2023

2024

TRUE LIGHT GIRLS' COLLEGE

ANNUAL PLAN

Major Concerns:

1. **T**rue Light Value Education Cultivation

2. **L**earning and Teaching Effectiveness Enhancement

1. Major Concern (2023/24)–True Light Value Education Cultivation

The feedback and follow-up actions from the previous school year:
- As the school resumed normality after November 2022, there was an influx of administrative duties that required our attention.   The post-COVID reopening caused the postponement of the Teacher Mentorship Programme.   With the aim of fostering the development of future school leaders and upholding the True Light Legacy, the school is committed to introducing the Programme in the coming academic year.   Mentoring groups in committees and subject panels will be formed to enable experienced teachers to pass on their experience in teaching, expertise in administration, and the traditions of True Light to the potential leaders of our school.

1.1 True Light Education is cultivated and upheld

Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
(a) To strengthen the qualities of True Light students through various life-wide learning activities and class periods	• At least two activities by relevant committee, panel and club & society are organised • At least two class periods in each form are arranged • Over 75% of students find the activities and class periods can strengthen their True Light qualities	• Check relevant documents from committees, subject panels, clubs & societies • Check relevant documents from form coordinators • Questionnaires	Whole school year	• Heads of committees, subject panels and teachers-in-charge of clubs & societies • Form coordinators	• Life-wide Learning Grant
(b) To restart and rejuvenate the traditional activities so as to maintain a positive, harmonious school atmosphere	• At least two traditional activities are held • Over 75% of students find the activities help maintain a positive and harmonious school atmosphere	• Check relevant documents from the committees, subject panels, clubs & societies • Questionnaires	Whole school year	• Heads of committees, subject panels and teachers-in-charge of clubs & societies	• Life-wide Learning Grant

(c) 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
	• At least one relevant session is coordinated in a form meeting
	• At least two times of relevant sharing in staff meetings are done
		• Check relevant documents from form coordinators
		• Check relevant documents
			Whole school year	• Form coordinators
				
				• Vice Principals	

1. Major Concern(2023/24)– True Light Value Education Cultivation

1.1 True Light Education is cultivated and upheld

Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
(d) To develop teachers' sense of belonging to and ownership of True Light Education through talks, workshops and visits to other True Light schools	• At least one talk, workshop or visit is organised	• Check relevant documents from the Staff Development Committee	Whole school year	• Staff Development Committee Head	
(e) To implement the Teacher Mentorship/Apprentice Programme through forming mentoring groups within (1) committees, (2) panels, (3) clubs & societies	• Mentoring groups within committees, subject panels and clubs & societies are formed	• Check relevant documents from committees, subject panels and clubs & societies	Whole school year	• Heads of committees, subject panels, teachers-in-charge of clubs & societies	
(f) To promote True Light Education among parents by organising parent talks and workshops and providing relevant online resources	• At least one talk or workshop is held • At least two online resources are provided	• Check relevant documents from committees, subject panels and clubs & societies	Whole school year	• Heads of committees, subject panels, teachers-in-charge of clubs & societies	

1.2 National education for and a sense of national identity among students are strengthened

Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
(a) To review the existing practices in safeguarding national security and launching of national security education	• The current situation is reviewed, and the development of the curriculum has been commenced	• Check relevant documents of the National Security Education Committee	Whole school year	• National Security Education Committee Head	• Quality Education Fund
(b) To promote national security education in different aspects, including school administration, staff training, learning and teaching and guidance and discipline support through (1) imparting national security education to teachers and students	• The education is imparted through dissemination of documents and other means • Over 70% of the teachers and students find their national identities were enhanced	• Check relevant documents from the National Security Education Committee • Questionnaires	Whole year	• National Security Education Committee Head	

1. Major Concern (2023/24) – True Light Value Education Cultivation

1.2 National education for and a sense of national identity among students are strengthened					
Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
(2) providing relevant staff training	• At least one staff training session is held	• Check relevant documents from the Staff Development Committee	Whole year	• Staff Development Committee Head	
	• Over 70% of the staff find the training help promote the national security education	• Questionnaires			• Quality Education Fund
(3) including national security education in the curriculum	• Relevant elements are included in the curriculum of specific subjects	• Check relevant documents from relevant panels		• Academic Committee Head and heads of specific subject panels	
(4) setting up the procedure for handling cases of violation of the national security law	• The procedure is set up	• Check relevant documents from the Guidance and Discipline Committee		• Guidance and Discipline Committee Head	
(c) To enhance the cultivation of positive values among students through the Moral and Civic Education and National Security Education curricular including flag-raising ceremonies, talks, visits, workshops, study tours, etc.			Whole school year		
(1) Flag-raising ceremonies are arranged	• At least one flag-raising ceremony is held per week	• Check relevant documents from the National Security Education Committee		• National Security Education Committee Head	• Quality Education Fund • Life-wide Learning Grant
(2) Speech under National Flag are arranged	• At least two talks were held per month	• Check relevant documents			
(3) Talks, visits, workshops and study tours are organised	• At least three activities are organised				
	• Over 75% of the students find the positive values were enhanced	• Questionnaires			

2. Major Concern (2023/24) – Learning and Teaching Effectiveness Enhancement

The feedback and follow-up actions from the previous school year:
- Building upon the success and experience of the previous year, the school will continue to refine the inquiry-based projects by improving guidance such as clearer guidelines, regular feedback, tailor-made learning resources to help the students to navigate their projects more effectively, enhancing collaboration among different departments and providing training on inquiry-based learning and teaching strategies so that teachers will be equipped with the skills to guide and support students in inquiry-based learning.
- To encourage the teacher participation in CPD programmes so as to boost the total number of CPD hours, multiple measures will be taken. More in-housing staff development activities such as a short sharing in staff meetings could be arranged. A training calendar database would be created in the school intranet to better inform teachers of the upcoming training programmes relating to their duties and developmental needs.

2.1 Students' motivation is enhanced with more confidence in learning.

Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
(a) To cultivate students good learning skills and habits in junior levels, (1) students are able to acquire learning strategies such as note-taking, time management and (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 S1 Orientation Programme	• The Pre-S1 bridging course and the S1 Orientation Programme are implemented • Over 75% 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	• Check activity records • Review the programmes by student questionnaires	August 2023	• Pre-S1 Bridging Course I/C • Guidance & Discipline Committee Head, Academic Committee Head, Learning Support Committee Head	• Funding for pre-S1 Bridging Course
(3) students are highly encouraged to use various note-taking methods within the classroom in academic subjects	• Over 75% of teachers in each academic subject have encouraged the students to use at least one note-taking method within the classroom • Over 75% of the students find their confidence in learning enhanced with the familiarity of various note-taking methods	• Check related lesson plans and teaching records • Questionnaires	Whole school year	• Head of academic subject panels	

2. Major Concern (2023/24) – Learning and Teaching Effectiveness Enhancement

2.1 Students' motivation is enhanced with more confidence in learning.

Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
(b) To devise the strategies and provide the resources for students to engage inself-regulated learning by (1) providing students with self-access learning materials (assigned reading, multimedia materials) to learn at their own pace (2) optimising inquiry-based learning packages in junior levels for students to explore issues of their own interest in collaboration with different subject panels	• Over 75% of teachers in each academic subject have provided students with one self-access learning materials • Theacademic subjects concerned have provided students with one inquiry-based learning package • over 75% of students find their learning enhanced with tailor-made exposures and learning experiences	• Check related learning materials and teaching records • Check related learning packages and teaching records • Questionnaires	Whole school year	• Head of academic subject panels	
(c) To optimise the Outstanding Learning Motivation Award to recognise students' good learning habits by presenting award certificates at the end of each term	• At least five (mores) students in each class are nominated to receive the award each term	• Check related documents	Whole school year	• Academic Committee Head • General Academic Affairs I/C (in Academic Committee) • IT Committee Head	

2.2 Students' learning diversities are well catered for within and beyond classroom

Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
(a) To adopt suitable learning and teaching strategies to cater for learning diversitieswithin 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	• over 85% of teachers have adopted the related teaching strategies • over 85% of students find their learning abilitieswell enhanced in lessons, assignments and assessments	• Check related lesson plans and teaching records • Questionnaires	Whole school year	• Head of academic subject panels	

2. Major Concern (2023/24) – Learning and Teaching Effectiveness Enhancement

2.2 Students' learning diversities are well catered for within and beyond classroom					
Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
(2) peer-learning communities in the form of study groups are developed to enable students with diverse strengths and styles to complement each other	• over 75% of teachers have formed study groups to enable students with diverse strengths and learning styles within classroom • over 75% of students find their study groups catered for their learning diversities	• Check related teaching records • Questionnaires	Whole school year	• Head of academic subject panels	
(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	• over 85% of teachers have assigned students with pre-lesson and post-lesson tasks • over 75% of students find their learning progress assessed and monitored closely	• Check related teaching records • Questionnaires	Whole school year	• Head of academic subject panels	
(4) enrichment programmes and enhancement programmes are to be arranged for students of diverse abilities in academic subjects concerned in various levels	• over 85% of participating students find the programmes helpful and useful to cater for their learning needs	• Questionnaires of the related programmes	Whole school year	• Related Programme I/C	• Diversity Learning Grant, Capacity Enhancement Grant
(b) To groom students with talents through gifted education by (1) setting up a showcase for gifted and talents to display the potentials in different areas (i) My Story (ii) The Stage (Live & Online): (1) Gifted Education YouTube Channel; (2) Gifted Education Assembly performed by S6 girls;	• The showcases were displayed • The programmes were organised • Gifted Education YouTube Channel was connected with the school homepage with brand new videos uploaded	• Check activity records	Whole school year		

2. Major Concern (2023/24) – Learning and Teaching Effectiveness Enhancement

2.2 Students' learning diversities are well catered for within and beyond classroom					
Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
(3) Talent Talker	• At least four Talent Talker videos or live performance were made • over 70% of participating students find these programmes developing their talents in speech	• Questionnaires	Whole school year		
(c) To provide comprehensive and individualised support and guidance to students with special educational needs (SEN) to address their learning needs by (1) arranging periodic meetings with SENCO and experts such as Educational Psychologist, Clinical Psychologist an d therapists to help students set and monitor their goals (2) arranging talks, workshops and sharing sessions to equip parents with knowledge and skills to cope with the needs of students	• All SEN students are met at least once per month either personally or in groups • Over 75% of participating students find these meetings useful • One talk, two workshops, two sharing sessions are organised • Over 75% of parents find these activities useful in catering for the needs of students	• Check related documents • Questionnaires • Check related documents • Questionnaires	Whole school year	• SENCO	• Learning Support Grant
(d) To enhance the learning of Chinese Language and culture of non-Chinese speaking (NCS) students by (1) continuously optimising and revising the school-based curriculum (2) holding a Buddy Scheme for all S1 and S2 NCS students (3) holding after-school enhancement programme for NCS students with special needs	• The school-based curriculum is continuously optimised and revised. • Over 65% of NCS students find their Chinese ability enhanced by the school-based curriculum • Over 65%of participants find the scheme useful • Over 65%of participants find the programme useful	• Check related documents • Questionnaires • Questionnaires • Questionnaires	Whole school year	• NCS Students' Education Working Group Co-ordinator	

2. Major Concern (2023/24) – Learning and Teaching Effectiveness Enhancement

2.2 Students' learning diversities are well catered for within and beyond classroom					
Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
(4) providing various activities such as workshops, field trips and festive 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 like Cantonese Opera	• Relevant activities are organised for students • At least 65% of participants find the activities help them better understand about the Chinese culture	• Check activity record • Questionnaires	Whole school year		
2.3 Teachers' professional capacity on motivating students and addressing learning diversities are further developed					
Implementation Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
(a) To encourage teachers to participate in continuous professional development (CPD) programmes provided by the Education Bureau and other organisations	• Over 75% of teachers have participated in these professional development activities • Over 75% of participating teachers find these professional activities useful	• Check records of Staff Development Committee • Check CPD records of teachers • Questionnaires	Whole school year	• Staff Development Committee Head	
(b) To organise seminars, workshops and in-house professional sharing of good practices, inclusive teaching on Staff Development Days	• At least two seminars, workshops and / or in-house professional sharing of good practices are organised • Over 75% of participating teachers find these professional activities useful	• Check records of Staff Development Committee • Check CPD records of teachers • Questionnaires	Whole school year	• Staff Development Committee Head	
(c) To promote "students" motivation enhancement" and "catering for learning diversities" as through lesson observation and assignment inspection	• The revised lesson observation form and assignment inspection form are used to evaluate teaching and marking	• Check related documents	Whole school year	• Academic Committee Head • Quality Assurance I/C (in Academic Committee)	