham Shui Po (LS &SAC); S2 & S3: Greater Bay Area, Sister Schools or Mainland China (picnic day); S4 & S5: Every student should join at least 1 service programme (NSCC). v. Cultural festivals are organized to introduce different 	Most students are willing to try new things. Most students can have their own goal and planning.	Observation Opinions collected during Buzzing Time, Personal Growth Handbook, Bi-weekly Journal, Letters to Principal and other sharing platforms	Whole Year	SAC NSCC ECAC Class teachers	Support from External professional organizations , NGO

	<p>countries.</p> <p>vi. Physique and aesthetics activities and taster programmes are organized to let them pursue their own interest and talent.</p> <p>vii. Students are encouraged to join international competitions such as Odyssey of the Mind Pin Design Competition, Dance World cup.</p>					
<p>2.3 To provide leadership training and award scheme for self-directed high achievers</p>	<p>i. Each ECA group is encouraged to initiate one activity by committee members.</p> <p>ii. Basic leadership training programme and design thinking course will be implemented. Selected students will receive advanced training.</p> <p>iii. Entrepreneurship and innovation are promoted through pop up store, flea market and busking etc.</p> <p>iv. Leadership Award Scheme and Voluntary Services Award Scheme will be implemented to encourage the students to achieve high.</p> <p>v. Students are encouraged to apply for scholarships and award schemes provided by external organizations such as Outstanding Youth Volunteers Scheme.</p>	<p>Most student leaders can be more proactive.</p>	<p>Feedback from teachers and other students</p>	<p>Whole year</p>	<p>SAC ECAC</p>	<p>Support from External professional organizations , NGO</p>

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Major Concern 3: To revitalize the tradition of True Light and further help students show decent manners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
3.1 To cultivate the sense of belonging to school	<p>To revitalize the tradition of True Light</p> <ul style="list-style-type: none"> i. Anniversary activities to develop True Light spirit. ii. Qipao making class iii. Guangzhou True Light Study Tour iv. Various publications (May) v. 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. vi. A book of history of Kowloon True Light School will be published and taught in TLB courses in S2. vii. Alumni database and mentorship programme viii. S6 True Light Run in Athletic Meet. ix. School souvenir design competition: socks, scarf, calendar, red packet etc. 	Students show positive comments on activities	Observation Feedback from different stake holders	Whole Year	SAC NSCC HE, VA, Music and PE Department	Alumnae Association

<p>3.2 To help students show decent manners</p>	<p>To help students show decent manners</p> <ul style="list-style-type: none"> i. Handbook about courtesy and manners in different situations ii. Assembly about Japanese manners iii. Videos about decent manners will be made and shared through CTV and school app iv. Manner class (Table manner and social dance) v. Visit to a Japanese school in Hong Kong vi. Excursion to Japan with the focus on manners vii. Parent education through talks, school app and Google classrooms in order to let the parents share the same values and methods for school-parent collaboration 	<p>Most students become more polite and considerate</p>	<p>Observation Feedback from different stake holders</p>	<p>Whole Year</p>	<p>SAC CTV DGC PTA</p>	<p>Support from External organizations, NGO</p>
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