Kowloon True Light School
School Annual Plan 2021-2022

Major Concern 1: To equip students with deeper thinking skills and to further enhance students' mindset and strategies for self-directed learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in Charge	Resources
1.1 To introduce the idea of deeper thinking skills (PARV), with Pragmatic Learners: problem-solving and decision-making skills as the focus	i. A school assembly is conducted by LTC introducing the idea of deeper thinking skills framework 'PARV' (Pragmatic learner: problem-solving and decision-making; Articulate learner: explaining and persuading; Reflective learner: constructive critical thinking; Visionary learner: innovation and breakthrough) and the subskills and essential elements in problem-solving and decision-making.	At least 1 assembly with the target theme is conducted.	School documents LTC documents Department documents Committee documents Observation Feedback from students and teachers	All year round	LTC RPC School Library Campus TV Chinese Department English Department	ADC SAC Online materials
	ii. Learning PARVway Booklet is developed with thinking skill frameworks and cases of application as an attachment to the Student Growth Handbook.	The Booklet is developed				
	iii. Informative videos and cases of PARV application are uploaded onto Campus TV online channel.	The channel is updated with such clips at least once a term.				

	iv.	Reading materials about theories, skills and cases of problem-solving and decision-making as well as success stories of renowned entrepreneurs and leaders are provided by the school library, the Chinese Department and the English Department.	At least 4 selected articles are promoted to students in each term with follow-up work developed by the Departments concerned.				
	v.	Book exhibitions with problem-solving and decision-making are organized in the library	At least 1 exhibition is organized in each term with students' keen participation.				
1.2 To develop informal curriculum and a school environment for students to be exposed to the ideas of deeper thinking	i.	PBL learning package 'Learning PARVway' is developed for students to engage in problem-based learning tasks with teachers as facilitators through CLIL in S1, form assembles and school assemblies.	At least 1 module is developed and implemented.	School documents Questionnaire Observation	All year round	LTC CLIL Chinese Department English Department	ADC SAC SPC Humanities Departments Science Departments
	ii.	Elements of problem-solving and decision-making are incorporated in Learning Camps.	70% of students express that the session in the Learning Camp helps them understand the skills more.				

	iii. Problem-Solvers – a competition where students submit creative solutions under Learning PARVway is organized.	Most students respond positively in the competition.				
	iv. Gifted programmes are conducted such as 'Training the Trainers', 'Walk with Veteran' and 'Leaders' League'.	At least 2 gifted programmes are organized				
	v. Posters with the frameworks and essential elements of PARV are put in the campus.	Posters are put in the campus.				
	vi. Problem-solving and decision-making frameworks and essential skills are displayed on the Chinese and English Sections of the classroom boards.	At least 2 sets of materials are put in each Section of all classrooms.				
	vii. Bookmarks and notepads with the theme of PARV are developed.	At least 1 set of bookmarks and notepads are produced.				
1.3 To develop formal curriculum in various subjects for students to apply the skills of problem-solving and	i. In curriculum guide, teaching materials, scheme of work, and assessment blueprint, expectations on deeper thinking skills development are stipulated. ii. An array of feature curriculum is developed:	Most subjects include the elements in the related documents.	Department documents Teaching materials Lesson observation	All year round	LTC Subject Departments	ADC External organizations

decision-making	• **GeoChoice** in S1: a cross-curricular project of Geography and English where students enagage in decision-making discussion and presentation based on topics (e.g. land use) from Geography	At least one assignment is conducted.	Homework inspection			
	• **Math Max** in S3 Mathematics focusing on everyday problems that involves knowledge in selected topics	A new section is developed in the school-based teaching booklet.				
	• **'Coulda Woulda Shoulda'** in S2 History where students engaged in role play activities redeveloping historical decisions or policies	At least two sessions are conducted.				
	• **View to Views 2.0** in SS English Language where decision making tasks are designed.	At least two modules include such elements.				
1.4 To offer platforms for students to celebrate their learning outcomes that involve problem-solving and decision-making	i. Learning Outcome Expo is organized for students who perform well in both formal and informal curricula to showcase their learning outcomes.	One Expo is organized towards the end of the academic year.	School documents LTC documents	All year round	LTC Campus TV	ADC SAC Subject Departments
	ii. KTL Young Scholar Channel collaborate with Campus TV for students to upload their presentation clips for sharing.	The Channel is updated once per term.				
1.5 To enhance staff development for teachers to implement	i. Lesson observation and homework inspection are to take place to see how skills of problem-solving and decision-making are put into practice.	The annual observation and inspection are conducted.	School documents Department documents	All year round	LTC SACC SDC	QEF / external organizations

teaching ideas regarding deeper thinking skills	ii. Staff development programmes are organized for teachers to familiarize themselves with the notions of the related skills.	At least two programmes with the theme of PARV are conducted.			History Department	
	iii. PARV lesson studies are conducted in History and Geography with external support.	At least one cycle of lesson studies is conducted in each subject.			Geography Department	
	iv. Materials related to deeper thinking skills are uploaded onto the school's professional development portal.	A section focusing on deeper thinking skills is developed in the portal.				
1.6 To deepen the understanding of different core concepts and skills of self-directed learning in informal and non-formal curriculum	i. Morning assemblies (teachers' sharing) of self-management skills (student handbook/Self-directed Handbook/Mood Diary) and Test-taking skills(「學霸是怎樣煉成的」系列)	70% of students show understanding towards the concepts of self-directed learning	Observation

Feedback from students and teachers

LTC meeting | September, October & February | LTC | |
| | ii. Micro film production about Monitor 自主 & Activate 自動 with roles switching (Campus TV and DGC/SU) | | | December, March | | LTC members/ new teacher |
| | iii. School Assembly about FAIL (First Attempt In Learning) experience and news literacy (Fake news) | | | November, January | | Campus TV DGC/SU |
| | iv. Class Management Scheme to raise the awareness of learning attitude: Inter-class competition | | | Monthly | | BUHK

DGC |

	for good habits, including best attendance, punctuality, cleanliness, disciplinary, etc. (DGC) v. Self-directed elements (Countdown for Test/Exam/DSE, Planning for weekends, checkboxes) in student handbook/ Self-directed Handbook/My Diary (自律打卡冊/心情日記) vi. Professional development with the theme of teaching students critical thinking skills in understanding the news vii. Teacher's dissemination on the effective teaching strategies according to students' learning styles			All year round October/ March June		BUHK EDB
1.7 To motivate students to participate in self-directed activities and promote the atmosphere in school campus via formal and informal curricula	i. S1 Self-directed Achievement Award Scheme – extended reading, activities, competitions, services, exhibitions, journals, etc. (PE and EHEC, Aesthetic, LS, Humanities) ii. True Light True Night (Aesthetic and Physical Education, Generic skills in Humanities) by academic prefects iii. S1-S6 Positive Growth and Learning Camp with academic knowledge tasks (S1: self-management, S2: Perseverance,	70% Students show keen interest in participating the self-directed learning activities.	Observation Feedback from students and teachers LTC meeting	All year round Oct-Nov Mar-Apr All year round	LTC	

	S3: time-management, S4: Setting goals, S5: managing stress, S6: effective learning strategies)					
	iv. Posting trivia knowledge in different boards around the campus/ on IG with regular competitions by Academic Prefects, SU and approved by LTC			September November February April		
	v. Study Clinic			All year round		
	vi. Inter-class/ Inter-house academic competitions on Activity Day			June		
	vii. Song composing with the theme of self-directed learners in Music			All year round		
	viii. S1 News Literacy Student Learning Program (L&S)			All year round		
	ix. Information Literacy: learning skills for searching useful resources wisely in ICT(S1) & LS(S4)			All year round		
	x. Inter-school competitions (e.g. 中國歷史校際精英問答比賽、基本法問題比賽)			All year round		
	xi. Advanced training provided for self-directed learners/ academic prefects organized by HKFYG (e.g. Team problem solving challenge – Jail Cell)			All year round		
1.8 To equip students with necessary and essential skills	i. Enhancing students' self-directed learning skills, learning habits and learning strategies in response to their learning styles (S1/S2 –	70% of the students participating get a positive change in their self-	Observation	All year round	LTC	DGC

for a self-directed learner.		management or academic performance.	Feedback from students and teachers			alumnae
	Humanities, Science, Mathematics and Chinese)					
	ii. After-school tutorial class in Rm. 108 managed by alumnae trained by LTC/EP (self-management skills, filing, remedial strategies)		LTC meeting			
	iii. Study groups organized by class associations (esp. S1 & S6) (planning, memorizing or revision skills) with the help from Big sister/alumnae (Junior Forms)					
	iv. Training for study group leaders (S4 Big sisters) by LTC/social workers/E-helper 學長有導同行小組.					DGC, social workers
	v. S1 Personal Growth Orientation Day (setting goals, time management)					SENCO, EP
	vi. Big Sister Scheme - S4 Prefects lead S1 students (orientation, self-management skills, study groups for creating plan and learning revision skills)					
	vii. Individual plan for S1 SEN students in study, play and service to build self-discipline					
	viii. Tools for self-directed learning, aka Memorization Set		October/ March			

Major Concern 2: To empower students with good qualities of unity, respect and forbearance so as to face the challenges in the future

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
2.1 To adopt a whole-school approach for developing a learning environment and experience for students in promoting positive values and attitudes	i. The formal curriculum of the school's value education, including RE, LPE, PVE and TLB is reviewed, adopting a 6Qs approach, namely 'What, Why, How, If Not, Why Can't, Deviation, Reflect' for lesson design of value education. ii. Positive thinking enhancement: "I am(我是), I have(我有), I can(我能)" in My Diary(心情日記) and Self-directed Handbook (自律打卡冊) iii. "Welcome to True Light" (S1 Induction Programme: S1 Growth Camp, Sister Scheme, Orientation week etc.) iv. Values education curriculum in junior forms is refined with the inclusion of service learning. v. Close coordination with subject departments on their work progress in their curricula / plans to promote positive values and attitudes. 　　a. Econ, LS: social enterprise (S4)	Students show positive reflection in Personal Growth Handbook and Form-based view sharing platform	Observation Feedback from teachers and parents Opinions collected during Buzzing Times, Personal Growth Handbook, Bi-weekly Journal, KTL Sharing Time, Letters to Principal and other sharing platforms	All year round	SAC DGC Subject Panel Heads NSCC RAC SDC IEC PTA S1 Form teacher and class teachers	Support from HKU, QEF, external professional organizations, celebrities, NGOs, Alumni, parents.

| | b. Geo: Appreciating the wonder of nature (S2)
c. HE: Gift packaging (S1), knitting, floriculture (Flower arrangement) (S2), cheongsam (S3)
d. History: To learn the importance of peace and harmony in diversity through the lens of two world wars (S3-6)
e. ICT: Information Literacy (S1), Copyright, privacy (S4-5)
f. IS (S2)/ Phy (S3): Product Design to help the needy
g. VA: Illustration, Picture Book (S3)
h. Music: Song composing (S4)

vi. Understanding of important positive values is deepened by teachers' video sharing:
a. TED Talk: SAC & NSCC members
b. Hymns sharing: RAC members

vii. Training workshops, seminars and experiential activities for staff on understanding and promoting positive values and cultures, creating supportive school atmosphere, reinforcing and sustaining students' | | | | | |

	sense of commitment. (FAIL: First Attempt In Learning) viii. Opportunities for teachers to share their school-based experiences in Staff Meetings and Staff Development Days: CM, TYW2, LCW2 (InnoPower) ix. Parent education through talks and small groups (parents of SEN students).				

2.2 To further enhance and sustain students' sense of commitment to their respective roles so as to enable them to become contributing members to their families, schools and community	i. Developmental programs in promoting mental health for enabling students to take on challenges with courage.
	  a. S1-S6: Positive Growth and Learning Camp (Treasure Hunt)
	  b. S1-2: Life Ambassador, PVE Ambassador (天天天晴大使)
	  c. S3: Community Services Programme and university visits with sharing from alumnae
	  d. S4: Self-directed Community Services Programme (NSCC)
	  e. S4-5: job shadowing (resume writing), internship (interview) during school holidays and mentorship programme
	  f. S6: mentorship programme, DSE buddies (alumnae), study room and graduation activities
		Students' keen participation in activities Improvement shown in students' problem-solving skills and sense of responsibility
		
		Most student leaders can be more proactive.
		
		Students show positive comments on activities
			Feedback from teachers and students
			
			Students' performance
			
			Students' surveys
			
			Observation
				All year round	SAC
					
					DGC
					
					NSCC
					
					CGC
					
					AA
					
					ECA
					
					EHEC
					
					SU
					
					PTA
					
					Class teachers

	(Chicken Soup for DSE Fighters, True Light Run, high table tea, camp/trip)
	
	ii. Opportunities opened to students of average/lower abilities, including their chance to take part in different ambassador scheme and services team.
	
	iii. A caring class atmosphere is promoted and strong bonding among students is forged through class-based activities/inter-class/inter-house activities.
	
	   a. True Light Love Café
	   b. Class Management Scheme
	   c. S1-3 peer tutoring (seniors/alumni coaching juniors)
	   d. S4-6 study groups
	   e. Big Sister Scheme:
	     i. S1-S4: Prefects
	     ii. S2-S5: Health Ambassadors
	     iii. S3-S6: Life Planning Ambassadors
	   f. Inter-class / inter-house activities/ competitions: True Light True Night/ Weekend (Bimonthly), board display
		A larger number of students of average/low abilities joining training programmes and activities
		
		The different school teams recruit a broader range of students of different abilities
		
		A larger number of different stakeholders joining activities
		
		Different stakeholders show positive comments on activities
			Number of different types of students joining different activities
			
			The record on the range of activities held throughout the year for different types of students
			
			Statistics on the types of programmes / activities joined
			
			Feedback from different stakeholders			

	competition, best attendance, punctuality, cleanliness, disciplinary etc.
	
	iv. Opportunities for students to show gratitude to others in families, schools and community: Sweetie Express
	
	v. Parent-child activities to improve the parent-child relationship and strengthen the family support to students: picnic, interest classes.
	
	vi. The positive school ethos is reinforced and strong bonding among different stakeholders of True Light is forged through the celebration of the School Anniversary:
	  a. Logo and Souvenir Design Competition
	  b. Publication of Students' English and Chinese essays
	  c. Variety Show
	  d. Bazaar /Carnival
	  e. Anniversary Gala Dinner
	  f. Publication
	  g. Facebook/ Instagram				

2.3 To further foster the values of civic and national	i. The learning of contemporary development of HK and China (L&S, LS, Chin Hist), the adoption of national identity and the development	Students' sense of Chinese and global citizen ship can be	Feedback from teachers and students Students'performance	All year round	NSCC Subject Panel Heads

education and inspire students to become better citizens with national identity	of nationalism of various nations (TLB, Chin, Chin Hist, Hist) and the virtues and culture of Chinese people (Chin, Chin Hist, PTH, PE, Music, Art, HE) + NSCC. Are highlighted.
	
	ii. Publications of KTL Girls' Handbook of Courtesy and story books of moral values.
	
	iii. Arrange learning activities for students to develop sense of identity as a citizen on a local or even global scale for a deeper understanding of their own roles.
	    a. Chinese Week
	    b. Global Week
	    c. NSCC activities: board display, Instagram, quiz, excursion etc.
	    d. Excursions and excursion itinerary planning competition
		fostered by appreciating Chinese culture and respecting other cultures.	Students' surveys
			
			Observation		

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Major Concern 3: To cultivate deep learning in STEM in order to equip them with the 21st century competence

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
3.1 To cultivate deep learning in the formal curriculum of Junior form Science	i. The framework for the progression in thinking complexity and experimental skills are established with the spiral curriculum in junior form Science. ii. Six featured learning packages with deep learning modules are developed in selected topics in S1 and S2 Science. iii. Writing skills in Science are sharpened by collaboration with tertiary institutions. iv. Cross-curricular activities are organized with the collaboration with Home Economics.	The framework is constructed. 60% of students agree that the curriculum design enhances their motivation to inquire. 60% of students agree that the training helps sharpen their writing skills. 60% of students agree that the activities enhance their skills in applying knowledge.	Department documents Teaching Schedules Questionnaire Interview	All year through	LTC STEM Coordinator LAC Coordinator	ADC Tertiary institutions
3.2 To strengthen students' innovation and real-world connection to	i. The IT innovation lab is built. ii. Competence in AI ((a) Humanoid robot, (b) Smart devices in the IT lab, (c) RoboMaster and (d) Drone	i. The construction work is complete. ii, iii. The training courses and learning sessions are held.	Department documents Teaching Schedules	All year through	LTC Panel Heads	ADC

information and communication technology (ICT)	swarm) is developed in computer lessons, MI classes and elite classes. iii. Biweekly experiential learning sessions are organized in STEM hub. iv. Training sessions are organized to equip our teachers to keep pace with the fast-evolving technology. v. More staff members are allocated to support diversified IT-related activities. vi. More collaborations with external organization e.g. Microsoft, SenseTime, etc. is established.	iv, v. The sessions are held and more staffs are allocated. vi. Activities that involve external collaboration are organized.	Interview			
3.3 To enhance the deep understanding and application of academic concepts in STEM-related subjects	i. Extra lesson materials are constructed for scaffolding students to master abstract academic concepts. ii. More follow-up strategies are used to strengthen student's knowledge foundation iii. Study plan with topic-based reflection is constructed for S5 and S6 Physics, Chemistry, Biology, and ICT. iv. School based e-learning platform is further developed to help students	i-iv. 80% of students agree that the strategies can help them stretch their potential in learning STEM-related subjects.	Department documents Teaching Schedules Questionnaire Interview	All year through	LTC Panel Heads	ADC

	check their understanding in academic concepts and seek room for improvement. v. STEM elites gain insight of the related work field through the work experience program in S4 and the mentorship scheme in S5. vi. Real-world problem solving and innovation in our gifted STEM elites is nurtured through intra-school and inter-school competitions.	v. 80% of students agree that the sharing helps them plan their studies in the university. vi. 80% of students agree that the competition helps further their learning.				
3.4 To nurture the ICOP attitudes: Inquisitive, Creative, Open-minded and Persevering through the formal, informal and hidden curriculum	i. Student's knowledge foundation in Science is extended by "reading for the curriculum" in S1 Science, with the facilitation of school-based materials ii. Engaging experiments are developed to raise students' inquisitiveness in S1 and S2 Science lessons. iii. Outstanding alumnae are invited to share their learning tips and experience in the DSE Science training program.	60% of students agree that the extended reading is interesting and help extend their knowledge in Science. 60% of students agree that the experiments help nurture their inquisitiveness. 80% of students agree that the sharing of alumnae is inspiring for their studies.	Department documents Teaching Schedules Questionnaire Interview	All year through	LTC Panel Heads	ADC SAC Alumni

3.5 To enhance teachers' competence facing the challenges in the curriculum reform	i. Reference materials are provided to ensure the coherence between policy making, curriculum design and classroom teaching.	i, ii, iii. 70% of teachers agree that the measures are useful for them to implement the T&L practices	Department Documents Questionnaire Interview	All year through	LTC Panel Heads	ADC SDC External organizations
	ii. Professional learning sessions are arranged for the implementation of the new learning packages and effective questioning in Science to facilitate deep learning.					
	iii. Student's opinions on the feature curricula are collected for continued improvement.	iv. 70% of teachers agree that the trip help teachers keep up with the latest development.				
	iv. An exchange trip to Israel for professional development					