

True Light Girls' College

1. 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

2. Core Values

- > To sustain the fine traditions begun by the founders which have been enhanced and upheld by successors throughout the years
- > To uphold the school motto of "Thou Art the Light of the World"
- To cultivate a working and learning environment with Christian values

3. School Motto

"Thou art the Light of the World" (Matthew 5:14a)

1

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2022/2023 - 2024/20205

Major concerns and targets	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: True Light Value Education Cultivation			
1.1 To cultivate and uphold	FULLY ACHIEVED		
True Light Education	 The True Light Education framework has been reviewed and modified. A close correlation between the qualities in the framework and the seven of priority values and attitude recommended by the Education Bureau (EDB) has been found. The school adopted the whole-school approach to organise activities or workshops for our students to develop the values and attitudes. The assembly talks and workshops have promoted positive values and well-being and the school-based materials adopted in class periods have developed to cultivate students' True Light qualities. Our school have restarted traditional True Light events to create good memories with their peers so that they could increase their sense of belonging to True Light. Experience sharing sessions by form coordinators were arranged during regular form meetings. The Principal also equipped teachers with positive values in upholding True Light legacy in the staff meetings. Visits to Alma Mata in Guangzhou was organised for all new staff to enhance their connection to True Light by exploring the history and development of the True Light family. The True Light Education Framework has been introduced to all S1 parents. Parent talks, workshops and online resources have been arranged for all the parents for promoting True Light qualities. 	Incorporated as routine work	

Major concerns and targets	Extent of the target achieved	Follow-up action(s)	Remarks
1.2 To strengthen the	MOSTLY ACHIEVED		
National education for			
and a sense of national	The content of key learning areas and subjects has been revised and	Incorporated as routine work	
identity among students	enriched. Learning and teaching materials, designed in alignment with the		
	Curriculum Development Council framework, have effectively been		
	delivered to students.		
	The procedure for handling violations of the national security law has been		
	thoroughly reviewed, resulting in updates to the case referral system. A		
	dedicated section on this procedure has also been incorporated into the		
	School Crisis Management Handbook.		
	Information related to national security education has been disseminated to		
	the staff and students internally. Talks, workshops and visits to the museums		
	have been organised for staff on Staff Development Days.		
	The national flag was raised daily. Flag raising ceremony with speeches		
	under the National Flag were conducted weekly including important days		
	and important school functions.		
	Talks, visits, and workshops related to National Security Education, were		
	organised by various subject panels and committees to foster students' sense		
	of belonging to the country. Study tours in Mainland China have been		
	arranged for students to gain deeper insights into the opportunities available		
	in our motherland.		

Major concerns and targets	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 2: Learning and Teaching Effectiveness Enhancement			
2.1 Students' motivation is enhanced with more confidence in learning	 MOSTLY ACHIEVED Note-taking has been extensively integrated into classroom practices in all levels as a tool to help students to document their learning and engage more meaningfully with the subject matter. The self-access learning (SAL) materials have been developed to support students in their independent learning. E-learning platforms have been wisely used to let student learn by themselves. 	Incorporated as routine work	
	The inquiry-based learning projects at the junior levels involve collaboration across different subjects.	Continue to be a major concern Foster closer collaboration among subjects to develop theme-based, cross curricular projects	
	The criteria of obtaining Outstanding Learning Motivation Award for S1 have been revised for greater effectiveness so as to help S1 students to better understand and develop effective learning habits and attitudes.	Incorporated as routine work	
2.2 Students' learning	MOSTLY ACHIEVED		
diversities are well catered for within and beyond classroom	 Note-taking has been extensively integrated into classroom practices in all levels as a tool to help students to document their learning and engage more meaningfully with the subject matter. A wide range of measures have been implemented to address the needs of learners with diverse abilities and learning styles in both classroom activities and assignments completed after class. Peer learning groups have been introduced to promote a culture of collaborative learning among students. Group projects and peer assessments are integrated into some subjects, allowing students to gain valuable feedback and insights from one another. 	Incorporated as routine work	
	 Both pre-lesson and post-lesson tasks have been integrated into the subjects to enhance student learning. 	Continue to be a major concern AI technology will be utilised to support personalised learning.	

Major concerns and targets	Extent of the target achieved	Follow-up action(s)	Remarks
	 A wide range of measures have been implemented to address the needs of learners with diverse abilities and learning styles in both classroom activities and assignments completed after class. Both enrichment and enhancement programmes have been implemented to cater to students with diverse abilities. The After-school Learning and Support Programme has been arranged for the S1 and S2 students requiring additional academic support. Gifted and talented students were offered extensive opportunities to showcase and nurture their abilities through a diverse range of events. Comprehensive and individualised support and guidance in academic and emotional aspects have been provided to SEN students by the SENCO and other specialists. Their parents have received ample support through talks, workshops, and sharing sessions. The school-based NCS Chinese curriculum had been continuously optimised and revised to incorporate real-life scenarios for learning Chinese at junior levels. At senior levels, the learning and teaching materials were adapted to better prepare students for public examinations. The Buddy Scheme has been expanded to pair all junior secondary NCS students with local students. They enjoyed participating in the activities; they have improved their language skills and built closer relationships with local students. After-school Chinese tutorial classes were arranged for NCS students to enhance their Chinese language competence. A wide range of cultural activities have been organised for NCS students to deepen their understanding and appreciation of Chinese culture. 	Incorporated as routine work	
2.3 Teachers' professional capacity on motivating students and addressing learning diversities are further developed	 MOSTLY ACHIEVED The teacher-in-charge of CPD has been assigned to report on the ongoing teachers' training progress and assist in assessing their training needs. In-house staff development programmes have been organised to prepare teachers for the School Self-Evaluation (SSE) and teacher sharing sessions about their lesson and assignment designs. An explanatory note has been added to the lesson observation form, emphasising the importance of enhancing students' motivation and addressing learning diversity in classroom teaching. 	Incorporated as routine work	

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

How good is my students' performance in achieving the seven learning goals?

According to the results of the Stakeholders Survey (SHS), over 80% of teachers agreed that the school curriculum aligns with the seven learning goals. Additionally, nearly 70% of students in the SHS reported that they have made significant efforts to overcome their learning difficulties. Notably, the HKDSE results have consistently surpassed the Hong Kong average. The number of JUPAS offers our students receive has been around 80%, while other students pursue their further studies outside Hong Kong, including in the Mainland, the United Kingdom and Canada. Our students have been admitted to universities through the School Nominations Direct Admission Scheme (SNDAS) every year since its inception.

1) Our students demonstrate a strong sense of **national and global identity** as evidenced by the Q-scores in the APASO, reaching as high as 116 over the years. Diverse programmes have been arranged to support this identity development. Speeches at weekly flag-raising ceremonies addressing topics, such as national economic development, history and technology, are given by student representatives, the Principal, and teachers. In school, events like the Chinese Cultural Week, festive lunchtime programmes and the Chinese tea ceremony workshop have allowed students to explore Chinese heritage from multiple perspectives. Beyond the classroom, many students have participated in the film appreciation activity, the annual sister school tour, a visit to Hong Kong Palace Museum and a military summer camp. To deepen their understanding of Hong Kong, activities, such as the Aberdeen tour, a visit to Tai Kuan, the Kowloon City Heritage Tour, workshops on intangible cultural heritage and tastings of traditional snacks, have been arranged. Over 90% of students reflected in our school-based survey that these activities have enhanced their national identity.

Students have also excelled in various competitions, receiving numerous prizes. The students won the First Runner-up and "The Most Profound Content Award" in National Identity Mobile App Design Competition 2024.

To foster global identity, the "Girls Go Global" project was introduced for S2 students in the 2024/2025 academic year, raising their awareness about global issues, such as poverty, climate change and hunger. The annual overseas summer tours to the United Kingdom and Canada were arranged to provide students with opportunities to learn about the history, culture and the arts of the countries while connecting with peers from them. These experiences have helped students to navigate cultural differences effectively.

2) We offer a broad curriculum that enhances students' **breadth of knowledge**, providing them with a comprehensive understanding of various subjects and disciplines. In addition to elective subjects at the senior levels, some students also take Applied Learning courses and Music outside school. Our school-based curricula include Financial Literacy, Aesthetic Development and Career Education, further widening students' exposures.

A diverse range of after-school programmes have been made available to students, including debate, drama, creative writing and foreign languages like French and Japanese, alongside STEAM and AI courses. Field trips to Mai Po, Cheung Chau, as well as study and cultural tours to Macau and the Greater Bay Area, where students were offered opportunities to visit museums, business corporations and traditional dramas, have broadened our students' horizons. To celebrate the school's 50thanniversary, the Variety Show was held at the Xiqu Centre to showcase students' talents in Chinese opera, dance and music.

Service learning is a core value that echoes our school motto, "Thou Art the Light of the World." Through initiatives like Project Futurus and soft meal workshops, students have learnt more about the needs of the elderly. Our students also have performed music in front of the elderly in our school. We have also extended our support to vulnerable groups, including kindergarten students and the mentally-challenged in the community. Each year, our school choirs are invited to perform Christmas carols, sharing joy with the public.

Students with diverse talents have been nominated to take courses at the Gifted Academy and tertiary institutions in fields, such as Psychology, Paleontology, Mathematics. They won numerous awards in the International Biology Olympiad and Hong Kong Girls' Olympiad in Informatics. These achievements reflect their exceptional abilities and commitment to academic excellence.

- 3) While being an EMI school, our school emphasises the importance of students being bi-literate in written English and Chinese, as well as trilingual in Cantonese, English and Putonghua. **Language proficiency** is actively promoted through introducing initiatives on campus. For example, English Speaking Day encourages students to use English in fun and interactive ways, with English ambassadors organising games and activities during lunchtime. Selected topics in S1 and S2 are covered adopting the Language-across-the-Curriculum approach, enabling students to learn different academic subjects more effectively.
 - Students have the opportunity to serve as emcees at major school events, such as the School Commencement Ceremony, Thanksgiving Service and Speech Day. Our school ambassadors are also school representatives in receiving the guests from all over the world.
 - Additionally, students are encouraged to participate in the EMI Drama Fest and join both Chinese and English debate classes. A significant number of students have received awards at the Hong Kong Schools Speech Festival, showcasing their speaking skills in English, Cantonese and Putonghua, with opportunities to present in front of their peers during assemblies. Our student also received the Bronze Award in 中國中學生作文大賽旭日文學之星. These accomplishments demonstrate the students' proficient language abilities.
- 4) Generic skills are essential for our students, enhancing their critical thinking, communication and adaptability, thereby equipping them for academic success and future career challenges. Our students have developed self-regulated learning skills, with about 88% of students in the school-based survey indicating that SAL materials enhance their learning. Furthermore, over 90% of them agreed that pre-lesson and post-lesson tasks allow subject teachers to assess and closely monitor their learning progress. The average Q-score related to learning strategies, including self-planning and self-monitoring in the APASO, is as high as 116. Students reported they set goals and study plans at the beginning of the year and are aware of effective learning strategies for different subjects.
 - Workshops on learning styles and note-taking were organised for S1 students to help them to understand their individual learning preferences and enhance their learning effectiveness. According to the school-based survey, approximately 85% and 88% of students reported that the two workshops have enhanced their learning at school respectively, boosting their confidence in learning.
 - Inquiry-based learning projects at the junior levels have provided students with a platform to develop multiple skills to complete their tasks, including research and communication. The junior Science curriculum has also introduced STEAM projects, such as the Music Box, which required students to activate the knowledge acquired from Science, Music, Visual Arts and Computer Literacy. Students won several awards in international competitions, including the Champion and the Best Styling Award in The Future City® Hong Kong and Macau Regional Competition, as well as First Runner-up in the Odyssey of the Minds Hong Kong Regional Tournament, showcasing their creativity.
 - Leadership training programmes for prefects and student mentors in the True Light Bonds sisterhood scheme have further strengthened their leadership skills. Our students have been assigned distinguished mentors, such as Professor Chan Che Ting from HKUST, as part of the "Distinguished Master, Accomplished Students' Mentorship Programme", to prepare them to become future scientists
- 5) Our students have also excelled in developing **information literacy** through various enriching programmes and competitions. Assembly talks on cyber-bullying have been instrumental in fostering responsible online behaviours and equipping students with the critical skills necessary for navigating the digital landscape safely and effectively. Project NEXT has empowered students to grasp emerging technologies while enabling them to reflect on the ethical values the technologies entail.

Participation in the Healthy Information Student Ambassadors Scheme has enabled students to promote healthy internet use among their peers. Notably, our school won the Second Runner-up in the Greater Bay Area Youth AI and Cybersecurity Challenge 2023, showcasing our students' skills and knowledge in a competitive environment.

- 6) For **life planning**, all subject panels and committees collaborate to support students in their future endeavours. School-based workshops on self-understanding for S1 and S2 students are conducted by class teachers every year. Additionally, a school-based Career Education curriculum is implemented for S3 and S4 students, providing valuable opportunities for them to understand themselves better and explore various career paths.
 - With respect to the career exploration for further study opportunities, S6 students are highly encouraged to attend the Info Day of the tertiary institutions with the S3 peers in True Light Bonds. Workplace visits to places, such as Creation TV, Sushi Express, Princess Margaret Hospital, China CITIC Bank International, Zhuhai Aerospace Land, allow students to gain insights into potential future study and career opportunities.
 - Regarding work experience programmes, the average Q-score in the APASO is 116, indicating that students have ample opportunities to participate in activities such as job shadowing, which provides real-world insights, with notable partnerships including the Hong Kong Trade Development Council. Workplace immersion experiences were also offered by J.P. Morgan, Manulife, and Ant Group. Additionally, the Mentorship Programme connects S5 students with alumni who offer guidance on further studies and career planning. Our comprehensive Career Guidance programmes, including JUPAS Choice workshops, Mock Release of HKDSE Results, and interview preparation, support both S5 and S6 students in their future life planning.
- 7) Maintaining a **healthy lifestyle** both physically and psychologically is essential for students' holistic well-being. Our school has joined the 4R initiative to promote this goal. PERMA Day, a test free day, has been held on the first Day 1 of the month. Lunch-time booths and various activities been arranged for students to enjoy the fun.
 - According to the Key Performance Measures (KPM) report, approximately 79% of our students maintain a normal body weight, while 21% fall within the overweight and obese categories. In addition to the Athletics Meet, Swimming Gala and Rope-skipping Competition, we organise various physical activities, such as 8-minute runs, inter-class obstacle race, inter-house table-tennis competition, student-teacher dodgeball matches, to encourage fitness. Some sports promotion schemes like Z. Shaolin Martial Arts, rowing and karate have been introduced to provide students with opportunities to explore different types of sports.

With an increasing number of students experiencing emotional instability, greater emphasis on psychological health is crucial. In the APASO, the average Q-score for items related to emotional well-being, including affect (no negative affect) and affect (no anxiety, depressive symptoms) is 86, highlighting the urgent need to address psychological health. "Embracing the Joy & Fun @ TLGC" and "Let's Cheer Up Together!", the themes of the Mental Health Week, were held in the past two years to raise the awareness of proper mental health and promote well-being among students. Additional programmes, including a visit to LevelMind@JC and mindfulness workshops, have further supported this effort.

How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

Our school has provided our students with diverse learning experiences in order to foster their whole-person development and prepare them for lifelong learning. A significant 76.4% of teachers in the SHS agreed that our school offers a broad and balanced curriculum that effectively supports students' holistic growth. They also agreed that the school curriculum aligns well with educational goals and current development trends.

There are three school-based curricula designed to enrich our students' learning experiences. The Financial Literacy curriculum was introduced in S1 and S2 to raise students' awareness of the importance of managing finances for personal to business purposes. Career Education for S3 and S4 equips students with essential knowledge and skills for self-understanding and further study opportunities. Aesthetic Development at senior levels introduces various performing arts, such as music, drama and dance, to students. These subjects contribute to a broader exposure to diverse knowledge for students.

To address learner diversity, remedial classes in English and Mathematics for S1 students were initiated in 2024/2025. These classes allow subject teachers to provide more individualised attention to students in need. Additionally, S1 and S2 students requiring foundational support were arranged to attend after-school enhancement classes in Chinese, English and Mathematics, taught by teachers and teaching assistants. For high achievers, advanced courses in subjects such as Biology and Chinese History, featuring more challenging components, were organised to enrich their knowledge in these disciplines.

Our school boasts a professional teaching team dedicated to adapting learning and teaching strategies to maximise student learning effectiveness. In the SHS, teachers reported that they not only arrange a wide variety of learning activities, such as group discussions and presentations, as well as asking questions of different levels to inspire students to think inside the classroom, but also organise visits for students beyond the classroom, as validated by mean scores of 3.9 and 4.0, respectively. Students, in the SHS, agreed, with a mean score of 3.7, that teachers frequently teach them various learning strategies, including the use of concept maps and online resources. These strategies better equip students to become lifelong learners. Furthermore, teachers demonstrate genuine care for their students beyond their roles as learning facilitators. Students indicated that teachers often provide constructive feedback on ways to improve and offer encouragement to exert themselves and to help them to overcome challenges, supported by mean scores of 3.7 and 3.8, respectively. These provide students with a safety net and foster a supporting learning environment.

Our school is committed to students' holistic development, where academic growth is complemented by emotional, physical, social and spiritual well-being. Our True Light qualities and the 12 priority values and attitudes recommended by the EDB serve as core values guiding our students' development. By nurturing well-rounded individuals, our students excel academically while also developing the skills and values necessary to thrive in all aspects of life, preparing them to become **top learners** and **top leaders**. In the SHS, both parents and students reported high levels of self-discipline and adherence to rules among students, with mean scores of 4.0 and 3.6, respectively. Additionally, the mean scores from parent and student surveys, at 4.0 and 3.7, respectively, showed that our school effectively fosters good moral character in students, both inside and beyond the classroom. In the APASO, the Q-Scores for honesty and morality stand at 116, further validating their positive perceptions and strong beliefs in these qualities.

The extensive Life-wide Learning programmes offered to students not only broaden their horizons but also instilling them our core values. Our three uniform teams, namely the Girl Guides, Red Cross and Road Safety Patrol, teach valuable lessons in discipline and teamwork. Through badge examinations, students have opportunities to explore and unleash their potential and interests, fostering personal growth. Also, participation in social service projects, including the S4 Service Learning project, Project Futurus and soft meal workshops, provides students with opportunities to engage with the elderly, particularly those with dysphagia. The annual service programmes organised by the Community Youth Club serve both the elderly and the grassroots children. Events like the Talents of the world, where students dressed in traditional costumes, offered students the chance to share songs from their countries, promoting respect in our international city, Hong Kong. The Roving Interactive Drama Series also fostered respect and gratitude among students. Collectively, these programmes have significantly contributed to the overall development of our students.

How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

The school's capacity for continuous improvement and development relies significantly on effective leadership. Full support from the Incorporated Management Committee (IMC), alongside the active involvement of the Principal, Vice Principals, subject panel and committee heads, is crucial. The SHS recorded a high mean score of 3.9 for professional leadership, reflecting a strong commitment to fostering an environment that supports students' holistic development and lifelong learning. Furthermore, 70.4% of teachers, according to the SHS, agreed to the school's development priorities. The mean scores for formulating clear targets and specific implementation strategies were 3.7 and 3.8, respectively, indicating that the management team provides robust support to teachers in implementing school policies and effectively monitors their progress.

To promote a participatory approach to sustainable development within the school, teachers have been systematically trained in the Planning-Implementation-Evaluation (P-I-E) cycle. In the 2024/2025 academic year, the SSE Committee was established to systematically collect relevant data for ongoing improvement and development. Staff training sessions have been conducted to familiarise teachers with the P-I-E process and the interpretation of data gathered from self-evaluation tools, such as APASO, under the guidance of management personnel. These sessions included sharing of insights from experienced principals from other schools, and preparing our teachers for self-evaluation on Staff Development Days. Annual brainstorming sessions were held to share findings and analyses of self-evaluation data, equipping teachers with the knowledge and skills necessary for a data-driven approach and fostering a culture of self-evaluation. Teachers, according to the SHS, agreed, with a mean score of 3.8, that the school has effectively guided them in building consensus on its directions for sustainable development.

Our school also allocates resources efficiently to support school development initiatives. Teachers are assigned roles and projects that align with the school's sustainable development goals, taking into account their professional backgrounds, experiences, strengths and passions. This approach enhances their motivation and contributes to the long-term development of the school. In terms of financial resources, in addition to regular school grants, scholarships from former principals and retired teachers, as well as support from the Parent Teacher Association, the Alumni Association and various school-based financial schemes provide essential financial assistance for our students. External resources are wisely utilised to facilitate students' whole-person development and lifelong learning. For instance, the QEF project "My Pledge to Act" promotes national education and national security while enhancing students' media and information literacy. Community organisations, such as Junior Achievement Hong Kong, the Chinese General Chamber of Commerce, the Rotary Club and the City University of Hong Kong, offer students unique learning experiences in areas such as life planning and national identity, leadership skills development and STEAM.

Teacher professional development is a key focus to ensure that educators stay updated on the latest trends and significant issues relevant to the current school development cycle. On Staff Development Days, teachers are invited to share their lesson and assignment designs through a selection process that includes lesson observations and assignment inspections. The SHS indicated that 83.6% of teachers believe these professional development activities effectively address the needs of the school and its students, while 76.4% found them beneficial to their professional practice. Several teachers have also had the opportunity to present their expertise on topics such as learner diversity and financial education in the EDB, thereby strengthening the professional team within the school.

Overall, our school's development has received high recognition. 90% of parents expressed their satisfaction with their daughters' education at our school in the SHS.

c. How Can My School Be Better?

What are my students' needs?

Based on the survey results collected from students, teachers and parents, as well as observations and reviews of student performance during the last school development cycle, we have identified several areas for strengthening students' whole-person development:

1) Enhancing students' confidence in learning

Students reported that their confidence in learning ranked the lowest in their views on student learning in the SHS, with 16% expressing disagreement. The learning goals of "breadth of knowledge", "generic skills", and "language proficiency" help to broaden students' horizons, providing opportunities to explore the world through reading across curriculum and authentic learning experiences both inside and beyond the classroom, while developing their generic skills during the process. We aim to strengthen their language proficiency by offering more platforms for students to showcase their learning outcomes and by tailoring support for students with diverse learning needs, preparing them to become top learners of lifelong learning.

2) Strengthening students' global perspectives

The APASO revealed an average Q-score of 97 for global perspective among students, indicating a need for further promoting the learning goals of "national and global identity" and "life planning". By fostering a deeper sense of responsibility and empowering students to take action on global challenges, these goals inspire them to be a top leader playing an active role in a global community of shared future. Through this approach, our students are prepared to contribute meaningfully to the globe.

3) Preparing students to learn in the digital world

Students in the APASO reported an average Q-score of 85 for having difficulties in resisting social networks, new digital devices and applications. The learning goal of "information literacy" addresses this challenge by empowering students to leverage AI to enhance their learning while fostering awareness of ethical and responsible technology use.

4) Improving the students' holistic well-being

The APASO results underscore the urgent need to promote the learning goal of a "healthy lifestyle" among students, with an average Q-score of 85 and a 15.8% disagreement rate in the SHS. Teacher observations have highlighted the adverse impact of mental health issues on students, indicating a need for increased focus on students' psychological well-being.

What is my school's capacity for continuous improvement and development?

The school managers in the IMC are highly supportive, fostering a strong sense of trust and empowering the Principal and teachers in implementing school policies. Our teaching team is relatively stable, with 74% of teachers having ten years or more of experience at our school, making them well-acquainted with the school's traditions and culture. Overall, teachers rated the management in the SHS with a mean score of 3.7, while 87.2% agreed that our school provides clear directions for its development. The positive working relationships between school management and teachers reflected in a mean score of at least 4.1 in the SHS. This encourages collaboration within and across panels and committees, creating opportunities for innovative strategies to support our students in the future.

To further enhance the effectiveness of SSE, upcoming professional development sessions will focus on building teachers' capacity to analyse data rather than simply providing them with analysis. This initiative will begin with middle management and expand to all teachers. By fostering these skills, we aim to cultivate a more data-driven culture within the school, ultimately supporting sustainable development of our school.

Despite the anticipated retirement of experienced teachers and middle managers in the coming years, a succession planning process has been implemented to ensure that knowledge and experience are effectively passed on to the next generation of teachers through mentor-mentee relationships.

Both parents and alumni serve as significant partners, providing valuable human and financial resources. Our parents contribute substantial support, as evidenced by the positive relationships between them and the school, reflected in a mean score of 4.1 in the SHS. They enthusiastically take part in school activities, taking on various roles such as participants in parent-child activities and seminars in the Parent Academy, as well as volunteers for student programmes. The Student Activity Fund, managed by the Parent Teacher Association, provides essential financial support to enrich the learning experiences of our students.

Our alumni also play a vital role in supporting the ongoing development of the school. Many remain actively engaged with our school, enhancing the learning experiences of current students through the Mentorship Programme, like serving as speakers at school events and providing donations for scholarships and special projects. This sustained involvement strengthens the bonds between alumni and current students, fostering a vibrant school community.

Our school benefits from close collaborations with community organisations, including NGOs, professional bodies and government departments. These partnerships offer students a wide range of learning opportunities, including talks, visits and study tours. To provide students with broader perspectives beyond the classroom, additional local and overseas tours should be arranged with the support of these partners. By leveraging these connections, our students can access unique and authentic learning experiences that will enrich their educational journeys.

What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Based on our students' needs and the school's capacities, two key development priorities will be addressed:

1) Empower students to be proactive learners in the 21st century

To thrive in our rapidly evolving world, students must develop self-regulated learning skills, interdisciplinary agility and AI adaptability. Cultivating confidence and intrinsic motivation will spark deeper curiosity. Interdisciplinary learning experiences will enable them to connect knowledge across domains, think critically about complex challenges and innovate beyond traditional boundaries. Equally important is nurturing a strong national identity and global citizenship, equipping students to understand their role in both local and worldwide contexts and inspiring them to contribute meaningfully to our country as well as the global community. By integrating these competencies, we prepare students to excel academically and contribute to a better world.

2) Nurture students' holistic well-being

To effectively enhance students' well-being, it is crucial to concentrate on four essential areas: psychological, physical, social, and spiritual wellness. The school will cultivate a positive environment that emphasises the importance of a growth mindset. Encouraging inclusive sports activities would allow both students and teachers to engage in physical fitness together. Additionally, students should develop qualities such as empathy and collaboration through shared learning experiences, both inside and beyond the classroom, equipping them to be responsible members of society. Service learning projects are designed to deepen students' understanding of community needs, aligning with the school's motto, "Thou Art the Light of the World". By addressing these domains, students will enhance their resilience in facing life's challenges.

Major Concerns of 2025-2028 School Development Cycle

Based on the above holistic review of school performance, the major concerns in order of priority are:

- 1. To empower students to be proactive learners in the 21st century
- 2. To nurture students' holistic well-being

School Development Plan (2025-2028)

Major Concerns	Targets	Time Sca	ale (Please	insert ✓)	Outline of Strategies	Seven Learning Goals
Wajor Concerns	e	25/26	26/27	27/28	<u> </u>	Seven Learning Goals
To empower students to be proactive learners in the 21 st century	1.1 To broaden students' knowledge through interdisciplinary learning experiences	✓ ✓	✓	✓	 To organise themed learning weeks with cross-curricular activities which extend students' learning beyond the classroom To develop theme-based, cross curricular projects that provide junior students with integrated learning experiences 	 National and Global Identity Breadth of Knowledge Language Proficiency Generic Skills
	1.2 To cultivate students' learning habits and self-regulated learning skills	✓	✓	✓	 To set (1) pre-lesson preparation and (2) post-lesson exercises to foster students' effective learning habits and independent learning skills To introduce students to the foundational principles and processes of design thinking through talk / workshop To incorporate design thinking methodologies into selected junior-level projects, guiding students in applying these approaches to effectively develop solutions for real-world problems 	 National and Global Identity Breadth of Knowledge Language Proficiency Generic Skills Information Literacy
	1.3 To build students' capacity for AI digital learning	✓	✓	✓	 To develop a comprehensive whole-school AI policy that utilises AI technologies to enhance personalised learning, while upholding academic integrity and ethical standards To develop students' AI literacy (including its basic principles, applications, and ethical, social, and privacy implications) through a variety of programmes inside and beyond the classroom To implement a phased integration of AI into learning and teaching, aiming at enhancing lesson engagement and supporting blended learning environments 	Breadth of Knowledge Generic Skills Information Literacy

Major Concerns	Tongoto	Time Scale (Please insert ✓)		insert √)	Outline of Strategies	Seven Learning Goals	
Major Concerns	Targets	25/26	26/27	27/28	Outline of Strategies	Seven Learning Goals	
To empower students to be proactive learners in the 21st century	1.4 To broaden students' national and global awareness	✓ ✓		<i>y</i>	To establish a corner at the campus for exploring and engaging issues related to sustainable development The remains to the control of	 National and Global Identity Breadth of	
		✓	√	√	 To organise talks and workshops that broaden students' understanding of sustainable development To organise mainland and overseas tours that allow students to explore global issues while deepening their 	 Knowledge Language Proficiency Generic Skills Life Planning 	
		✓	√	✓	 understanding of China's and global culture and development To cultivate student leaders by widening their global perspectives through leadership training programme 		
	1.5 To raise parents' awareness of students' learning in the 21 st century for better support	✓	✓	√	• To (1) disseminate information and (2) organise talks and workshops to deepen parental understanding of student learning and school life	 National and Global Identity Breadth of Knowledge Language 	
1.6	1.6 To equip teachers with the knowledge and skills necessary to support students' learning for the 21st century	✓	✓	✓	To organise professional development programmes to build teachers' capacity for supporting student learning	Proficiency Generic Skills Information Literacy Life Planning	

Major Concerns	Targets		ale (Please		Outline of Strategies	Seven Learning Goals
	G	25/26	26/27	27/28	Outilité di Strategies	Seven Learning Guais
2. To nurture students' holistic well-being	2.1 Mental well-being To promote positive education that fosters resilience, a growth mindset and emotional intelligence	~	√	*	To organise talks, workshops and a Mental Health Week to foster students' growth mindsets and mental well-being using positive psychology strategies	 Breadth of Knowledge Generic Skills Information Literacy Healthy Lifestyle
	2.2 Physical well-being To encourage healthy habits and lifestyles for lifelong wellness	✓	✓	✓	 To set up a sports corner in the school to encourage students to engage in regular physical activities and promote healthy lifestyles To organise inclusive sports activities regularly that encourage participation from all students in order to foster a sports-friendly environment To introduce nutrition education programmes that highlight the importance of healthy eating habits inside and beyond the classroom 	 Breadth of Knowledge Generic Skills Healthy Lifestyle
	2.3 Social well-being To foster empathy and unity among students to strengthen their sense of belonging tothe school community, Hong Kong and our nation	✓	✓	✓	 To strengthen students' sense of belonging within their groups through inter-class, inter-form and inter-house activities To implement the "Unlock your Dream in True Light" Project for Secondary One students to cultivate True Light values and foster personal growth To organise diverse programmes aiming at building students' skills to foster positive relationships among them and create a supportive and inclusive atmosphere at school To promote National Education through talks, workshops, visits and study tours to the mainland, strengthening students' 	 National and Global Identity Breadth of Knowledge Generic Skills Information Literacy Life Planning

Major Concount	Tayrata	Time Sca	ale (Please	insert ✓)	Outline of Stratogics	Savan I aanning Caals
Major Concerns	Targets	25/26	26/27	27/28	Outline of Strategies	Seven Learning Goals
2. To nurture students' holistic well-being	2.4 Spiritual well-being To inspire students to serve others with kindness, love, and compassion	*	*	✓	 To equip students with both a service mindset and practical skills necessary for community engagement through talks and workshops To arrange service-learning projects that empower students to make meaningful contributions to their community 	 Breadth of Knowledge Language Proficiency Generic Skills Life Planning
	2.5 To raise awareness among parents and teachers about students' holistic well-being	✓	√	√	• 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	 Breadth of Knowledge Generic Skills Healthy Lifestyle