



2026



2027

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

2026/2027

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

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

- The interdisciplinary themed weeks this year proved highly successful, offering students meaningful opportunities to construct knowledge across multiple disciplines. Through a diverse range of activities, student engagement and motivation were significantly enhanced in STEAM, English and Chinese. Moving forward, the themed weeks will be organised with greater collaboration among subject panels to further enrich the learning experience.
- Students enhanced their understanding of sustainable development through a series of talks, exhibitions, and an overseas study tour. Owing to limited campus space, the construction of the sustainability corner took longer than anticipated. In the coming year, the initiative will be carried out in collaboration with students, engaging them in design thinking to create and develop the sustainability corner.

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 PSHE and English language which extend students' learning beyond the classroom	• Over 70% of the students find the learning weeks useful in increasing their exposure to English and learning social and environmental issues • Over 70% of the students show increased motivation for learning English / stronger sense of social responsibility	• SHS • End of year questionnaires • Teacher observation / feedback • Student feedback	Once every term	• Head of Academic Committee • Head of PSHE KLA • Head of English Language 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 70% 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 Academic Committee • Head of Subject Panels concerned	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
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 75% of students agree that the exercises improved retention and understanding of lesson content. - Over 75% 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	
	1.2.2 To incorporate design thinking into junior-level projects to guide students to develop solutions to real world problems	Over 70% of students find the projects effective in developing their problem-solving skills and connect their learning to the real world	- End of year questionnaires - Student project evaluation	Whole year	- Head of Academic Committee - Heads of Technology and Science Education KLAS	
1.3 To build students' capacity for AI digital learning	1.3.1 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 75% of students agree that their AI literacy is enhanced	- APASO - End of year questionnaires	Whole year	- Head of Academic Committee - Head of ICT / CL Panel	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
	1.3.2 To incorporate integration of AI into learning and teaching: (1) fostering the ethical and responsible use of IT and AI; (2) enhancing students' AI capabilities in Computer Literacy and ICT lessons; (3) incorporating AI tools and online learning to enrich teaching (4) encouraging the use of AI in lessons, assignments and self-regulated learning activities	75% of students agree that they have learnt to use AI and IT ethically and responsibly 75% of students found their information literacy and AI skills enhanced 75% of students find AI skills help them to learn more effectively	- End of year questionnaires - Teacher surveys / feedback		- Head of Academic Committee - Head of the Values Education - Head of G&D Committee	
1.4 To broaden students' national and global awareness	1.4.1 To organise talks, workshops and join competitions that broaden students' understanding of sustainable development	Over 75% of students find the talks, workshops and competitions 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	
	1.4.2 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 75% 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
	1.4.3 To cultivate student leaders by widening their global perspectives through the leadership training programme	Over 75% 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	
1.5 To raise parents' awareness of students' learning in the 21 st century for better support	1.5.1 To (1) disseminate information and (2) organise talks and workshops to deepen parental understanding of student learning and school life	Over 75% 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	
1.6 To equip teachers with knowledge and skills necessary to support students' learning for the 21 st century	1.6.1 To organise professional development programmes in digital education to build teachers' capacity for supporting student learning	Over 75% of the teachers find the programmes useful in enhancing their mastery of digital education	- SHS - Teacher surveys	Whole year	Head of Staff Development Committee	

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

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

- The *Fun and Fit Friday* initiative broadened students' exposure to both newly emerging and traditional sports. The *Glow Fit Corner* further encourages students to make use of the fitness equipment available on campus. Building on this foundation, our school plans to introduce after-school classes in newly-emerging sports, enabling students to cultivate a more active and healthy lifestyle.
- The *Unlock Your Dream in True Light* Project successfully supported Secondary One students in their transition to secondary school life. A wide variety of activities, including the visit to Guangzhou True Light, the sharing session with awardees of the True Light Star Award, and the DIY workshop on True Light accessories, enabled students to appreciate the rich traditions and enduring values upheld by True Light. Looking ahead, a broader range of True Light activities will be implemented to further cultivate a deeper sense of belonging among students.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.1 <u>Mental well-being</u> 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 75% 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 <u>Physical well-being</u> To encourage healthy habits and lifestyles for lifelong wellness	2.2.1 To foster a stronger sports-friendly environment by organising inclusive sports activities on monthly Fun and Fit Friday that encourage all students to exercise	• More than 75% of students report that they participate in more sports activities	• SHS • APASO • End of year questionnaires	Whole year	• Head of Physical Education Panel • Head of LWL Committee • Teacher I/C of Sports Association	
	2.2.2 To introduce nutrition education programmes that highlight the importance of healthy eating habits through lessons, talks and workshops	• More than 75% 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 75% 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 instill True Light values and promote personal growth among Secondary One students through the "Unlock your Dream in True Light" Project	- Over 75% of the students agree that the Project strengthen their understanding of True Light values - Over 75% of the students agree that the Project foster their personal growth	- End of year questionnaires - Student feedback	Whole year	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 75% 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	Whole year	- 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 75% of the students agree that they have developed a stronger sense of belonging to our country	- APASO - End of year questionnaires - Student feedback	Whole year	- 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 arrange service-learning projects that empower students to make meaningful contributions to their community	- Over 75% of the students report that they are more motivated to serve others - Over 75% of the students agree that they have developed a stronger sense of compassion having completed the programme	- End of year questionnaires - Student feedback	Whole year	- Head of LWL Committee - Head of Religious Education Committee - Teacher I/C of Student Social Service Corps	
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 75% 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	