2025 ✳ 2026

TRUE LIGHT GIRLS' COLLEGE
ANNUAL PLAN

School Vision

We inspire our students to

       Think independently,

       Learn proactively,

       Grow in love and

       Contribute to society.

School Mission

➢ 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

True Light Girls' College
Annual School Plan
2025/2026

Major Concerns

1. To empower students to be proactive learners in the 21st century

2. To nurture students' holistic well-being

1. Major Concern: To empower students to be proactive learners in the 21st century

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1.1 To broaden students' knowledge through interdisciplinary learning experiences	1.1.1 To organise two themed learning weeks with cross-curricular activities in STEAM and Chinese culture which extend students' learning beyond the classroom	● Over 70% of the students find the learning weeks useful in enhancing their understanding of STEAM and Chinese culture ● Over 70% of the students show increased enthusiasm for STEAM / stronger sense of national identity	● SHS ● End of year questionnaires ● Teacher observation / feedback ● Student feedback	Once every term	● Head of Academic Committee ● Head of STEAM Education Committee ● Head of Chinese History Panel ● Heads of Subject Panels concerned	
	1.1.2 To develop theme-based, cross curricular projects that provide S1 and S2 students with integrated learning experiences	● Over 700% of the students find that they have applied integrated knowledge from multiple subjects ● Over 70% of the teachers concerned agree that the projects can enhance students' subject knowledge and generic skills	● SHS ● End of year questionnaires ● Teacher surveys / feedback ● Student presentations and project evaluations	Whole year	● Head of Mathematics Panel ● Head of History Panel ● Head of Chinese History Panel ● Head of Geography Panel	
1.2 To cultivate students' learning habits and self-regulated learning skills	1.2.1 To set (1) pre-lesson preparation and (2) self-access learning materials to foster students' effective learning habits and independent learning skills	● Over 70% of students agree that the exercises improved retention and understanding of lesson content. ● Over 70% of the teachers find the increased students' responsibility for their own learning	● SHS ● End of year questionnaires ● Teacher surveys / feedback / observations ● Students' pre-lesson and post-lesson work	Whole year	● Head of all Subject Panels	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
	1.2.2 To introduce students to the foundational principles and processes of design thinking through a talk / a workshop	● Over 70% of students find the talk / workshop effective in deepening the understanding of design thinking	● Scrutiny of documents and records ● End of year questionnaires	Whole year	● Head of Academic Committee	
1.3 To build students' capacity for AI digital learning	1.3.1 To develop a comprehensive whole-school AI policy that utilises AI technologies to enhance personalised learning, while upholding academic integrity and ethical standards	● The comprehensive whole-school AI policy is developed	● Scrutiny of documents and records	Whole year	● Head of Academic Committee	
	1.3.2 To develop students' AI literacy (including its basic principles, applications, and ethical, social, and privacy implications) through talks and workshops and during the lessons	● Over 70% of students agree that their AI literacy are enhanced	● APASO ● End of year questionnaires		● Head of Academic Committee ● Head of ICT / CL Panel	
1.4 To broaden students' national and global awareness	1.4.1 To establish a corner on the campus for exploring and engaging issues related to sustainable development	● The corner is established	● Student feedback	First term	● Head of Values Education Committee	
	1.4.2 To organise talks and workshops that broaden students' understanding of sustainable development	● Over 70% of students find the talks and workshops useful in broadening their understanding of sustainable development	● APASO ● End of year questionnaires	Whole year	● Head of Values Education Committee ● Head of CS / CES Panel	
	1.4.3 To organise mainland and overseas tours that allow students to explore global issues while deepening their understanding of China's and global culture and development	● Over 70% of students find the tours effective in deepening their understanding of China's and global culture and development			● Head of National Education Committee ● Head of LWL Committee ● Heads of Subject Panels / Committees concerned	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
	1.4.4 To cultivate student leaders by widening their global perspectives through the leadership training programme	● Over 70% of participants agree that their global perspectives are widened through the leadership training programme	● SHS ● APASO ● End of year questionnaires	Whole year	● Heads of Subject Panels / Committees concerned ● Teacher I/C of ECA clubs / societies	
1.6 To raise parents' awareness of students' learning in the 21st century for better support	1.6.1 To (1) disseminate information and (2) organise talks and workshops to deepen parental understanding of student learning and school life	● Over 70% of the parents agree that the information and the programmes increase their engagement in their daughter's education	● Surveys to collect feedback from parents	Whole year	● Teacher I/C of Parent Academy ● Heads of Subject Panels / Committees concerned	
1.7 To equip teachers with knowledge and skills necessary to support students' learning for the 21st century	1.7.1 To organise professional development programmes in AI and design thinking to build teachers' capacity for supporting student learning	● Over 70% of the teachers find the programmes useful in enhancing their mastery of AI tools and their understanding of design thinking	● SHS ● Teacher surveys	Whole year	● Head of Staff Development Committee	

2. Major Concern: To nurture students' holistic well-being

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.1 Mental well-being To promote positive education that fosters resilience, a growth mindset and emotional intelligence	2.1.1 To organise talks, workshops and a Mental Health Week to foster students' growth mindsets and mental well-being using positive psychology strategies	● More than 70% of students agree that the programmes enhanced their understanding of the importance of mental health	● APASO ● End of year questionnaires	Whole year	● Head of Learning Support Committee ● Head of G&D Committee ● School Social Workers	
2.2 Physical well-being To encourage healthy habits and lifestyles for lifelong wellness	2.2.1 To set up a sports corner in the school to encourage students to engage in regular physical activities and promote healthy lifestyles	● The sports corner is set up	● SHS ● APASO ● End of year questionnaires	First Term	● Head of Physical Education Panel ● Head of LWL Committee ● Teacher I/C of Sports Association	
	2.2.2 To organise inclusive sports activities on Fun & Fit Friday that encourage participation from all students in order to foster a sports-friendly environment	● More than 70% of students report that they participate in more sports activities		Whole year		
	2.2.3 To introduce nutrition education programmes that highlight the importance of healthy eating habits through lessons, talks and workshops	● More than 70% of students agree that the lessons and programmes enhance their understanding of the importance of healthy eating habits	● APASO ● End of year questionnaires	Whole year	● Heads of all Science subject panels ● Head of Home Economics Panel	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.3 <u>Social well-being</u> To foster empathy and unity among students to strengthen their sense of belonging to the school community, Hong Kong and our nation	2.3.1 To strengthen students' sense of belonging within their groups through inter-class, inter-form and inter-house activities	● Over 70% of the students agree that they have developed a stronger sense of belonging	● SHS ● APASO ● End of year questionnaires ● Student feedback ● Teacher observation	Whole year	● Head of LWL Committee ● Class teachers ● Form I/C ● House Masters / Mistress ● Teacher I/C of Student Union	
	2.3.2 To implement the "Unlock your Dream in True Light" Project for Secondary One students to cultivate True Light values and foster personal growth	● Over 70% of the students agree that the Project strengthen their understanding of True Light values	● End of year questionnaires ● Student feedback		● Teacher I/C of the Project	
	2.3.3 To organise talks and workshops aiming at building students' skills to foster positive relationships among them and create a supportive and inclusive atmosphere at school	● Over 70% of the students report improved confidence in building positive relationships and stronger relationship-building / conflict resolution strategies	● SHS ● APASO ● End of year questionnaires ● Student feedback		● Head of G&D Committee ● Head of Learning Support Committee ● Head of Values Education Committee ● School Social Workers	
	2.3.4 To promote National Education through talks, workshops, visits and study tours to the mainland, strengthening students' sense of national identity	● Over 70% of the students agree that they have developed a stronger sense of belonging to our country	● APASO ● End of year questionnaires ● Student feedback		● Head of National Education Committee ● Head of LWL Committee ● Head of CES / CS Panel ● Head of Career Guidance Committee	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.4 <u>Spiritual well-being</u> To inspire students to serve others with kindness, love, and compassion	2.4.1 To equip students with both a service mindset and practical skills necessary for community engagement through talks and workshops	● Over 70% of the students find that the talks / workshops effectively cultivate a service mindset while providing practical skills for community engagement	● End of year questionnaires ● Student feedback ● Teacher observation	First term	● Head of LWL Committee ● Head of Religious Education Committee ● Teacher I/C of Student Social Service Corps	
	2.4.2 To arrange service-learning projects that empower students to make meaningful contributions to their community	● Over 70% of the students agree that they make meaningful contributions to their community	● End of year questionnaires ● Student feedback	Second term		
2.5 To raise awareness among parents and teachers about students' holistic well-being	2.5.1 To (1) disseminate information and (2) organise talks and workshops for parents and teachers, equipping them with the necessary knowledge and skills to better support students' well-being	● Over 70% of the parents and teachers find the information and programmes useful in equipping them with knowledge and skills to support students' well-being	● Parent feedback ● Teacher feedback	Whole year	● Head of Values Education Committee ● Head of Learning Support Committee ● Head of G&D Committee ● Head of Staff Development Committee ● Teacher I/C of Parent Academy	