

The True Light School of Hong Kong

Major Concern 1: Leap to Learn Well

We believe every student can be nurtured into a **“Proactive”, “Self-regulated”, and “Reflective”** learner who unleashes their full potential to leap forward and excel. To achieve this ultimate goal, initiatives centering on cooperative learning, thinking routines, learning habits, and extended learning activities have been implemented across all KLAs. Following these efforts, students reported increased use of these strategies to improve their learning, as reflected in the 2025–2026 Stakeholder Survey and Major Concern Questionnaire. Notably, various student groups have begun proactively seeking learning opportunities and taking the initiative to organize their own extended learning experiences. Encouragingly, teachers have also acted as role models by forming professional learning communities to deepen their pedagogical practice. Some conducted lesson studies under the guidance of Dr. Ho Sai Mun (何世敏博士), while others traveled abroad to exchange insights with other educators.

Briefly list the feedback and follow-up actions from the previous school year:

- To consolidate our work on cooperative learning and thinking routines, focus would be especially placed on *inter-group learning*. Also, the one to two thinking routines identified as most effective in each subject would be used repeatedly.
- Cross-curricular and cross-departmental initiatives in organizing more extended learning, off-campus learning activities, and competitions shall be made to help students transfer their knowledge to other areas.
- Varied reflective tools to improve students’ reflective abilities and learning would be introduced. The use of AI as a personalized learning tool would be especially highlighted.
- Cross-departmental professional exchanges would continue to be organized to facilitate the above work.

Annual Plan

Target	Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
1. 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	1.1 Cooperative Learning : To conduct “cooperative learning” as the major strategy, focusing especially on <i>inter-group learning</i> (cross-learning), and implement	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. • Students acquire and apply thinking routines in the learning process and/or their assignments. • Students successfully demonstrate their knowledge through multiple modalities (e.g., projects, presentations, portfolios). Following these varied assessments, students are able to articulate their personal strengths and learning preferences, showing increased confidence and motivation in their academic abilities.	• Students' academic performance (generic skills) • Students' reflection • School-based Major Concerns Questionnaire Survey • Stakeholders Survey and APASO Survey	it consistently throughout the academic year in a classroom across all subjects. 1.2 Thinking Routine : To stick to one thinking routine and repeatedly use it in the classroom. 1.3 Diverse Assessments: To design assessment, include more options and varieties to allow students see their strengths and potentials.			
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2. Cultivating students' learning habit and self-regulated learning skills	- Students effectively allocate time for studying, completing assignments, and reviewing learning materials - Students well-organize learning materials, notes, and resources for easy retrieval and reference. - Students actively participate in various extended learning activities.	- Teachers' observation of students' performance (attitude and behaviour) within the classroom - Students' academic performance (generic skills) - Students' reflection - School-based Major Concerns Questionnaire Survey - Stakeholders Survey and APASO Survey	2.1 Learning Habits: - To continue guide students to develop good learning habits, such as time management and organising learning materials. - To extend the habit of tidying/organizing binders to other levels, such as the development of a "Learning Log".	Whole year	Subject Teachers and Level Coordinators	Learning activities design
			2.2 Extended Learning Activities: - To arrange more school-based extended learning activities related to the subjects. - To elevate the museum-making project <i>Art in True Light</i> by bringing in values education back to classroom learning. All subjects will work under the theme of <i>Luminous Hearts: The Aesthetic Values of Feng Zikai</i>, formulating a whole-school cross-		Subject Panels and Subject Teachers	Learning activities design

			curricular extended learning experience (both inside and outside the classroom) for students to acquire ten priority values. Students' learning products will then be showcased alongside Feng Zikai's artwork in the 4-day exhibition, accommodating school stakeholders and the community. To recommend students to participate in off-campus learning activities and competitions related to the subject.			
3. Developing students' reflective abilities and the capacity to improve their learning	- Students can find/develop a suitable learning method to study each subject so as to examine the progress and outcomes of their self-learning and make improvements. - Students can develop their own self-regulated habit of reflection.	- Teachers' observation of students' performance (attitude and behaviour) within the classroom - Students' academic	3.1 Learning Methods: 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

		performance (generic skills) • Students’ reflection • School-based Major Concerns Questionnaire Survey • Stakeholders Survey and APASO Survey	• To implement the use of AI as a method for self-learning among students according to their own needs and at their own pace. • 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: Feb 2027 S1 Peer-to-Peer Power-up: Feb 2027	Major Concern Team 1	Learning activities design
			3.2 Self-reflective ability: To devise useful tools such as exit tickets, the praise, probe, propel framework, etc. to help students cultivate their reflective ability.	Whole year	Subject Panels	Lesson and assignment design Evaluation after UTs and Exams
			4. Empowering teachers’ competency	• Teachers actively participate in the professional development activities. • Teachers can apply what they learnt in designing	• Teachers’ feedback on the staff professional development activities	- New teachers ‘induction - School-based Staff Professional Development: • Seminar: The National 15th Five-Year Plan and the

	their lessons and assignments after professional training.		Strategic Alignment and Positioning of Hong Kong • Hands-on Workshop: Integrating Gemini Enterprise into Education • Pedagogical Workshop: Designing High-Quality Lessons to Enhance Student Proactivity • Lecture: Exploring Feng Zikai's Artworks and the Cultivation of Core Values • Leadership Workshop: Capacity Building for Middle Managers - Lesson Studies & Learning Communities: Collaborated with Dr Ho Sai-mun to conduct lesson studies on co-learning and peer learning. - Inter-school exchanges across various KLAs on contemporary educational topics.	August September October November 2nd Term June		
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Working Team

Team Leader – Wong Lok Ping

Team Members – Hui Tuen Yung, Chan Lik De, Tsui Sau Ngan, Mok Kwai Lung

Major Concern 2: Learn to live well

We believe every person is unique. They are alone, but not lonely. Every individual experiences success and failure, which are nutrients for growth. Through the 2024-27 major concerns, we hope to nurture every single student to feel contented when they are on their own, and blessed when the students are in groups, leading an orderly life, daring to try, embracing errors, and adopting a positive outlook on life. Regarding the Major Concern 2, our goal is to establish three key concepts: **“Know Me”, “Become We,” and “Let’s Fly High”**.

Following the second year of implementation, student scores in the personal growth sections of both the Stakeholder Survey and the Major Concern Questionnaire 2025-2026 generally increased compared to the previous year. Encouragingly, APASO evaluation data indicates a marked improvement in overall student well-being, evidenced by a positive rise in students’ emotional health scores and a growing sense of personal well-being.

Briefly list the feedback and follow-up actions from the previous school year:

- To foster sustainable habit formation, our strategic plan anchors continuous programming and highly interactive initiatives as its central axis, shifting focus away from reliance on standalone talks or isolated theme weeks.
- To advance physical, mental health, and values education, we will prioritize whole-school mobilization to build universal awareness, supported by form-level reinforcement. Synergistic collaboration among subject panels, administrative departments, and form teams provides an effective operational mechanism to continuously embed core values and the practice of *“Daily Exercise as a Habit”* into students’ daily lives.
- Extending beyond Parents’ Day, parent education will be embedded into regular instruction and co-curricular activities to deepen home-school mutual understanding and enable the school to foster stronger family bonding.

Annual Plan

Target	Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
<i>Know ‘ME’</i> Encourage students to acknowledge appreciate and unleash their strengths, know how to admit and accept one’s	● Students actively participate and achieve the activity’s objectives. ● In the activity questionnaires or reflections,	● Performance of students’ participation in activities ● Students’ activity questionnaires or reflections ● The review meetings of teachers’	2.1.1 To enhance students’ self-understanding and appreciation <i>I. Manipulation of personality tools and implementation of career-related workshops</i> Career & Guidance Team: (i) Conducts Personality and Occupation Inclination Surveys to assess students’ personality traits and career inclinations, (ii) Organize Self-Awareness and Career Planning workshops in class periods for all forms	Throughout the year	Career Guidance Team	Surveys and related tools

Target	Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
shortcomings and limitations	students can become aware of or learn how to appreciate and accept themselves	observation and responsible units ● KPM ● SHS ● APASO	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: Through multi-dimensional class activities, such as the “Meet the ‘U’ in Us” , “Know Who You Are” , students are encouraged to deepen their self-awareness. Aligned with initiatives from the departments, these activities offer students a holistic understanding of their personal needs, life planning and interpersonal relationships.	Throughout the year	Form and Class Teachers	Worksheets, PowerPoint slides and videos Worksheets PowerPoint
			III. Extra-curricular activities “Regular Debriefing” sessions after regular meetings or competitions facilitated and guided by teachers or coaches to reflect on students’ performance will be conducted, e.g., English and Chinese debate teams, Sports teams.	Throughout the year	ECA Advisors	Teachers and coaches
			2.1.2 To boost students’ self-acceptance and compassion I. Activities under the theme “Build Your Own Support System (BOSS).” - The themed homeroom session, “Sleep Better, Live Better,” is implemented across all forms. Designed with a strong emphasis on interactive engagement, the volume and complexity of reading materials are carefully scaffolded according to form levels to cater to students’ developmental and learning needs. - Monthly distribution of sleep health resources to teachers and students	1 st Term	Class Teachers, Guidance Team and Social Workers	Information about sleep health

Target	Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
			III. Form activities - S2: A series of sharing sessions, including “ Big Sisters’ Tips ” for academic Success and life balance, aimed at providing role models, showing students that they are not alone in their struggles, and building a supportive peer network - S5: A series of thematic activities, Flight 5.0: 擁抱你的獨特光芒、不完美的完美機組 , enables students to affirm their personal qualities and strengths, helping them ultimately embrace their imperfections.	Throughout the year	Class Teachers	Worksheet, PowerPoint, Gifts
Become ‘WE’ 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	● Performance of students’ participation in activities ● Students’ activity questionnaires or reflections ● The review meetings of teachers’ observation and responsible units ● KPM ● SHS ● APASO	2.2.1 To learn and actualize empathy and mutual respect in daily life I. Activities under the annual religious theme, “最強AI” (Super Love) - Empower students to experience God's love, learn to love themselves, and extend that love to others - Implements key initiatives include regular assemblies, student-led worship, lunchtime prayer sessions, and Bible reading programmes	Throughout the year	Religious Team	Christian teachers and students, local NGOs, guest speakers
			II. Cultivation of Entrepreneurial Spirit By engaging in a structured learning cycle, Pre-task→ Encounter→Debrief→Action , students cultivate an entrepreneurial mindset grounded in social responsibility. Through directly exploring community issues, students develop empathy, respect, and collaborative skills, empowering them to conceive innovative products and services that address real-world social needs.		Career Guidance Team	Alumni

Target	Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
			- Workshops in class periods for S4: Entrepreneurship: Values in Action - Entrepreneurship tour for S3-S5: From Ice to Ideas – Finland	11. 2026 7. 2027		
			III. Form activities S3: “ Listen with Care ”, form committee members conduct video interviews with staff across various school roles, sharing their stories of service to foster gratitude, mutual respect and civic responsibility among students.	Throughout the year	Class Teachers	PowerPoint, Worksheets, Staff
			2.2.2 To get along and collaborate with people I. Platforms for collaborative training and hands-on practice - Joint-School Prefect Training Day Camp (2 Days) with True Light Girls’ College to broaden prefects' communication, collaboration and problem-solving skills	11. 2026 – 4. 2027	Discipline Team, Junior and Senior Prefect Teams	Teacher-in-charge of True Light Girls’ College
			II. Form activities S6: Overnight School Camp: Journey of Grit, Memories and Togetherness This camp aims to foster a stronger sense of connectedness among students, empowering them with the resilience needed to face the challenges of the HKDSE.	9. 2026	Class Teachers, Form Committee	Activities and games design, Campus
Let’s fly high Build students’ growth mindset and resilience,	Students actively participate in the activities. In the activity questionnaires or reflections,	● Performance of students’ participation in activities ● Students’ activity questionnaires	2.3.1 To facilitate development on “Growth Mindset” I. Camp activities Introducing camping activities is to help foster students’ problem-solving and collaborative skills while instilling courage and resilience through	9-10. 2026	Teachers-in-charge of Department Form and	Camp sites, Activity materials

Target	Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
stay healthy physically & mentally through finding meaning and value in experiences	students show they are more positive and optimistic, or braver and more persevering than in the past.	or reflections ● The review meetings of teachers' observation and responsible units ● KPM ● SHS ● APASO	immersive camp challenges. e.g., - ECA Leadership Camp - Prefect Training Camp - Overnight Training Camps for School Sport Teams (Volleyball Team, Swimming Team) - Form Association Camp (S6 Journey of Grit, Memories and Togetherness)		Team	
			II. Failure and setbacks experience sharing - Guidance Team Theme Assembly: In line with the school's Year 3 Major Concern, the assembly in the second term will focus on self-acceptance and embracing failure. - Human Library: Homeroom sessions organized by the Career Guidance Team will be conducted for S3, S5, and S6 students.	Throughout the year	Guidance Team Career Guidance Team	Guest speaker Photo, Video PowerPoint
			III. Long-term commitment to training programs - Entering its second year, Flag Guard will optimize its entire process from interviews to training, aiming to refine member selection and cultivation to build strong teamwork. - Pupil Ambassador Scheme on Positive Living: Ten students will be selected to participate in a major territory-wide training program organized by the Education Bureau (EDB) to foster a positive and proactive attitude towards life. Serving as "Student Ambassadors", they will assist the Civic Education Team in driving school-based activities centered on the theme of 'Positive Life' on campus. - 伴你成長・招商同行：Through continued participation in the Scheme, teachers and	Throughout the year	Civic Education Team	Partnership with organizations

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			students will not only gain opportunities to join in-depth study tours to the Mainland, but the Civic Education Team, Chinese Language Department and School Library will also collaborate on organizing activities focused on Chinese reading, writing and cultural appreciation. These initiatives aim to nurture promising students and elevate their proficiency in Chinese creative writing.			
			IV. Expanding Life-wide Learning Days into a student growth journey across levels and departments - S1 (with CEA): 2D1N Mainland Experiential Tour — Building independence, self-care, national identity, and awareness of Mainland developments. - S2 (with Career & Guidance Team): 2-Day Design Thinking Workshop — Promoting empathy, creativity, and parent-child communication. - S3 (with ECA): 3D2N Outward Bound Camp — Developing student leadership skills. - S4 (with Religious Team): Service Learning Projects — Identifying community needs, gaining execution experience, and embracing the joy of serving others.	24-25.3.2027	Form and Class Teachers, CEA Team, ECA Team, Career Guidance Team, Religious Team	Programmes Design, Partnership with organizations
			2.3.2 To enhance the well-being of students I. Promoting exercise as a daily routine A series of physical wellness initiatives aimed at encouraging active student lifestyles:	Throughout the year	PE panel, House Committee, Major Concern	E-tool: Zero 2 Sport equipment

Target	Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
			- School-wide engagement: Organizing school-wide activities to inspire daily physical exercise and boost student vitality. - Targeted activities: Hosting lunchtime workout sessions and competitions co-organized by the PE Department and the House system.		Team 2	
			II. Nurturing students' values, growth mindset and resilience through whole-school cross-curricular learning Art in True Light - The theme of <i>Art in True Light: Luminous Hearts: The Aesthetic Values of Feng ZiKai</i> (豐子愷的價值美學搖籃), Feng ZiKai's artworks are imbued with a deep appreciation for nature, a passion for life, and compassion for humanity, fully exemplifying core positive values. - Beyond the exhibition, ten key values derived from his paintings serve as monthly school-wide themes, providing a unified focus that aligns whole-school activities and subject-based classroom learning.	3. 2027 9. 2026 – 3. 2027	Working Team of Art in True Light Subject Panels	Art pieces, Exhibition organizer, Docent Lesson Design
			III. Activities under the theme “Build Your Own Support System (BOSS)” G.R.A.C.E. Award Scheme (“真有禮”計劃): Promoting courtesy in phases across campus, home, and online settings through a school-wide reward scheme, embedding positive values and life attitudes into students' daily lives.	Throughout the year	Discipline Team, Class Teachers Junior and Senior Prefect Teams	Activity Promotion, Mark Sheets and Gifts

Target	Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
	● Parents actively participate ● The group can help parents	● Parents' questionnaire or reflections	IV. Progressively integrating parent education into student development - Parent group and S3 subject selection: Parent groups will feature sharing sessions by experienced senior form parents. Leveraging their experience with subject selection, these sessions aim to guide S3 parents in viewing their daughters' choices from a growth perspective while relieving parental anxiety. - Integrating Family Relationships into the Life Education Curriculum: Family relationships are addressed not only through parent education, but are also integrated into the S1 and S2 Life Education curriculum, helping students appreciate their parents' perspectives and develop constructive ways to interact with them. To consolidate and deepen learning, lessons conclude with Exit Tickets and micro-actions that guide students to summarize their insights, reflect on their growth, and put positive family interactions into daily practice.	2. 2027 S1: 1st Term S2: 2nd Term	Parent Ed. Working Team Guidance Team	Parents in group Lesson Design, Worksheet

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