



院書女光真
TRUE LIGHT GIRLS' COLLEGE

TRUE LIGHT GIRLS' COLLEGE DEVELOPMENT PLAN 2022 ✨ 2025

True Light Girls' College
3-year School Development Plan (2022-2025)

I. School vision and mission

Vision of the school

We inspire our students to

Think independently,

Learn proactively,

Grow in love and

Contribute to society.

Mission of the School



To develop students' analytical and critical thinking skills and their academic and cognitive abilities.



To cultivate students' enthusiasm for the pursuit of knowledge, physical fitness, social skills and aesthetic appreciation to lay a good foundation for life-long learning.



To lead students to live in God's love and walk in the right path guided by Christian values.



To establish with students their goals in life so as to shine forth as the light of the world.

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. True Light Spirit Cultivation	Partly achieved	Continue to be a major concern in the next SDP with special emphasis on True Light value education and staff development	True Light Education Framework has been developed and more activities in promoting True Light culture has been organized.
2. Learning Effectiveness Enhancement	Partly achieved	Continue to be a major concern in the next SDP with special emphasis on the learning motivation of students and catering for learners' diversity	Students' self-directed learning skills have been developed and their learning abilities have been enhanced in general, as reflected by the promising HKDSE results.
3. Gearing toward STEM Education	Mostly achieved	Incorporated as routine work with modification	STEM Education has been immersed into the curriculum of several subjects and different STEM activities have been organized. Students have won the championship of various STEM competitions.
4. Catering for diverse learning needs	Mostly achieved	Incorporated as routine work	Students' learning diversities has been better taken care of with the joint efforts of various committees and the resources provided by the EDB.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> (a) The school has a clear and logical organization structure which allows for the effective administration of its daily life. (b) The school has formulated clear and comprehensive procedures which are disseminated appropriately. (c) The daily running of the school is systematic and there is flexibility in handling ad hoc issues. 	<ul style="list-style-type: none"> (a) The school organization structure could be further streamlined to facilitate more effective administration.
2. Professional Leadership	<ul style="list-style-type: none"> (a) There is a harmonious relationship between the senior management and teaching staff. (b) School management and middle managers have strong commitment to school. (c) School resources are deployed flexibly and external resources are tapped actively to support the implementation of various measures, thus effectively enhancing school development. 	<ul style="list-style-type: none"> (a) More professional exchange for middle managers and teachers in and outside school could be promoted to develop the school into a professional learning community.
3. Curriculum and Assessment	<ul style="list-style-type: none"> (a) The school has a clear curriculum policy which aligns with the development of the curriculum reform. (b) A proper mechanism is in place to maintain communication within subject departments and to ensure the quality of assessment papers. (c) The school has established a well-articulated mechanism to monitor curriculum implementation through a variety of methods, in an effective and timely manner. 	<ul style="list-style-type: none"> (a) The school curriculum could be fine-tuned to meet the needs of different students. (b) Systematic cross-curricular learning activities could be further enriched.
4. Student Learning and Teaching	<ul style="list-style-type: none"> (a) Students are well-disciplined and adopt a serious attitude to learning. They are very attentive in class. They are also active in listening and willing to answer questions. (b) Teachers are friendly and attentive to students. They possess sound subject knowledge and a good command of English as the medium of instruction. With clear and logical presentation, they are able to teach lessons in a systematic way. 	<ul style="list-style-type: none"> (a) The strategies to cater for learner diversity in classroom teaching including cooperative learning as well as eLearning could be further developed. (b) Students' learning motivation, interests and abilities could be more effectively catered for and self-directed learning skills could be further developed.

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> (a) A wide range of OLE covering the areas of arts, interests, sports, service and religion is provided for students and good use is made of both internal and external resources. (b) A sound mechanism for organising, coordinating and monitoring the activities and services is put in place. (c) A high spirit of sisterhood is upheld in the school for the mutual support among students. 	<ul style="list-style-type: none"> (a) Students with special education needs could be better catered for. (b) Gifted education for more able students could be enhanced to further develop their potentials.
6. Partnership	<ul style="list-style-type: none"> (a) The school values home-school co-operation and good communication is maintained through various channels. (b) The school has very strong support from alumnae. (c) The school has close links with other True Light schools, tertiary institutions and neighbourhood churches to benefit teachers and students. (d) The school maintains close ties with the community and external organisations which facilitates school development, widens students' horizons and enriches their learning experiences. 	<ul style="list-style-type: none"> (a) More interflow activities and programmes with different partners could be arranged for teachers and students to enhance their development.
7. Attitude and Behaviour	<ul style="list-style-type: none"> (a) Students are pleasant, friendly, cheerful, polite, cooperative and self-disciplined. (b) Students have, in general, good interpersonal relationships, social and leadership skills. They are enthusiastic to serve others by taking active part in school and community services. (c) Students have been developed with various kinds of skills and competence in a well-planned manner, matched with their strong abilities and positive attributes. 	<ul style="list-style-type: none"> (a) Students should be encouraged to develop a more assertive and questioning attitude. (b) Students' self-management skills as well as learning motivation should be further fostered.
8. Participation and Achievement	<ul style="list-style-type: none"> (a) Students show very good performance in both internal assessment and public examinations. (b) Students participate in various competitions and achieve outstanding results. 	<ul style="list-style-type: none"> (a) The HKDSE results of some subjects could be further enhanced.

II. SWOT Analysis

A. Our Strengths

1. The school enjoys a good reputation of nurturing students with a serving spirit and good discipline.
2. Good practices and traditions have been well developed.
3. Low teacher turnover and stability in the staff force enable the school to carry on its vision and mission.
4. The efficient management and effective communication have created good teamwork among teachers, clerical staff and janitors.
5. Students and alumnae possess a strong sense of belonging to the school.
6. Parents, alumnae and the IMC are supportive of the school.
7. Numerous schemes of funding are available for students to apply.

B. Our Weakness

1. The small physical space of the school limits the organizing of school activities and counselling sessions for students. Owing to the limited space in the staff room, it is also difficult to improve the working environment for teachers.
2. A majority of students are from lower income families and require additional financial and social support.
3. Students are not self-motivated enough to develop independent learning skills.

C. Our Opportunities

1. With the extra resources and support from the EDB and applications of QEF, National Education and Value Education could be enhanced to enrich students' exposure and develop students' character and values.
2. Networking with other True Light schools and CCC schools as well as with many NGOs and external institutions provides resources and opportunities for students' development.
3. The mixed learning modes, face-to-face and online teaching, due to the pandemic enable teachers to adopt multiple e-learning strategies to enhance the effectiveness of students' learning.

D. Our Threats

1. The pandemic has greatly affected school operations including full day face-to-face classes and extra-curricular activities.
2. Students need to re-adapt to normal school life and re-establish proper learning habits after a prolonged period of class disruption arising from the pandemic.
3. The shrinking number in the student population in Hong Kong has created more diverse student abilities in the classroom.

III. Major Concerns

Major Concerns		Intended Outcomes	Strategies/Tasks		Time Scale		
					22/23	23/24	24/25
I	True Light Value Education Cultivation	1. True Light Education is cultivated and upheld.	a)	To review and modify the True Light Education framework.	✓		
			b)	To strengthen the qualities of True Light students through various life-wide learning activities and class periods.	✓	✓	✓
			c)	To restart and rejuvenate the traditional activities so as to maintain a positive, harmonious school atmosphere.	✓	✓	✓
			d)	To equip class teachers with the values and commitment to uphold True Light legacy.	✓	✓	✓
			e)	To develop teachers' sense of belonging to and ownership of True Light Education through talks, workshops and visits to other True Light schools.		✓	✓
			f)	To implement the Teacher Mentorship/Apprenticeship Programme.	✓	✓	✓
			g)	To promote True Light Education among parents by organizing parent talks & workshops and providing relevant online resources	✓	✓	✓
		2. National education for and a sense of national identity among students are strengthened.	a)	To review the existing practices in safeguarding national security and launching of national security education.	✓	✓	✓
			b)	To promote national security education in different aspects, including school administration, staff training, learning and teaching and guidance and discipline support.	✓	✓	✓
			c)	To enhance the cultivation of positive values among students through the Moral and Civic Education and National Education curricular including Flag-raising ceremonies, professional lectures, field visits, workshops, etc.	✓	✓	✓

Major Concerns		Intended Outcomes	Strategies/Tasks		Time Scale		
					22/23	23/24	24/25
II	Learning and Teaching Effectiveness Enhancement	1. Students' motivation is enhanced with more confidence in learning.	a)	To cultivate students good learning skills and habits in junior levels: (i) students are able to acquire learning strategies such as note-taking, time management (ii) students learn more about different learning styles and understand which style can help them learn more efficiently	✓	✓	✓
			b)	To devise the strategies and provide the resources for students to engage in self-regulated learning (i) students are able to learn at their own pace with self-access learning packages (ii) students are able learn the issues of their own interest through inquiry-based learning	✓	✓	✓
			c)	To optimize commendation schemes and awards to recognize students' good learning habits, track students' achievements and provide opportunities for success	✓	✓	✓
		2. Students' learning diversities are well catered for within and beyond classroom.	a)	To adopt suitable learning and teaching strategies to cater for learning diversities within classroom: (i) graded learning tasks are to be set for students of varied abilities (ii) open-ended tasks, challenging tasks requiring high order thinking skills and/or bonus questions are to be set for the gifted and academically driven students (iii) peer-learning communities are developed to enable students with diverse strengths and styles to complement each other beyond classroom: ✧ pre-lesson and post-lesson tasks are to be assigned for students for the purpose of assessing and monitoring their learning progress ✧ enrichment programmes and enhancement programmes are to be arranged for students of diverse abilities	✓	✓	✓
			b)	To groom students with talents through gifted education	✓	✓	✓
			c)	To provide comprehensive and individualized support and guidance to students with special educational needs (SEN) to address their learning needs	✓	✓	✓
			d)	To enhance the learning of Chinese Language and culture of non-Chinese speaking (NCS) students	✓	✓	✓
		3. Teachers' professional capacity on motivating students and addressing learning diversities are further developed.	a)	To encourage teachers to participate in continuous professional development (CPD) programmes provided by the Education Bureau and other organizations	✓	✓	✓
			b)	To organise seminars, workshops and in-house professional sharing of good practices on Staff Development Days	✓	✓	✓
			c)	To incorporate "students' motivation enhancement" and "catering for learning diversities" as integrated assessment criteria in lesson observation and assignment inspection	✓	✓	✓