

Kowloon True Light School

School Development 3-year Plan (2021-2024)

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

Major Concern	Target	2021-2022	2022-2023	2023-2024	Outline of Strategies
<p>1.1 To equip students with deeper thinking skills 'PARV':</p> <p>Pragmatic: problem-solving and decision-making (21-22)</p> <p>Articulate: explaining and persuading (22-23)</p> <p>Reflective: reflection and constructive critical thinking (22-23)</p> <p>Visionary: innovation and breakthrough (23-24)</p>	All teachers and students are introduced to the idea of PARV.	✓	✓	✓	<p>To develop the understanding of PARV through a whole-school approach:</p> <ul style="list-style-type: none"> ➤ School Assemblies (an overview of PARV, framework and essential elements of each deeper thinking skill) ➤ Learning PARVway Booklet is developed with thinking skill frameworks, cases of application and working files of LTC's problem-based learning package. ➤ Campus TV online channel featuring cases of PARV application ➤ Reading materials by RPC ➤ Book exhibition in the library
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
	All students are exposed to the ideas of PARV through campus environment.	✓	✓	✓	<p>To build an environment where PARV is promoted in the campus:</p> <ul style="list-style-type: none"> ➤ Posters with the frameworks and essential elements of PARV are put in the campus.

	Most subjects develop their respective curriculum, selected teaching materials and classroom delivery with the principles of PARV.	✓	✓	✓	➤ Relevant materials are put on the Chinese and English Sections of the classroom boards. ➤ Bookmarks and notebooks with the theme of PARV are developed by LTC and SPC.
		✓	✓	✓	
		✓	✓	✓	To implement relevant measures as subject policies for teachers to adhere to ➤ In curriculum guide, teaching materials, scheme of work, and assessment blueprint, expectations on deeper thinking skills development are stipulated. ➤ Subject panels develop teaching materials with visualized thinking frameworks regarding PARV for scaffolding ideas and subject-based reflection sections in selected modules.
		✓	✓	✓	
		✓			To develop feature curriculum for students to practice PARV: Pragmatic Learners: ➤ GeoChoice in S1: a cross-curricular project of Geography and English

		✓			<p>where students engage in decision-making discussion and presentation based on topics (e.g. land use) from Geography</p> <p>➤ Math Max in S3 Mathematics focusing on everyday problems that involves knowledge in selected topics</p> <p>➤ ‘Coulda Woulda Shoulda’ in S2 History where students engaged in role play activities redeveloping historical decisions or policies</p> <p>➤ View to Views 2.0 in SS English Language where decision making tasks are designed.</p> <p><u>Articulate Learners:</u></p> <p>➤ Student-centred sessions S5 BAFS (account principles) are conducted for students to explain findings from research topics.</p> <p>➤ Tutorial segments are conducted in S4 Mathematics where students present their working steps</p>
		✓			
		✓			
			✓		
			✓		

			✓		<p>➤ 忠言善道 in S3 Chinese Language focusing on the language of persuasion</p> <p>➤ 聲遊中史: Radio Drama by students for pre-lesson introduction in S2 Chinese History</p> <p>➤ KTL TED in S5 English Language based on student-initiated presentation non-print fiction articles</p>
			✓		<p><u>Reflective Learners:</u></p> <p>➤ Art Pro in S4 VA and Music Pro in S5 Music where students are engaged in appraisal tasks evaluating artworks and songs.</p> <p>➤ ‘Historian Jr.’ for evaluating historical decisions and policies in S3 History</p> <p>➤ Markers Goggles is extended to S5 and S6 Chinese Language</p>
			✓	✓	<p><u>Visionary Learners:</u></p> <p>➤ Environment Task Force in S3 Geography for developing innovative local and global environmental policies or initiatives</p>

	Most students are engaged in learning tasks that involve PARV skills beyond the classroom.			✓	➤ Monocle in S5 Economics where students develop innovative solutions to solve macroeconomic issues.
				✓	➤ STEAM initiatives (See MC 3)
		✓	✓	✓	To develop an informal curriculum for students to apply PARV skills PARV:
		✓	✓	✓	➤ LTC's PBL learning package ' Learning PARVway ' in JS where students work in groups and engage in problem-based learning tasks with teachers as facilitators focusing on students' performance in target thinking skills and subskills.
					➤ Life-wide learning programmes: MI, visits, seminars, workshops, talks, short courses, learning camps, etc.a to promote PARV.
		✓	✓	✓	<u>Pragmatic Learners:</u>
					➤ Problem-Solvers – a competition where students submit solutions to everyday problems that require a creative mind

			✓	✓	<u>Articulate Learners:</u> <ul style="list-style-type: none"> ➤ Speaking competitions by Chinese and English Departments on topics that involve explaining and persuading ➤ Call me Coach by LTC where students deliver a lesson on a selected topic or skills ➤ Pitching Competition in S5 English where students promote a new imaginary product / service (Workplace Communication) <u>Reflective Learners:</u> see major concern 1.2 regarding self-directed learning
			✓	✓	
			✓	✓	
			✓	✓	
			✓	✓	
	Outstanding performances of students in PARV are celebrated.				<u>Visionary Learners:</u> PARVers by LTC that includes off-campus visits, services, PBL learning for gifted students (e.g.賣橋王比賽)
		✓	✓	✓	To set up platforms to showcase students' achievement in PARV <ul style="list-style-type: none"> ➤ Learning Outcome Expo by LTC ➤ KTL Young Scholar Channel
		✓	✓	✓	

	Most teachers can receive feedback for refining PARV implementation.	✓	✓	✓	➤ An award scheme is set up for students who perform well in the PBL of Learning PARVway each year.
		✓	✓ ✓	✓ ✓	To evaluate the effectiveness of PARV measure by collecting data and feedback ➤ Lesson observation and homework inspection are to take place to see how the four categories of skills are put into practice ➤ Interviews with students coordinated by LTC
	Most teachers can tap on different resources to develop PARV initiatives.	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	To collaborate with off-campus institutions or parties so as to provide more learning opportunities for students to develop PARV ➤ Off-campus leadership training 'Training the Trainers' ➤ Joint-school leadership programme by the Academy for Gifted Students of KTL ➤ Walk with Veteran

	Most teachers engage in professional development with PARV as the focal area.	✓ ✓	✓ ✓	✓ ✓	<p>To promote professional development in terms of PARV among teachers</p> <ul style="list-style-type: none"> ➤ Staff development programmes ➤ Online materials about PARV concepts and theories on the school's professional development portal ➤ Sharing by innovative teachers ➤ PARV lesson studies conducted in History and Geography ➤ 'PARV' Teacher Commendation Scheme for teachers who introduce either informal curriculum or feature curriculum in their respective subjects with creativity and high effectiveness ➤ External resources supported by QEF, professional bodies or tertiary institutes
1.2 To further enhance students' mindset and strategies for self-directed learning	Most students are aware of different concepts and skills of self-directed learning.	✓	✓	✓	<p>To deepen the understanding of different core concepts and skills of self-directed learning in informal and non-formal curriculum.</p> <ul style="list-style-type: none"> ➤ S1 Personal Growth Orientation Day (setting goals, time management) ➤ Morning assembly (teachers' sharing) with the following

		✓	✓	✓	<p>Learning Program including visits (L&S)</p> <p>➤ Information Literacy: searching for useful resources (S1-ICT,S4- LS)</p>
	More students are willing to stretch their potentials outside school campus.	✓	✓	✓	<p>To boost the abilities of potential students in self-directed learning</p> <p>➤ Inter-school competitions (e.g. 中國歷史校際精英問答比賽、全港學生中國國情知識大賽、香港盃外交知識競賽、全港通識理財問答比賽、基本法問題比賽等)</p> <p>➤ Advanced training / competition provided for self-directed learners/ academic prefects (e.g. HKFYG)</p>
	70% of the students participating get a positive change in their self-management or academic performance.	✓	✓	✓	<p>To equip students with necessary and essential skills for a self-directed learner.</p> <p>➤ Big Sister Scheme (S1-S4: Prefects)</p> <p>➤ After-school tutorial class (self-management skills, filing, remedial strategies)</p> <p>➤ Study groups organized by class associations (creating plans, memorizing or revision skills) with the help from Big sister/alumnae (Junior Forms)</p>

		✓	✓	✓	<ul style="list-style-type: none"> ● Focus: S1, S6 ➤ Training to the study group leaders by LTC/EP ➤ Goal setting in study, play and service through individual planning to build self-discipline for SEN students ● S1 SEN students ● Tier 2 SEN students
	The self-directed atmosphere is enhanced.	✓	✓	✓	<p>To further develop the self-directed atmosphere in the school campus through the informal curriculum.</p> <ul style="list-style-type: none"> ➤ True Light True Night during selected academic week organized by academic prefects (LTC) and SAC/NSCC ➤ S1-S6 Positive Growth and Learning Camp with academic knowledge tasks (S1: self-management, S2: Perseverance, S3: time-management, S4: Setting goals, S5: managing stress, S6: effective learning strategies) ➤ Posting trivia knowledge in

		✓ ✓			<p>different boards around the campus/ on IG with regular competitions by Academic Prefects, SU and approved by LTC. (3-4 times /year)</p> <ul style="list-style-type: none"> ➤ Study Clinic ➤ Inter-class/ Inter-house academic competition on activity day
	70% students get a positive change in their academic performance.	✓	✓ ✓	✓ ✓	<p>To enhance the skills for self-reflection and self-evaluation in student handbook and Self-directed Handbook/Mood Diary (自律打卡冊/心情日記)</p> <ul style="list-style-type: none"> ➤ Self-directed elements highlighted ➤ Article sharing about self-directed learning (including study methods) by alumnae who received HKDSE Star Awards ➤ Individual plan to be developed in September ➤ Goal Tracker & Habit List (S1)

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

Major Concern	Target	2021-2022	2022-2023	2023-2024	Outline of strategies
2.1 To adopt a whole-school approach to provide learning environment and experience for students in promoting positive values and attitudes	Most students get a positive change in attitudes as reflected in the personal growth handbook.	✓	✓	✓	<ul style="list-style-type: none"> ➤ To review the formal curriculum of the school's value education, including TLB and PVE, and adopt a 6Qs approach, namely 'What, Why, If Not, Why Can't, Implication, Application' for lesson design of value education. ➤ To enhance positive thinking: "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). ➤ To refine and enrich values education curriculum in junior forms with the inclusion of service learning. ➤ To coordinate closely with subject departments on their work progress in their curricula / plans to promote positive values and attitudes. <ul style="list-style-type: none"> a. Econ, LS: social enterprise 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
	Most students show keen interest and positive attitude in the teaching materials.	✓	✓	✓	
	Most students can embrace the core values promoted by the school, especially in respect, forbearance and unity.	✓	✓	✓	
	70% students get a positive change in attitudes as reflected in their performance on handing in assignments and have better results	✓			
		✓	✓	✓	
		✓			
		✓			
		✓	✓	✓	
		✓			
		✓	✓	✓	

	in tests and examinations.				importance of peace and harmony in diversity through the lens of two world wars (S3-6)
	70% of the teachers attending agree that the training can provide them insights about the promotion of value education.	✓	✓	✓	e. ICT: Information Literacy (S1), Copyright, privacy (S4-5)
		✓	✓	✓	f. IS (S2)/ Phy (S3): Product Design to help the needy
	70% of the teachers agree that the sharing can enrich their insights and create a supportive atmosphere among staff.	✓	✓	✓	g. VA: Illustration, Picture Book (S3)
		✓	✓	✓	h. Music: Song composing (S4)
		✓			➤ To deepen the understanding of important positive value by teacher's video sharing. (TED Talk)
		✓	✓	✓	➤ To organize training workshops, seminars and experiential activities for staff on understanding and promoting positive values and cultures, creating a supportive school atmosphere, reinforcing and sustaining students' sense of commitment.
		✓			➤ To provide opportunities for teachers to share their school-based experiences in Staff Meetings and Staff Development Days.
		✓	✓	✓	➤ Parent education through talks, small groups (家長小

					組) and Google classrooms. Let the parents share the same values and provide methods to help 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	<p>Number of student participants involved.</p> <p>80% of the student participants being surveyed agree that the activities can help promote positive values and attitudes.</p> <p>Study groups are formed and function effectively</p> <p>At least 80% of students find the peer tutoring useful.</p> <p>Students have prepared individual goal setting plans in both studies, play and service</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>➤ To arrange developmental programs in promoting mental health so as to enable students to take on challenges with courage.</p> <p>a. S1-S6: Positive Growth and Learning Camp (Treasure Hunt)</p> <p>b. S1-2: Life Ambassador, PVE Ambassador (天天天晴大使)</p> <p>c. S3: Community Services Programme and university visits with sharing from alumni</p> <p>d. S4: Self-directed Community Services Programme (NSCC)</p> <p>e. S4-5: job shadowing (resume writing), internship (interview) during school holidays and mentorship programme</p> <p>f. S6: mentorship programme, DSE buddies, study room and graduation activities (Chicken Soup for DSE Fighters, True Light Run, high table tea, camp/trip)</p> <p>➤ To promote a caring class</p>

	Students leaders have a clear understanding of their rights and responsibilities.				atmosphere and cultivate strong bonding among students through class-based activities / inter-class / inter-house activities.
	Keen participation of classmates or housemates.	✓ ✓	✓ ✓	✓ ✓	<ul style="list-style-type: none"> a. True Light Love Café b. S1-3 peer tutoring (seniors/alumni coaching juniors) c. S4-6 study groups d. Big Sister Scheme: <ul style="list-style-type: none"> i. S1-S4: Prefects ii. S2-S5: Health Ambassadors iii. S3-S6: Life Planning Ambassadors e. Inter-class / inter-house activities/ competitions: True Light True Night/ Weekend (Bimonthly), treasure hunt, escape game, board game, board display competition, video-shooting contest, best attendance, punctuality, cleanliness, disciplinary etc.
		✓	✓	✓	➤ Leadership training programs for S1-6 students: class committees, form committees, houses, ECA committees and Student Union. The concept of “servant leaders” will be the focus in services education
		✓	✓	✓	➤ To promote a caring campus and help students develop self-discipline, leadership and

					<p>organizational skills through various Ambassadors Scheme: Life Ambassador, Aesthetic Ambassador, Caring Ambassador, Community Ambassador, Courtesy Ambassador etc.</p> <p>➤ To provide opportunities for students to show gratitude to others in families, schools and community: Sweetie Express</p> <p>➤ To further promote social awareness among students by various types of programmes and competitions.</p> <p>➤ To organize long-term leadership training programmes for student leaders through joint-school volunteer training schemes organized by different social service clubs and NGOs.</p> <p>➤ Recognition of students' excellent performances in community services through participating in the Hong Kong Volunteer Service Award Scheme organized by the Social Welfare Department or other external agencies.</p> <p>➤ Parent-child activities to improve the parent-child relationship and strengthen the family support to students</p> <p>➤ To reinforce a positive school ethos and cultivate strong bonding among different</p>
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
				✓	
		✓	✓	✓	
		✓	✓	✓	

	<p>True Light Bearers of different generations can gather together to celebrate True Light 150th Anniversary in Hong Kong with joy.</p> <p>True Light spirit in different group activities can be strengthened.</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>stakeholders of True Light through the celebration of the School Anniversary:</p> <p>a. Logo and Souvenir Design Competition</p> <p>b. Publication of Students' English and Chinese essays</p> <p>c. Variety Show</p> <p>d. Bazaar /Carnival</p> <p>e. Anniversary Gala Dinner</p> <p>f. Publication</p> <p>g. Facebook/ ig</p>
2.3 To further foster the values of civic and national education and inspire students to become better citizens with national identity	<p>Students' sense of Chinese and global citizenship can be fostered by appreciating Chinese culture and respecting other cultures.</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>➤ To highlight the learning of contemporary development of HK and China (L&S, LS, Chin Hist), the adoption of national identity and the development 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.</p> <p>➤ Publications of KTL Girls' Handbook of Courtesy and story books with morals</p> <p>➤ To arrange learning activities for students to develop the sense of identity as a citizen on a local or even global scale and get a deeper understanding of their own roles.</p> <p>a. Chinese Week</p>

		✓ ✓	✓	✓	b. Global Week c. NSCC activities: board display, ig, quiz, excursion etc. d. Excursion and excursion itinerary planning competition
--	--	--------	---	---	--

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

Major Concerns	Targets	2021-2022	2022-2023	2023-2024	Outline of strategies
3.1 To cultivate deep learning in the formal curriculum of Science in junior forms	The curriculum is refined to enhance students' scientific knowledge and skills.	✓ ✓ ✓ ✓	 ✓ ✓ ✓	 ✓	<ul style="list-style-type: none"> ➤ The spiral curriculum in JS Science is reviewed with a framework for the progression in thinking complexity and experimental skills. ➤ Six feature learning packages with deep learning modules are developed each year in selected topics in JS Science to cater for student's intrinsic motivation to inquire. ➤ An online resource platform for L&T in Science is developed. ➤ Project-based learning in S1 to S3 is reviewed. ➤ Modules in S1 Science for sharpening writing skills are developed in collaboration with tertiary institutions. ➤ Students 'explaining and describing skills are sharpened (responding to MC 1.1: Articular Learners) by "1-min Science" in S3 Science.
3.2 To strengthen students' innovation and real-world connection to information and communication technology (ICT)	The IT innovation lab is established with the respective curriculum elements to facilitate the L&T of ICT.	✓ ✓	 ✓	 ✓	<ul style="list-style-type: none"> ➤ Gifted education programmes in AI e.g. robotics, drone programming. ➤ Competence in AI is further developed in the formal curriculum of S1-S3 Computer, such as robotics and AI in S2 and feature light wall,

		✓ ✓	✓ ✓ ✓	✓ ✓	<p>IOT in S1.</p> <ul style="list-style-type: none"> ➤ Experiential activities are organized at STEM Hub. ➤ The use of AI is integrated in a cross-curricula project in S2 Science to promote AI competence. ➤ Learning packages for the application of AI in various areas are integrated into the school curriculum to promote AI literacy. ➤ Training sessions are organized to equip our teachers to keep pace with the fast-evolving AI technology. ➤ More external collaborations are established such as those with SenseTime and Microsoft. ➤ More staffers are deployed to support diversified IT-related activities
3.3 To further enhance students' academic performance in STEM-related subjects (Physics, Chemistry, Biology, ICT, Mathematics) of senior forms	All related subjects refine their respective curriculum, learning packages and programs.	✓ ✓ ✓	✓	✓	<ul style="list-style-type: none"> ➤ Assessment frameworks of related subjects are reviewed, such as the distribution of questions types and topics. ➤ Revision strategies are consolidated, such as reviewing students' revision schedules, regular quizzes, follow-up tutorials, etc. ➤ Study plans with topic-based reflection are constructed ➤ Data-driven reports are to analyze students' performance in specific topics and question types.

		✓		✓	<ul style="list-style-type: none"> ➤ Reflective journals are developed to provide a platform for detailed reviews after summative assessments. ➤ STEM elites gain insight of the related work field through the work experience program in S4 and the mentorship scheme in S5.
3.4 To nurture the ICOP attitudes: Inquisitive, Creative, Open-minded and Persevering through the formal and informal curricula	Most students are engaged in learning tasks that help nurture the ICOP attitudes beyond the classroom.	✓	✓	✓	<ul style="list-style-type: none"> ➤ “Reading for the Curriculum”: an extended reading scheme in JS Science aligning teaching, learning and assessment. ➤ Interesting reading materials are introduced to raise the thinking complexity of our elites in S4 Biology, Chemistry, Physics and ICT. ➤ Amazing Science: A series of engaging experiments for developing an inquisitive classroom atmosphere to raise students’ curiosity in S1 and S2 Science lessons. ➤ Outstanding alumni are invited to share their tips and experience in learning Science to continue the tradition of excellence in Science. ➤ Yearly activity “Challenges for the Science Elites” is set up to establish a culture for

			✓	✓	<p>the elites to showcase their learning outcomes.</p> <ul style="list-style-type: none"> ➤ Challenge 1: Questions are set based on the materials in “reading for the curriculum” ➤ Challenge 2: Students are required to give a 1-min presentation on scientific rationales behind selected phenomena ➤ Displays are shown to develop a rich academic environment <ul style="list-style-type: none"> - STEM for the curious - STEM on the spot
3.5 To enhance teachers’ competence facing the challenges in the curriculum reform	Most teachers engage in the relevant professional development.	✓	✓	✓	<ul style="list-style-type: none"> ➤ A Science education data bank is developed to ensure the coherence between policy making, curriculum designing and classroom delivery. ➤ PLS sessions are arranged according to the yearly developmental theme. ➤ Online PD courses concerning the 21st century learning design re recommended to teachers. ➤ Student’s opinions on the feature curricula are collected for continued improvement. ➤ A teacher exchange trip is organized to study the implementation of Science curriculum in a PISA-leading nation.
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
				✓	