Kowloon True Light School
School Development Plan

2021/22- 2023/24

Kowloon True Light School

1. School Vision & Mission

A Christian school where girls blossom into people of goodness, righteousness, and excellence with an unswerving quest for truth.
In the wake of countless, dedicated True Light pioneers and partakers, our mission is to inspire our female generations to unrelentingly pursue knowledge, unreservedly develop their talents and leadership, unswervingly uphold the biblical values and unconditionally render service to the needy, in particular to the people of our homeland.

2. School Motto

Thou Art the Light of the World
(Live like Jesus Christ, love others and glorify God.)

"You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."
Matthew 5:14-16 (NIV)

3. Holistic Review

Effectiveness of the Previous School Development Plan (2018-2021)

Major Concerns	Extent of targets achieved	Achievements	Reflections and Follow-up Actions
1. To develop students into self-directed learners in high pursuit of knowledge 1.1 To enhance students' skills in inquiring, thinking and presenting for maximizing the effectiveness of learning and teaching and for enhancement purpose	Partly Achieved	**Achievement 1** **Students' skills in inquiring, thinking and presenting for maximizing the effectiveness of learning and teaching and for enhancement purposes were enhanced.** ➢ The L&T approach of "Learning, Thinking, Showing and Reviewing" (LTSR) was adopted rigorously across all subjects and all levels. The LTSR teaching method was one of the major concerns in the year plans of more than 90% of the subjects. Based on lesson observations, teachers were consciously following the four-step teaching process and most of them were able to utilize the LTSR strategy effectively. ➢ In curriculum guides and assessment blueprints, nearly all panels' expectations on thinking skills development of students of different abilities across the levels were stipulated. For example, in STEM subjects, students were required to apply mathematical concepts and scientific knowledge to solve real-life problems; in humanities subjects, students were expected to analyze and evaluate different social issues; language subjects emphasized creative thinking and the ability to appreciate literature. From the examination papers and assessment blueprints, it was observed that 95% of the subjects incorporated higher-order questions in their assessments. Some subjects, such as Chinese and Mathematics, analyzed the performance of students specifically in relation to higher-order questions through	According to the 2021 Stakeholder Survey results, more than half of the students agreed or strongly agreed that "The teachers often make us inquire into different issues in lessons". This ranked as the second-highest agreement level, indicating that students, under the guidance of teachers, are developing a habit of critical thinking and honing their exploratory abilities. While both teachers and students have realized how essential it is to develop thinking skills, a more systematic approach to implicitly and explicitly introduce target thinking skills and application platforms are needed. Development of various deeper thinking skills can be strengthened, such as problem-solving, decision-making, explaining, persuading,

		data analysis and explored strategies to optimize teaching effectiveness. Based on lesson observations, some students demonstrated excellent explanatory skills and were able to articulate their subject knowledge clearly.	constructive critical thinking, and innovation.

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➢ Graphic organizers were explicitly adopted in teaching materials. Most teachers showed the awareness of adopting such methods to visualize complex ideas and their intricate connections. For example, in Reading Plus of English Language, the summary of each reading text was presented in a graphic organizer. Students were able to use concept maps to organize the context of their reading texts and create outlines for their writing. Teachers continuously strengthened their guidance in order to enable students to learn independently and deepen their understanding.

According to the teaching resource banks, pre-lesson tasks where students could develop good habits of preparing for lessons were a common practice in various subjects. According to the 2021 Stakeholder Survey results, over half of the students agreed or strongly agreed that "I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.", which shows an improvement compared to the data in the School Self-evaluation of 43.1% in 2012.

Students were instructed to form graphic organizers to illustrate their understanding in classwork and homework. In Content and Language Integrated Learning (CLIL), various types of graphic organizers were introduced. Relevant teaching materials were established. Junior form students could learn relevant skills from the CLIL lessons and apply these skills in other subjects as well. The Dual Coding Workshop focusing on 'graph to text to graph' was conducted for S3 students by

Most students demonstrate positive attitudes towards learning and making improvements, and they are enthusiastic about engaging in learning activities both within and outside the classroom. Consequently, the inquiry and thinking skills of most students, particularly those who are gifted, have shown improvement, as evidenced by the awards they have received.

Due to the pandemic, some exchange programmes were not conducted as scheduled, and some activities were shifted to online formats. Once the situation improves, students' other learning experiences will be strengthened to enrich their perspectives and insights.

the Learning & Teaching Committee (LTC) and the English Department. Based on teachers' observations, students actively participated in activities and successfully completed tasks that involved transitioning from visuals to text and then back to visuals.

➢ Collaborative learning tasks, such as peer reviews in all speaking modules of Chinese Language, simulation forums in History and Liberal Studies and group presentations in Visual Arts and E & RE, etc., were set. Based on lesson observations, Professional Learning Sessions (PLS) records, and teaching materials, lesson designs and teaching materials incorporating collaborative learning tasks were established. In Chinese Language, there was a regular practice of peer evaluation in speaking tasks. Additionally, students actively participated in forums where they delivered speeches and engaged in real-time conversations to deepen their thinking on various topics, thereby enhancing their higher-order thinking skills. Apart from classroom learning, the National and Social Caring Committee organized inter-school youth forums where students delivered speeches on different social issues. Through interactions and exchanges with students from other schools, students' abilities were further improved.

➢ A series of inquiry-based learning activities were implemented. For instance:

Exploratory/ problem solving elements were implemented in various subjects, including CL (S2), Home Economics (S3) and VA (S4).

Enquiry-based learning was promoted, such as the investigation of a water filtering system in Science (S1), the level of the level of formaldehyde in baby clothes in Biology and Chemistry (S3), developing students' inquisitive minds.

Product-based learning was promoted, such as "Chocolate Factory" under the collaboration Science and Home Economics in S2; In S3, the Mathematics and the Physics Departments developed a STEM learning module where a telescope was made.

Based on lesson observations and assignment inspection, students were able to complete relevant learning tasks and apply scientific knowledge to solve real-life problems. School assemblies were arranged by the science subjects for junior form students to present their research findings to the whole school. Additionally, senior form students taking Biology as elective conducted a project investigating how to eliminate formaldehyde from clothing. Their project won the championship in the Senior Secondary Division in "Digi-Science" Video Production Competition for Hong Kong Secondary Schools, showcasing the outcomes of their inquiry-based learning.

View to Views in English Language was extended to all forms. The idea was also adopted in Read to Speak in junior secondary with the support of EDB in one of its SEED projects. Focus Inspection on the English Department was carried out by the Education Bureau, which recognized the learning and teaching effectiveness of the department. One of the English lessons was recorded as a demonstration video for the professional training of teachers conducted by the Education Bureau.

➢ Based on lesson observations, lessons with student-initiated topics were conducted in Chinese History, Biology, Physics and Economics. Based on subject teacher's observation of students' performance in lessons and assignments, students were enthusiastic about critical thinking and were courageous in asking questions when discussing weight loss and diet in Biology. This fostered an interactive and positive learning environment between teachers and students, as well as among peers, promoting an active and proactive learning culture.

➤ Sessions of markers' training meetings for S6 students were conducted in English (Marker's Goggles) and Liberal Studies. Students were taught to be familiar with the marking criteria of selected papers for better evaluation of their own performances. From the Form-based View Sharing Meetings, students appreciated these arrangements as they enhanced their abilities in evaluation and answering techniques. According to the results of the public examinations, both English Language and Liberal Studies achieved excellent performances, with levels 3, 4, and 5 surpassing the average level across the territory.

➤ Through gifted education, students can enhance their inquiring and thinking abilities.

The school-based gifted education framework: Sight, Heart, Mind was developed, focusing on broadening students' horizons, implementing affective education and cultivating a serving heart, as well as enriching intellectual development. As such, the Academy for Gifted Students of KTL was set up, providing memberships for gifted students who engaged in gifted education programmes.

Self-nomination to the talent pool was implemented via KTL Portal, targeting S1 students. Through teacher nominations, approximately 50 students were selected to join the Gifted Education Academy each year. An orientation gathering was organized by LTC to introduce the programme details to the students. The three core values of "Sight, Heart, Mind" were introduced, aiming to set goals for students to pursue excellence. These activities enhanced students' mindset towards pursuing excellence, encouraging them to explore, innovate, and tackle challenging problems with enthusiasm throughout their learning journey.

The Talent Pool of the school was refined, covering 8 gifted domains,

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<tr><td colspan="4">namely Chinese, English, Mathematics, Science, Humanities, Aesthetic, Sport, and Leadership. This provided teachers access to information of gifted students when providing training or competitions. For instance, students participated in various large-scale competitions, such as students receiving the honor of "Literary Star" in the National Secondary School Essay Competition, and the English Debate Team winning awards in different debate competitions. These activities enhanced students' higher-order thinking skills and contributed to their excellence.

All-round Exposure Scheme was set up for gifted students to develop multifaceted talents, such as the visit to RTHK, STEAM tutoring service in collaboration with 4 local schools, quality leaders' training with Train the Trainers founded by Dr Violet Lo, Leaders' League etc. (HEART). The aforementioned insights and mindset serve as important foundations for inquiry-based problem-solving.

Various outbound study tours were organized. (SIGHT). The insights gained from trips, such as the journey to Russia to explore opera culture, the trip to Tokyo for science exploration to learn about Japanese creative thinking, and the art expedition to Vienna to appreciate the unique charm of the music capital, all served as important foundations for inquiry-based problem-solving.</td></tr>
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| 1.2 To promote the development of quality lesson plans and teaching materials for professional development among teachers. | Partly Achieved | **Achievement 2**
The development of quality lesson plans and teaching materials for professional development among teachers were promoted.

➢ From the lesson plans of each subject, it was found that their lesson plans were refined with the focus on elements for students to develop learning, thinking, showing and reviewing skills. | A practice of lesson studies and an atmosphere of professional dialogue among teachers have been developed.

More feature curricula have been developed by various subject |

		➢ The ICT Department joined a collaboration project with SenseTime. Under the collaboration, the concept of Artificial Intelligence (AI) was integrated in the S2 curriculum of Computer Literacy. Through feedback from teachers, their professional knowledge and abilities had enhanced after incorporating external resources and participating in various teacher training courses, enabling them to develop materials and learning tasks to hone students' coding skills. ➢ More teaching tools were introduced (e.g., Randomizer) and purchased (removable white boards, cue cards, etc.) for a wider range of grouping routines. Based on lesson observations, most teachers were able to effectively utilize these tools to enhance student engagement and improve the effectiveness of "learning, thinking, showing and reviewing". This, in turn, boosted students' self-directed learning abilities. ➢ In response to the pandemic, LTC, along with the Staff Development Committee (SDC), introduced various online learning tools such as Jamboard, ClassDojo, and KAHOOT to teachers, aiming to enhance student participation in the classroom. ➢ A STEM coordinator was assigned to work with the Assistant Principal and all STEM related panels to develop STEM curriculum in junior forms so as to develop inquiry-based elements such as designing and problem-solving skills. The STEM group successfully integrated knowledge from different subjects, establishing an instructional approach centered around inquiry, creativity, and problem-solving, which has become a direction for future curriculum development. ➢ A Collaborative Learning Manual was distributed to teachers so as to suggest ideas for grouping routines. Through lesson observations and departments' evaluation meetings, teachers learnt the skills of	departments. All teachers are able to enhance their teaching effectiveness. To further improve students' higher-order thinking skills, future efforts will focus on optimizing teachers' questioning techniques. The lesson plan templates will incorporate classroom questioning, highlighting the development of students' critical thinking skills.

		collaborative learning and teaching from it.	
		➢ Collaborative learning was enhanced through providing more resources for split class teaching for better group dynamics and students' engagement in lessons. In both Chinese and English Languages, there were six additional groups each, while in Liberal Studies and Mathematics, there were three additional groups each. With these arrangements, teachers could assist students in engaging in collaborative learning within their assigned groups, thus enhancing overall learning and teaching effectiveness.	
		➢ Annual lesson observations and post observation conferences with teachers were conducted for the observed teachers to reflect on their lesson plans and delivery. Based on the evaluation records of lesson observations, the principal, vice-principal, assistant principals, and subject heads engaged in in-depth discussions during post observation conferences regarding teaching goals, instructional processes, and questioning techniques. Teachers were able to receive specific suggestions for improving their teaching, fostering a positive culture of lesson study within the school.	
1.3 To build students' self-directed learning skills	Partly Achieved	**Achievement 3** **Self-directed learning was promoted and became a key learning attitude of the school.** ➢ A self-directed learning framework: DARAC (disciplined, active, reflective, autonomous, capable) was developed and promoted by LTC. ➢ Morning assemblies were conducted with speeches about 'disciplined' and 'active' learners by LTC chairpersons, while theories and strategies of effective time management were introduced during form	DARAC has become the norm for promoting self-directed learning attitudes and habits. Formal and informal curricula have been developed and implemented adhering to DARAC. With the theme of "MASTER-me" in the 20/21 academic year, both teachers and students were very

		assemblies (S1-S6).	much aware of the importance of self-directed learning skills and habits. Many students made some improvements in certain aspects, such as discipline and reflection. However, their thinking skills were rather weak. They attempted to make improvements in their learning, but their progress was hindered by the online learning mode during the pandemic. As shown in APASO, the mean score for S1 students' self-concept in Mathematics was 2.36, which was slightly lower than the territory's average which was 2.40. In the Stakeholder's Survey, only 32.6% of students agreed or strongly agreed that they were confident in learning. These indicated that some of our students lacked confidence or proficiency in learning. Improvement plans shall be implemented to strengthen students' thinking skills, highlighting the alignment among learning, teaching, and assessment. Meanwhile, the promotion of positive thinking shall be emphasized to strengthen students' resilience when facing challenges in their learning.
		➢ The Learning to Learn programme was run and students were equipped with different essential skills for a self-directed learner.	
		➢ Students were introduced to the concept of "Learning Style" and "The VARK Model" during morning assemblies. Different ways of study strategies were introduced according to their own learning style. Other essential elements of SDL such as "SMART" goal setting, self-assessment rubric for work habits, note-taking, study tips and study habits were introduced in Personal Growth Handbook. A book about self-management skills and learning motivation was also distributed to S1 and S4 students. Based on the Stakeholder's Survey, 52.1% of students agreed or strongly agreed with the statement "I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books, and online resources, etc." This indicated that students had acquired some learning skills as self-directed learners through the introduction of various strategies and recommended tools.	
		➢ An after-school learning support programme was organized for S1 to S3 students, focusing on teaching self-management skills. With the implementation of this programme, the number of demerits issued for failure to submit homework decreased from 141 in 2019-2020 to 83 in 2020-2021.	
		➢ The concept of goal setting was incorporated in the activities during S4 Learning Camp.	
		➢ Assessment as learning was promoted in the KTL portal through the Student Learning Support Programme and the use of a personal growth handbook. According to the Stakeholder's Survey, 51.6% of the students agreed or strongly agreed with the statement "I often review my learning based on my test/exam results and teachers'	

		comments on my performance in assignments and in class." This indicated that many students embraced reflective learning. ➤ The CLIL curriculum was refined to cover different self-directed learning skills and habits, such as mnemonics, textbook reading and campus language more systematically. ➤ Learning package "From Curiosity to Discovery" was developed in Integrated Science. ➤ Learning Cells were conducted by various subject panels including English, Geography, CL, Science and Mathematics to encourage students to learn through retrieval practice, elaboration and substantiation. ➤ All senior secondary subjects with MC questions used the online question bank for exam-oriented training and a systematic review of students' performance. Teachers used the data in "student progress report" of their classes to identify strengths and weaknesses.	As shown in the Stakeholder's Survey, 61.7% of parents and 47.4% of students agreed or strongly agreed that their child/ they took the initiative to learn. However, only 36% of teachers shared the same view. Therefore, the promotion of self-directed learning shall be extended and deepened in terms of self-managing, self-monitoring and self-modifying.
		Achievement 4 **A stronger academic atmosphere was developed.** ➤ A diverse array of activities were organized to foster students' abilities, behaviors, and mindset towards self-directed learning. Within the school, myriads of academic weeks were organized, including LTC's Academic Week, RPC's Reading Week, STEM Week, English Language Festival, Chinese Cultural Week, etc. Additionally, school-based learning activities such as Inter-House Quiz and theme-based academic expos were conducted.	Initially, a significant number of learning opportunities were planned. However, due to the suspension of face-to-face activities caused by the social environment and the COVID-19 pandemic, many academic activities had to be either canceled or postponed. In the Stakeholder's Survey, 32.6% of students expressed their agreement or strong agreement with the

The "Share Your Love of Reading Scheme" played a crucial role in fostering an attitude of active learning through reading. Students were given regular opportunities to share their reading experiences with teachers and Reading Ambassadors. As part of the scheme, the Chinese Language, English Language, Mathematics, and Liberal Studies Departments, along with more than 20 teachers, introduced selected books to be included in the Premier Book List as target books. Theme-based activities, such as the Shakespearean Festival and Sherlock Holmes Fest, were organized. Additionally, the launch of the KTL Young Scholar Channel provided students with a platform to showcase their knowledge beyond the classroom. Students presented on the topic of "Benevolence" in Chinese (S3) and "A Heart of Gold" in English (S4). These initiatives expanded the learning experience for students and encouraged them to explore subjects in depth. Outside of school, intraschool academic competitions were organized, such as the True Light 150th Anniversary Writing Competition conducted by the Chinese and English Departments.	statement that teachers frequently arranged learning activities outside the classroom, such as project learning weeks, visits, field trips, and more. In response to the circumstances, the departments and committees are committed to incorporating learning activities within the campus whenever feasible. They will also explore the possibilities of conducting extended learning and pull-out initiatives online when the severity of the social environment and the pandemic subsides.
Achievement 5 **E-learning in both face-to-face and online classrooms was enhanced.** ➢ The accelerated development of e-learning was seen through the setup of the school-based online learning platforms on Google Classroom, Google Meet, and Microsoft Teams; the prevalent use of interactive apps such as Jamboard, and Kahoot; and marking and note-jotting on iPad with Apple Pencil. These tools enabled teachers and students to continue their teaching and learning activities remotely and effectively during the pandemic. For instance, Google Classroom allowed teachers to assign and collect homework, share resources, and give feedback online. Google Meet facilitated the live video conferencing and collaboration among teachers and students. From lesson	With the advancement of the school's hardware support and heightened awareness and readiness of both teachers and students as far as e-learning is concerned, STEM shall be promoted more rigorously by: ➢ providing more STEM-related courses and activities, such as coding, robotics, design, that cater to the students' diverse

		observations, it was shown that the use of Jamboard and Kahoot enhanced the interactivity and engagement of the online lessons by allowing students to create and share digital whiteboards and quizzes.	needs and interests.
		➢ Students shared their work in Learning Management System (LMS) to facilitate peer evaluation in Economics and Visual Arts. Students and teachers uploaded, accessed, and managed their learning materials online. Students used LMS to share their work, such as essays, projects, or artworks, with their classmates and teachers. Students could also view and comment on each other's work, giving feedback and suggestions for improvement. From assignment inspection, it was shown that this peer evaluation process helped students to learn from each other, improve their work quality, and develop their communication and collaboration skills so as to foster their skills in self-directed learning.	➢ encouraging teachers to adopt various strategies, such as inquiry-based learning and interdisciplinary collaboration in STEM, that engage the students in authentic and meaningful learning experiences with the help of e-learning tool.
		➢ Guidelines for assignment inspection concerning e-learning materials were constructed by the School Appraisal Committee. These guidelines aimed to ensure the quality and effectiveness of the e-learning materials that teachers used for their online lessons. As shown in the records of Form-Based View Sharing Sessions, the use of e-learning materials helped facilitate their self-directed learning by organizing their learning materials more effectively.	
		➢ The use of smartphone in the campus facilitated the diverse educational applications in lessons. Students used their smartphone to join the Kahoot quiz created by their teachers. As shown in the minutes of a staff meeting, most teachers agreed that the measure could facilitate the use of e-learning for teachers in classes with low usage of iPad during their lessons.	
		➢ New computers installed in regular classrooms, new iPads and Apple	

Pencils purchased enhanced the teaching effectiveness by reducing the processing time of the hardware and facilitated lesson delivery and marking during the suspension of face-to-face lessons. These new devices enabled teachers to use various e-learning platforms and tools, such as Google Classroom, Meet, Jamboard, and Kahoot, to conduct online lessons smoothly and efficiently. From students' reflections during meetings with principals, the new computers had faster performance and larger screens, which improved their learning during lessons.

➢ Learning and enrichment materials e.g., extended reading, instructional video, essay exemplars, etc. were posted on LMS in various subjects. From assignment inspection, the materials were shown to supplement online lessons and provide students with more opportunities and resources to learn.

➢ E-learning learning modules and iPad learning modules consisting of different types of e-learning materials, such as interactive videos, quizzes and games, etc., that covered the subject content and skills were developed. They were designed to provide students with interactive and personalized learning experiences. From assignment inspection, the e-learning materials with teachers tracking students' progress and performance, and giving detailed feedback and necessary support were developed.

➢ Online learning package 'Writing Blocks', were adopted as pre-writing tasks before students wrote their formal essays in S3, S4 and S5 English Language. Students engaged in extensive online reading, writing and quizzes about various genres and topics of texts, such as argumentative essays, reports, letters to the editor, etc. as pre-writing tasks. From the feedback of English teachers, the materials helped students to generate ideas, organize information, and practise writing

		techniques for their final products.	
		➢ The BYOD scheme began with the bulk purchase of devices and was to be implemented with Acceptable Use Policy (AUP) as the school's disciplinary measures. The scheme allowed students to use their devices, including iPad and smartphone, for learning purposes in school. From students' opinion in the Form-based View Sharing sessions, students reflected that the policy helped facilitate their learning during their lesson.	
		➢ With subsidies provided, the school helped students purchase devices at a discounted price. The AUP covered aspects such as security, privacy, responsibility, etiquette, and consequences of the students' device use. The AUP aimed to ensure the safety and well-being of students and the school community, and to promote the ethical and appropriate use of the devices for learning.	
		➢ As discussed in the Administrative Development Committee, the increased application of e-learning strategies in pre-lesson preparation, research studies, and peer feedback helped equip students with the skills for self-directed learning.	
		➢ According to teachers' reflections during staff meeting discussion sessions and meetings with the Principal, the new e-learning initiatives helped save samples of students' good work for other students to use as references and facilitated tracking of their learning progress, fostering self-directed learning among students.	

Major Concerns	Extent of targets achieved	Achievements	Reflections and Follow-up Actions
2. To nurture students' positive values through creating a positive school culture 2.1 To instil values of "CAPE of FRUIT" in our younger generation in an ever-changing era.	Partly achieved	**Achievement 1** **Students developed good personal qualities through values education.** ➢ A school-based life education curriculum, known as the "True-light Bearer Course", has been developed for students in S1 and S2. This curriculum is based on the overall framework of values and attitudes, namely "Cape of Fruit" and "The Creed of True Light Bearers". Its development has been supported by the QEF grant and HKU. Since 2016, our school has been designated as one of the partnership schools with HKU in the "Cultivating Students' Positive Attitudes and Values" initiative. In 2020, we also participated in the extended programme called "Promoting Wellness in School". Furthermore, we have successfully obtained QEF grants for various initiatives, such as the "Share Respect for Life, Walk Together in Adversity (Joyful @School Campaign)" in 2018, "Life Education 2gether" in 2019, and "My Pledge to Act – Expressing gratitude, to cherish, be proactive and optimistic" in 2020. These grants have facilitated the implementation of school-based Positive Education and Life Education initiatives respectively. ➢ Various activities were organized in different areas to foster the personal growth of students. These activities included a growth camp for S1 students, a learning camp for S4 students, a purpose-driven camp for S5 students, and a graduation camp for S6 students. Additionally, there were S1 Food Angel Visits, S2 & S6 Dance A Life Workshop, S3 movie sharing sessions, and S6 Zentangle Workshop & Chicken Soup for DSE Fighters. Students expressed feeling inspired and gained a positive energy from these activities. They were	While the majority of students have shown improvements in optimism through these programmes, it is important to acknowledge that there are still some students who consistently perceive the negative aspects of life. This may be attributed to their challenging family backgrounds or the current social environment. Therefore, our focus next year will be on assisting students in cultivating positive core values such as respect, forbearance, unity, and self-directed learning, as well as fostering stronger interpersonal bonds. We will explore various approaches to strengthen their character development. The school will persist in being proactive and will continue to adopt a whole-school approach to its guidance work. It is recommended to review the formal and informal curriculum of the school's value education, taking

| | | effective in cultivating a strong identity as True Light Bearers and fostering a caring atmosphere within the school.

➤ Seminars featuring inspiring guest speakers such as Chan Wai Lam, Wong Ting Lam, and other global leaders were organized. These seminars left students feeling enlightened and their positive energy greatly enhanced.

➤ Written guidelines about learning habits such as time management and stress management as well as courtesy were included in the Personal Growth Handbook.

➤ "Positive Campus" was presented with inspiring quotes, some of which were suggested by students through Quote Collections on Positive Thinking.

➤ Moral education initiatives with a specific emphasis on good manners were implemented, resulting in a majority of students demonstrating appropriate manners in various contexts and displaying sound judgment. A booklet outlining guidelines for courtesy in different situations was published. Additionally, a range of courtesy activities, including debates, quizzes on politeness, and filming competitions with the theme of proper and improper manners, were organized. The criteria for demonstrating courtesy were also discussed and reviewed during form teacher meetings for students across grades S1-S6, as well as during the New Staff Orientation Day.

➤ The aforementioned activities were successful in instilling positive values in students. As shown in the Stakeholder's Survey results, the majority of students agreed or strongly agreed that the school actively guided them to acquire the skills to get along well with others and actively fostered their virtues. These results indicate that students appreciated the school's efforts in promoting values education. | into account the virtues emphasized in the 'Cape of Fruit' and self-directed learning. |

		Furthermore, the efforts were effective in shaping their behavior, as 58.5% of the students agreed or strongly agreed that their schoolmates were self-disciplined and followed school regulations. Parents of the students shared similar views, with 75%, 60%, and 73.3% of them agreeing or strongly agreeing that the school was able to foster their child's self-discipline, help them acquire skills to get along well with others, and foster good virtues, respectively. Responses from teachers were even more positive, with 75.9%, 67.3%, and 82.8% of them agreeing to the similar questions in the survey.	
		Achievement 2 **Individual pastoral care to students was strengthened by keeping a comprehensive database recording students' data.** ➢ The "Student Portal" was established in 2019, providing a platform for teachers, parents, and students to review academic performance, participation in extracurricular activities, as well as behavioral conduct and merits. The purpose of this initiative is to encourage students to be reflective and proactive in their overall development. ➢ Counselling Day offered a platform for teachers to provide systematic individual counselling support to students of all levels regarding their studies and personal development plans. ➢ The aforementioned platforms were well-received by all stakeholders of the school. Students provided positive feedback during the Form-based View Sharing meetings, teachers expressed their approval during staff meeting discussion sessions, and parents made positive comments during the Parents' Tea Sharing organized by the PTA. They all acknowledged that the platforms were useful in indicating students' learning progress and providing them with clearer directions for their learning plans.	

2.2 To further develop the leadership qualities of student leaders	Partly achieved	**Achievement 3** **Students had ample opportunities to apply and develop their leadership skills at school.** ➢ The school implemented various initiatives to equip students with leadership skills for their leadership posts. These included Class Leaders' Training, Prefect and Monitress Training, Training Day Camp for Leaders, and a 2-day Leadership Training Camp. The training programmes incorporated "student-directed" elements to address students' needs and further stretch their capabilities. The objective of these programmes was not only to ensure that student leaders performed their duties effectively but also to foster empathy towards others. In line with a student-led approach, the school allowed students to become Learning Experience Designers in their pursuit of leadership roles in various committees. Students were encouraged to take charge of designing, organizing, and reviewing their learning experiences. This approach aimed to equip them with leadership skills as self-directed learners. The school also promoted the initiation of innovative activities by all extra-curricular activities (ECA) and interest groups. For instance, students set up class-based and society-based stalls to celebrate events such as the Lunar New Year and the School Anniversary. Additionally, students formed their own groups to explore entrepreneurship within the school environment. Furthermore, the school implemented a Self-directed Activities Programme. Within this framework, certain ECA groups, including the AV Team, Pop Dance group, and Social Caring Ambassadors, initiated activities led by student members. The NSCC (specific group	Due to social events and the coronavirus outbreak, several experiential activities, including visits, social services, joint school activities, camps, and excursions, had to be cancelled. However, these activities are planned to be implemented in the coming year, once the situation improves. Despite these setbacks, our focus moving forward will be on cultivating a positive attitude among students—one that encourages them to explore, take responsibility, make breakthroughs, reach new heights, and practise self-discipline. While we continue to support students in their pursuit of talent and leadership development, it is crucial to provide them with diverse platforms to showcase their achievements. These platforms serve as avenues for students to demonstrate their skills, abilities, and personal growth. Moreover, we aim to emphasize the

| | | name) participated in "Innopower@JC" and organized a self-directed service-learning project for S4 students. Through these self-directed programmes and activities, students gained valuable experiences and had the opportunity to develop their own programmes or activities.

The school also recognized the importance of unleashing students' leadership potential from a young age. Consequently, they ensured that at least one committee member of each activity group was from the junior forms. This approach aimed to provide young students with opportunities to showcase and develop their leadership skills.

➢ Apart from the programmes organized by the school, it also facilitated students' participation in external leadership programmes. Many students participated in leadership training programmes organized by external organizations, including the 4C Youth Volunteer Leader Programme, UNICEF Envoys, Hong Kong 200, Kids for Kids, Youth Impact Award, and the HKFYG Jockey Club School of Global Leadership Overseas Ambassador Programme, among others. Through these programmes, students had the opportunity to enhance their leadership skills and engage in self-directed activities. For example, some students proposed the establishment of the Social Innovation Club to promote innovative and socially impactful initiatives.

Additionally, joint school activities such as training camps were provided to further broaden the horizons of student leaders and foster their leadership abilities. These activities aimed to expose students to diverse experiences and perspectives, allowing them to develop their leadership qualities in a collaborative and immersive environment.

➢ With a myriad of leadership programmes both inside and outside the school, students and teachers found that there were enough opportunities for students to develop their leadership skills. | concept of "Servant Leader" among our students. We encourage them to utilize their talents not only for personal advancement but also to serve others within the school and in society at large. By embracing the values of empathy, compassion, and service, our students can make a positive impact on the community around them. |

According to the Stakeholder's Survey, 61% of the students agreed or strongly agreed that the school was intent on fostering their leadership while 86.2% of the teachers agreed or strongly agreed that the school provided enough opportunity to foster students' leadership.

Achievement 4:
A wide range of interest groups and platforms were set up to showcase students' diverse talents.

➢ A significant percentage of students, 95% from S1 to S4, participated in at least one ECA.

➢ The school provided a wider range of choices for Multiple Intelligences (MI) and ECAs. Taster programmes were organized for activities related to physical fitness and aesthetics, such as rope skipping, yoga, K-pop dance, and floriculture. These programmes allowed students to pursue their own interests and alleviate stress.

➢ Some students took part in international singing and dancing competitions, which proved beneficial for their self-confidence.

➢ During the Form-based View Sharing, many students expressed their appreciation for the MI arrangements. According to the Stakeholder's Survey, the majority of students (54.7%) appreciated the opportunities provided by ECAs and actively participated in them. Approximately 60% of students and 90% of parents reported that their own or their child's participation in school ECAs increased learning opportunities related to extra-curricular knowledge and life skills. Over 90% of teachers commented that the school actively encouraged students to engage in extracurricular activities, which further enriched their learning experiences.

Achievement 5:
Students participated actively in school and community services organized by the school or external organizations.

➢ Our school established ten social service groups, including the National and Social Caring Ambassador, Community Youth Club, Justice Ambassador, Secondary Student Leadership Team, 4C Youth Volunteer Leadership Programme, UNICEF Club, Fair Trade Ambassador, Children Eye Care Programme Ambassador, Orbis Student Ambassador, and Community Health Ambassador.

➢ To promote community service among our students, we introduced a Community Services Award Scheme, encouraging them to contribute to the community with their strengths and compassion.

➢ Our students received recognition and awards such as UNICEF Youth Ambassador, 4C Youth Volunteer Leadership Award, and Youth Impact Award. In 2019-2020, our school was honored as a "Heart to Heart School" by the HKFYG, acknowledging our students' active involvement in voluntary services. The total number of service hours greatly surpassed our goal of 3000, which was truly inspiring.

➢ Various experiential activities were organized for junior form students. For example, "Mission M" aimed to raise awareness about the needs of girls living in poverty in Africa among S1 students. Additionally, a film sharing session conducted by Amnesty International focused on promoting the values of human rights and equality for S3 students.

➢ Our Mock Trial Team achieved numerous awards, including the championship of the Mock Trial - Justice Education Project. This experience not only enhanced their self-confidence, logical thinking, and presentation skills but also deepened their understanding of social

issues and broadened their perspectives. The Joint-School Bilingual Youth Forum, a part of the Justice Education Project, was a successful event that raised students' awareness and understanding of social problems in Hong Kong.

➢ Students reflected on their participation in various programmes and recognized the skills they acquired, including organizational skills, communication skills, and leadership skills. They also developed a greater awareness of the importance of serving the community. Their growth and dedication were evident through their awards in different voluntary service competitions including Kowloon Region Outstanding Student Award, Hong Kong Outstanding Students Awards in Kowloon City, "Pursuing Excellence and Beyond" Youth Leadership Awards Scheme and "Hong Kong 200" Leadership Project.

Achievement 6
Students' understanding of our motherland and the sense of global citizenship was enhanced.

➢ To increase understanding of the Greater Bay Area, two groups of teachers and students participated in a trip to Shenzhen and Zhuhai via high-speed rail in March 2019. Additionally, as part of the Sister School Scheme, a group of S2 and S3 students joined on a learning tour to Guangzhou True Light, where they had the opportunity to engage in tea picking in April 2019. Furthermore, all S3 students joined a study tour to Guangzhou to deepen their understanding of China. Our sister schools, Hangzhou Baochuta Experimental School and Guangzhou True Light Experimental School, also visited our school.

➢ Our students excelled in the 11th National High School Students Leadership Competition in China, showcasing the successful

		outcomes of their social project focused on childcare. We take immense pride and honor in receiving various prizes for our achievements. ➤ We organized a "Global Week" to provide students with opportunities to learn about cultures and places from around the world. The activities included tourism and cultural sharing sessions, a global leadership talk and workshop, and a lunchtime cultural fun fair. The fun fair was organized by students who had been awarded the 'Going the Extra Mile' scholarship. They shared their experiences and insights from foreign trips, allowing other students to gain a deeper understanding of different cultures. ➤ Additionally, we organized a Joint-school Youth Forum, inviting students from different schools to come together and discuss various global issues. This forum provided a platform for students to exchange ideas, broaden their perspectives, and foster a sense of global citizenship.	
2.3 To cultivate the sense of belonging to school	Fully achieved	**Achievement 7** **The sense of belonging of True Light Bearers was strengthened among different True Light stakeholders.** ➤ Various anniversary activities were organized to bring together True Light Bearers from different generations and celebrate the 70th anniversary of the relocation of Kowloon True Light School to Hong Kong. These activities included the Gallery of the Exquisitely Sensitive, a Homecoming Trip to Guangzhou True Light, the Sound of Pearl Wien & Salzburg 2019 Music Tour, an Anniversary Variety Show, Walkathon, CD production, and the publication of different materials. ➤ In commemoration of the 150th Anniversary of True Light, the four	The core value of unity in the school has been effectively nurtured among students due to the collective efforts and exemplary behavior demonstrated by the teachers. Respect is consistently shown not only to students but also to parents. The school will continue to make efforts to strengthen peer support and foster a caring school culture, aiming to cultivate a sense of belonging, positive behavior, and

		True Light schools in Hong Kong co-organized a Life Education Film Screening titled "Find Your Voice," starring Mr. Andy Lau.	attitudes among students.
		➢ The launch of a brand-new school app and website aimed to foster unity among different True Light stakeholders and promote a stronger sense of belonging to our school. Additionally, it aimed to enhance the school's prestigious status in the community and showcase its curriculum and student development.	Recognizing the valuable insights and experiences that alumnae and parents can offer, the school will actively seek their involvement in providing career-related opportunities for students.
		➢ Various KTL gatherings, such as Lunar New Year Fair Stalls, S1 Musical, and Sister Form assemblies, were held to cultivate students' positivity and foster their love for the school.	
		➢ True Light songs, including the school songs, were taught in music, Chinese, and English lessons. A Singing Contest featuring True Light songs was held with enthusiastic participation by S1 students in particular. These activities further strengthened the sense of belonging among True Light Bearers.	
		➢ The school's history was introduced through the anniversary celebration, assemblies, and the True Light Bearer course for S1 and S2 students. The school's publication "From Crane Haven to Lion Rock: The Brief History of Kowloon True Light" was used as the textbook for the TLB Course.	
		➢ Numerous activities were organized to instill a positive attitude and a strong bond with the school, including the True Light Quiz, True Light Songs Singing Contest, videos on the KTLS Campus TV channel, souvenirs, and WhatsApp stickers. These activities provided students with opportunities to showcase their talents and fostered their love for the school.	
		➢ The above activities successfully cultivated the love of students and	

		parents towards the school. According to the Stakeholder's Survey, approximately 60% of the students liked the school, about 70% of the parents found that their daughters enjoyed participating in school activities, and almost 80% of them were pleased to have their daughters study in the school. Parents also felt respected by the school, with around 70% of them reflecting that the school was willing to listen to their views and often invited them to participate in school activities.	
		➢ A harmonious atmosphere was also developed among the teaching staff. As shown in the Stakeholder's Survey, around 80% of the teachers agreed or strongly agreed that the staff were on harmonious terms and cooperated happily with one another. The majority of them responded that they had good morale and found satisfaction in working at this school.	
		➢ Alumni were actively involved in the school's development by participating in activities organized by the Alumni Association and the mentorship programme, showcasing their love for the school.	

Major Concerns	Extent of targets achieved	Achievements	Reflections and Follow-up Actions
3. To foster collaborative learning of the teaching team within and beyond the school 3.1 Most teachers can grasp the concept and master the implementation of "Learning, Thinking, Showing and Reviewing" in classroom teaching.	Fully Achieved	**Achievement 1** **The implementation of "Learning, Thinking, Showing and Reviewing" in classroom teaching was demonstrated during lesson observation.** ➤ The process of lesson study was introduced during staff meetings and panel head meetings. The school provided teachers with implementation guidelines and good examples of lesson study for reference. The guidelines outlined the steps and roles involved in the lesson study cycle, including identifying students' problems, discussing lesson materials, observing lessons, and evaluating outcomes. Through critical reflection on the effectiveness of lesson delivery, teachers aimed to adhere to the principle of "Learning, Thinking, Showing, and Reviewing". This process allowed teachers to enhance their professional knowledge and skills and improve the quality of teaching and learning. The effectiveness of professional development was supported by the results of the Stakeholder Survey, where a majority of teachers agreed or strongly agreed that it was useful for them. ➤ A wide range of topics were discussed during the lesson studies, including writing portrayal essays in Chinese Language, "Read to Speak" in English Language, rotational symmetry of 3D figures in Mathematics, and elaboration on stance in Liberal Studies. These topics were carefully chosen to address the specific learning needs of the students. Through the reflection in the mini-lesson study reports, it became evident that the materials used in these discussions facilitated improvements in teaching practices and student learning outcomes.	Good examples from PLS and mini lesson studies can be showcased and promoted in staff development workshops. This serves a dual purpose of acknowledging the efforts of the related committees and establishing role models for other teachers. By learning from the good practices and experiences of their colleagues, teachers can apply these lessons to their own teaching contexts and situations. A culture of professional learning and collaboration can be fostered among teachers, enabling them to exchange ideas, insights, and suggestions with one another. By working together, teachers can collectively strive to improve the quality of teaching and learning. They are encouraged to actively engage in collaborative lesson planning, observation, and reflection, with the ultimate goal of enhancing their teaching quality and effectiveness.

| | | ➤ Most teachers demonstrated a solid understanding of the target teaching approaches and effectively applied them in their lessons. Approaches such as cooperative learning, e-learning, and inquiry-based learning were widely adopted with the aim of enhancing the quality and effectiveness of student learning. The impact of these approaches was reflected in lesson observations, which revealed that teachers' lessons were more closely aligned with the target teaching approaches and that the students' learning outcomes and engagement were improved.

➤ During class discussions, more students provided detailed and extended verbal responses, indicating an enhancement in their communication and thinking skills. They exhibited greater confidence and motivation to actively participate in classroom activities and discussions. Meanwhile, students offered more relevant and meaningful responses, drawing upon their prior knowledge, experiences, and opinions to support their statements with evidence and examples.

➤ The reports for the mini-lesson study were collected, with teachers submitting their reports after conducting their planned lessons as part of the study. These reports included the lesson plan, teaching materials, lesson evaluation, and teacher reflections. From the reflections provided by the teachers, it was evident that various teaching skills were employed. Teachers critically assessed their strengths and weaknesses in delivering the mini-lessons, identifying areas in need of improvement or further learning. Additionally, teachers incorporated different teaching skills that they had acquired from colleagues, professional development activities, or research literature. These skills encompassed questioning techniques, scaffolding strategies, feedback delivery, and more. | Cooperative learning and e-learning methodologies should be actively promoted in lessons, accompanied by the provision of additional reference materials and teaching aids for teachers. The objective is to enhance students' academic achievement, motivation, and engagement. Through cooperative learning, students can learn from each other, share their ideas and opinions, and actively interact with the learning material, fostering a more meaningful and participatory learning experience. |

➢ A fine-tuning policy was implemented to achieve a balanced workload distribution among teachers and to uphold the quality and sustainability of the PLS/ lesson study initiatives. Teachers with heavier workloads in PLS were identified, and their responsibilities in lesson study/PLS were reduced to align with the average requirements. The minutes from a staff meeting documented that teachers welcomed this policy and expressed their belief that it would enhance the overall quality and sustainability of the scheme.

➢ Professor Cheng Chi Keung from the Education University of Hong Kong was invited to share his expertise on lesson study implementation and the design of thought-provoking tasks. During his presentation, he discussed the effective implementation of lesson study and provided insights on designing tasks that promote higher-order thinking skills such as analysis, synthesis, evaluation, and creativity. According to the evaluation survey, most teachers found the sharing session valuable for their professional development. They reported learning new knowledge and skills from the session.

➢ A development trip was organized from 30 November to 1 December 2018, where our teachers visited renowned schools in Guangzhou known for their teaching practices. They observed lessons, attended talks, and exchanged ideas with the local teachers. This trip provided valuable insights into different teaching methods and strategies, such as cooperative learning, inquiry-based learning, and project-based learning. Each teacher's expenses for the trip were fully subsidized.

➢ In June 2019, a sharing session was held with the Primary Section teaching staff. Teachers from the Secondary Section presented their experiences and outcomes of implementing target learning and teaching strategies. The session aimed to promote collaboration, inspire, and support Primary Section teachers in adopting these strategies. By observation, the session effectively facilitated

collaboration and provided valuable inspiration.

➤ Mandy Tsang, an expert and trainer in high-order thinking from the Higher Order Thinking Association, was invited to share insights on effective questioning and feedback techniques to foster high-order thinking in the classroom. During the sharing session, Mandy Tsang provided valuable tips and strategies based on her extensive experience and knowledge in teaching and learning. The survey conducted after the session indicated that the majority of staff found the sharing to be beneficial for their professional development.

➤ School-based support was provided through the IT in Education Centre of Excellence (CoE) Scheme. The Education Bureau (EDB) organized sessions where distinguished teachers from local schools shared their expertise on teaching methodologies in a Bring Your Own Device (BYOD) environment. Mr. Man Ho Wai, the Vice Principal of Lok Sin Tong Yu Kan Hing Secondary School, discussed the latest global developments in BYOD. Additionally, teachers shared practical applications of G-suite for education in online lessons. According to the questionnaire results, the majority of teachers agreed that the sharing sessions equipped them with new skills in e-learning.

➤ Articles featuring distinguished lessons and reference materials sourced from the ShareStart community were shared with teachers. Teachers found that those materials were useful for their professional development. By observation, the teachers reported that the materials helped them to learn new knowledge and skills, to improve their teaching quality and effectiveness, and to inspire and motivate them to try new and innovative teaching and learning practices.

➤ Owing to the increased demand for training teachers' competence for conducting online lessons, various teaching ideas were organized and

grouped as "The 13 Ways to Enhance T&L Efficacy for Online Lessons" as reference to our teachers. The highlights were introduced in staff meetings and panel head meetings. Most teachers mastered the teaching methodology and applied it in lessons. The result was reflected in the lesson observation.

➢ Outstanding teachers were invited to share their teaching plans in the staff development session organized in June 2019. Their works were also organized in the teacher development platform.

➢ Many teachers were invited to share their experiences with their local and international counterparts. In August 2020, the ITC provided tips to the Primary Section teachers on conducting online lessons. In 2019, Saint Joseph Bangna School from Thailand visited our school to learn from our implementation of STEM education. Additionally, teachers from Pui Ching Middle School in Macau visited us, and our Chinese teachers shared our success in promoting Chinese culture with them.

➢ Our teachers, including the Principal, Panel Heads of English, Mathematics, Liberal Studies, and the Head of the Career Guidance Committee, actively participated as speakers in various off-campus seminars, sharing their pedagogical ideas. These seminars served as valuable platforms for our teachers to engage in discussions, exchange views, and gain insights from other professionals in the field of education.

➢ The annual subsidy, which is financial support provided by the school to encourage teachers to pursue continuous learning and improvement, for each teacher's professional development rose from $800 to $1500. The subsidy could be used by the teachers to attend various courses, workshops, seminars, or conferences related to their teaching subjects or pedagogies. This increase reflected the school's

		recognition of the importance and value of teacher's professional development.	
		Achievement 2 **Online teacher development platform was established in the KTL Portal** ➤ An online teacher development platform was established as a web-based system to efficiently and conveniently collect and categorize various learning materials for teachers. This platform allowed teachers to easily search for useful references to enhance their professional growth. They could browse through materials on different topics, subjects, and formats according to their individual needs and interests. Observations revealed that many teachers found these materials valuable for their lesson planning, as they gained inspiration, ideas, and tips from experts and peers who shared their experiences and insights on the platform. ➤ Feature articles addressing major concerns such as the LTSR approach and BYOD strategies were posted on the platform. Additionally, the portal collected and published distinguished lesson plans, curriculum plans, and related materials for teachers' reference. These articles served as valuable resources for front-line teachers, offering a wide range of teaching packages that could be modified to suit their needs. ➤ The platform included a feature for teachers to input their CPD hours, allowing them to record their professional development activities. SDC collected details of the teacher's professional development activities, which were integrated with the CPD record provided by the EDB for a holistic review of the professional training of teachers at the school.	The use of the online portal to organize various professional learning materials has been an effective way to encourage teachers to read those articles, which contain a large amount of insightful information about the evaluation and planning of different subject curricula. The demand for professional learning in the context of online lessons has been substantial. To address this, the SDC can regularly post valuable references on the portal. These references can include materials constructed by NGOs and insights shared by bloggers. By doing so, teachers can stay updated on the rapidly evolving innovations in the relevant fields.

| 3.2 New teachers are more equipped with skills and knowledge for teaching and positive development among students. | Partly achieved | **Achievement 3**
New teachers were better equipped to face the challenges of the teaching profession.

➢ Principal Lee and VP Law shared with new teachers about effective lesson practice in the beginning of each academic year. They introduced the school's teaching philosophy, curriculum design, assessment methods, and classroom management strategies to the new teachers. From the feedback of new teachers, the experience was found useful to plan their lessons.

➢ Workshops were organized to provide new teachers with strategies for implementing the LTSR approach, effective classroom management techniques, and fostering positive work ethics. Feedback from the new teachers indicated that the programme was highly beneficial for their work. They were able to apply the strategies and skills they learned to their teaching practice, resulting in improved teaching quality and efficiency.

➢ The spiritual growth of new teachers was fostered through lunchtime workshops. These workshops provided a platform for new teachers to reflect on their teaching practice, share their joys and challenges, and receive support and encouragement from colleagues and mentors. Feedback from new teachers confirmed that the workshops effectively nurtured their sense of purpose, passion, and gratitude for their work.

➢ Veteran teachers were invited to serve as mentors for new teachers, drawing upon their valuable teaching experience including pedagogical skills, classroom management strategies, and curriculum | The mentorship scheme can be further enhanced to provide additional individualized support to new teachers. This can include offering more comprehensive feedback and suggestions on their lesson plans and teaching performance, as well as addressing the specific needs and challenges they may encounter. By doing so, the mentorship programme aims to assist new teachers in adapting to the school culture, improving their teaching skills and confidence, and fostering a sense of belonging and professional growth. |

		design methods, to support their professional growth. Observations indicated that the sharing and guidance provided by mentors were highly valuable for new teachers. Lunch gatherings were organized for enhancing the communication between mentors and mentees. They found the activity fruitful, as it provided a good chance for sharing different teaching ideas, such as lesson plans, teaching strategies, assessment methods, and student feedback. It was observed that the lunch gatherings helped build rapport and trust between the mentors and mentees, and fostered a culture of collaboration and support among the teachers. ➤ SDC organized a T&L learning circle specifically designed for new teachers. Ms. Ho Ka Wai, who had been recognized and awarded for their teaching excellence, was invited to share her teaching experiences with the new teachers, focusing on the LTSR approach. Based on observations, the learning circle proved to be effective in improving teaching quality, enhancing students' learning outcomes, and fostering the professional growth of the participating teachers.	
3.3 The coherence and professionalism of the senior and middle managers are strengthened.	Fully Achieved	**Achievement 4** **Coherence and professionalism of the senior and middle managers were strengthened.** ➤ Learning Circle meetings, which were collaborative and reflective sessions that aimed to enhance the professional development and leadership skills of the school administrators, for the Principal, the Vice Principal and Assistant Principals, were organized and topics related to school administration, such as curriculum planning, staff evaluation, budget allocation, and school improvement, were discussed, covering a wide range of matters regarding the decision-making process.	Due to the pandemic, which resulted in the suspension of face-to-face classes and activities, there is a need to conduct more exchange sessions using online communication tools. These sessions offer valuable opportunities for teachers to share their experiences and challenges related to online teaching and learning. The online communication

		➢ End-of-year meeting for senior and middle managers were conducted for panel and committee heads, who were the representatives of different subject departments and functional committees, to discuss annual evaluations and annual plans of the following academic year. The annual evaluations, which involved analyzing data, collecting feedback, and identifying strengths and weaknesses, were used to assess the performance and effectiveness of the panels and committees in terms of curriculum design, teaching quality, student learning outcomes, and professional development. The meeting could guide the direction and implementation of the panels and committees' work in the following academic year. ➢ A BBQ gathering was organized, and all teachers were invited to participate. Approximately 20 teachers attended the event and enjoyed a relaxing evening. To promote team building, various games were organized, fostering mutual understanding and teamwork among the teachers. ➢ Annual staff gatherings, which were festive and joyful events that aimed to recognize the achievements and contributions of the teachers and staff members, were organized to celebrate the success in the year. The gatherings were a highlight of the school year and a source of motivation and inspiration for the teachers and staff members.	tools will be utilized to facilitate these exchange sessions, making them more engaging and productive.

4. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	• The vision and mission of the school is well-defined and deep-rooted in the school' culture as a Christian community. Education initiatives for the 'whole person' by emphasizing the moral, intellectual, physical, social, aesthetic, as well as spiritual development of every student are put forward. • The directions for school development are fully supported by the members of the Incorporated Management Committee (IMC). Constructive advice was given to the school on resources management and planning for school development. • Under the leadership of the Administrative Development Committee (ADC), the school's development strongly echoes the school motto, "Thou Art the Light of the World", nurturing students with good moral character and spirit of love and service to the community. • The school fully utilizes external support, maximizing resources including funding and professional advice, available for the development in various areas. • Self-reflective culture is well-developed in subject panels and departments, with a common commitment to strive for excellence. Incorporating qualitative and quantitative data from various stakeholders is a routine to ensure that the targets set can be attained and to explore any further improvement.	➤ Senior managers can be further developed to further strengthen collaboration.

		• Quantitative data from various sources have been integrated into the KTL portal, allowing the effective use of data to plan, monitor, implement, and conduct the evaluation. • The culture of consultation and collaboration among all stakeholders within the school is promoted so that the emphasis can be placed on development priorities that are based on students' needs. • The policy-making culture is participatory and transparent with the leadership of the ADC. The unfavorable variation in the pace of development of different subject departments and functional groups can be minimized.	
2.	Professional Leadership	• School leaders, including Principal, the Vice Principal and Assistant Principals, have well-defined roles and cooperate with each other in leading the school for continuous development and improvement. • Most subject panel heads and heads of committees are competent leaders and well-informed about the ongoing renewal of the school curriculum. • A STEM Coordinator was assigned to liaise with different subject panels in Science for curriculum and OLE development. • The roles and functions of various departments, functional committees, as well as staff duties at different levels are clearly delineated and included in the Staff Handbook. • Panel Heads are familiar with data-driven analyses of student performance for the refinement of learning and teaching strategies. • Teachers are knowledgeable and committed in teaching. A comprehensive staff development policy and a series of programmes on school level, committee level and individual level have been developed to address the	➢ Some subject panels developed their respective curriculum very well. Some can be strengthened for the overall quality of school curriculum to rise.

		pedagogical development or spiritual needs of the teachers. Collaboration with professional bodies and other local institutes has been developed.	
		• New teaching staff members have received adequate support from the mentoring scheme and new staff gatherings.	
		• Professional Learning Communities (PLCs) of different subjects have been set up in order to engage teachers in professional dialogue. The PLC environment was strengthened by the Mini Lesson Studies policy for teachers to engage in systematic and well-planned pedagogical development programmes.	
		• The professional development record has been set up for individual teachers and departments.	
		• A professional development online platform has been developed for easy access to relevant information, articles and resources.	
		• The staff appraisal system allows room for staff's self-reflection. The policies of duty allocation and promotion are well-established and clearly stated in the Staff Handbook.	
3.	Curriculum and Assessment	• Both informal curriculum and formal curriculum have been developed across all subject panels. • In informal curriculum, LTC developed myriads of programmes for students to pursue academic excellence and the breadth and depth of learning, such as Academic Week, S4 Learning Camp, Inter-house Quiz, the gifted education framework 'Sight, Heart, Mind', etc. RPC refined its reading scheme into an extensive and regular one to further promote reading. Its Reading Weeks also played a pivotal role in nurturing students' reading habits. Others include English Language Festival, Chinese Culture Week, STEM Week, Humanities Week, etc.	• There should be added emphasis on deeper thinking skills, including problem solving, decision making, explaining, persuading, constructive critical thinking and innovation. • Self-directed learning can be further developed in terms of self managing, self monitoring and self modifying,

	• As for formal curriculum, different panels developed multiple feature curricula to maximize the effectiveness of learning and teaching, such as the culture programmes in Chinese Language/Putonghua, Reading Plus and Writing Blocks in English Language, From Curiosity to Discovery in Science, the Qipao design programme in Home Economics, 'Flying High' in PE, etc. • In formal curriculum, the L&T approach of "Learning, Thinking, Showing and Reviewing" was adopted rigorously. This can be proved by the refinement of curriculum guides and the introduction of assessment blueprints. Nearly all panels were aware of the use of graphic organizers to visualize complex ideas and their intricate connections. Regarding Showing and Reviewing, more collaborative learning tasks, such as peer reviews in all speaking modules of Chinese Language, simulation forums in History and Liberal Studies and group presentations in Visual Arts and E & RE, etc., were set. Enquiry-based learning was promoted, such as the investigation of water filters in Science (S1), the level of the level of formaldehyde in baby clothes in Biology and Chemistry (S3), developing students' inquisitive minds. Product-based learning was promoted, such as "Chocolate Factory" under the collaboration of S2 Science and Home Economics; In S3, the Mathematics and the Physics Departments developed a STEM learning module where a telescope was made. • Self-directed learning has been promoted with DARAC (disciplined, active, reflective, autonomous, capable) as the theme through informal curriculum and LTC policies. Lessons with student-initiated topics were conducted in various subjects. The notions of DARAC were	

	introduced in morning assemblies, form assemblies, Learning to Learn programme and Personal Growth Handbook. After- school learning support programme was organized for S1 to S3 students. Self-management skills were taught. • Assessment as learning was promoted in KTL portal by Student Learning Support Program and the use of personal growth handbook. Learning Cells were conducted by various subject panels including English, Geography, CL, Science and Mathematics. • The CLIL curriculum was refined to cover different self-directed learning skills and habits, such as mnemonics, textbook reading and campus language, more systematically. • All senior secondary subjects with MC questions used the online question bank for exam-oriented training and a systematic review of students' performance. Teachers used the data in "student progress report" of their classes to identify strengths and weaknesses. • The school has a clear procedure in the development of different curriculum, starting from the policies set by the Learning and Teaching Committee, then the amendments in the Subject Panel Heads meetings and finally the subject panels implement the plans discussed. The Principals and the subject panel heads monitor the progress by lesson observation, assignments inspection and evaluation meetings. (Exam 1 and Exam 2).	
4. Student Learning and Teaching	• Students' learning interest was raised under the multiple feature curricula in formal curriculum and myriads	• The quality of students' participation should be improved and

		of programmes in informal curriculum. Their learning motivation became self-motivated through assessment as learning tasks. They learnt to become responsible for their own learning.	deeper learning could be further developed.
		• Students learnt the essential skills for time-management and revision strategies through the Learning to Learn program. They understood more about the importance of planning.	• Besides awareness raising, more practical suggestions to develop self-directed learning should be introduced on the school level.
		• With funding from the Diversity Learning Grant and Life-wide Learning Grant, a variety of enhancement and exposure programmes with gifted education elements covering different subject departments and committees have been offered to all students. They had numerous opportunities to learn beyond the classroom.	
5.	Student Support	• Our school has adopted a whole-school approach to student development and has set up a comprehensive framework for student-focused support. A structured curriculum was adopted to provide the framework for the design and implementation of programmes on value education for students. Coordination among different committees ensured effective use of resources to promote value education. • The school has always emphasized the importance of a caring environment for our students. • The school deployed a large amount of resources and organizes various programs and activities for students to satisfy their varied learning needs. • Different learning activities were arranged by subject departments and functional teams to foster students' personal development and cultivation of positive values. • The school provided students with a holistic education in a positive learning environment so students were able to	• There is a need to enhance moral education and reemphasize the fostering of self-management, self-learning and self-reflection, which form the basis of character building objectives in our school goals of nurturing future leaders. • More thoughts are needed to take care of students in various aspects for the transition from Primary to Secondary Division to ensure it is a smooth process. • More opportunities for students to take up leading roles in school events could be offered and to foster their leadership qualities. - Potential of students could be explored for them to actualise their potential through the pursuit of personal goals in further

	develop the capacity for empathy and extend their potential to the fullest extent. • The strategic support services in a whole-school approach were interconnected in which students' needs as a whole and as individuals are catered to. • A comprehensive student supporting structure comprising teams of educational psychologists, social workers, campus life team and counseling team has been set up to coordinate student support services. • A broad spectrum of extended enhancement learning activities was offered to broaden students' horizons and stretch their potentials. The number of students participating in the activities has kept increasing. • Most participants appreciated the education value of their learning experience beyond the classroom. • To broaden students' exposure to the world of work, an array of activities enriching careers-related experiences have been held. • Schedules for teachers to attend teacher professional development training on Integrated Education have been timely implemented, ensuring an increasing number of teachers were equipped with the skills and knowledge to handle students with SEN. In-house training for professional development was also provided.	studies. • Student leadership development programmes can begin in junior forms. • More learning opportunities to develop students' potential and skills beyond the formal curriculum can be provided to students of average or low ability.
6. Partnership	• Outstanding bonding with Parent Teacher Association (PTA) provided leverage for continuous school improvement. PTA and Religious Affairs Committee (RAC) have jointly organized a series of workshops and talks for Parents' Academy with the theme of education and self-development. • The School has a very strong network of alumni from a diverse range of professions to provide support for various	• The school can capitalise on the valuable resources from the parents and involve their expertise in improving various school programmes.

	school functions and activities. They were invited to host a series of activities e.g., mentoring program, tutorial classes and school anniversary celebration. The alumni bonding was strengthened, which promoted a strong sense of belonging. • The School collaborated with many NGOs to conduct joint programmes and activities that served the community. Through the "True Light Institute for the Elderly", with the help of HKYWCA social workers, students had the opportunity to help the elderly learn about several computer programmes and dancing. • Collaborations with Sister Schools in Mainland China including Guangzhou True Light School, Hangzhou Baochuta Experimental School and Guangzhou True Light Experimental School took place. • Activities and visits were organized with overseas schools such as Vanguard College, Canada; Kyoto University of Education; Yamashiro High School, Kyoto and Slavic-Anglo-American School "Marina", Moscow, etc. • The school has built strong partnerships with external organizations, local or overseas, to enhance learning opportunities for students, e.g. the ICT Department joined a program organized by SenseTime to integrate Artificial Intelligence (AI) curriculum into the junior secondary curriculum. • The school partnered with tertiary organizations in organizing related training courses and workshops to further strengthen teachers' knowledge and enhance our effectiveness in L&T. The English Department collaborated with the Chinese University of Hong Kong for a QEF project, which aimed to polish students' writing skills with 3Cs.	

		• Many teachers were invited to share their experience with their local and international counterparts. For example, Professor Yamada from Nagoya City University in Japan visited us and our teachers shared with her the whole school approach in promoting career education in our school. Our teachers also shared with teachers from the Primary Section for the tips of conducting effective online lessons.	
		• Various subject panels participated in the School-based Support Services organized by the EDB, such as lesson studies to investigate on the implementation of writing curriculum in the Chinese Department, and SEED projects that the English and Mathematics Departments enrolled.	
		• An exchange student was sent by AFS annually.	
		• The Drama Team collaborated with Ying Wa College and staged a play of high calibre in the Joint School Drama Night	
		• The Student Union organized leadership training camps with St. Louis school.	
7.	Attitude and Behavior	• Students in our school have been well disciplined and ready to learn and to strive for better academic results and balanced development in various domains with the new Award Scheme.	• The positive attitude of a self-directed learner should be further developed so as to improve students' performance in terms of behavior.
		• To develop the elements of Cape of Fruits through value education, some regular activities were conducted such as experiential activities and camps for S1 to S6 students, religious activities, school assemblies, form assemblies, sister form assemblies and class caring activities.	• Students' sense of belonging to the school has been strong and the 150th anniversary serves as a platform for us to further promote the True Light values.
		• SAC organized a variety of workshops, such as dance, yoga, adversity training, art therapy, balloon modelling, movie show, etc, during lunch time or after school in order to	

	strengthen the qualities of attitude and behavior in different aspects. • More ambassadors, such as PVE Ambassador, Life Ambassador, have been set up and positive quotes have been posted to promote positive culture around the campus. • In order to improve the attitude and behaviour of lower achievers, an after-school tutorial class was set up in order to monitor their progress of homework submission and teach them with proper self-management skills. • True Light Bearer Course for S1 and S2 students, Self and Personal Growth handbook have been modified in order to nurture their self-directed skills, character building and positive attitude as well as to cultivate the sense of belonging to the school. • Students were required to reflect on their academic performance and goals through the Student Learning Support Programme (SLSP), which was submitted to KTL Portal in order to effectively make some changes and evaluate their goals annually. • Through environmental protection education and policies, most students possessed suchl awareness. • To boost students' understanding, caring and identities towards our community, country and the world, students were arranged to participate in various social services, visit our Sister Schools in China and outbound trips in China or worldwide organized by National & Social Caring Committee and other subject departments and committees.	

8.	Participation and Achievement	The environment and the campus facilities	• There is a need to trace the academic development of individual students so that timely assistance is given.
		• The environment and facilities have been improved by enhancing the campus I.T. equipment such as Apple TV, Wifi 900 and Interactive Whiteboard, to make teaching more smoothly. Furthermore, it also improves learning and teaching interaction.	• The school will continue to help students to strike a good balance between academic and non-academic pursuits.
		• The renovations of rooms 201-202, 601, 603, 402 and S06 provided favourable learning environments to students for performing arts and Chinese culture.	• The school will continue to look for suitable programmes to enhance the learning capabilities and experience of students of average and lower abilities beyond classrooms.
		Students' talent development	• The school hopes to bring in a larger number of students who will be given the challenge to take part in a broader range of regional, national and international competitions.
		• Students were keen to organize and participate in a broad range of extra-curricular activities. They also took an active part in an extensive range of training programmes and competitions.	
		• Students showed fervent interest to participate in social or community services, as well as study tours and local and overseas exchange programmes. In the past three years, students left their footprints in various cities on the mainland, such as Nanjing, Guangzhou, Shanghai, Shenzhen, as well as Taiwan, Austria, Russia, United Kingdom and Canada.	
		• Our students were given plenty of opportunities to plan and to host major school functions to hone their leadership abilities and presentation skills. They performed very well on all these occasions and contributed to promoting a good school image to the public.	
		Emphasis on National and Civic Education	
		• To develop a sense of belonging to China and increase the understanding of the Greater Bay Area, National and	

	Social Caring Committee organized a series of meaningful	
	• Our students excelled in the National High School Students Leadership Competition in China.	
	• Ten social service groups were established in our school, namely National and Social Caring Ambassador, Community Youth Club, Justice Ambassador, Secondary Student Leadership Team, 4C Youth Volunteer Leadership Programme, UNICEF Club, Fair Trade Ambassador, Children Eye Care Programme Ambassador, Orbis Student Ambassador and Community Health Ambassador.	
	• "True Light Institute for the Elderly" and a service-learning scheme for S3 and S4 have been organized for years to promote the moral values of serving others, co-organized with HKYWCA social workers. activities. 2 groups of teachers and students took part in a trip to Shenzhen and Zhuhai by high-speed rail. Moreover, through the Sister School Scheme, a group of S2 and S3 students also joined a learning tour to Guangzhou True Light and tried tea picking. All S.3 students joined a study tour to Guangzhou to increase their understanding of China.	

5. SWOT Analysis

Our Strengths

- With diversified strengths and interests, our teachers strive for excellence when implementing new pedagogy and trying new initiatives. We show strong passion in joining various professional development activities to equip ourselves with skills and knowledge in both academic and non-academic aspects such as thinking skills and positive psychology. We keep abreast with new technology like exploring or creating different online apps for teaching platforms.

- Most of our students have motivation to learn, creating a good learning culture at school. By following our school motto, Thou Art the Light of the World, they aim to be the light of others when they grow up. Thus, they take active participation in learning, developing their talents in ECAs, providing services for the under-privileged within or beyond Hong Kong and displaying leadership in organizing activities.
- Strong support comes from our parents too. When they recognize the direction of the school, they try every way to echo with the school policies. The PTA holds various activities for parents like organizing outings to enhance the sense of belonging to school or running different workshops to sharpen their parenting skills.
- Another asset is our alumnae who donate not just money for some school projects but also time for being mentors of our senior form students. Thanks to their donation, several rooms have been renovated, providing advanced equipment and facilities for both teaching and learning. They do not mind spending their time with our students offering lots of practical advice about challenges in public examinations and workplace communication.
- The majority of teachers are subject-trained, well experienced and strongly committed to nurturing students and are ready to collaborate and share and display a strong sense of readiness to pursue continuous professional growth and development.
- The prestigious and glorious history of the school has fostered a strong sense of belonging, pride and loyalty for the school among the different parties of stakeholders.
- The school has maintained close and congenial relationships with parents, alumnae, other organizations and the community. They provide effective resources and strong support to the school.

Our Weaknesses

- Most students are very willing to learn but quite a number of them lack the confidence and perseverance to do well. After a few unsuccessful attempts, they become passive and shy, trying to get engaged in online activities. Many of them, like other teenagers in Hong Kong, have weaker time-management skills.
- Our small campus is our concern too. The location of the playground, being surrounded by many classrooms, is not a good venue for PE

lessons. However, the sanitation of the nearby recreational site is a concern.

• Most students are not skillful enough to apply appropriate and effective learning skills and self-management skills to elevate their academic and personal development.

Our Opportunities

• To facilitate school work, much funding has been provided by the government and NGOs for all round education. With these funds, we can have a larger staff team, allowing the school to organize overseas exchange tours, enhancement workshops for students to nurture their talents in different areas. The money we gain from some education bodies which we lease our school campus to can help develop many school-based projects too.

• Recently, various organizations have been offering different kinds of learning opportunities for students to learn more about our country China. Students can even have free trips to both rural villages and developed countries like Russia. These opportunities do not just widen their exposure, but also enrich their problem-solving skills.

• A variety of exchange programmes, including our overseas staff development trips and visits from overseas schools, allowed much professional sharing with our counterparts from other countries such as Japan, Singapore and Thailand.

• The emphasis on STEM education will further heighten students' interest in the learning of science and mathematics and help train up students' investigation, practical and learning skills.

Our Threats

• A lot of experienced teachers in the management level are to retire. Their successors need to hone their generic skills when facing any hardships.

• Teachers will face more and greater challenges in handling students of a greater variety of learning abilities and educational needs.

• More resources need to be channeled for the running of programmes for SEN and NCS students as the number of which keeps climbing.

6. 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
1.1 To equip students with deeper thinking skills 'PARV': Pragmatic: problem-solving and decision-making (21-22) Articulate: explaining and persuading (22-23) Reflective: reflection and constructive critical thinking (22-23) Visionary: innovation and breakthrough (23-24)	All teachers and students are introduced to the idea of PARV.	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	To develop the understanding of PARV through a whole-school approach: ➢ 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.	✓	✓	✓	To build an environment where PARV is promoted in the campus: ➢ Posters with the frameworks and essential elements of PARV are put in the campus.

		✓	✓	✓	➢ 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.
				✓	
	Most subjects develop their respective curriculum, selected teaching materials and classroom delivery with the principles of PARV.	✓	✓	✓	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

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

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

				✓	➢ **Monocle** in S5 Economics where students develop innovative solutions to solve macroeconomic issues.
				✓	➢ STEAM initiatives (See MC 3)
	Most students are engaged in learning tasks that involve PARV skills beyond the classroom.	✓	✓	✓	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.
		✓	✓	✓	Pragmatic Learners: ➢ Problem-Solvers – a competition where students submit solutions to everyday problems that require a creative mind

			✓	✓	Articulate Learners: ➢ 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)
			✓	✓	Reflective Learners: see major concern 1.2 regarding self-directed learning
			✓	✓	Visionary Learners: **PARVers** by LTC that includes off-campus visits, services, PBL learning for gifted students (e.g.賣橋王比賽)
	Outstanding performances of students in PARV are celebrated.	✓	✓	✓	To set up platforms to showcase students' achievement in PARV ➢ Learning Outcome Expo by LTC
		✓	✓	✓	➢ KTL Young Scholar Channel

		✓	✓	✓	➢ An award scheme is set up for students who perform well in the PBL of Learning PARVway each year.
	Most teachers can receive feedback for refining PARV implementation.	✓	✓	✓	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.	✓	✓	✓	To promote professional development in terms of PARV among teachers
		✓	✓	✓	➢ 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.	✓	✓	✓	To deepen the understanding of different core concepts and skills of self-directed learning in informal and non-formal curriculum. ➢ S1 Personal Growth Orientation Day (setting goals, time management) ➢ Morning assembly (teachers' sharing) with the following

					themes: ● Test-taking skills (「學霸是怎樣煉成的」)
		✓			
			✓		● memory system
				✓	● theory of motivation
		✓			➢ School Assembly about news literacy by BUHK
		✓	✓	✓	➢ Micro film production about core concepts (Monitor, Activate, Strengthen, Treasure, Engineer, Realize)
		✓	✓	✓	➢ Inter-class competition for good habits (DGC).
	70% Students show keen interest in participating the self-directed learning activities.				To motivate students to participate in self-directed activities in formal curriculum. ➢ Self-directed Achievement Award Scheme – Extended readings, activities, competitions, services, exhibitions, journals, etc. (PE and EHEC, Aesthetic, LS, Humanities)
		✓	✓	✓	● S1
			✓	✓	● S2
				✓	● S3
		✓	✓	✓	➢ Song composing with the theme of self-directed learners in Music
		✓			➢ S1 News Literacy Student

					Learning Program including visits (L&S)
		✓	✓	✓	➢ Information Literacy: searching for useful resources (S1-ICT,S4- LS)
	More students are willing to stretch their potentials outside school campus.				To boost the abilities of potential students in self-directed learning
		✓	✓	✓	➢ 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)
		✓	✓	✓	➢ Advanced training / competition provided for self-directed learners/ academic prefects (e.g. HKFYG)
	70% of the students participating get a positive change in their self-management or academic performance.				To equip students with necessary and essential skills for a self-directed learner.
		✓	✓	✓	➢ Big Sister Scheme (S1-S4: Prefects)
		✓	✓	✓	➢ After-school tutorial class (self-management skills, filing, remedial strategies)
		✓	✓	✓	➢ Study groups organized by class associations (creating plans, memorizing or revision skills) with the help from Big sister/alumnae (Junior Forms)

					● 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.				To further develop the self-directed atmosphere in the school campus through the informal curriculum.
		✓	✓	✓	➢ 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

		✓			different boards around the campus/ on IG with regular competitions by Academic Prefects, SU and approved by LTC. (3-4 times /year) ➢ Study Clinic ➢ Inter-class/ Inter-house academic competition on activity day
		✓			
	70% students get a positive change in their academic performance.				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) ➢ 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.	✓	✓	✓	➢ 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.
	Most students show keen interest and positive attitude in the teaching materials.	✓	✓	✓	➢ 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).
	Most students can embrace the core values promoted by the school, especially in respect, forbearance and unity.	✓	✓	✓	➢ 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.
	70% students get a positive change in attitudes as reflected in their performance on handing in assignments and have better results	✓			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

	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	Number of student participants involved.	✓	✓	✓	➢ To arrange developmental programs in promoting mental health so as to enable students to take on challenges with courage.
	80% of the student participants being surveyed agree that the activities can help promote positive values and attitudes.	✓	✓	✓	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 alumni
	Study groups are formed and function effectively	✓	✓	✓	d. S4: Self-directed Community Services Programme (NSCC)
	At least 80% of students find the peer tutoring useful.	✓	✓	✓	e. S4-5: job shadowing (resume writing), internship (interview) during school holidays and mentorship programme
	Students have prepared individual goal setting plans in both studies, play and service	✓	✓	✓	f. S6: mentorship programme, DSE buddies, study room and graduation activities (Chicken Soup for DSE Fighters, True Light Run, high table tea, camp/trip)
		✓	✓	✓	➢ To promote a caring class

	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.
					a. True Light Love Café
	Keen participation of classmates or housemates.	✓ ✓	✓ ✓	✓ ✓	b. S1-3 peer tutoring (seniors/alumni coaching juniors)
					c. S4-6 study groups
		✓ ✓	✓ ✓	✓ ✓	d. Big Sister Scheme: 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

					organizational skills through various Ambassadors Scheme: Life Ambassador, Aesthetic Ambassador, Caring Ambassador, Community Ambassador, Courtesy Ambassador etc.
		✓	✓	✓	➢ To provide opportunities for students to show gratitude to others in families, schools and community: Sweetie Express
		✓	✓	✓	➢ To further promote social awareness among students by various types of programmes and competitions.
		✓	✓	✓	➢ To organize long-term leadership training programmes for student leaders through joint-school volunteer training schemes organized by different social service clubs and NGOs.
				✓	➢ 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.
		✓	✓	✓	➢ Parent-child activities to improve the parent-child relationship and strengthen the family support to students
		✓	✓	✓	➢ To reinforce a positive school ethos and cultivate strong bonding among different

		✓ ✓	✓	✓	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.	✓			➢ 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.	✓			➢ 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,

					IOT in S1.
		✓	✓	✓	➢ 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.	✓			➢ 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.

				✓	➢ 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.	✓	✓	✓	➢ "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

			✓		the elites to showcase their learning outcomes. ➢ 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
			✓		- 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.	✓	✓	✓	➢ 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.