

The True Light School of Hong Kong

Major Concern 1:

The school's feedback and follow-up actions from the previous school year:

With the ultimate goal **“To nurture students to be proactive and self-confident learners”** for major concern 1, different plans across all KLAs have been implemented in the first cycle of the 3-year school’s major concerns plan started in 2024-2025. Continuing to work towards this goal, and with reference to the achievements accomplished and reflection done last year, 2025-2026 will focus on student learning and teacher professional development. For student learning, this plan built on Dr. Ho Sai Mun's SRL model, aims to boost students' proactivity through effective **“Intra-group (peer communication)”** and **“Inter-group (cross-group response)”** learning. The plan will continue to promote the adoption of **“Thinking Routines”** in lesson and assignment design, and welcome integrating the routines in a **“Cooperative Learning”** classroom setting if needed. The plan includes further strengthening guidance for junior students in developing good **“Learning Habits”** (like time management) and implementing engaging, subject-related **“Extended Learning Activities”**. Finally, while students value learning, the school will specifically focus on developing their reflective abilities beyond grades, teaching them how to effectively internalise and apply learning methods for continuous improvement. For teacher professional development, **workshops** deepening cooperative learning and self-regulated learning (SRL) skills, and **lesson observations** providing chances for professional exchange will be conducted.

Annual Plan

Target	Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
Enhancing students’ proactivity in learning within the classroom	Students actively engage in peer communication, demonstrating respect for others and collaborating to construct knowledge within the classroom in an	- Teachers’ observation of students’ performance (attitude and behaviour) within the classroom - Students’ academic performance	To consistently implement cooperative learning as the major strategy in a classroom setting, focusing on both intra-group (co- learning) and inter-group learning (cross-learning) throughout the academic year.	Whole year	Subject Panels	Lesson and assignment design

	intra-group learning (peer learning) setting. In inter-group learning (cross-learning), students can pay attention to the answers and opinions from other groups. Students can also voice their opinions and evaluations when responding to other groups' answers.	(generic skills) • Students' reflection • School-based Major Concerns Questionnaire Survey • Stakeholders Survey and APASO Survey				
	• Students acquire and apply thinking routines in the learning process and/or their assignments.		• To select one or two thinking routines to design learning activities and/or assignments, enabling students to master the thinking skills.	Whole year	Subject Panels	Lesson and assignment design
Cultivating students' learning	• Students effectively allocate time for	• Teachers' observation of students'	• To guide S1 & S2 students to develop good learning habits, such as time management and	Term 1	Subject teachers and Form	Worksheets Folders Folders

habit and self-regulated learning skills	studying, completing assignments, and reviewing learning materials • Students well-organise learning materials, notes, and resources for easy retrieval and reference.	performance (attitude and behaviour) within the classroom • Students' academic performance (generic skills) • Students' reflection	organising learning materials.		coordinators of S1 and S2	
	• Students actively participate in various extended learning activities.	• School-based Major Concerns Questionnaire Survey • Stakeholders Survey and APASO Survey	• To organise school-based extended learning activities related to the subjects. • To encourage and nominate students to participate in off-campus learning activities and competitions related to the subject.	Whole year	Subject Panels	Learning activities design
Developing students' reflective abilities and the capacity to improve their	• Students can find/develop a suitable learning method to study each subject so as to examine the progress and	• Teachers' observation of students' performance (attitude and behaviour) within the	• To discuss relevant learning methods to be provided to students with references and exercises, broadening their understanding of learning methods. Students may need to practice key methods.	Whole year	Subject Panels	Lesson and assignment design Evaluation after UTs and Exams

learning	outcomes of their self-learning and make improvements.	classroom - Students' academic performance (generic skills) - Students' reflection	To invite students and alumnae sharing their study methods in booths, allowing free exploration and exchange of learning ideas among students. S5: Leap to (DSE) Success S1: Peer to Peer Power-up	S5 Leap to (DSE) Success: Jan 2026 S1 Peer to Peer Power up: Feb 2026	Major Concern Team 1	
	S1 and S2 students show their persistence and diligence in their learning.	- School-based Major Concerns Questionnaire Survey - Stakeholders Survey and APASO Survey	"Leap Higher" Award Scheme	Term 1 (Oct – Dec 2025)	Major Concern Team 1	
Empowering teachers' competency	- Teachers actively participate in the professional development activities. - Teachers can apply what learnt in designing their lessons and assignments after professional training.	Teachers' feedback on the staff professional development activities	- To organise a series of school-based Staff Professional Development: - Workshop – AI and Self-Regulated Learning - Open classroom and lesson observations among KLAs - Good practice sharing in the staff deliberative meeting - To encourage teachers to participate in professional development activities outside	Term 1 Term 2 Term 2 Whole year	Major concern Team 1 and Staff Development Team	All teaching staff and speakers form external professional organisations

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Working Team

Team Leader - Au Po Man

Team Members - Hui Tuen Yung, Chan Lik De, Wong Man Sze, Tsui Sau Ngan, Mok Kwai Lung

			II. Form activities - S1: "My Learning Type", students identify their VAK learning style by questionnaire and learn about the strengths and limitations of each learning type - S4: "Empower Yourself", students learn the 12-character strengths through surveys and discussions; students are encouraged to reflect on and apply their personal strengths in everyday life	Throughout the year	Form and class teachers	Worksheets, PowerPoint slides and videos Worksheets PowerPoint
			III. Extra-curricular activities - ECA Leadership Training, a series of leadership training activities to let students reflect on their personal strengths and weaknesses - Overnight Training Camps for School Sport Teams (Athletics, Volleyball, and Basketball Teams) to boost team spirit and skills. - Debriefing after regular meetings or competitions facilitated and guided by teachers or coaches to reflect on their performance regularly, e.g. English and Chinese debate teams, Sports teams.	9-11.2025 9-10. 2025 Throughout the year	ECA Team PE Panel ECA advisors	NGOs Sport Team Members Teachers and coaches
			2.1.2 To boost students' self-acceptance and compassion			

			I. Activities under the theme “Build Your Own Support System” (BOSS) - Themed homeroom session “Embrace Failure” at all forms - Lunch Break Activities by True Buddy	10-12.2025	Class teachers, Guidance Team and School social workers	NGOs
			II. Adolescent Sleep Intervention and Prevention Programme by the CUHK Faculty of Medicine - Once all students finish the Adolescent Sleep Survey, the school will know more about their sleep habits. - An intervention group will then be offered to students.	9-12. 2025	Guidance Team, Person-in-charge of CUHK	Survey from CUHK
			III. Form activities - S5: “Empathize Inward”, a series of activity guiding students to pay more attention to their feelings, difficulties and needs - S4: “Embrace Yourself”, using interactive games and the inspiring story of Paralympic athlete So Wa Wai to guide students to confront their individual limitations and reflect on how to embrace their imperfections.	Throughout the year	Class teachers	Worksheet, PowerPoint, Gifts

<i>Become 'WE'</i> Foster students' empathy, know how to respect and collaborate with others	Through daily observation, teachers see a lot of changes in students, e.g. improved interpersonal relationships	The review meetings of teachers' observation and responsible units	2.2.1 To learn and actualize empathy and mutual respect in daily life I. Continuous involvement in various services It allows students to gain a better understanding of various communities, fostering their empathy and mutual respect in daily life through activities such as the Orbis Student Ambassador Campaign, YIAA, and UNICEF Club.	10. 2025-4. 2026	Civic Education Team, Social workers	Partnership with organizations such as EEB, HKGOV
			II. Cultivation of Entrepreneurial Spirit By understanding and practicing the entrepreneurial spirit, students will be able to conceive of innovative services or products to address social needs. In the process, students will learn to care about current community and social issues. - Workshops in class period, e.g. S4 Social Entrepreneurship, S5 Cultural Entrepreneurship - Startup Pitch Competitions for S3-S5	9-10, 2025 Throughout the year	Career Guidance Team	Alumni
			III. Form activities S5: "Empathize Outward", a series of real-life stories and principles of empathy to help students put	Throughout the year	Class teachers	PowerPoint, Worksheets Kahoot

			themselves in others' shoes and accept the imperfections of those around them. - S2: “School Rules Quiz”, to help students understand the purpose and significance of school rules in order to establish their social norms			
			2.2.2 To get along and collaborate with people I. Provide students with opportunities for collaborative training and practice - Inter-school Prefect Training Programme with Our Lady of the Rosary College to enhance prefects' communication, collaboration and problem-solving skills	10. 2025 – 2. 2026	Discipline Team, Senior Prefect Team	Teacher-in-charge of Our Lady of the Rosary College
			II. Form activities - S3: Games to foster teamwork, students learn to embrace their limits and the importance to cooperate with fellow through games. - S6: Envelopes with Encouragement and Well-Wishes, students have to send a kind message or gift to classmates using the envelope provided. R.E.S.T Reach Every Star Together,	Throughout the year	Class teachers and Form Association members	PowerPoint Presentation and Activity props

			students are encouraged to support each other in their personal improvement and pursuit of their dreams through activities.			
<i>Let's fly high</i> Build students' growth mindset and resilience, stay healthy physically & mentally through finding meaning and value in experiences	- Teachers actively participate in the training sessions - After the training, most teachers can put what they have learnt into practice in the class/form	- Post-teacher training questionnaire - The evaluation meetings of subject panels, sections and forms	2.3.1 To facilitate development on "growth mindset" I. Professional training for teachers - A workshop on applying positive thinking to effectively manage student relationships and handle challenging classroom or school situations.	2nd February, 2026	Members of SD Student Support Team	All teaching staff & Speakers from other organizations
	- Parents actively participate - The group and workshops can help parents with their personal development and in building positive relationships	Parents' questionnaire or reflections	II. Parent education in personal growth and positive family relationship - Parent Ambassador Group: With Parent Ambassadors as core members, the group allows parents to partner together on their journey of personal growth and establish positive family relationships. - A series of talks and workshops will be organized to equip parents with knowledge about teen growth, ways to interpret adolescent	Throughout the year	Parent Ambassadors, Presentative of student support team, School social workers	NGO: Mission Reconnect

	with their families.		behavior, and essential communication techniques. - Newsletter: Two issues of the "家的手紙屋" will be published each term, featuring family stories and details about upcoming parent events.			Family stories and articles
	Students actively participate in the activities. In the activity questionnaires or reflections, students show they are more positive and optimistic, or braver and more persevering than in the past.	Students' activity questionnaire or reflections	III. Long-term commitment to training programs - Flag Guard is formally established. Through weekly training and service, students' willpower and leadership skills will be cultivated, while regular review conducted will also help students learn from their mistakes. - Mentorship Programmes, such as TLamp and Inspiring Girls@TL encourage students to view challenges as opportunities, draw inspiration from others' successes, learn and grow from failures, and consistently step outside their comfort zones. This fosters resilience and adaptability in their personal and academic lives	Throughout the year	Civic Education Team Career Guidance Team	Partnership with organizations TLamp & Alumni Inspiring Girl Hong Kong
			IV. Sharing experiences of failure and setbacks - Well-Being Week: centered on the theme of "Try until we find a way",	4-5. 2026	Guidance Team, School	

			we aim to teach students through a range of activities to reject the fear of failure and cultivate the spirit of trial and error - Human Library for S3, S5 and S6 students - S2 elite athletes share their experiences of training and competition failures to cultivate students' strong will and challenge students to develop a habit of exercising.	12.2025- 3.2026 4. 2026	social workers Career Guidance Team Class teachers Athletes Form Committee Member	LPA, Alumni Photo, Video PowerPoint
	• Students actively participate in the activities • In the activity questionnaires or reflections, students show they are more positive and optimistic, or braver and more persevering	• Students' activity questionnaire or reflections	2.3.2 To enhance the well-being of teachers and students I. With the annual theme, "APT (Always Pray Together, Always Praise with Thanks", we aim to foster students' inner well-being through spiritual practices (pray & praise) that help bring joy in God. - School assemblies that include music worship (praise) and sharing on prayer (pray). - Lunchtime boxing activity and assembly sharing on the concept of all-rounded well-being (spiritual, mental & physical).	Throughout the year	Religious Team	Christian teachers and students, local NGOs, guest speakers

	than in the past		II. To establish and consolidate students' values, growth mindset and resilience through reading about sports - The reading theme: Flip the page, take a step: Let words awaken your journey! (讀一讀、動一動：字裡行間喚醒活力!), the library will promote reading as a path to personal growth. - A sports-themed Reading Club will combine book discussions, student sharing, and light stretching exercises to support physical and mental wellness. - In collaboration with the Chinese Panel, a Quiz Competition on fun sports facts will spark curiosity and engagement.	Throughout the year	Librarian Reading promotion team and members Library society	
			II. Promoting exercise as a daily routine A series of activities and programmes to encourage students to exercise more and to improve their physical health, for example, Myofascial release workshop, New Year Running Project, SportsACT.		Reading Club Chinese Panel	Book Fair Promotion work Quiz
				Throughout the year	PE panel, Major Concern 2	--

			III. Activities under the theme “Build Your Own Support System” (BOSS) By holding inter-class competitions on various foci, we can cultivate students' habits of compliance and self-discipline. “Masters of Cleanliness Challenge” aims to cultivate healthy life habits in students by encouraging good habits such as maintaining personal hygiene, keeping uniforms tidy, and sustaining a clean classroom environment.	Throughout the year	Discipline Team, Class Teachers Junior and Senior Prefect Teams	Activity Promotion, Mark Sheets and Gifts
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Working Team

Team Leader – Kwong Man Wai

Team Members – Ng Wing Han Christina, Chiu Sandra Kate, Lee Kai Tsz, Tse Hoi Ling, Tsui Lam, Yeung Wang On