



2022



2023

TRUE LIGHT GIRLS' COLLEGE ANNUAL PLAN

Major Concerns:

1. **T** rue Light Value Education Cultivation
2. **L** earning and Teaching Effectiveness Enhancement



A. Major Concern 1 (2022/23) – True Light Value Education Cultivation

1.1 True Light Education is cultivated and upheld					
Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
(a) To review and modify the True Light Education framework	First term	<ul style="list-style-type: none"> The framework is reviewed and a modified version is set up 	<ul style="list-style-type: none"> Check relevant documents from the working group 	<ul style="list-style-type: none"> Coordinator of the relevant working group 	
(b) To strengthen the qualities of True Light students through various life-wide learning activities and class periods	Whole school year	<ul style="list-style-type: none"> At least one activity by relevant committee, panel and club & society is organized At least two class periods in each form are arranged Over 70% of students find the activities and class periods can strengthen their True Light qualities 	<ul style="list-style-type: none"> Check relevant documents from committees, panels, clubs & societies Check relevant documents from form coordinators Questionnaire 	<ul style="list-style-type: none"> Heads of committees, panel chairpersons and teachers-in-charge of clubs & societies Form coordinators 	<ul style="list-style-type: none"> Life-wide Learning Grant
(c) To restart and rejuvenate the traditional activities so as to maintain a positive, harmonious school atmosphere	Whole school year	<ul style="list-style-type: none"> At least one traditional activity is held Over 70% of students find the activities help maintain a positive and harmonious school atmosphere 	<ul style="list-style-type: none"> Check relevant documents from the working group Questionnaire 	<ul style="list-style-type: none"> Coordinator of the relevant working group 	
(d) To equip class teachers with the values and commitment to uphold True Light legacy through (1) coordination of relevant activities by form coordinators (2) sharing by the Principal in staff meetings	Whole school year	<ul style="list-style-type: none"> At least one relevant session is coordinated in a form meeting At least two times of relevant sharing in staff meetings are done 	<ul style="list-style-type: none"> Check relevant documents from form coordinators Check relevant documents from the working group 	<ul style="list-style-type: none"> Form coordinators Coordinator of the relevant working group 	

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(e) To implement the Teacher Mentorship/Apprentice Programme through forming mentoring groups within (1) committees, (2) panels, (3) clubs & societies	Whole school year	<ul style="list-style-type: none"> Mentoring groups within committees, panels and clubs & societies are formed 	<ul style="list-style-type: none"> Check relevant documents from committees, panels and clubs & societies 	<ul style="list-style-type: none"> Heads of committees, panel chairpersons, teachers-in-charge of clubs & societies Coordinator of the relevant working group 	
(f) To promote True Light Education among parents by organizing parent talks & workshops and providing relevant online resources	Whole school year	<ul style="list-style-type: none"> At least one talk or workshop is held At least one online resource is provided 	<ul style="list-style-type: none"> Check relevant documents from the working group 	<ul style="list-style-type: none"> Coordinator of the relevant working group 	

1.2 National education for and a sense of national identity among students are strengthened					
Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
(a) To review the existing practices in safeguarding national security and launching of national security education	Whole school year	<ul style="list-style-type: none"> The current situation is reviewed, and the development of the curriculum commences The national security education curriculum is launched in junior forms 	<ul style="list-style-type: none"> Check relevant documents from the National Security Committee 	<ul style="list-style-type: none"> Head of National Security Education Committee 	<ul style="list-style-type: none"> Quality Education Fund

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1.2 National education for and a sense of national identity among students are strengthened					
Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>(b) To promote national security education in different aspects, including school administration, staff training, learning and teaching and guidance and discipline support through</p> <p>(1) imparting national security education to teachers and students</p> <p>(2) providing relevant staff training</p> <p>(3) including national security education in the curriculum</p> <p>(4) setting up the procedure for handling cases of violation of the national security law</p>	Whole year	<ul style="list-style-type: none"> The education is imparted through dissemination of documents and other means Over 70% of the teachers and students find their national identities were enhanced At least one staff training session is held Over 70% of the staff find the training help promote the national security education Relevant elements are included in the curriculum of specific subjects The procedure is set up 	<ul style="list-style-type: none"> Check relevant documents from the National Security Committee Questionnaire Check relevant documents from the Staff Development Committee Questionnaire Check relevant documents from relevant panels Check relevant documents from the Guidance and Discipline Committee 	<ul style="list-style-type: none"> Head of National Security Education Committee Head of Staff Development Committee Head of Academic Committee and panel chairpersons of specific subjects Head of Guidance and Discipline Committee 	<ul style="list-style-type: none"> Quality Education Fund

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1.2 National education for and a sense of national identity among students are strengthened					
Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>(c) To enhance the cultivation of positive values among students through the Moral and Civic Education and National Education curricular including Flag-raising ceremonies, talks, visits, workshops, study tours, etc.</p> <p>(1) Flag-raising ceremonies are arranged</p> <p>(2) Talks, visits, workshops and study tours are organized</p>	Whole school year	<ul style="list-style-type: none"> At least one flag-raising ceremony is held per week At least two activities are organized Over 70% of the students find the positive values were enhanced 	<ul style="list-style-type: none"> Check relevant documents from the National Security Committee Questionnaire 	<ul style="list-style-type: none"> Head of National Security Committee 	<ul style="list-style-type: none"> Quality Education Fund Life-wide Learning Grant

B. Major Concern 2 (2022/23) – Learning and Teaching Effectiveness Enhancement

2.1 Students' motivation is enhanced with more confidence in learning.					
Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>(a) To cultivate students good learning skills and habits in junior levels,</p> <p>(1) students are able to acquire learning strategies such as note-taking, time management and</p> <p>(2) students learn more about different learning styles and understand which style can help them learn more efficiently through the pre-S1 bridging course and the Adaptation Programme for S1 students</p> <p>(3) students are highly encouraged to use various note-taking methods within the classroom in academic subjects</p>	<p>First Term</p> <p>Whole school year</p>	<ul style="list-style-type: none"> The Pre-S1 bridging course and the Adaptation Programme are implemented Over 70% of S1 students find their learning of the subjects involved enhanced with the better grasp of the learning strategies and better understanding of their own learning styles Over 70% of teachers in each academic subject have encouraged the students to use at least 1 note-taking method within the classroom Over 70% of the students find their confidence in learning enhanced with the familiarity of various note-taking methods 	<ul style="list-style-type: none"> Check activity records Review the programmes by student questionnaires Check related lesson plans and teaching records Questionnaires 	<ul style="list-style-type: none"> Pre-S1 Bridging Course I/C Guidance & Discipline Committee Head, Academic Committee Head, Gifted Education Committee Head, Learning Support Committee Head Academic Subject Panel Heads 	<ul style="list-style-type: none"> Funding for pre-S1 Bridging Course
<p>(b) To devise the strategies and provide the resources for students to engage in self-regulated learning by</p> <p>(1) providing students with self-access learning materials (assigned reading, multimedia materials) to learn at their own pace</p> <p>(2) developing inquiry-based learning packages in junior levels for students to explore issues of their own interest in collaboration with different subject panels</p>	<p>Whole school year</p>	<ul style="list-style-type: none"> Over 70% of teachers in each academic subject have provided students with 1 self-access learning materials The academic subjects concerned have provided students with 1 inquiry-based learning package over 70% of students find their learning enhanced with tailor-made exposures and learning experiences 	<ul style="list-style-type: none"> Check related learning materials and teaching records Check related learning packages and teaching records Questionnaires 	<ul style="list-style-type: none"> Academic Subject Panel Heads 	

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Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
(c) To optimise The Outstanding Learning Motivation Award to recognise students' good learning habits by presenting award certificates at the end of each term	Whole school year	<ul style="list-style-type: none"> At least 3 students in each class are nominated to receive the award each term 	<ul style="list-style-type: none"> Check related documents 	<ul style="list-style-type: none"> Academic Committee Head Academic Affairs Working Group I/C IT Committee Head 	

2.2 Students' learning diversities are well catered for within and beyond classroom					
Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
(a) To adopt suitable learning and teaching strategies to cater for learning diversities within classroom, subject teachers are to					
(1) set graded learning tasks for students of varied abilities and learning styles, and open-ended tasks, challenging tasks requiring high order thinking skills and/or bonus questions for the gifted and academically driven students	Whole school year	<ul style="list-style-type: none"> over 80% of teachers have adopted the related teaching strategies over 85% of students find their learning abilities well enhanced in lessons, assignments and assessments 	<ul style="list-style-type: none"> Check related lesson plans and teaching records Questionnaire 	<ul style="list-style-type: none"> Subject Panel Heads 	
(2) peer-learning communities in the form of study groups are developed to enable students with diverse strengths and styles to complement each other	Whole school year	<ul style="list-style-type: none"> over 70% of teachers have formed study groups to enable students with diverse strengths and learning styles within classroom over 70% of students find their study groups catered for their learning diversities 	<ul style="list-style-type: none"> Check related teaching records Questionnaires 	<ul style="list-style-type: none"> Academic Subject Panel Heads 	
(3) subject teachers are to assign students with pre-lesson and post-lesson tasks for the purpose of assessing and monitoring their learning progress with different learning styles and pace	Whole school year	<ul style="list-style-type: none"> over 80% of teachers have assigned students with pre-lesson and post-lesson tasks over 70% of students find their learning progress assessed and monitored closely 	<ul style="list-style-type: none"> Check related teaching records Questionnaires 	<ul style="list-style-type: none"> Academic Subject Panel Heads 	

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2.2 Students' learning diversities are well catered for within and beyond classroom					
Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>(c) To provide comprehensive and individualized support and guidance to students with special educational needs (SEN) to address their learning needs by</p> <p>(1) arranging periodic meetings with SENCO and experts such as Educational Psychologist, Clinical Psychologist and therapists to help students set and monitor their goals</p> <p>(2) arranging talks, workshops and sharing sessions to equip parents with knowledge and skills to cope with the needs of students</p>	<p>Whole school year</p> <p>Whole school year</p>	<ul style="list-style-type: none"> All SEN students are met at least once per month either personally or in groups Over 70% of participating students find these meetings useful One talk, two workshops, 2 sharing sessions are organized Over 70% of parents find these activities useful in catering for the needs of students 	<ul style="list-style-type: none"> Check related documents Questionnaire Check related documents Questionnaire 	<ul style="list-style-type: none"> SENCO SENCO 	<ul style="list-style-type: none"> Learning Support Grant Learning Support Grant
<p>(d) To enhance the learning of Chinese Language and culture of non-Chinese speaking (NCS) students by</p> <p>(1) continuously optimising and revising the school-based curriculum</p> <p>(2) holding a Buddy Scheme for all S1 and S2 NCS students</p> <p>(3) holding after-school enhancement programme for NCS students with special needs</p> <p>(4) providing various activities for NCS students during traditional festivals and other times of the year to enable them to develop a better understanding and appreciation of the Chinese culture and traditions such as traditional drama, tea ceremony and Chinese painting</p>	<p>Whole school year</p> <p>Whole school year</p> <p>Whole school year</p> <p>Whole school year</p>	<ul style="list-style-type: none"> The school-based curriculum is continuously optimized and revised. Over 60% of NCS students find their Chinese ability enhanced by the school-based curriculum Over 60% of participants find the scheme useful Over 60% of participants find the programme useful Relevant activities are organized for students At least 60% of participants find the activities help them better understand about the Chinese culture 	<ul style="list-style-type: none"> Check related documents Questionnaires Questionnaires Questionnaires Check activity record Questionnaires 	<ul style="list-style-type: none"> NCS Students' Education Working Group Co-ordinator NCS Students' Education Working Group Co-ordinator NCS Students' Education Working Group Co-ordinator 	

B. Major Concern 2 (2022/23) – Learning and Teaching Effectiveness Enhancement

2.3 Teachers' professional capacity on motivating students and addressing learning diversities are further developed					
Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
(a) To encourage teachers to participate in continuous professional development (CPD) programmes provided by the Education Bureau and other organizations	Whole school year	<ul style="list-style-type: none"> Over 75% of teachers have participated in these professional development activities Over 75% of participating teachers find these professional activities useful 	<ul style="list-style-type: none"> Check records of Staff Development Committee Check CPD records of teachers Questionnaire 	<ul style="list-style-type: none"> Staff Development Committee Head 	
(b) To organise seminars, workshops and in-house professional sharing of good practices, inclusive teaching on Staff Development Days	Whole school year	<ul style="list-style-type: none"> At least two seminars, workshops and / or in-house professional sharing of good practices are organized Over 75% of participating teachers find these professional activities useful 	<ul style="list-style-type: none"> Check records of Staff Development Committee Check CPD records of teachers Questionnaire 	<ul style="list-style-type: none"> Staff Development Committee Head 	
(c) To incorporate “students” motivation enhancement” and “catering for learning diversities” as integrated assessment criteria in lesson observation and assignment inspection	First term	<ul style="list-style-type: none"> The lesson observation form and assignment inspection form are reviewed and revised 	<ul style="list-style-type: none"> Check related documents 	<ul style="list-style-type: none"> Academic Standing Committee Head 	