

**Kowloon True Light School**  
**School Annual Plan 2022-2023 (May 3 version)**

**Major Concern 1: To equip students with deeper thinking skills for articulate learners and reflective learners**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>Persons in Charge</b>	<b>Resources</b>
1.1 To introduce the skills that articulate and reflective learners should master	<p>I. Articulate Learners:</p> <p>i. A school assembly is conducted by LTC introducing the essentiality of effective communication skills for the development in various aspects such as personal, social and cultural.</p> <p>ii. Receptive communication skills (listening comprehension), including listening for gist, interpreting and identifying attitude, stance and belief, and analyzing views, etc., are introduced by both language subjects across all levels through lessons and workshops.</p> <p>iii. Productive communication skills including elements in elaboration, those in developing persuasion in terms of approach, mode and language use, etc., are introduced by both language subjects across all levels through lessons and workshops.</p>	<p>At least 1 assembly of the target theme is conducted.</p> <p>A framework showing the skills and the respective levels is developed.</p> <p>At least 3 modules are developed by each language department.</p> <p>A framework showing the skills and the respective levels is developed.</p> <p>At least 3 modules are developed by each language</p>	<p>School documents</p> <p>LTC documents</p> <p>Department documents</p> <p>Committee documents</p> <p>Observation</p> <p>Feedback from students and teachers</p>	All year round	<p>LTC</p> <p>RPC</p> <p>School Library</p> <p>Chinese Department</p> <p>English Department</p>	<p>ADC</p> <p>Online resources</p> <p>Relevant literature</p> <p>Campus TV</p>

	<p>iv. Essays and speeches showcasing effective communication or persuasion by renowned leaders / speakers with brief annotation by Chinese and English teachers are provided and displayed in classrooms.</p> <p>v. Reading articles or books related to persuading and lobbying are provided and promoted by the school library with RPC's reading award scheme and book exhibitions.</p> <p>vi. A workshop coordinated by LTC targeting senior forms on communication gridlocks is conducted by social workers or other experts on the theme.</p> <p>II. Reflective Learners</p> <p>i. A school assembly is conducted by LTC introducing different reflection models for structuring reflection on learning experience.</p> <p>ii. Learning PARVway Booklet Vol.2 is developed by LTC to introduce the 5-R model and various groups of reflective</p>	<p>department.</p> <p>At least 4 sets of related materials are prepared by each language department</p> <p>At least 1 exhibition and 1 Reading Thursday event is organized in each term with students' keen participation.</p> <p>At least 1 workshop of the target theme is conducted.</p> <p>At least 1 assembly of the target theme is conducted.</p> <p>The attachment is developed.</p>				
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	<p>questions students can ask after each learning process as an attachment to the Student Growth Handbook.</p> <p>iii. Informative videos about different models/approaches of reflection model are uploaded by LTC onto Campus TV online channel.</p>	The channel is updated with such clips at least once a term.				
1.2 To develop informal curriculum and a school environment for students to be exposed to the two target deeper thinking skills	<p>i. Elements of articulate and reflective learners are incorporated by LTC in Learning Camps.</p> <p>ii. Public speaking competitions or off-classroom activities are organized by language subjects:</p> <ul style="list-style-type: none"> <li>● Chinese Language</li> <li>◇ S1 成語學堂</li> <li>◇ S2 名言頻道</li> <li>◇ S3 良心法庭</li> <li>◇ S4 中華文化演講比賽</li> <li>◇ S5 悅讀分享</li> <li>● English</li> <li>◇ S1 Mini-podcast Competition</li> <li>◇ S2 Impromptu Speech Competition</li> <li>◇ S3 Words of Wisdom Vlog Competition</li> <li>◇ S4 View to Views: The Summit</li> <li>◇ S5 Pitching Competition</li> </ul>	<p>At least 1 session with the designated themes is included in each Learning Camp</p> <p>Most students respond positively in the competitions.</p>	<p>School documents</p> <p>Questionnaire</p> <p>Observation</p>	All year round	<p>LTC</p> <p>Chinese Department</p> <p>English Department</p> <p>VA Department</p> <p>Music Department</p>	<p>ADC</p> <p>SAC</p> <p>SPC</p> <p>Campus TV</p>

	<p>iii. Gifted programmes are conducted by LTC such as ‘Training the Trainers’, ‘Meet the Chinese Medicine Practitioners’ and ‘Leaders’ League’.</p> <p>iv. Talk/ workshops on news literacy and propaganda are conducted. (refer to MC 2)</p> <p>v. Debating skills in both languages are further promoted through workshops for S1 students and in-house competitions by LTC and Debating Teams of the two languages.</p> <p>vi. A meme workshop is conducted by LTC prior to a meme design competition in collaboration with SAC.</p> <p>vii. The Exam 1 reflective form is refined. Students have to specifically reflect on their learning experience and outcome in Term 1 (S1: English, S2: Chinese, S3: Mathematics, S4, 5: electives).</p>	<p>At least 2 gifted programmes are organized</p> <p>Refer to MC2</p> <p>At least 1 workshop is organized and 1 competition of each language is organized.</p> <p>The competition is organized with keen participation</p> <p>The form is refined and at least 80% of students manage to undergo reflection on designated subject.</p>				
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	viii. An interview workshop is conducted by CGC for S6 students to excel in future endeavors that involve self-introduction and presentation.	At least one workshop is conducted.				
1.3 To develop formal curriculum in various subjects for students to apply the target skills	<p>i. In curriculum guides, teaching materials, scheme of work, and assessment blueprint, expectations on articulate and reflective learners' skills development are stipulated.</p> <p>ii. A reflection form with reflective questions is developed by subject departments for students to complete in selected assignments/assessments in academic subjects (S1: Geography, History; S2: L &amp; S, Chinese History; S3: Science; S4, 5: Core subjects) attached to the correction.</p> <p>iii. An array of feature curriculum is developed:  <u>CLIL: Reflective Learner</u> – a module introducing the “What? So what? Now What? model for students to complete their subject-based reflection forms (S1)  <u>Chinese: 談經論典</u> – individual presentation on Chinese mottos</p>	<p>Most subjects include the elements in the related documents.</p> <p>At least 1 assignment comes up with the reflection form in each term</p> <p>At least one module is developed by the respective subject department</p>	<p>Department documents</p> <p>Teaching materials</p> <p>Lesson observation</p> <p>Homework inspection</p>	All year round	LTC  Subject Departments	ADC  External organizations

	<p>and idioms (S1)</p> <p><u>English - Speaking Essentials</u>: a new module to introduce impromptu speeches (S2)</p> <p><u>Home Economics – Cooking Vlog</u>: an assignment for students to make a video introducing and demonstrating quick and simple recipes (S2)</p> <p><u>Science - 1-minute Science</u>: students to introduce interesting science theories or observations through concise presentation (S3)</p> <p><u>History: The Leader’s Speech</u> – role playing activities for students to play the role of a historic leader and make speeches explaining their political decisions (S3)</p> <p><u>Tourism and Hospitality: 旅遊大使館</u> – activities for students to deliver speeches to promote tourist spots or recommend itineraries (S4)</p> <p><u>Chinese History: 領袖薈</u>- role playing activities for students to play the role of a historic leader and make speeches explaining their political decisions (S4)</p> <p><u>Economic and BAFS – Budding Entrepreneur Project</u>: a cross-curricular module introducing marketing strategies and proposal</p>					
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	<p>writing (S5)</p> <p><u>Geography: Global Youth Forum</u> – platforms for student to write speeches by integrated research information and textbook knowledge on various global issues (S5)</p>					
1.4 To offer platforms for students to celebrate their learning outcomes that involve the target skills	<p>i. Learning Outcome Expo is organized for students who perform well in both formal and informal curricula to showcase their learning outcomes.</p> <p>ii. KTL Talk is organized by LTC where winners of the interform speaking competitions are invited to be guest speakers.</p>	<p>One Expo is organized towards the end of the academic year.</p> <p>The event is organized towards the end of the academic year.</p>	<p>School documents</p> <p>LTC documents</p>	All year round	<p>LTC</p> <p>Campus TV</p>	<p>ADC</p> <p>SAC</p> <p>Subject Departments</p>
1.5 To enhance staff development for teachers to implement teaching ideas regarding the target skills	<p>i. Lesson observation is conducted focusing on elements leading to speaking activities including co-op learning, drama techniques (e.g. role-play situations, reenact past events) or presentation.</p> <p>ii. Homework inspection is to take place to see how students are developed into articulate learners through assignments and into reflective learners through reflection forms.</p>	<p>The annual observation is conducted.</p> <p>The annual inspection is conducted.</p>	<p>School documents</p> <p>Department documents</p>	All year round	<p>LTC</p> <p>SACC</p> <p>SDC</p> <p>History Department</p> <p>Science Department</p>	External organizations

	<ul style="list-style-type: none"> <li>iii. Rubrics for giving feedback to students' responses are provided by LTC for teacher's reference.</li> <li>iv. Staff development programmes are organized for teachers to familiarize themselves with the notions of the related skills.</li> <li>v. Lesson studies are conducted in all subjects focusing on students' communication skills and teachers' questioning.</li> <li>vi. Materials related to the target skills are uploaded onto the school's professional development portal.</li> </ul>	<p>The Chinese and English versions are developed</p> <p>At least one programme is conducted.</p> <p>At least one cycle of lesson studies is conducted in each subject.</p> <p>A section focusing on the target skills is developed in the portal.</p>				
1.6 To promote the target skills through parent education	<ul style="list-style-type: none"> <li>i. The essential elements of the two target skills are introduced in the Parents' Handbook.</li> <li>ii. A session regarding reflective models the school adopts and the ways to influence teenagers by communication is conducted in Parents' Tea Gathering for S1 and S2.</li> </ul>	<p>A section focusing on the target skills is composed in the Handbook.</p> <p>A session is included in the event.</p>				



**Major Concern 2: To broaden students' horizon by refining the school curriculum**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in Charge	Resources
<p>2.1 To promote extended learning experience through feature curricula and elective subjects</p>	<p>i. Students are required to study three elective subjects in S4 with the refined senior level curriculum structure:</p> <ul style="list-style-type: none"> <li>● additional elective subjects/groups: (Econ and THS)</li> <li>● renewed add-drop policy</li> <li>● promotion of ApL (S4)</li> </ul> <p>ii. Students are to understand the traditional Chinese culture and practice proper etiquette through school-based teaching materials (真光禮儀手冊).</p> <p>iii. CLIL is revised to promote the theme of LTC, campus language and LaC components.</p> <p>iv. The teaching of essential learning elements (外力衝擊與內憂、清廷的圖強) in Chinese History is strengthened by adding one lesson per week in S2.</p> <p>v. The feature curriculum with the theme of Egypt or Romans is developed in S1 History.</p>	<p>90% of the curriculum are implemented.</p> <p>70% Students agree that their horizon have been broaden.</p>	<p>Observation</p> <p>Feedback from students and teachers</p> <p>Meetings</p>	<p>All year round</p>	<p>LTC</p>	

	<ul style="list-style-type: none"> <li>vi. Elective modules in S1- S3 Geography are developed.</li> <li>vii. Project-based learning related to the application of Gerontechnology is implemented in S3 Science.</li> <li>viii. The feature curriculum of flower arrangement and qipao is established in Home Economics.</li> <li>ix. The curriculum of L&amp;S is rearranged in order to broaden students' insights of financial literacy (insurance, risk management) with the expertise from "Project M2".</li> <li>x. The IT curriculum is refined in order to raise students' interest (e.g. light wall).</li> <li>xi. The opportunities of experiencing newly emerged sports (e.g. S2,S4: Chinese Wushu, S3:Spikeball) are provided in P.E. lessons with the support from Jockey Club "Flying High" Sports Programme, and Kowloon City District Sports Association.</li> </ul>					
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	<p>xii. The routine of asking at least one reflective question on learning (teaching content/ feelings/ learning attitude/ learning outcomes/ feedback to teachers) in each lesson/ unit/ module is promoted.</p>					
<p>2.2 To equip students with necessary skills and cultivate students' positive values to explore the world in formal curriculum.</p>	<p>i. Positive moral values are cultivated through etiquette education (禮行真光) in Chinese Language:  S1: Respecting one's family and elders(孝親敬長)  S2: Respecting one's teachers and loving one's friends(尊師愛友)  S3: The legacy of etiquette(禮俗傳承)  S4: Valuing courtesy and empathy (知禮達仁)  S5: A Nation that values etiquette (禮儀之邦)</p> <p>ii. Values education is promoted through "Words of Wisdom" in English Language.</p> <p>iii. The value of "law-abidingness" is promoted in Literary Module in English Language by</p>	<p>80% of the curriculum are implemented.</p> <p>70% Students agree that their horizon have been broaden.</p>	<p>Observation</p> <p>Feedback from students and teachers</p> <p>Meetings</p>	<p>All year round</p>	<p>LTC</p>	

	<p>incorporating crime-related literary texts/fictions with extended activities in other subjects (Chinese/ CSD / History/ Biology).</p> <p>iv. National security is safeguarded by deeply analyzing the unequal treaties during Opium War in S2 Chinese History.</p> <p>v. The skills of news literacy (fake news and fact-checking) are developed in S1 L&amp;S.</p> <p>vi. The use of financial technology is promoted in L&amp;S, BAFS and ICT.</p> <p>vii. The skills of reflective learners by analyzing the learning in designated subjects in each term with the reflection form in growth handbook are developed.</p>					
2.3 To promote experiential learning in informal curriculum.	<p>i. The skills of News Literacy are enhanced through Hong Kong News-Expo Jockey Club Media Literacy Education Programme (S4/S5 CS)</p> <p>ii. The skills of self-directed learning in real-life situations are</p>	<p>80% of the curriculum are implemented.</p> <p>70% Students agree that their horizon have been broadened.</p>	<p>Observation</p> <p>Feedback from students and teachers</p> <p>Meetings</p>	All year round	LTC	

	<p>developed:</p> <ul style="list-style-type: none"> <li>■ S3 &amp; S4 Service project (NSCC)</li> <li>■ S4 CS Trip (Itinerary Design Competition)</li> </ul> <p>iii. Workplace visits and career talks are organized by CGC for S3-S5 students with the network from “Project M2”.</p> <p>iv. Students are to understand more about society, the nation and the world, as well as national security by visits or tours:</p> <ul style="list-style-type: none"> <li>● S1: L&amp;S and SAC (FoodAngel)</li> <li>● S2: L&amp;S and CHI (Mei Ho House)</li> <li>● S3: L&amp;S and GEOG (Jockey Club Museum of Climate Change)</li> <li>● S4: CS and PHY (T-Park)</li> <li>● S5: CS and HIST (Tai-Kwun)</li> <li>● S6: CS and ECON (the Chinese University of Hong Kong – Tsinghua University Joint Research Center for Chinese Economy)</li> </ul>					
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**Major Concern 3: To cultivate a sense of acceptance along with gratitude among students, helping them to bring the darkness to light (faith, hope, joy, thankfulness, forbearance and resilience) [Theme of the year: ‘Where acceptance flows, gratitude can grow.’]**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
3.1 To incorporate elements from the chosen domains of values education into the work of subjects and committees	<p>i. Students are to acquire core concepts/ values/ skills/ knowledge through lessons, including RE, TLB and CP (Growth Handbook), with “3A” concept, namely ‘Act, Accept, Appreciate’, adopted for lesson design of values education.</p> <p>ii. The core values are promoted to students through the holistic values education system by means of well-structured programmes, such as Class Management, Mentoring Scheme, Morning Assemblies, Form Assemblies and School Assemblies.</p> <p>iii. Whole school campaign (Failure is Nothing 不怕失敗週, Year-end Clean-up Day &amp; Flea market (tentative)), form activities and class-based activities/inter-class/inter-house activities such as English morning assemblies video award scheme will be conducted to arouse the awareness of positivity and to cultivate strong bonding among students. Other examples include broad display competition, slogan competition,</p>	<p>Students show positive reflection in Personal Growth Handbook and Form-based view sharing platform</p> <p>Students’ keen participation in activities</p> <p>A larger number of students of average/low abilities joining training programmes and activities</p> <p>Various school teams recruit a broader range of students of different abilities</p> <p>A larger number of different stakeholders join the activities</p> <p>Different</p>	<p>Observation</p> <p>Feedback from teachers and parents</p> <p>Opinions collected during Buzzing Times, 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>Subject Panel Heads</p> <p>NSCC</p> <p>RAC</p> <p>IEC</p> <p>PTA</p> <p>SU</p> <p>AA</p> <p>ECA</p> <p>Class teachers</p>	<p>Support from HKU, QEF, external professional organizations, celebrities, NGOs, Alumni, parents.</p>

	<p>debate competition, essay writing competition, singing contest, video contest etc.</p> <p>iv. Students' growth mindset is enhanced during lessons and off-classroom activities through goal-setting actualisation-reflection cycle, pre- and post-briefings, and debriefing.</p> <p>v. Slogans and posters of related core values and good attitudes are displayed around the school to build a positive campus environment.</p> <p>vi. Subject departments are coordinated on their work progress in their curricula / plans / cross-curricular project to promote core concepts/ values/ skills/ knowledge:</p> <ul style="list-style-type: none"> <li>● Biology: Body defense mechanism (S4/S5)</li> <li>● Chinese: Story Telling Workshop and Competition (Primary and Kindergarten Section)</li> <li>● English: Reading Buddies for KTLSPS and KTLKS</li> <li>● Economics: Opportunity cost (S4)</li> <li>● Geography: Opportunities and challenges brought by tectonic activities (S4)</li> <li>● Home Economics: Gift packaging (S1), knitting, floriculture (Flower arrangement) (S2), cheongsam</li> </ul>	<p>stakeholders show positive comments on activities</p>				
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	<p>(S3), Cooking on a budget (S1-2), Special menu for anorexia nervosa, coronary artery disease and diabetes (S3); Sweetie Express services: Making gifts for the needy (S1-3)</p> <ul style="list-style-type: none"> <li>● Integrated Science (S2)/ Physics (S3): Product Design to help the needy</li> <li>● Life and Society: Poverty (S1)</li> <li>● Liberal Studies: Social enterprise (S5)</li> <li>● Music: Inspirational Music Chart (S1-2)</li> <li>● Physical Education: Fitness (S1-6), Sportsman sharing, Sarah Lee Wai Sze/ Tang Chun Ma/ Tse Ying Suet</li> <li>● Religious Education: Characters in the Bible who show gratitude in adversity: story-telling, radio drama or drama</li> <li>● Tourism and Hospitality Studies: SWOT of tourism and Hospitality Industry in Hong Kong</li> <li>● Visual Arts: Theme Poster Design, Calligraphy, Artlight, Kindergarten services</li> </ul> <p>vii. Problem-solving skills of students in dealing with daily life challenges and even crises are enhanced by providing activities and opportunities to cultivate the core values in students</p> <ul style="list-style-type: none"> <li>● “Welcome to True Light” (S1 Induction Programme: S1 Growth</li> </ul>					
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	<p>Camp, Sister Scheme, Orientation week etc.)</p> <ul style="list-style-type: none"> <li>● S6: mentorship programme, DSE buddies (alumni), study room and graduation activities (Chicken Soup for DSE Fighters, True Light Run, high table tea, camp/trip)</li> <li>● Growth Camps for all forms for different developmental needs: <ul style="list-style-type: none"> <li>➤ S1: <ul style="list-style-type: none"> <li>✧ Students' self-acceptance is enhanced.</li> <li>✧ Students are recommended activities for a good balance between their level of skill and the degree of challenge to enable them to experience attainable success with efforts and learning.</li> </ul> </li> <li>➤ S2: <ul style="list-style-type: none"> <li>✧ Students' social-emotional learning skills (self-management, self-awareness, responsible decision-making, relationship skills and social awareness) are nurtured to face adversities</li> </ul> </li> <li>➤ S3: <ul style="list-style-type: none"> <li>✧ Students can learn about the skills to handle setbacks and academic pressure</li> </ul> </li> <li>➤ S4: <ul style="list-style-type: none"> <li>✧ Students feel supported and adopt a positive attitude towards the elective they do not intend to take.</li> <li>✧ Students can decide whether to keep / drop the elective they do not intend to take.</li> </ul> </li> </ul> </li> </ul>					
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	<ul style="list-style-type: none"> <li>◇ Students are provided with early, proper intervention during the learning process and remedial measures after experiencing setbacks so as to foster their belief in embracing obstacles and setbacks as indispensable learning components.</li> <li>➤ S5:</li> <li>◇ Students' resilience in face of setbacks is fostered by developing their optimistic thinking skills, helpful and rational thinking skills, adaptive distancing skills, using humour and seeking assistance whenever needed.</li> <li>➤ S6:</li> <li>◇ Students' study related stress is eased.</li> <li>◇ Peer support among students and support from teachers are strengthened.</li> </ul> <p>viii. Opportunities are opened to students of average/lower abilities, including their chance to take part in different ambassador schemes and services team:</p> <ul style="list-style-type: none"> <li>● S1-S4: Prefects</li> <li>● S2-S5: Health Ambassadors</li> <li>● S3-S6: Life Planning Ambassadors</li> </ul> <p>ix. Film show and sharing session 媽媽的神奇小子 (Guest speaker: So Wa Wai 蘇樺偉), 二次人生</p>					
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	<p>(Guest speaker: 何力恆導演) or film provided by gnci 真證傳播 and The Media Evangelism Ltd 影音使團 are organized in collaboration with PTA.</p> <p>x. Book review or sharing by authors, teachers and students in collaboration with RPC and school library are organized.</p> <p>xi. Teachers are helped to acquire the core values and design materials accordingly through training workshops, seminars and experiential activities in collaboration with SDC.</p> <p>xii. Events in collaboration with PTA, RAC and IEC are organized for stronger school-home cooperation:</p> <ul style="list-style-type: none"> <li>● Parents Academy</li> <li>● Parents online classroom (will apply for QEF)</li> <li>● Parent-child activities to improve the parent-child relationship and strengthen the family support to students: picnic, interest classes.</li> <li>● Special Journey Group (small group for parents of SEN students)</li> </ul>					
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<p>3.2 To widen students' exposure, exploration and experience to equip them to be future-ready</p>	<p>i. Educational or service projects (VolunPeers &amp; community services) are organized:</p> <ul style="list-style-type: none"> <li>● S1: Poverty, Food Angels (惜食堂), L&amp;S, RAC</li> <li>● S2: Visually impaired, Dialogue In The Dark, STEM</li> <li>● S3: The elderly, Eldpathy 歷耆者, STEM</li> <li>● S4: People with Disabilities, Hong Kong Red Cross Princess Alexandra School, NSCC</li> <li>● S5: Body defence mechanism, Rare Disease Hong Kong 香港罕見病聯盟, Biology</li> </ul> <p>ii. The 4E model (Exposure, Engagement, Enlightenment and Empowerment) is adopted systematically to revive and groom talents through ECA and student leadership:</p> <ul style="list-style-type: none"> <li>● ECA which suit students' need and interests in order to facilitate students' understanding of their strengths in different fields, with heightened opportunities to unleash their potentials.</li> <li>● ECA to strengthen students' confidence and enlarge their social circles by grouping those who are more socially isolated together to participate in small group activities.</li> <li>● Enriched opportunities and platforms for students to</li> </ul>	<p>Service hours of student rise.</p> <p>Students agree that participation in community services promotes their personal growth and understanding of the people they serve.</p> <p>Students know more about our country.</p> <p>Students' sense of belonging to our country is enhanced.</p>	<p>Observation</p> <p>Feedback from teachers and parents</p> <p>Opinions collected during Buzzing Times, Personal Growth Handbook, Bi-weekly Journal, KTL Sharing Time, Letters to Principal and other sharing platforms.</p>	<p>All year round</p>	<p>SAC</p> <p>DGC</p> <p>Subject Panel Heads</p> <p>NSCC</p> <p>RAC</p> <p>SDC</p> <p>IEC</p> <p>PTA</p> <p>S1 Form teacher and class teachers</p>	<p>Support from HKU, QEF, external professional organizations, celebrities, NGOs, Alumni, parents.</p>
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	<p>showcase their diverse talents: e.g. class/form-based activities, school-based competitions, winners' performance in assemblies, CTV etc.</p> <p>iii. Students' sense of national identity, law-abiding awareness and community engagement are strengthened:</p> <ul style="list-style-type: none"><li>● National Education through Mainland Exchange Tours.</li><li>● Excursion to other countries</li><li>● Excursion itinerary planning competition</li></ul>					
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