

The True Light School of Hong Kong

Major Concern 1: “Leap to learn well” – Nurture students into proactive and self-confident learners

The major concerns for 2021-24 focus on the development of the six character traits in students. Subject panels of KLAs focused on (i) providing students with autonomy to explore and opportunities to construct knowledge, (ii) fostering creativity, and (iii) cultivating inquisitive minds, initiative, and innovation among students. However, there is still room for improvement in terms of students’ initiative and innovation. From teachers’ observations and student focused group interviews, it was found the students lack confidence and motivation in learning. To tackle these issues, the focus of the coming school major concern is nurturing students into *proactive and self-confident learners*. The implementation strategy starts by changing external factors to create a positive collaborative learning environment. Subsequently, it cultivates students to repeatedly practice the generic skills, forming a habit of thinking (Thinking Routine) to enhance self-regulated learning skills, leading to a change in learning experiences. Furthermore, it further develops students' abilities for self-regulation and reflective learning, thus internalising the learning process and outcomes within students, aiming for students to proficiently apply generic skills and become lifelong self-directed learners.

Annual Plan

Target	Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
Enhancing students’ proactivity in learning within the classroom	<ul style="list-style-type: none"> Students actively engage in peer communication, demonstrating respect for others and collaborating to co-construct knowledge within the classroom Students acquire and apply thinking routines in the learning 	<ul style="list-style-type: none"> Teacher observation of students’ performance (attitude and behavior) within the classroom Student’s academic performance (generic skills) Student’s reflection 	<ul style="list-style-type: none"> Subject Panels <ul style="list-style-type: none"> Each subject panel conducts cooperative learning strategies and selected thinking routines as the major strategy, consistently implemented throughout the academic year in a classroom setting Each subject panel sets the assignment related to the thinking routines, enabling students to use the thinking routines skilfully 	Whole year	Subject Panels	Lesson and assignment design

	<p>process and their assignments</p>	<ul style="list-style-type: none"> School-based Major Concerns Questionnaire Survey Stakeholders Survey and APASO Survey 				
	<ul style="list-style-type: none"> Teachers actively participate in the professional development activities After the training, most teachers can put what they have learnt into practice in the lesson and assignment design 	<ul style="list-style-type: none"> Teachers' feedback on the staff professional development activities 	<ul style="list-style-type: none"> Staff Professional Development <ul style="list-style-type: none"> Workshop – Introduction of cooperative learning Open classroom and lesson observation among KLAS Good practice sharing in the staff deliberative meeting Encourage teachers to participate in professional development activities outside school 	<p>Term 1</p> <p>Term 2</p> <p>Term 2</p> <p>Whole year</p>	<p>Major concern</p> <p>Team 1 and Staff Development Team</p>	<p>All teaching staff and speakers form external professional organisations</p>
<p>Cultivating students' learning habit and self-regulated learning skills</p>	<ul style="list-style-type: none"> Students effectively allocate time for studying, completing assignments, and reviewing learning materials Students keep 	<ul style="list-style-type: none"> Teacher observation of students' performance (attitude and behavior) within the classroom 	<ul style="list-style-type: none"> Class teachers teach S1 and S2 students good learning habits such as time management and ways to organise revision materials before UT and Exam 	<p>Term 1</p>	<p>Form coordinators of S1 and S2</p>	<p>Worksheets</p>

	<p>learning materials, notes, and resources well - organised for easy retrieval and reference.</p>	<ul style="list-style-type: none"> • Student’s academic performance (generic skills) • Student’s reflection 				
	<ul style="list-style-type: none"> • Students actively to participate in various academic and co-curricular activities • Students take responsibility on their learning. They become independent learners capable of organizing, monitoring, and evaluating their own learning progress. 	<ul style="list-style-type: none"> • School-based Major Concerns Questionnaire Survey • Stakeholders Survey and APASO Survey 	<ul style="list-style-type: none"> • To further strengthen students’ self-regulated learning skills by encouraging students to participate in various academic and co-curricular activities <p>For example,</p> <ul style="list-style-type: none"> - S1: English panel collaborate with LAC Team, and create an Online Self-learning Vocabulary Platform to help S1 students master vocabulary of all EMI subjects - Cross-subject project: S3 Science x STEAM project, S3 L&S information literacy mini project - Field study in various subjects, such as Biology, Geography 	<p>Whole year</p>	<p>Subject Panels</p>	<p>Learning activities design</p>

1. Working Team

Team Leader – Au Po Man

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

Major Concern 2: Learn to live well

The major concerns for 2021-24 focus on the development of the six character traits in students. Among the six character traits, empathy, synergy and tenacity are more crucial to students’ growth. Shown in the questionnaires of all parties and interviews with students, improvements have been made by students in these three aspects; however, efforts have to be made to overcome various other challenges. In the process of students’ returning to normalcy, to cultivate good living habits, build resilience and promote collaboration are of especially importance for their physical and mental health development.

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 each 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 trial, embracing errors, and adopting a positive outlook on life.

2. Annual Plan

Target	Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
<p><i>Know ‘ME’</i> Encourage students to acknowledge, appreciate and unleash their strengths, know how to admit and accept one’s shortcomings and limitations</p>	<ul style="list-style-type: none"> Students actively participate and achieve the activity’s objectives. In the activity questionnaires or reflections, students can become aware of or learn how to appreciate and accept themselves 	<ul style="list-style-type: none"> Performance of students’ participation in activities Students’ activity questionnaires or reflections 	<ul style="list-style-type: none"> Subject Panels <ul style="list-style-type: none"> Each subject panel conducts cooperative learning strategies and selected thinking routines as the major strategy, consistently implemented throughout the academic year in a classroom setting Each subject panel sets the assignment related to the thinking routines, enabling students to use the thinking routines skilfully 	Whole year	Subject Panels	Lesson and assignment design
			2.1.1 To enhance students’ self-understanding and appreciation	Throughout the year	Religious Team	Christian teachers and

			<p>I. Religious work</p> <ul style="list-style-type: none"> - Self-care talks during assemblies: two assemblies will be co-organized with Guidance Team to enhance students' awareness on inner well-being - Evangelical Fortnight: Concert and immersive experience will be provided to build students' inner strength in God 			students, local NGOs, guest speakers
			<p>II. Personality and Occupation Inclination Surveys conducted by Career Guidance Team</p> <ul style="list-style-type: none"> - Conduct surveys to assess personality traits and career inclinations - Utilize Holland Codes and provide informative leaflets - Implement the S3 Cambridge Occupational Analysts tool 	<p>First Term</p> <p>Whole Year</p> <p>Second Term</p>	Career Guidance Team	Surveys and related tools
			<p>III. Well Being Week</p> <ul style="list-style-type: none"> - Student artwork exhibition, to encourage students to express and understand the feeling and emotion with others - Pictures and written shares themed "Discovering One's Own Beauty" will be collected from 	11.2024-4.2025	Guidance Team, Religious Team, Visual Art	Students' work

			junior forms by the subjects of VA and RS			
			<p>IV. Form activities</p> <ul style="list-style-type: none"> - Homeroom sessions <p>S1: "My Learning Type", students identify their VAK learning style by questionnaire and learn about the strengths and limitations of each learning type</p> <p>S4: "Embrace Yourself" and "Empower Yourself", through questionnaire and case discussion to motivate students to explore their own identities, personality strengths as well as explore some ways to apply these strengths in their studies, family life and social circles</p> <ul style="list-style-type: none"> - Whole form competitions <p>S2: Inter-class competitions to show students' strengths and weaknesses that they learn how to appreciate and embrace others</p>	Throughout the year	Form and class teachers	Worksheets, PowerPoint slides and videos
			<p>V. Extra-curricular activities</p> <ul style="list-style-type: none"> - ECA Leadership Training, a series of leadership training 	9-11.2024	ECA Team	NGOs

			<p>activities to let students reflect on their personal strengths and weaknesses</p> <p>- Debriefing after regular meeting or competition guided by teachers or coaches will customize to encourage to reflect on their performance regularly, e.g. English and Chinese debate teams, Sports teams, Maths team and Library Society</p>	Throughout the year	ECA advisors	Teachers and coaches
			<p>2.1.2 To boost students' self-acceptance and compassion</p> <p>I. Activities under the theme "Build Your Own Support System" (BOSS)</p> <p>- Themed homeroom session "It's OK to not be OK" at all forms</p> <p>- Guidance themed assembly "Embrace Failure."</p> <p>- Lunch Break Activities by True Buddy</p>	10-11.2024	Class teachers, Guidance Team and School social workers	NGOs
			<p>II. Form activities</p> <p>- S5: "Self-acceptance", a series of activity guide students to accept and love the imperfect self.</p>	9. 2024 3. 2025	Class teachers	Worksheet, PowerPoint, Gifts

<p><i>Become 'WE'</i> Foster students' empathy, know how to respect and collaborate with others</p>	<ul style="list-style-type: none"> Through daily observation, teachers see a lot of changes in students, e.g. improved interpersonal relationships 	<ul style="list-style-type: none"> The review meetings of teachers' observation and responsible units 	<p>2.2.1 To learn and actualize empathy and mutual respect in daily life</p> <p>I. Civic Education</p> <p>Participating in activities of various community organizations allows students to gain a better understanding of various communities, fostering their empathy and mutual respect in daily life, including:</p> <ul style="list-style-type: none"> - China Merchant Group and Sister School Exchange Program - Orbis Student Ambassador Campaign (2024-2025), YIAA (2024-2025), UNICEF Club (2024-2025) 	<p>11. 2024-5. 2025</p>	<p>Civic Education Team, Social workers</p>	<p>Partnership with organizations such as EEB, HKGOV</p>
			<p>II. Love Overflows Programme for S4-5</p> <p>Students are able to enhance empathy with the needs of the society by planning and implementing a social service project, students address and serve different social groups.</p>	<p>S4 2nd Term S5 1st Term</p>	<p>ECA Team</p>	<p>Teachers and NGO</p>
			<p>II. Form activities</p> <ul style="list-style-type: none"> - S2: "School Rules Quiz and Chat with HPs", to help students understand the purpose and 	<p>11. 2024</p>	<p>Class teachers</p>	<p>Head Prefects</p>

			significance of school rules and understand the pressure and challenges faced by the prefects.			
			<p>2.2.2 To get along & collaborate with people</p> <p>I. Provide students with opportunities for collaborative training and practice</p> <ul style="list-style-type: none"> - Worship team organized by Religious Team to train students to collaborate with teammates in their service - School Anniversary Fun Fair to foster teamwork and enhance effective communication with classmates for organizing stalls - True Light Girls' Invitational Mathematics Contest, Math & Science Week and Orientation Day to train students to collaborate and organize large-scale activities which involve parties outside school. 	<p>Through the year</p> <p>1-5. 2025</p> <p>Through the year</p>	<p>Student Christian Fellowship Planners ECA team SU</p> <p>Maths and Science teachers</p>	<p>External coaches</p>
			<p>II. Form activities</p> <ul style="list-style-type: none"> - Homeroom sessions S3: Games to foster teamwork, students learn to embrace their limits and the importance to cooperate with fellow through 	<p>9-10. 2025</p>	<p>Class teachers and Form Association members</p>	<p>PowerPoint Presentation and Activity props</p>

			<p>games</p> <p>- Whole form activities</p> <p>S5: Envelopes with Encouragement and Well-Wishes, envelopes for each class to encourage students to send a kind message or gift to classmates</p>	Throughout the year		
<p><i>Let's fly high</i></p> <p>Build students' growth mindset and resilience, stay healthy physically & mentally through finding meaning and value in experiences</p>	<ul style="list-style-type: none"> Teachers actively participate in the training sessions After the training, most teachers can put what they have learnt into practice in the class/form 	<ul style="list-style-type: none"> Post-teacher training questionnaire The evaluation meetings of subject panels, sections and forms 	<p>2.3.1 To facilitate development on "growth mindset"</p> <p>I. Professional training for teachers</p> <p>Teachers learn the differences between a "growth mindset" and a "fixed mindset," as well as their impacts on student learning and personal growth. This allows teachers to reflect on their teaching strategies and communication with students</p>	2nd February, 2025	Members of SD Student Support Team	All teaching staff & Speakers from other organizations
	<p>Students actively participate in the activities. In the activity questionnaires or reflections, students show they are more positive and optimistic, or braver and more</p>	<ul style="list-style-type: none"> Students' activity questionnaire or reflections 	<p>II. Long-term commitment to training programs</p> <p>- Mock Trial 24-25, students will have opportunities to broaden their horizons and gain new perspectives. They will be encouraged to embrace a growth mindset, focusing on their learning</p>	9. 2024-4. 2025	Civic Education Team	Partnership with organizations

	persevering than in the past.		<p>and self-improvement rather than being fixated on outcomes.</p> <p>- Mentorship Programmes, such as TLamp / TL Mentorship Programme (for NCS) and Inspiring Girls@TL. Encourage students to view challenges as opportunities, draw inspiration from others' successes, learn and grow from failures, and consistently step outside their comfort zones. This fosters resilience and adaptability in their personal and academic lives</p>	Throughout the year	Career Guidance Team	TLamp & Alumni Inspiring Girl Hong Kong
			<p>III. Sharing experiences of failure and setbacks</p> <p>- Human Library for S3, S5 and S6 students</p> <p>- S6 class teachers share their experiences of both failures and successes, inspiring students to adopt a positive attitude when facing their own successes and setbacks.</p>	11.2024	Career Guidance Team	NGO: SJS
				Throughout the year	Class teachers	
				12. 2024	Athletes	
				5. 2025		

		<p>- S2 elite athletes share their experiences of training and competition failures to cultivate students' strong will and challenge students to develop a habit of exercising.</p>				
		<p>IV. To establish and consolidate students' values through reading and writing</p> <p>- The reading theme: Picture Books – A Widow into values (繪本裡的價值世界), picture books exhibitions and several reading sharing sessions will provide opportunities for students to share their books with their fellow schoolmates and the public. They can propagate those important values to society to foster a more positive outlook.</p> <p>- Picture Book Publication, five picture book writing workshops to guide students to create their own picture books for promote values which they are treasured. Three books will be published</p>	<p>Throughout the year</p> <p>11. 2024-05. 2025</p>	<p>Librarian Reading promotion team and members</p> <p>Library society</p>		<p>Picture books</p>

			and made available for sale in major bookstores across Hong Kong			
	<ul style="list-style-type: none"> Students actively participate in the activities In the activity questionnaires or reflections, students show they are more positive and optimistic, or braver and more persevering than in the past 	<ul style="list-style-type: none"> Students' activity questionnaire or reflections 	2.3.2 To enhance the well-being of teachers and students I. The religious theme: Jesus Gives U Wings - Encourage students start adopting self-care and spiritual practices that help build inner strength in God through morning assembly and religious activities	Throughout the year	Religious Team	Christian teachers and students, local NGOs
			II. Good living habits promotion - A series of activities and programmes to encourage students to exercise more to improve their physical health - For example, Myofascial release workshop, New Year Running Project, SportsACT	Throughout the year	PE panel	--

3. Working Team

Team Leader - Kwong Man Wai

Team Members - Ng Wing Han Christina, Chiu Sandra Kate, Lee Kai Tsz, Tsui Lam, Yeung Wang On