

Kowloon True Light School
Annual School Plan 2020-2021

Major Concern 1: To develop students into self-regulated learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
1.1 To reinforce the development of the school curriculum focusing on students' showing and reviewing skills in the 'Learning, Thinking, Showing and Reviewing' approach	<ul style="list-style-type: none"> i. Subject panels develop a 'Food for Thought' manual which includes higher-order thinking questions and/or activities in selected modules. ii. Scheme of work of each subject is refined with the focus on elements for students to develop showing and reviewing skills. iii. Exploratory / problem solving elements are extended to CL (S2), Home Economics (S3) and VA (S4). iv. Markers' training meetings for students are conducted in English (S5) and Liberal Studies (S5). v. Assessment elements are incorporated in CLIL to evaluate their language use in showing and reviewing. 	<ul style="list-style-type: none"> i. 80% of panels develop a manual ii. 80% of panels refine their schemes of work iii. 1 module emphasizing such elements in each target subject iv. 3 sessions are conducted in each target subject. v. 2 assessments in each term 	<ul style="list-style-type: none"> Panel meeting minutes Department handbooks Schemes of work Lesson observation Homework inspection 	All-year round	<ul style="list-style-type: none"> Panel Heads, LTC LaC Coordinator Assistant Principals 	<ul style="list-style-type: none"> ADC LTC

<p>1.2 To consolidate the self-directed learning framework (DARAC= disciplined, active, reflective, autonomous, capable)</p>	<ul style="list-style-type: none"> i. A self-directed learning blueprint 'DARACast' is set up for managing relevant mass learning programmes. ii. Morning assemblies are conducted with speeches about 'disciplined' and 'active' learners. (D, A) iii. Buzzing time sessions for students to review their timetables are conducted. (D) iv. Learning package "From Curiosity to Discovery" is developed in Integrated Science. (A) v. Learning Cells are extended to Science (S1), Mathematics (S2), Chemistry (S3), focusing on retrieval practice (A) vi. Assessment as learning is promoted in KTL portal by Student Learning Support Program and Exam 1 reflection form.(R) vii. Self-initiated sessions are extended to Physics and Economics (S5). (Aut) viii. A form assembly for students to present their research work on the self-initiated topic is conducted. (Aut) ix. Elements of study skills such as mnemonics, textbook reading and campus language in CLIL are consolidated. (C) 	<ul style="list-style-type: none"> i. A blueprint is set up. ii. 2 morning assemblies are conducted. iii. One session in each month in the first term iv. 4 learning packages are developed in each form v. 1 meeting is conducted before each UT vi. The SLSP is run by using KTL Portal and 80% of students fill out the reflection from. vii. 4 lessons in the year are conducted. 	<p>LTC documents</p> <p>Panel meeting Minutes</p> <p>Department handbooks</p>	<p>All-year round</p>	<p>LTC</p> <p>SAC</p> <p>ITC</p> <p>Panel Heads</p> <p>Subject teachers</p> <p>LaC Coordinator</p> <p>Vice Principal</p> <p>Assistant Principals</p>	<p>ADC</p> <p>SAC</p> <p>LTC</p> <p>ITC</p>
--	---	--	---	-----------------------	--	---

	<ul style="list-style-type: none"> x. Workshop on dual coding: Text to Graph / Graph to Text is conducted in S3. (C) xi. Elements of elaboration and substantiation are incorporated in the existing Learning Cells (English, Geography, CL) (C) 	<ul style="list-style-type: none"> viii. 1 form assembly is conducted ix. 3 modules focusing on study skills are constructed. x. 1 workshop is conducted xi. 1 meeting is conducted before each UT. 				
1.3 To develop a strong academic atmosphere	<ul style="list-style-type: none"> i. Learning outcome Expos are conducted for selected cross-curricular projects and outbound study tours. ii. Reading Week is conducted in each term. iii. KTL Young Scholar Channels are run with knowledge from Humanities subjects as the focus. iv. Lunch time forum coordinated by the LS department is conducted for students to discuss social issues. v. Theme-based expos are conducted in academic weeks 	<ul style="list-style-type: none"> i. 1 expo is conducted for each category. ii. 1 Reading Week is conducted in each term. iii. 2 programmes in each term is developed iv. 1 forum is conducted in the year. v. 1 expo is conducted by each subject. 	<p>LTC documents</p> <p>Panel meeting minutes</p> <p>Department handbooks</p>	All-year round	<p>LTC</p> <p>SAC</p> <p>ITC</p> <p>Panel Heads</p> <p>Subject teachers</p> <p>Campus TV</p> <p>Vice</p>	<p>ADC</p> <p>LTC</p> <p>SAC</p> <p>ITC</p>

	vi. Intraschool academic competitions are organized, such as real-time stock analysis competition conducted by Mathematics and BAFS department, Inter-house STEM Quiz and academic competitions in Chinese and English.	vi. 2 competitions are conducted in each term.			Principal Assistant Principals	
1.4 To consolidate the school-based gifted education framework 'Sight, Heart, Mind'	<ul style="list-style-type: none"> i. Self-nomination to the talent pool is implemented via KTL Portal. ii. Study tours to Finland, USA, Vietnam, etc. with learning themes are conducted. (SIGHT) iii. Neuro-Linguistic Programme (NLP) workshops for gifted students are conducted. (HEART) iv. A joint-school community service for gifted students are arranged. (HEART) v. "Call me Coach" scheme is implemented for students to run mini-workshops teaching their peers special skills. (HEART/MIND) vi. The STEM branch of the Academy for Gifted Education is enhanced through course-based and team-based training (SIGHT/MIND) 	<ul style="list-style-type: none"> i. 70% of students submit their nomination to KTL Portal ii. 3 study tours are organized. iii. 2 meetings are conducted in the year. iv. 1 service is organized. v. 2 meetings are conducted in each term. vi. A membership system is established. 	LTC documents Department Handbooks	All-year round	LTC ITC SAC STEM Coordinator Vice Principal Assistant Principals	ADC LTC SAC

<p>1.5 To transform our e-learning initiatives as the platform to deepen the 'Learning (L), Thinking (T), Showing (S) and Reviewing (R)' approach</p>	<p>A. <u>Use of Learning Management Systems (LMS) in L&T</u></p> <ul style="list-style-type: none"> i. Learning and enrichment materials e.g. extended reading, instructional video, essay exemplars, etc. are posted on LMS in Chinese Language and Mathematics. (L) ii. Students learn to consolidate and present their learning by dual coding in Google Draw (History, Chinese History and Geography). (S) iii. Students share their work in LMS to facilitate peer evaluation in Economics and Visual Arts (S5) (R) <p>B. <u>Use of e-learning strategies during the lesson</u></p> <ul style="list-style-type: none"> iv. Two 2-lesson e-learning modules are developed by subjects panels to promote the use of iPad during lesson. v. Partnering with "NASA STEM on Station" and Microsoft Education to develop inquiry-based module by e-learning in IS (S2) and Physics (S5). (L) vi. Students record their finding in science experiments, by Google Science Journal as their learning portfolio. (L) vii. Online learning package 'Writing Blocks' are adopted in English. (L, T) 	<ul style="list-style-type: none"> i-iii. 80% of panels involved include such elements in their LMS. iv. 80% of panels develop the learning modules. v-ix. 80% of panels involved include such elements in curriculum design. x-xi. 80% of students can find insight for improvement from the data. 	<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,</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>SDC</p>
---	--	---	--	-----------------------	--	----------------------------------

	<p>viii. Feature module 'Learning around the world in the classroom by Skype' is developed in ICT, Physics, Chemistry and Biology (S4). (L)</p> <p>ix. Students produce interesting videos discussing science issues in Flipgrid in IS (S1). (S)</p> <p>C. <u>Use of e-learning strategies to facilitate assessment as learning</u></p> <p>x. Cloud-based Academic Benchmarking Systems are developed in Physics and Chemistry to facilitate self-regulated learning. (R)</p> <p>xi. School-based personalized learning system is developed with the assistance of the Online Question Bank</p>					
<p>1.6 To equip our students to learn effectively in an BYOD environment</p>	<p>i. Students' training in the use of Google Classroom is strengthened through CL (S1).</p> <p>ii. "Google Search Education" and collaborative e-learning strategies are adopted to facilitate student's innovation in cross-curricular learning modules.</p> <p>iii. The BYOD scheme is implemented with Acceptable Use Policy (AUP) as the school's disciplinary measures.</p> <p>iv. A parent's workshop is conducted to showcase the application of e-learning in our classroom.</p>	<p>i. 80% of students can master the use of Google Classroom.</p> <p>ii. 80% of students can extract information from the internet effectively</p>	<p>Panel meeting minutes</p> <p>Department handbooks</p> <p>Schemes of work</p> <p>Lesson observation</p>	<p>All year round</p>	<p>Panel Heads, Subject teachers, LTC ITC Vice</p>	<p>ADC ITC SDC</p>

		iii. BYOD scheme is implemented and AUP is constructed iv. A parent's workshop is conducted	Homework inspection		Principal Assistant Principals	
--	--	--	---------------------	--	---------------------------------------	--

Major Concern 2: To implement a whole-school approach to cultivate character strengths, positive values and potentials development through value education and life education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
2.1 To facilitate holistic implementation of value education in all domains	<p>Cultivate the attitudes of MASTER-me: Monitor 自律, Activate 自動, Strengthen 自強, Treasure 自愛, Engineer 自主 and Realize 自覺:</p> <p>a. Further development and revision of the holistic value education system by means of well-structured programmes, such as E&RE lessons, TLB Course, form-based teaching packages in PVE Courses and CP (Personal Growth Handbook) are implemented and indicated in Scheme of Work of the relevant subjects accordingly.</p> <p>b. More sharing time will be allocated to promote value education during morning assemblies, ‘Curtain’s Up!’ sessions and school assemblies, etc.</p> <p>c. Award Schemes are set up to encourage students to set goals and build up positive attitudes and values : Self-directed Activities Programme (ECA), Self-achievement programmes (DGC & SAC), Leadership Award Scheme (ECA & SAC), Voluntary Services Award Scheme (NSCC).</p>	Students show positive reflection in Personal Growth Handbook and Form-based view sharing platform	<p>Observation</p> <p>Opinions collected during Buzzing Time, Personal Growth Handbook, Bi-weekly Journal, KTL Sharing Time, Letters to Principal and other sharing platforms</p>	All year round	<p>SAC</p> <p>DGC</p> <p>NSCC</p> <p>RAC</p> <p>SU</p> <p>Class teachers</p> <p>School social workers</p>	<p>Support from Education Psychologist, School social workers, HKU, External professional organizations, Celebrities, NGOs, Alumnae</p>

	<p>d. Whole school campaign, form activities and class activities are conducted to arouse the awareness: broad display competition, debate competition, essay writing competition, video contest, best attendance, punctuality, cleanliness, disciplinary, etc.</p> <p>e. Slogans and posters of positive values and good attitudes are displayed around the school to build the campus environment.</p>					
2.2 To guide students to set goals and plan for life pursuits based on their interests and strengths	<p>A. Refine the Life Planning Education plan in alignment with that of Life Education to cater for developmental needs of students in different stages:</p> <p>a. Exploration of interests, strengths, and talents</p> <ul style="list-style-type: none"> ➤ A wide range of interest groups and service opportunities is provided to S1-2 students ➤ Platforms to showcase students' diverse talents e.g. True Light's got talent, Mini Bazaar, pop-up stores, etc. are enriched and enhanced. ➤ Aesthetic Development Award Scheme and Ambassador Scheme will be implemented to encourage the students to explore and discover novel ideas. <p>b. Exploration of Strengths and Pathways</p> <ul style="list-style-type: none"> ➤ A tailor-made program is offered to S3 students to help them identify their interests, strengths, and talents. ➤ The learning modes and requirements of SSE electives are introduced. 	70% of students have joined at least one activity and most students show positive reflection in Personal Growth Handbook and form-based view sharing platforms	Feedback from teachers and students concerned	All year round	SAC ECAC	Support from External professional organizations, NGO

	<ul style="list-style-type: none"> ➤ University visits with sharing from alumnae are arranged. ➤ Peer guidance and experience sharing sessions between S3 and S6 students in SSE studies are conducted. ➤ S4 Orientation Camp is conducted to facilitate planning for SSE learning & campus life <p>c. Purpose-driven pursuits in JUPAS application and career planning</p> <ul style="list-style-type: none"> ➤ S5 Purpose-driven camp is organized to facilitate planning for further studies and career pathways. ➤ Career-related experiences like career visits, job shadowing/attachment and mock interviews for students are arranged. <p>B. Provide briefing and training to teachers about beliefs and curricula of Life Education & Life Planning Education for each form before the term begins</p>					
<p>2.3 To provide platforms for students to integrate their career/academic aspiration to their whole-person development</p>	<p>Promote strength-based and potential-based education with the provision of leadership opportunities for students to explore their potentials</p> <p>a. A holistic plan is developed for progressive vertical leadership training programs for S1-6 students: class committees, form committees, houses, ECA committees and Student Union.</p> <p>b. A holistic plan for leadership training is devised, including workshops, programs and excursions, and platforms for leading opportunities</p>	<p>Quality interschool activities and exchange programs are offered.</p> <p>Most student leaders can be more proactive.</p>	<p>Feedback from teachers and other students</p>	<p>All year round</p>	<p>SAC ECAC</p>	<p>Support from External professional organizations, NGO</p>

	<ul style="list-style-type: none"> c. Leadership Award Scheme and Voluntary Services Award Scheme are implemented to encourage the students to achieve high. d. Overseas excursions or exchange programs are organized with a holistic plan and mechanism to disseminate information of student resources and opportunities, like excursions, scholarship and awards. e. Quality subject-based or OLE related interschool activities and exchange programs are offered. f. Briefing and training are provided to teachers about beliefs and curriculums of value education for each form before the term begins g. Individual pastoral care to students is strengthened by keeping a comprehensive database recording students' data, which enable teachers to understand the history of the students concerned before resorting to more suitable means to nurture their development. 					
2.4 To strengthen the bonding among students and to cultivate a positive school culture	<p>Develop students to be more positive and raise the general satisfaction of school life by different strategies through well-structured programmes:</p> <ul style="list-style-type: none"> a. Anniversary activities to develop True Light spirit. b. True Light Quiz, True Light Songs Singing Contest, Campus Treasure Hunt c. Buzzing times, class activities, inter-class activities d. S1 Big Sister Scheme e. Camps for S1-S3 f. Caring Week g. True Light café h. S6 True Light Run i. S6 Graduation Photo taking 	Students show positive comments on activities	Observation Feedback from different stake holders	All year round	SAC DGC SU AA HE, Music, PE and VA Departments	Alumni

	<ul style="list-style-type: none"> j. S6 Graduation Trip k. Alumni database and mentorship programme l. Campus Environment 					
2.5 To enlist support from parents as co-partners in life education and life planning guidance	<ul style="list-style-type: none"> a. Parent seminars and talks for different developmental needs of various forms are conducted. b. Parent workshops are held to address specific concerns. c. External resources are tapped for parent education. d. PTA whatsapp group is set up. 	Related training can enable parents to offer guidance or support to students	<ul style="list-style-type: none"> Feedback from parents PTA evaluation meetings 	All year round	<ul style="list-style-type: none"> SAC PTA 	Parents

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
3.1 To further equip our teachers with relevant skillsets to plan and implement school-based LTSR learning activities	<ul style="list-style-type: none"> i. The collective effort of Professional Learning Community (PLC) is enhanced with effective questioning and feedback as the common focus in mini-lesson studies. ii. An outbound professional development trip with school visits is organized. iii. SDC forms a study group to join academic meeting in the ShareStart Community. iv. Teacher Commendation Scheme is implemented to compliment teachers' effort in distinguished LTSR lesson design. v. Reference materials and sample lesson plans for the LTSR approach are organized and shared with teachers in the KTL portal. vi. A staff development workshop for the use of Google Classroom in the implementation of LTSR is conducted. 	<ul style="list-style-type: none"> i-iii. 80% of teachers agree that they gain insight from the activities iv. Teachers with distinguished LTSR lesson design are recognized. v, vi. 80% of teachers agree that the materials and workshops are useful for their professional growth 	<ul style="list-style-type: none"> Panel meeting minutes Department handbooks Schemes of work Lesson observation Homework inspection 	All year round	<ul style="list-style-type: none"> Panel Heads, Subject teachers, SDC LTC Vice Principal Assistant Principals 	<ul style="list-style-type: none"> ADC SDC
3.2 To establish the online teacher development platform on KTL Portal	<ul style="list-style-type: none"> i. Featured articles related to the major concerns of the year are posted in the platform. ii. Distinguished lesson plans, curriculum plans and related materials are published in the portal for teacher's reference. 	i-v. 80% of teachers find that the material is useful for their lesson planning.	Teacher's feedback	All year round	<ul style="list-style-type: none"> SDC LTC Vice 	<ul style="list-style-type: none"> KTL portal ADC

	<ul style="list-style-type: none"> iii. Materials used for external and internal sharing are organized and made accessible for teachers. iv. Teachers' reflection on exchange trips and learning activities are organized and presented. iii. Reading guide and sharing of prominent teacher reference books are introduced. iv. A manual for various e-learning applications are organized for teacher's reference v. Self-paced online teacher development courses with the recognition of CPD hours are introduced. vi. A system recording CPD hours input is developed in the platform. 	vi. All teachers can input CPD hours on the platform.			Principal Assistant Principals	SDC
3.3 To enhance the new teacher mentoring scheme with the collaboration of veteran teachers	<ul style="list-style-type: none"> i. The new teacher support program is reviewed and improved to emphasize the LTSR approach, classroom management, positive thinking and school tradition. ii. SDC organizes an L&T learning circle with lesson observation for new teachers. iii. Veteran teachers are invited to share their teaching experience to the new teachers. 	<ul style="list-style-type: none"> i,ii. 80% of new teachers find that the program is useful to their work in the school. iii. Two veteran teachers are invited to share with the new teachers. 	Teacher's feedback Lesson observation	All year round	SDC LTC Vice Principal Assistant Principals	KTL portal ADC SDC