External School Review Report

True Light Girls’ College

School Address: 54A Waterloo Road, Yau Ma Tei, Hong Kong

Review Period: 25, 26, 28, January & 2 February 2016

Quality Assurance and School-based Support Division
Education Bureau
June 2016
Notes on the External School Review Report

1. This report covers the current development of the school and the key External School Review (ESR) findings. Suggestions for improvement are also given for reference of the school.

2. The report is intended for the key stakeholders of the school, including members of the Incorporated Management Committee (IMC), teachers, parents and students.

3. The school should release the content of the report to the key stakeholders by making the ESR report available in the school premises for their easy access. Alternatively, the school may upload the report to its homepage for the reference of the stakeholders.

4. The IMC should lead the school to follow up the suggestions made in the report, in order to facilitate its self-improvement and enhance its continuous development.

Education Bureau
The Government of the Hong Kong Special Administrative Region (2016)
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1. **External School Review Methodology**

1.1 The ESR team conducted the review on 25, 26, 28, January and 2 February 2016 to review the school’s self-evaluation and its impact on the school’s development. Suggestions are made to facilitate the school’s continuous improvement and development.

1.2 The ESR team employed the following methods to understand the situation of the school:

- Scrutiny of documents and data provided by the school before and during the school visit;
- Observation of 32 lessons taught by 32 teachers;
- Observation of various school activities, including activities and game booths of Guidance and Discipline, game booths on English Speaking Day, activities of Gospel Week and various co-curricular activities conducted during the ESR; and
- Meetings and interviews with the Supervisor and members of the IMC, the Principal, Vice Principals (VPs), panel chairpersons, heads of functional committees, teachers, school social worker, parents and students.

2. **Current Development of the School**

2.1 The school was founded for girls in 1973 with a vision to inspire students to think independently, learn proactively, grow in love and contribute to society. Since its service to the district, English has been the medium of instruction employed. Besides academic achievement, the students are led to live in God’s love and walk in the right path guided by Christian values which aligns with the school motto “Thou art the Light of the World”.

2.2 The class organisation approved by the Education Bureau and the number of students in the 2015/16 school year are as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Classes</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>Number of Students</td>
<td>128</td>
<td>131</td>
<td>134</td>
<td>142</td>
<td>131</td>
<td>127</td>
<td>793</td>
</tr>
</tbody>
</table>

2.3 The previous ESR to the school took place in February 2008. The school was advised in the ESR report to (1) improve the school self-evaluation in terms of formulation of plans with explicit targets, success criteria and outcomes, and with good use of data to provide feedback to planning and to strengthen the monitoring role of senior management; (2) enhance the effectiveness of learning and teaching by using various teaching strategies to strengthen
students’ higher order thinking and their involvement and autonomy in classroom; and (3) encourage students to be more independent, questioning and assertive as they mature into young adults.

2.4 There is low turnover rate of teaching staff in the school. Many teachers have been serving in the school for more than ten years. The student intake is comparatively good over the years. The current Principal was promoted to headship in the 2009/10 school year. After a three-year development cycle has been implemented from 2009/10 to 2011/12, a five-year development cycle is introduced from 2012/13 to 2016/17. In addition to continuously enhancing the effectiveness of learning and teaching as one of the major concerns (MC), effort is also directed to the other three MC: True Light Spirit Cultivation, Gifted Education Development and Career Education Enrichment.

3. External School Review Findings

3.1 Fully embracing its vision and mission, the school endeavours to keep the school moving towards the goals set.

3.1.1 To sustain and further promote the True Light Spirit in the forms of close and amicable sisterhood relationship, and to love to and care of neighbours, have been the common goals among the teachers over the years. The Principal holds a strong passion to enrich students’ exposure and to broaden their horizons by providing them with various activities, visits and exchange programmes in- and outside school. Matched with their strong abilities and positive attributes, students have been developed with various kinds of skills and competence in a well-planned manner, which is fully addressed in the current and previous development cycles of the school.

3.1.2 To uphold the school motto “Thou art the Light of the World”, the school is earnest to cultivate a working and learning environment with Christian values for the girls. A variety of programmes and measures, such as the True Light Sisterhood, True Light TV, and Career and Life Planning, have been being aptly implemented in the school since the previous development cycles, with most of them yielding encouraging results. With the good collaborated effort put by the stakeholders, including parents and alumni, students are becoming more industrious and keen on learning, and cheerful and confident when communicating with people.

3.2 The school leaders demonstrate strong foresight in anticipating students’ needs. Well preparation is put in place to facilitate the success of the relevant tasks implemented.

3.2.1 The school leaders earn a full support from the IMC. The IMC entrusts them with autonomy to plan and implement measures to achieve the
goals set in the MC of the recent two development cycles of the school. Support is frequently provided for the professional development of teachers, in particular organising interflow activities among schools under the same School Sponsoring Body.

3.2.2 In the five-year development plan starting from the 2012/13 school year, career education enrichment and use of mobile devices in learning have been, among others, two major foci of the school. With appropriate and well-prepared planning, the progress of these two major foci nowadays is prominent and the intended outcomes are well achieved. Such progress provides a good starting point to further enhance students' informed goal setting on their career paths and effective learning.

3.2.3 The strong leadership of the school leaders is also manifested by the good preparation of the teachers for effective learning and teaching, through professional development programmes and secondment of teachers to the EDB. Teachers concerned become more confident and competent to implement the new initiatives in the school.

3.2.4 The Principal and the two VPs have formed a close circle to develop the school towards the pre-set goals. The daily meetings among them ensure the smooth running of the school routines and the timely responses to ad hoc events. The Core Committee (CC) plays a strong supportive role to the school leaders by rendering views and advices to the programmes and strategies on student learning and personal development. Through the discussion in the frequent CC meetings, the promoted strategies and implemented programmes become more feasible and well accepted by the teachers concerned.

3.3 The school curriculum provides broad and balanced learning experiences to students.

3.3.1 The school places due emphasis on academic attainment, life education, and spiritual formation which are well-supported by its broad and balanced curriculum, and a variety of co-curricular activities. They help broaden students’ knowledge horizons and enhance their social skills. At the junior secondary level, a wide range of subjects, such as Chinese History, Religious Education, Geography, is offered to help students build a solid foundation for senior secondary studies. The school-based curricula, such as Career Education, Aesthetic Developments and Life Education, are duly implemented to cater for students’ needs in personal and social development. At the senior secondary level, a range of elective subject choices is appropriately provided and flexible time-slots are arranged to meet students' various interests and needs. Other learning experiences and subject-based events are effectively implemented with a curriculum-based design of lessons, activities and programmes for whole-person development.
3.3.2 The school attaches equal importance to cultivating in students the qualities of True Light students. The core values and qualities of True Light students are properly infused into the curricula of the subjects involved and students' daily life experience. To realise the school vision that students contribute to the society, the school provides a wide range of opportunities for students to serve both the school and the community, such as service training programme for all S4 students to plan and conduct a service activity each year. In recent years, students have always been awarded in recognition of their outstanding performance in serving the community.

3.3.3 Concerted efforts have been made in enhancing the spirit of sisterhood and sustaining the True Light Legacies. The spirit of sisterhood is well demonstrated by the harmonious and caring relationship among the students through different activities, such as “True Light Bonds”, "Lantern Passing Ceremony" and “Form Association Night”.

3.4 Commendable effort is made in addressing the major concern of Learning Effectiveness Enhancement through self-directed learning, catering for learner diversity and cross-curricular learning.

3.4.1 Self-directed learning is systematically implemented through the use of e-learning, students TV and reading. Students' learning interest is significantly improved through the effective implementation of e-learning in various subjects and reading extensively from the recommended book lists. Students' self-learning habits are reinforced through the extended self-learning packages, educational Apps and book reading outside classrooms. Ample provisions such as e-platform, tablets and e-learning centre are established to facilitate e-learning. In a number of subjects, teachers use e-devices effectively to conduct their lessons, arouse students' learning interest and facilitate peer evaluation. Some teachers use the e-platform for real time interaction with students, such as forum discussion on subject knowledge and current issues, and giving timely feedback on students' learning performance. Students have been enriching their knowledge through using tablets and e-platform frequently and efficiently to search for information, perform pre-lesson preparation and complete assignments. Students' self-directed learning motivation is also effectively enhanced through producing TV programmes by themselves and broadcasting the programmes on Campus TV channels for comments and feedback. Building on the successful experience of implementing e-learning in a number of subjects and the production of TV programmes, good practices in promoting self-directed learning could be disseminated to more subjects.

3.4.2 Provision to catering for learner diversity (CLD) is generally appropriate. After-school tutorial classes and remedial supplementary exercises are suitably offered as routine supporting measures for academically low achievers. High achievers' learning abilities are effectively stretched through
different enrichment programmes in Chinese, English, Mathematics, Science and Liberal Studies. Through joining the Learning Circle of CLD, school improvement projects organised by EDB and tertiary institutions, there is an on-going interflow of strategies and ideas for CLD with other schools. Teachers’ professional knowledge in CLD is continuously enriched. However, teaching strategies for CLD within the classroom such as questioning, differentiated tasks, and co-operative learning need further improvement.

3.4.3 Gifted Education Development is duly included as one of the MC. The school has set up a talent pool and implemented appropriate strategies by providing challenging learning opportunities, such as school-based pull out programmes and off-site enrichment programmes, for the talented students. Affective education programmes are also provided for the talented students on their emotional development and needs. Furthermore, the school put much effort to nurture students’ leadership skills. Various programmes such as Leadership Training Programme and the Hong Kong Award for Young People are aptly arranged for students with different abilities. Student leaders are given ample opportunities to take the initiative in planning and organising school activities. However, the strategies to enrich the learning of the academically high achievers at classroom level are insufficient, they could be further enhanced.

3.5 Due emphasis and good effort are put to nurture students’ values education, broaden their horizons and develop them with an informed goal setting on their further life planning.

3.5.1 To facilitate the whole-person development among students, a wide range of programmes and activities, such as Local Exchange Programme, Smiling Programme and Mainland visits, have been aptly arranged to broaden students’ horizons and nurture their positive values and attitudes. The Religious Education and Life Education (LE) in the school also serve as appropriate platforms to nurture students with concrete positive values and attitudes. While the LE lesson is going to be replaced by the subject Life and Society (S1-S3), the school should ensure appropriate and sufficient life education is sustained at the junior secondary level.

3.5.2 Students’ learning horizons are broadened with cross-curricular learning. The Cross-curricular Learning Day has succeeded in enriching students’ learning experiences through the task-oriented learning activities. A theme topic, such as Field Study in King’s Park and Yaumati Tourism, is designed for students at each junior secondary level. Through such activities, students are able to learn in a more effective and creative way without subject boundaries.

3.5.3 The school has displayed forward-looking planning and implementation in life planning education and career guidance for students in
the previous development cycle. A whole school approach to provide appropriate supports for the students has been aptly adopted. Building on the good work in the past years, career education curriculum is appropriately implemented in S3 and S4 to facilitate students' self-understanding and assist them in making informed decisions for further study and future career. Moreover, a good variety of activities is properly arranged to arouse junior secondary students' awareness of the importance of life planning and widen senior secondary students' perspectives on various pathways for further studies and career development.

3.6 Samples of assignments are well-designed to develop students' generic skills.

3.6.1 The school has well-defined assignment and assessment policies. Parents are fully informed of the policies through the Handbook for Parents. Continuous review on students' performance is conducted by each subject panel and remedial measures are suggested by some subject panels to tackle students' learning difficulties.

3.6.2 In line with the school major concerns, a variety of assignments, such as video clips editing, oral report, experiment design and pattern design, are assigned to help students develop a range of generic skills, including IT skills, critical thinking skills and creativity. There are differentiated worksheets to cater for learner diversity which aptly address the relevant school MC. Some assignments are provided with clear marking rubrics to facilitate students' understanding of the assessment requirements. Self-, peer- and parent-assessments are incorporated in some of the assignments, which help promote students' reflection on learning and keep parents informed of the learning progress of their children. Teachers' feedback is, generally, specific which helps students improve their learning.

3.7 Lessons are well-organised and students perform very well in lessons.

3.7.1 Classroom routines are well-established. Teachers are friendly and maintain a good rapport with students. They can convey their ideas clearly and deliver their lessons with clear learning objectives. Students are attentive and serious in learning. They cooperate well with their peers and can present their ideas fluently and systemically. They are well-engaged in lesson activities, such as group discussion and experiment, and are skilful in using mobile devices to search for information promptly and interact with peers effectively. Exhibiting appropriate study skills, some students take initiatives to take notes, check for meaning with the use of dictionary and use mind map to organise their ideas.
3.8 A good variety of learning and teaching strategies is employed to facilitate students' effective learning while more effort could be put to strengthen students' self-directed learning.

3.8.1 Some teachers make good use of IT devices and e-learning tools, such as tablets, Apps and software of Learning and Management System to help students organise their ideas, conduct self- and peer-assessment, visualise abstract concepts and facilitate pre-lesson preparation. A few teachers incorporate some self-learning elements into e-learning platform to encourage students to do the pre-lesson preparation tasks and students' performance is good.

3.8.2 To promote cooperative learning in classroom, various activities are organised to enhance their participation in lessons, such as group presentation, discussion, creation of poems and writing subtitles of video clips. Active student participation is evident in these learning activities. Most students work in good collaboration, and interact frequently in groups and pairs to facilitate learning and construct knowledge. However, the effectiveness of cooperative learning could be further enhanced by better defining roles of members in groups and giving more specific feedback on the learning performance of group work and students' individual responses. To help students become active learners, students should be encouraged to raise more questions, clarify issues further and explore knowledge in a self-directed manner.

3.8.3 Monitoring progress and providing individual support to the students who lag behind are the common strategies to cater for learner diversity in classroom. However, strategies for identifying students' learning needs are limited. As promoted by the school in the MC, more graded questions, differentiated tasks, and specific and concrete prompts and probes to students' responses could be employed to facilitate the participation of the academically low achievers and stretch the high achievers to the fullest.

3.9 Students are well-behaved and enthusiastic about community services. Their non-academic performance and overall academic performance are considered to be outstanding and good respectively.

3.9.1 Students are friendly, courteous and well-behaved. They maintain an amicable relationship with their peers. They are enthusiastic to serve others by taking part in school and community services. Student leaders demonstrate strong leadership and are dedicated to serving the school. They are committed and competent in performing their duties.

3.9.2 In the past three years, the percentage of students meeting the general entrance requirements for local undergraduate university programmes in the Hong Kong Diploma of Secondary Education (HKDSE) Examination and the general entrance requirements for sub-degree courses in the HKDSE
Examination was above the territory average of day school students. Taking into account the S1 intake, the school performed satisfactorily in the HKDSE Examination in the past three years.

3.9.3 Students are keen to participate in a wide range of activities and competitions, including academic, sports, arts, uniform and service groups. Numerous awards have been won in both inter-school and territory-wide competitions, in such as music, mathematics, visual arts and career education. Students also demonstrate outstanding achievements in winning group awards in the Hong Kong Schools Speech Festival, the Hong Kong School Drama Festival and the Schools Dance Festival. Individual groups of students have been granted the Gold Award for Volunteer Service by the Social Welfare Department for the past consecutive years. Moreover, a number of students have won the Kowloon Region Outstanding Students Award and silver medal of the Hong Kong Award for Young People.

3.10 An annual PIE working process has been established and smoothly conducted while a close monitoring role of the school leaders on the progress of tasks should be strengthened.

3.10.1 Good reflection on and deliberation of the strengths and weaknesses of the school are found. Most of the subject panel chairpersons and committee heads pay due effort to address the MC in their annual plans, conduct interim reviews on students’ progress and compile annual reports on the effectiveness of the tasks discharged. A regular self-evaluation working process at both school and departmental levels is evident. Since it takes five years to complete the current development cycle, timely monitoring role of the school leaders in the course of implementation and evaluation could be strengthened. A close steering on the intended outcomes set by the subject panels and committees could be more conducive to ensure a gradual and proper progress of the tasks over the five years. The monitoring roles and job descriptions of the two VPs and the CC could be explicitly listed out to ensure a clear accountability is available.

4. Suggestions for Improvement

4.1 The strategies to enhance effective learning and teaching should be continuously strengthened. Catering for learner diversity and self-directed learning, both in classroom learning and through e-learning, are concerns that the school still needs to address. While the learning and teaching strategies promoted by the school, such as cooperative learning, questioning and frequent feedback, should be carried on, more attention could be paid to the design and implementation of graded exercises in classroom, and differentiated assignments and extended learning after lessons to cater for the students’
various learning needs.

4.2 While the evaluation process has been regularly conducted at the school and departmental levels, more concrete and progressive outcomes should be devised so that there are objective and measurable criteria for evaluation of effectiveness. Furthermore, the monitoring role of the school leaders should be strengthened by entrusting the two VPs to monitor the progress of various tasks and measures in a more timely manner. The role of the CC could also be explicitly spelt out to strengthen its monitoring responsibility at school level.
School Response

The school response on the draft ESR report was received on 3 June 2016. The original text of the school response is incorporated as follows.

School Response

In response to the External School Review conducted by the EDB on 25, 26, 28 January and 2 February 2016, the School Management and staff would like to express its gratitude to the ESR Team for their work and professionalism. We are thankful for the comprehensive report and for the recognition, affirmation and confirmation conferred.

We are delighted to see that the strengths of the school have been recognized by the ESR team as follows:

1. The school, embraced with its vision and mission, is making good progress towards the goals set in the major concerns of the development cycle. With the good collaborated effort put by the stakeholders, including parents and alumni, students have been developed with various kinds of skills and competence in a well-planned manner, and are becoming more industrious and keen on learning and cheerful and confident when communicating with people.

2. The progress of the two major foci, career education enrichment and use of mobile devices in learning, is prominent and the intended outcomes are well achieved.

3. The strong leadership of the school leaders is manifested by the good preparation of the teachers for effective learning and teaching, through professional development programmes and secondments of teachers to the EDB.

4. The core values and qualities of True Light students are properly infused into the curricula of the subjects involved and students' daily life experience. The spirit of sisterhood is well demonstrated by the harmonious and caring relationship among students.

5. The school curriculum provides broad and balanced learning experiences to students. Other learning experiences and subject-based events are effectively implemented with a curriculum-based design of lessons, activities and programmes for whole-person development.

6. Commendable effort has been made in addressing the major concern of Learning Effectiveness Enhancement through self-directed learning, catering for learner diversity and cross-curricular learning. Students' learning interest and self-learning habits are significantly improved and enhanced through the effective implementation of e-learning, Student TV and reading.

7. Student leaders are given ample opportunities to take the initiative in planning and organizing school activities.

8. Due emphasis and good effort are put to nurture students' values education, broaden their horizons and develop them with an informed goal setting on their future planning.

9. Students' assignments are well-designed to develop students' generic skills. Teachers' feedback is specific which helps students improve their learning.

10. Teachers are friendly and maintain a good rapport with students. Lessons are well-organised and students are attentive and serious in learning.

11. A good variety of learning and teaching strategies such as using IT devices, e-learning tools, cooperative
learning are employed to facilitate students' effective learning.

12. Students are enthusiastic to serve others and demonstrate strong leadership. Their non-academic performance and overall academic performances are considered to be outstanding and good respectively.

13. An annual PIE working process has been established and smoothly conducted. A regular self-evaluation working process at both school and departmental levels is evident.

The report also makes a number of constructive suggestions for future improvement of the school including enhancing strategies to cater for learner diversity and self-directed learning, both in classroom learning and through e-learning, and strengthening the monitoring measures in the course of implementation and evaluation. We shall endeavor amongst ourselves to implement measures to realize the professional advice and recommendations received in order to keep the school moving forward so as to pursue excellence.

[Signature]

Rev. WU Ping-ki
School Supervisor