

Kowloon True Light School
Annual School Plan
2024-2025

Major Concern 1: Cultivate students' Growth Mindset when facing learning challenges and enhance their ability to develop deep thinking skills: PRIVA.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1.1 Most students have a better understanding of the concept of Growth Mindset. Most students believe that Growth Mindset leads to changes and improvements in learning. Most students are able to use Growth Mindset and make progress through practice.	To introduce and promote the core values of Growth Mindset a. The theme of LTC is introduced during the assembly at the beginning of the school year: Sprouting new thoughts, Soaring to new heights 轉念力量 締造成長 b. The concepts, misconceptions, frame of mind, etc. of Growth Mindset are introduced in the Growth Handbook. c. A video is produced to introduce the success stories of our principal, alumni, and students. Posters are created with quotes from the interviewees, and they are displayed on the campus. d. Souvenirs are produced to promote the Growth Mindset to students. e. During the Wednesday morning assembly, each class produces a video to promote the Growth Mindset and encourage students to develop positive thinking.	The assembly is conducted. Most students have an initial understanding of Growth Mindset A campus atmosphere is successfully created.	School documents Students' review Teachers' observation & comments	Sep 2024 All year round	LTC LTC LTC, RPC, Campus TV LTC ENG	
	To teach and coach students to adopt the Growth Mindset when facing learning challenges. a. Two class teacher periods are arranged to introduce the concept of a growth mindset and conduct growth/fixed mindset tests. During these sessions, students are encouraged to set personal goals and aspirations, which can be evaluated before and after the uniform test or examination. Furthermore, the cultivation of a growth mindset can be promoted through the practice of mindfulness.	70% of the students indicate in KPM that they have a positive attitude towards learning and Student Growth	Observation Questionnaire	Oct 2024, May 2025	LTC, SAC, Class Teachers	Life-wide Learning Grant

	<p>b. A school assembly is organized, and individuals with successful achievements are invited to share their experiences of overcoming fear of failure and embracing challenges.</p> <p>c. Apply the growth mindset theory to guide students in personalized learning approaches during the counseling day and Student Support Learning Program (SSLP).</p> <p>d. Conduct S4 Learning Camp and the Gifted Academy Growth Camp to promote the growth mindset and to encourage students to bravely face challenges.</p> <p>e. Morning Silence Reading and Lunchtime Reading Workshops are arranged to introduce the concept of the Growth Mindset. Relevant books are displayed in a book exhibition at the library.</p> <p>f. In the English Language classroom, in-depth reading sessions are conducted to guide students in acquiring a deeper understanding of the Growth Mindset.</p> <p>g. Film appreciation sessions are organized to provide students with an opportunity to experience stories of growth and breakthroughs through videos.</p>			<p>Nov 2024, Mar-May 2025</p> <p>Sep 2024</p>	<p>Class Teachers, CGC, LTC, SAC, DGC</p> <p>LTC, KTL Gifted Academy</p> <p>RPC</p> <p>ENG</p> <p>LTC</p>	
	<p>To encourage students to apply the Growth Mindset to their learning.</p> <p>a. The flow of learning is introduced by LTC to S1 students in the Summer Institute to develop the skills of "I Can Learn How". The Big Sister Scheme is organized, in which S4 students act as junior mentors for S1 students and guide the new students to establish good learning habits.</p> <p>b. Various subjects implement different assignments and teaching policies to promote growth mindset learning strategies, such as "Mistakes Are How I Learn and Grow", "With More Practice, It Will Get Easier", and "I Will Try a Different Way".</p>		<p>School documents</p> <p>Teaching Materials and Book Inspection</p>	<p>Aug 2024</p>	<p>LTC</p> <p>Different Subjects</p>	

<p>1.2 Most teachers have known and recognized the concept of 'Growth Mindset' and have used related concepts in their teaching, thereby enhancing the growth of students.</p> <p>Most parents are aware of the Growth Mindset and are able to co-operate with the school to promote student growth.</p>	<p>Teachers and parents are introduced to the concept of a Growth Mindset, prompting teachers to evaluate their learning & teaching practice and departmental policies.</p> <p>a. A staff development day is arranged to introduce the growth mindset concept to teachers and equip them with counseling skills to serve as academic counselors. A do and don't list will be provided.</p> <p>b. The Parents' Academy and Parent Handbook introduce the growth mindset.</p>	<p>Most teachers and 60% of parents understand and implement the Growth Mindset.</p>	<p>Questionnaire & Observation</p>	<p>Aug 2024</p>	<p>SDC</p> <p>PTA</p>	
<p>1.3 Most students recognise PRIVA's higher order thinking framework.</p> <p>Students acquire and apply the skills of PRIVA.</p> <p>Students recognise the benefits of PRIVA for their learning.</p>	<p>To introduce and promote deep thinking skills: Pragmatic and Inquisitive learner.</p> <p>Deep thinking skills are introduced at morning assemblies and in the Growth handbook. It also introduces this academic year's promoted deep-thinking skills: Pragmatic and Inquisitive.</p> <p>Pragmatic: 8 steps for an effective decision-making process:</p> <p>Step 1: Define the Problem. What is the problem? Step 2: Clarify the Problem. Step 3: Define the Goals. ... Step 4: Identify Root Cause of the Problem. Step 5: Develop Action Plan. Step 6: Execute Action Plan. Step 7: Evaluate the Results. Step 8: Continuously Improve.</p>	<p>70% of students have an initial understanding of Pragmatic and Inquisitive learners.</p>	<p>Observation</p>	<p>Sep 2024</p> <p>All year round</p>	<p>LTC</p> <p>LTC, KTL Gifted Academy</p>	

	<p>Inquisitive: How to cultivate curiosity?</p> <p>Power Up Your Passion Explore Your Environment Ask Awesome Questions Give a different perspective Inquire deeply into the root of the issues</p> <p>Reading Skills: Use Background Knowledge Identify the main idea Find Facts and Details Make Connections</p>					
	<p>To develop a curriculum that nurtures students with the skills of Pragmatic and Inquisitive learners</p> <p>a. Pragmatic: Life and Society and CS: Sustainable Learning (S1-S5)</p> <p>Geography: Environmental Management and Sustainable Development(S3-4) (Cross-curricular curriculum with English in S3)</p> <p>Mathematics: Mathematical Modelling (QTN)</p> <p>b. Inquisitive: Chinese Language: Reading Project Learning (S1-3)</p> <p>English: The World Within Words (S4-5)</p> <p>Chinese History: Quest for Truth, Pursuit of Light(S1-3)</p> <p>Biology: Biotechnology Curriculum(S1-5)</p> <p>Chinese, Chinese History and Music: 粵目賞心 Appreciation of XiQu and Chinese Culture (S2)</p> <p>Science: Amazing Science (S1-2), STEAM Project Learning (S3)</p>		Lesson Observation & Assignment inspection	All year round	Different Subjects	

	<p>Generic skills of Pragmatic and Inquisitive learners are introduced.</p> <p>a. Learn to utilize AI tools and IT to conduct in-depth investigations on different topics and enhance personal information literacy.</p> <ul style="list-style-type: none"> ● AI in Mathematics Students use ChatGPT to solve mathematical problems, understand the functions and limitations of AI computing, and learn to identify the accuracy of answers, thereby enhancing their computing skills and information literacy. ● AI and Writing AI tools are employed in Chinese and English subjects to enhance students' writing skills. <p>b. The Reading Promotion Committee collaborates with different subjects to explore various topics, enhance students' reading skills, and cultivate their learning through reading.</p> <ul style="list-style-type: none"> ● Science, Geography, Environmental Education: Nature and Life ● Chinese History, History, CS, THS: Exploring the world and expanding horizons through the past and present. ● Health education committee, Home Economics, Arts: Appreciating the beauty and goodness of Life. <p>c. In conjunction with the AMAZING SCIENCE teaching design, students are encouraged to think about what they have learned and investigate different scientific phenomena by asking questions related to the theme. Also, curiosity in KTLS is implemented in the morning assembly every month, the members of KTLS Gifted Academy introduce the cold knowledge of the academic field to arouse students' curious minds.</p>	70% of the participating students understand the generic skills of Pragmatic and Inquisitive learners.	Questionnaire	All year round	Different Subjects & LTC	
					Different Subjects & RPC	
					Science Subjects, LTC	

Major Concern 2: To nurture global competence in future-ready students

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.1 Students are provided with opportunities to critically examine global issues.	<p>a. To introduce different sustainable development goals (SDGs) through formal curriculum in CES, L&S or CSD curriculum.</p> <p>b. To launch a PBL programme about global and intercultural issues for S1 students.</p> <ul style="list-style-type: none"> ● Theme: Global Health ● Language: Chinese ● Subjects involved: CES ● Lesson time: 5 lessons ● Learning outcomes: Boardgame design <p>c. To launch a PBL programme about global and intercultural issues for S2 students.</p> <ul style="list-style-type: none"> ● Themes: Survival and Basic Needs ● Language: English ● Subjects involved: L&S, Geog ● Lesson time: 5 lessons ● Sources used: different countries or views ● Learning outcomes: Campaign design <p>d. To launch a PBL programme about global and intercultural issues for S5 students.</p> <ul style="list-style-type: none"> ● Themes: World Economy – Interest rates ● Language: Chinese ● Subjects involved: L&S, Econ ● Lesson time: 5 lessons ● Sources used: Different countries or views ● Learning outcomes: Presentation <p>e. To enhance awareness and understanding of global issues through a school assembly, with a focus on the world economy and financial literacy.</p>	<p>70% of students are aware of various global issues.</p> <p>70% of students are familiar with the current situation of global issues and can provide explanations.</p> <p>70% of students are capable of analyzing global problems from multiple perspectives.</p> <p>70% of students demonstrate respect for the values of individuals from different cultures.</p> <p>70% of students take action to make a positive impact on the lives of others or to protect the environment.</p>	<p>Observation</p> <p>Feedback from students and teachers</p> <p>Meetings</p>	All year round.	CES L&S CSD GEOG	

	<p>f. To organize different experiential learning activities for SDGs in the informal curriculum.</p> <ul style="list-style-type: none"> ● S1: Hong Kong Museum of Medical Sciences/ Mind Space ● S2: Community farm experience <p>g. To collaborate with PBLWorks for the establishment of PBL materials.</p> <p>h. To collaborate with the UNICEF club to participate in the SDGs eLearn Award Scheme 2025.</p> <p>i. To provide training for teachers involved in teaching sustainable development.</p>					
2.2 Most students can critically, effectively and responsibly use digital information and social media platforms.	<p>a. To enhance awareness and understanding of news literacy concepts through a form assembly / workshop, with a focus on distinguishing between true and false information.</p> <p>b. To incorporate the teaching of news and information literacy into the formal curriculum by analyzing global issues (S1: CES)</p> <p>c. To organise a visit to a local media organisation (i.e. TVB)</p>		<p>Observation</p> <p>Feedback from students and teachers</p> <p>Meetings</p>	All year round	CES L&S CSD	
2.3 Most students can interact successfully and respectfully with diverse peoples and cultures.	<p>a. To collaborate with external organizations for activities/ campaign/ competitions. (Pause and Ponder, Nan Fung Group)</p> <p>b. To participate in/ organise a Model Earth Summit, inviting students from other countries to participate.</p> <p>c. To set up booths during Global Week, co-organized by SAC, NSCC, Music, PE, VA, to introduce and</p>		<p>Observation</p> <p>Feedback from students and teachers</p> <p>Meetings</p>	All year round	CES L&S CSD SAC NSCC MUSIC PE VA	

	celebrate different cultures. d. To facilitate interaction with people from other cultures through excursions to countries in Osaka / Jeju Island.					
2.4 Most students are capable of taking responsible action towards sustainability and collective well-being.	a. To initiate cross-curricular campaigns that encourage students to make commitments and take action for the betterment of the world. (GAC: Environmental Campaign, NSCC: Furry Green - Love Campaign) b. MI course (Ways South Hong Kong) c. To document individual actions and commitments in the PBL booklets. d. To implement specific campaigns in S1 and S2 related to their PBL themes.		Observation Feedback from students and teachers Meetings	All year round	CES L&S CSD GAC NSCC	

Major Concern 3: To enhance students' well-being through values education.**(Theme: Building a 6G Campus: Great People, Great Time, Great Life, Great Achievement, Great Contribution, Great Motherland.)**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
3.1 <u>Great People:</u> Most students can embrace the core values and attitudes of being ‘Open-minded’, ‘Passionate’, ‘Polite’ and ‘Appreciative’.	a. The formal curriculum on core values will be revised in Religious Education (RE) lessons, the True Light Bearer (TLB) Course, and during class periods with the Personal Growth Handbook. b. A Courtesy Campaign will be held at school, within families, and in the community, focusing on the themes of "Complaints", "Social Media" and "No Foul Language". c. School assemblies will include Wisdom Talks and Alumni Sharing. d. Stories/ videos/ posters of “Great Successful Failure” and “Great Influential Person” will be created. e. Activities: Experiences related to sustainable development in social enterprises, such as FoodCycle+ (converting food waste into low-carbon products), Dress Green, DOSHA Woodcraft, Retrovert (a second-hand fashion initiative), and Green Ranger (selling second-hand products). f. Opportunities for meetings with great individuals will be provided through interviews or job shadowing.	70% of students and teachers agree that they acquire the knowledge, skills and attitudes for their healthy growth and development. Students show positive reflection in Personal Growth Handbook and Form-based View Sharing Sessions	APASO Stakeholder survey Programme surveys Students’ performance Observation from teachers and parents Feedback from students, teachers, and parents Opinions collected during Buzzing	All year round	SAC DGC Subject Panel Heads NSCC RAC SDC IEC PTA AA Form teachers and class teachers	Life-wide Learning Grant Support from HKU, QEF, external professional organization, celebrities, NGOs, alumni & parents.
	a. S1 Admission Ceremony b. S4 Promotion Ceremony c. S6 Activities: Chicken Soup for DSE fighters cum Pledge Ceremony, Graduation Photo Shooting (Group and Individual), Graduation Race, Graduation Ceremony, High Table Tea. d. S6 Alumni Coronation Ceremony	70% of students agree that their sense of belonging towards school is increasing.				

	<ul style="list-style-type: none"> e. Orientation programmes for all S1 students and new S2-5 students f. Big Sister Scheme g. The school history will be introduced during the anniversary celebration, assemblies, and the True Light Bearer course for S1. h. Alumni Ambassadors. i. Design True Light Campus (Primary and Secondary sections). 		Time, Personal Growth Handbook, Bi-weekly Journals, KTL Sharing Time, Letters to Principal and other sharing platforms			
3.3 Great Life: Most students can develop a better understanding of their own feelings and those of others, while also learning how to build and maintain healthy friendships. Most students can develop techniques and coping strategies to manage stress and improve resilience.	<ul style="list-style-type: none"> a. Student-initiated Interest Groups (同好會) b. Monthly Birthday Blessing (one Monday morning meeting: Religious Group) c. Celebrations: Christmas market (Info Day) & Lunar New Year Fair d. Daily Happiness Survey e. Wellness Week / Health Day f. Healthy Mind-Body-Spirit programmes g. E-F-G (EMOTIONS, FRIENDSHIPS, GROWTH) Programme: train students to become gatekeepers and ambassadors for mental health. h. Various experiential activities such as training, camps, excursions, and visits are offered to identify students' interests and strengths at the junior levels. i. Parent Education: online platform, Parent Academy, parent-child workshop, support groups. j. Conduct a series of professional development workshops for teachers to develop their skills in identifying and addressing students with emotional needs. k. Set clearly defined roles and expectations for class 	<p>70% of students agree that they have a better understanding of their emotions and lead a healthier life.</p> <p>70% of students agree that the programme has helped them better understand themselves and recognize the importance of communication.</p> <p>Students enjoy collaborating with their peers.</p> <p>70% of parents agree they have a good relationship with their</p>				

	<p>teachers in providing individualized guidance to students.</p> <p>1. Teachers attend mentoring courses to equip them to handle students with emotional needs.</p>	<p>daughters.</p> <p>70% of teachers agree that the courses and materials are helpful.</p>				
<p>3.4 <u>Great Contribution:</u> Most students can work effectively with others and contribute to the success of any teams they are a part of.</p>	<p>a. Jobs for All: School-based Services</p> <p>b. Train students to become ambassadors.</p> <p>c. One community service per student.</p>	<p>90% of students have participated in services either within the school or in the community.</p>				
<p>3.5 <u>Great Achievement:</u> Most students can learn about themselves and develop a growth mindset, taking responsibility for their own learning and persevering through challenges.</p>	<p>a. Different reaching out experiential programmes, and tailor-made activities are offered for students with diverse talents: Joint-school ECA activities.</p> <p>b. One extra-curricular activity per student (S1-S4).</p> <p>c. Each student participates in one internal/external competition (S1-S4).</p> <p>d. The 5 Cs of Teamwork Leadership Training (communication, camaraderie, commitment, confidence, and coachability) for ECA leaders.</p>	<p>90% of students have participated in at least one ECA and internal/external competition.</p> <p>70% of students agree that the activities can help them identify their strengths.</p>				
<p>3.6 <u>Great Motherland:</u> Most students have a good understanding of the country's development and national security.</p>	<p>a. National Day Golden Week activities</p> <p>b. S2 Guangzhou True Light Exchange</p> <p>c. Visits to Sister Schools in Mainland China</p> <p>d. Sister School Exchange Programme</p>	<p>70% of students agree that they have deepened their understanding of China.</p>				

<p>Most students have a sense of national identity and global citizenship by respecting and appreciating Chinese culture and other cultures.</p>	<p>e. Global Week</p> <p>f. Global awareness inter-school activities such as Youth Forum or Games Booths with global topics.</p> <p>g. Inauguration Ceremony of the UK True Light Alumni Association</p>	<p>70% students agree that they have learned about the differences in values and practices across cultures, and they can appreciate and respect these differences.</p>				
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