

The True Light School of Hong Kong
School Development Plan [2024-25-2026-27]

1. Mission

In pursuance of the **Christian ideal of love and equality**, True Light has engaged in women's education with the aim of providing Christian education for the **whole person** and in the spirit of the school motto 'Thou art the light of the world'.

It is part of our tradition to promote among our students the importance of **creativity, innovation, self-sacrifice, love for others and the pursuit of excellence**. At the same time, we always embrace the belief that 'education is life'. Through participation in diverse school activities, our students can achieve balanced development in various domains, namely moral, intellectual, physical, aesthetic, social and spiritual.

2. School Goals

The following qualities are what our students strive to attain through education provided by us:

- To have physical fitness and good health.
- To have a spirit of endurance and perseverance.
- To be a humble, courteous, honest and law-abiding person.
- To be dedicated, eager to learn, prudent, critical in thinking and determined in taking action.
- To have talents in all aspects and always work for the betterment of the environment.
- To be equipped with professional knowledge and skills.
- To have awareness of the needs and realities of their time.
- To be able to co-operate with others actively for the benefit of society.
- To be just and unprejudiced, and willing to sacrifice and serve.
- To be able to enrich other people's lives.

3. School Motto(校訓)

「爾乃世之光」 "Thou art the Light of the World"

The motto of the school was derived from the Chinese translation of the biblical phrase: 'Thou art the Light of the World' (爾乃世之光) (Matthew 5:14). We hope our students can become 'True Light of the World' – the future light-bearers and seed-sowers of the Christian faith.

4. Holistic Review of School Performance

4a. How effective is my School Development Plan in the cycle of 2021/22-2023/24

<p>Major Concern: <i>“Try all - IN, SET to Shine”</i></p> <p>Six Character Traits in the cultivation of students:</p> <p>“IN”: Inquisitive, Initiative, Innovative In the learning and teaching process, give students autonomy in exploration and opportunities to construct knowledge and get creative, cultivate students to become learners with an inquisitive mind, initiative and innovation.</p> <p>“SET”: Synergy, Empathy, Tenacity Encourage students to empathize with the needs of the community and collaborate side by side with their peers from idea, planning action to review and adjustment, which lets students experience experimentation, frustration and success in teamwork to build their tenacious willpower.</p>			
Target	Extent of the target achieved	Follow-up action(s)	Remarks
Learning and Teaching			
1. Teachers provide learning opportunities in lessons to cultivate students to become learners with an inquisitive mind, initiative and innovation	Partly achieved	Continue to be a major concern for the next development cycle with adjusted target(s)	<ul style="list-style-type: none"> • Various learning activities were designed and conducted by 23 subjects from 8 KLAs throughout three years. • All subject panels have updated their assessment policy and designed different kinds of assignments.in 2023-2024 school year. • Academic Affairs Section coordinates S1, S2 Science and S3 Life and Society to conduct a project-based assignment through scientific investigation

			approach and enquiry approach respectively
2. To equip students to become learners with an inquisitive mind, initiative and innovation and widen their horizon	Partly achieved	Continue to be a major concern for the next development cycle with adjusted target(s)	<ul style="list-style-type: none"> From the major concern survey in the past three years, 70.9%, 66.5%, and 67.0% of students rated themselves “satisfied” in inquisitive minds, initiative, and innovation among students respectively There is still room for improvement in terms of students’ <i>initiative and innovation</i>.
3. Enhance teachers’ competences to provide learning opportunities in lessons to cultivate students to become learners with an inquisitive mind , initiative and innovation	Partly achieved	Incorporate the curricula in routine work	<ul style="list-style-type: none"> Each subject has established the habit of conducting peer observations through lesson study, fostering an atmosphere of collaborative lesson planning and discussion. Over the past three years, we have invited different subject teachers to share good teaching examples related to school major concern at staff deliberative meetings. A teacher training workshop on "Design Thinking" was co-organised with PolyU. Teachers who underwent the training led

			a project learning session for Form 5 students, allowing for practical implementation and reflection on this teaching pedagogy .
Student Support			
4. Let students take the initiative to think, explore, plan and act for what they need to do for their goals	Mostly achieved	Incorporated as routine work	<ul style="list-style-type: none"> All plans and programmes were completed on schedule and achieved the expected results.
5. Provide more chances for students to be aware of, empathize with the needs of others and collaborate with their peers to respond to the needs with new ideas and actions	Partly achieved	Continue to be a major concern for the next development cycle with adjusted target	<ul style="list-style-type: none"> After the pandemic, students have returned to campus life. Focusing on the major concern enhanced students' awareness and recognition of collaboration and empathy. The development of students' ability to collaborate and cultivate empathy needs to be ongoing, and timely guidance and encouragement from teachers are very important.
6. Strengthen the ECA leadership training	Fully achieved	Incorporated as routine work	<ul style="list-style-type: none"> After the Comprehensive Leadership Training Programme, most of the students agreed that they have enhanced their innovative thinking and synergy.

4b. How good is my school in fostering whole-person development and lifelong learning of students?

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

Learning and Teaching

Understanding the landscape of how the seven learning goals, National Security Education and Priority Values Education are integrated, infused, and implemented in our school's curricula will help see how good our students perform in these domains.

National Security Education

National Security Education is embedded in all curricula with reference to the 'Curriculum Framework of National Security Education in Hong Kong' (May 2021). Amongst the twenty major fields under National Security Education, each department selects carefully and integrates selected fields organically into the curricula according to the topics covered. For example, 'Biosecurity' is highlighted when teaching 'Health and Disease' in *Biology*; 'Resource Security' and 'Food Security' are covered in *Geography*; in junior *Life and Society* and senior *Citizenship and Social Development*, students will further stretch their classroom learning into practical use by joining activities like the 'Basic Law & One Country Two Systems Comics Competition'. To allow more students learn about the twenty fields under the National Security Education, relevant information is displayed in an assigned area in the *school library*.

Sense of National Identity

To foster the sense of National Identity among students, four pillars in our school take the lead to promote Chinese culture in their curricula. They are Chinese Language, Chinese History, Putonghua, and senior Aesthetics Development (Chinese Opera). Every year, *Chinese Language department* organizes a 'Chinese Culture Week' on various themes, like 'Etiquette and Traditional Games', 'Entertainment', 'Chinese Performing Arts', etc. to create a Chinese-rich environment, allowing students to learn about and appreciate Chinese culture. Knowing the culture is the first step; instilling the mentality by integrating Priority Values and Attitudes Education in the curriculum via reading literature texts is the next. Ideologies like Confucianism's philosophy and Taoism's philosophy help enhance students' literacy, pass on Chinese legacies, and preserve cultural security. *Chinese History department* teach preserving Chinese legacies by nominating students to join the 'Hong Kong Palace Museum Student Ambassador - Hong Kong Palace Museum Flagship Student Programme'. Students took on the role as docents to pass on and promote Chinese culture to local students and general public. *Putonghua department* focuses on the use of spoken language to get messages across. *Senior Aesthetic Development* promotes traditional Chinese performing art forms, including Cantonese Opera, Face Painting, Poetry, Bailan, etc.

To further reinforce the Sense of National Identity, regular school-based outside the classroom activities, including but not limited to assemblies, displays, cultural events, etc. are held to enrich the concrete knowledge learnt in different curricula related to Prior Values and Attitudes Education and National Security Education. To instill love and respect towards the country, connections with mainland schools are established, mainland study tours are organized, and mainland-Hong Kong teachers collaboration programmes are attended. Through inside-and-outside the classroom learning experiences across different domains, our school can effectively allow students to understand the development in the mainland and appreciate the beauty of Chinese culture. In the APASO (2023-24) findings, the P-value of students' sense of National Identity reached 80; in which their sense of pride and achievement reached 84.1 and 85.7, respectively.

Knowledge Exploration

Our school has provided comprehensive and balanced opportunities to expose students to different learning experiences across the seven learning goals to explore new knowledge. This is in consensus with *teachers* agreeing that our school curricula are in alignment with the seven learning goals in the Stakeholder Survey (2023-24) findings. Among which, 'Language Proficiency' ranked the highest, followed by 'National and Global Identity', 'Breath of Knowledge', 'Life Planning', 'Generic Skills', 'Information Literacy', and 'Healthy Lifestyle'. On average, the figure reached 3.7.

Learning Attitude

More so, in the School Development cycle of 2021-2024, our teachers devoted to integrating teamwork, communication and creation, personalised learning, critical thinking and real-world engagement in their teaching both inside-and-outside the classroom so as to nurture inquisitive, initiative and innovative students. The effort paid off as around 70% of *students* agreed that they are willing to learn, innovative and initiative in the school-based major concerns survey. In the Stakeholder Survey (2023-24), on average *students (3.3)*, *parents (3.4)* and *teachers (3.6)* shared the same view that our students are self-disciplined, capable of self-reflection on learning, serious in completion of learning tasks using different resources, and willing to try overcoming learning difficulties.

Yet, both teachers and students reflected the fact that our students are not confident enough in learning and do not enjoy learning. This is for three reasons: (i) students' high expectations on themselves and the disappointment caused to parents and teachers, (ii) students' sense of impotence in competition among peers and the labelling effect resulted, and (iii) students' reluctant to raise questions in a stressful exam syllabus-bound classroom environment. Only by redefining classroom teaching and learning can our students have their confidence boosted and can enjoy learning eventually.

Reading Habit

Reading is not a waste of time to our students (77% agreed in APASO); however, room has to be made for it as commented by students in the focused group interview. On top of the avant-garde collection of books and progressively rising circulation, our *school library*, collaborated with different departments and Executive Sections (and Working Teams), creates reading-related opportunities for students to strengthen the breadth and depth of learning. Based on an annual theme, like '**Reading and Nature**' and '**Reading and Travelling – A Journey of Discovery**', a series of activities such as book display, music concert, campus eco-tour, meeting the writer session, on-site visit, joint-school bookmark exchange, publishing a library journal, etc. are organized to help students read beyond text, make connections to life, and shape perception of the world.

Information Literacy

As many as 90% of our students stated in APASO that they favour using electronic devices though addiction to the Internet is not an issue. The promotion of Information Literacy in our school is not limited to junior *Life and Society* and *Computer Literacy* lessons, *Civic Education Section* also has been promoting it to different levels through learning activities, and *Discipline Section* has issued the 'IT Users' Code of Conduct (Students)'. These initiatives all aim at nurturing students' mutual respect, privacy protection and critical thinking in the area of Information Literacy.

Affection and Behaviour

In formal curricular, concrete knowledge is taught, but to have an impact on students' behavior starts from the teaching of values so as to nurture a positive growing mindset among students.

Values

Our school places a high value on education, deeply embedding the School Motto, 'Thou Art the Light of the World,' along with Christian values of self-sacrifice and love for others, into our entire school culture. Additionally, each department incorporates Priority Values and Attitudes Education into their teaching and learning activities. Furthermore, every level and Executive Section, including Working Teams, carefully devises and designs activities that are relevant to student development and our major concerns. These activities, both co-curricular and extracurricular, are organized at both individual and community levels. The impact of positive values teaching is reflected in students' own evaluation on their honesty in APASO. The P-value of 76.8 outnumbers the average in the territory. On top of it, in the Stakeholder Survey findings, both teachers (74.6%) agreed that the school can lead collaboration among subject panels and committee members to actively implement values education, and parents (81.3%) agreed that the school can help their daughters cultivate good values.

Community Engagement

As an integral part of all curricula at our school, community engagement allows students to understand the needs of others and delve into ways to provide assistance. '**Collaboration**' and '**Empathy**' took the center stage in the major concerns learning cycle in 2021-24, and they both scored the highest (76% and 74.4%, respectively) among the six values promoted. To cite two outstanding examples among all level-based activities, S3's focus was on organizing plentiful of inter-class group games and workshops, learning methods to 'Foster Empathy and Build Resilience' while S4 worked on 'Creative' game designing to establish connections, encourage collaborations, promote diversity and overcome difficulties. Students in S3 (80.2%) and S4 (81.8%) also agreed that activities designed can help them learn these two values in the school-based major concerns survey in 2023-24.

Interpersonal Relations at School

Our school makes efforts to strengthen relational dynamics on campus in the hope to transcend knowledge transfer and help students thrive. On campus, teacher-student mutual respect and supportive student relationships create a peaceful and harmonious community, which is appreciated by the students, teachers and parents. All three stakeholders gave 4 or above in rating the interpersonal relations at school in Stakeholder Survey. This power of positive interactions echoes the high percentage (81.6%) in students' APASO findings on the item that they do not feel lonely at school. Yet, challenges are still ahead. When asked about the required capacities to cultivate positive interpersonal relationships at school in focused group interviews, students raised the concerns of lacking collaboration and communication skills, adjusting mindset, maintaining flexibility, and accepting oneself.

Healthy Lifestyle

A healthy lifestyle begins with a balanced curriculum design. Our school's *non-academic subjects* like Visual Arts, Music, Drama, Home Economics, Physical Education, Life Education and Religious Education at junior level, and Aesthetic Development, Physical Education and Religious Education at senior level complete the teaching and learning morally, academically, physically, socially, aesthetically, and spiritually. The *Discipline and Guidance Sections' 'Build your Own Support System (BOSS)'* sets the direction to tend to student development and support. While the Guidance Section holds morning assemblies and theme-based displays to help students build their own support system, the Discipline Section organizes different competitions to promote a disciplined life routine. Students (70.6% in the school-based major concerns survey) also found those BOSS-related activities useful.

Building one's support system can help students establish some sort of mechanism directly, but changing their mentality takes time. In focused group interviews, student representatives from all levels unanimously expressed that they lack rest time and undergo immense fatigue. The

findings in APASO revealed the same truth that students are constantly encounter negative emotions. 37.3% of students feel worry; 24.4% of students feel anxious. The figures of living a healthy lifestyle in Stakeholder Survey reflect a similar situation. Students' own evaluation only reached 2.9 and parents' evaluation was 3.1. Student representatives suggested ways to maintain a healthy lifestyle in focused group interviews. They are better time management, adjusting mentality, praying for each other, establishing a daily routine, and doing sufficient exercise.

(ii) How good is my school on enriching students' learning experiences for their whole-person development and lifelong learning?

Learning and Teaching

Various immersive learning experiences with an emphasis on 'Diversity', 'Authenticity', 'Bridging', 'Cross-curricular planning' are created for to foster students' growth academically and personally, inside-and-outside the school context.

Curriculum Design and Structure

For *our students*, academic curricula are designed to cover eight Key Learning Areas, aligning with Hong Kong's education goals, the Seven Learning Goals. Fifteen subjects are offered in junior secondary while thirteen elective subjects are provided for students to study 3 electives, on top of the core subjects in senior secondary. A joint school DSS Music programme is co-organised with schools in Wanchai and Eastern districts. Students can also choose to study Category B Applied Learning and Category C Other Languages according to their interests and needs. Taking into account of the latest educational development, relevant enhancement and enrichment programmes are also devised. The 'STEAM for ALL' programme in S1 is a school-based cross-curricular programme teaching information literacy, and the Aesthetic Development Education in senior secondary covers various types of (performing) art forms: 'Cantonese Opera', 'Installation', 'Theatre' and 'Movie' to cater the diverse needs of different students. For *non-Chinese students*, pull-out programmes on junior Chinese History and Chinese Language are provided. Senior form non-Chinese students can continue to take General Certificate of Secondary Education (GCSE) Chinese and Chinese A-level (Advanced Level) of the General Certificate of Education (GCE A-Level).

Extended Learning Activities

Subject-based Extended Learning Activities under seven major categories are also integrated in the formal curriculum to provide first or second hand learning experiences to amend and enrich classroom teaching. They include: (i) *talks*, e.g. GX's 'Belt and Road Medical Humanitarian Aid Education Talk'; (ii) *experiential learning*, e.g. the 'Living Newspaper' co-organised by the Chinese History department and Centre of National History Education (Hong Kong), Citizenship and Social Development partook in the 'Mock Trail Justice Education Project' organized by SideBySide; (iii) *company visits*, e.g. BAFS' visit to The Hong Kong Institute of Certified Public Accountants; (iv) *school-hosted public events*, e.g. 'True Light Girls' Invitational Mathematics Contest' by the Mathematics department, 'Art in True Light' bringing

authentic artworks of Yayoi Kusama and Fang Zhaoling to the school; (v) *local or overseas study tours*, e.g. the 'Japan Volcano Study Tour' jointly organised by the Geography department and Hong Kong UNESCO Geopark; (vi) *gifted programmes*, e.g. programmes offered by the local tertiary institutions and The Hong Kong Academy for Gifted Education; (vii) *local, national and international academic competitions*, e.g. 全港中學中國歷史研習獎勵計劃, HuaXia Cup Mathematics Competition, Asian International Mathematical Olympiad (AIMO), First LEGO League, World Choir Games. **Life Wide Learning Day** is an opportunity to expose students to various social contexts to learn by doing. Different Sections (and Teams) and KLAs designs level-based activities, like conducting inquiry learning through field studies or STEAM activity, visiting refugee agencies in Hong Kong, and doing volunteering work and social services.

Learning Opportunities Across the Curriculum

Our school encourages **cross-curricular collaboration among KLAs and Executive Section (or Working Teams)**, and/or with tertiary institutions. Currently, collaboration includes (i) *designing e-learning materials* (e.g. junior Science and Library's extended online reading and writing materials), (ii) *upgrading learning products* (e.g. the 'Electronic Lantern' programme co-taught by junior Science and Visual Arts departments, and S4 ASD's 'Mechanical Flowers' programme co-hosted with Polytechnics University), and (iii) *co-planning overseas study tours* (e.g. the 'EuroLife's Sustainable Entrepreneur' co-designed by the Careers and Guidance Team and English Language department, and the 'Nanjing History and Culture Study Tour' jointly planned by the History and Chinese History departments). **Language** is also a key element to adhere and enrich teaching and learning across different KLAs on one hand, to stretch and contextualise classroom teaching to authentic real-life scenarios for application on the other. A variety of fringe activities with reference to the theme 'Rebel Girls' were organised by the **LAC Team** for students to make connections with themselves, other texts and the world. Only by immersing themselves in a real situation using the language, knowledge deliver can be transcended and learning can be personalized.

Academic Bridging Programmes

Progressive vertical curriculum planning completes the horizontal collaboration. To maximize its effectiveness, **academic bridging programmes** in different modes at various levels are implemented to help students adapt to their learning, and to get them prepared for further studies. In S1, there is a 'Get-set-go- Programme' to help students accustomed to secondary school (and EMI) teaching. S3 students will be provided with NSS subject information and introduction so as to better match students' academic capabilities and interests. JUPAS information talks and parents workshops on tertiary education and overseas studies are organised to help S6 students plan ahead their future, and prepare them for life-long learning.

Student Support

A whole-school approach is adopted to provide student support via an intricate web created by six executive sections, six levels, and four houses inside school, along with two social workers. Outside the school context, we have a strong connection with parents, alumni and the community.

Whole-school Approach

The six Executive Sections: Religious Team, Civic Education Section, Careers and Guidance Section, Extra-curricular Activity (ECA) Section, Discipline Section and Guidance Section are responsible for whole school strategic blue-print planning and large-scale implementation to equip students with necessary life skills and knowledge, and enrich their growth experiences. The six levels are responsible for managing both class and form association, catering the needs in different stages of life, and cultivating relationships between peers. The four houses are to encourage cross-level collaboration via competitions. This three-faceted student support web not only adds colours to students' school life, but also sheds light on their whole-person development.

The partnership among various parties functions well. Aside from having regular meetings discussing students' needs and school's major concerns, cross-section collaboration is becoming more frequent. Discipline and Guidance Sections will co-plan activities under the same theme; Careers and Guidance Section will jointly promote life planning with senior forms level teacher-coordinators; Civic Education Section will co-organise volunteering work with services groups. Three years effort paid off. The overall figures on teachers' view on support for student development in Stakeholder Survey were higher in 2023-24 than those in 2020-21. In which, they agreed that our school not only provides adequate opportunities for them to develop leadership (4 out of 5), but also actively teaches them to get along with others and offers student support catering for students' development needs (both score 3.9 out of 5).

Catering for Students' Need

Jointly, the section heads set the direction, and together with other working teams, student support services can zoom in to cater for their development at different stages. *Led by the head class teacher, each level* will be assigned with a particular theme on whole-person development to create learning opportunities for the level of students. For example, S2 students focus on helping others and themselves through volunteering while S5 students aim at learning to be a serving leader who can self-manage, can get along with others, and can serve the community. *Bridging* is another major domain of student support provided in S1 and S4 to help students adapt to a new stage of school life as soon as possible. In the one-week tailor-made 'Get-set-go' programme, S1 students take part in 'Campus Scavenger Hunt', learn to master life and social skills, and meet new friends. S4 bridging is more on boosting students' perseverance and confidence through adventurous learning.

In a Christian context, our *Religious Team and Christian Fellowship* organize fellowship activities, prayer meeting, Religious Fortnight, short-term mission, etc. to foster the spiritual development of students. *Civic Education Section and Civic Teens* are pioneers of the school's green initiatives, who bear the responsibilities to promote a caring and loving heart to mother nature among our students. *ECA Section and Student Union* co-organise 'School Anniversary Fun Fair', 'Doreme Singing Contest' to train leadership skills. Students agreed that the school actively develops students' leadership abilities, actively teaches them how to get along with others and provides opportunities to develop their interest and life skills. All these items scored 3.6 to 3.7 in the Stakeholder Survey in 2023-24.

Inclusive Education Working Team provides a more personal support for students with individual needs and non-Chinese students. For students with individual needs, aside from conducting assessment and providing guidance, programmes to hone their skills (executive skills, social skills, speech therapy, art therapy, etc.), and unleash their potentials are co-organised with professional service providers. For non-Chinese students, on top of academic support and curriculum design, activities and information about life planning and further studies will be arranged together with the Careers and Guidance Section.

Parents and Alumni's Support

Outside school, the advocacy and assistance from parents and alumni completes and enhances the student support web. Regularly, there will be level-based *meeting with parent sessions* and parents day, updating parents the latest school news and school life about their daughters. Plus, a series of year-round talks on personal growth, parent-children management and communication skills, and information literacy to help cultivate a positive parent-children relationships and boost the efficacy of parenting. *Parents and Teachers Association* gathers a group of passionate parents to help organize and participate in all kinds of school events and activities, such as fund-raising, 90th School Anniversary Kicking-off Ceremony, etc.

True Light Alumni Association gathers alumni in different industries and across the globe. The association is a very strong bedrock for a strong network to connect old and new, local and overseas True Light students. They always hold sharing sessions for our current students as life coaches and/or career advisors. *TLamp Mentorship Programme* includes a group of more mature alumni to serve as life planning mentors, not only giving advice on their personal growth, but also sharing practical workplace experiences and providing them with intern opportunities. Our *Careers and Guidance Section* focuses on inviting younger alumni to share university life and career choices with our students at school. With such a pool of devoted alumni, our students can make better choices when they are planning their future life.

Community Engagement

Working with the community and professional organisations is to help cultivate students a sense of community connectedness and social responsibility. Coupled with professional organization, the *Guidance Section and social workers* initiated the *'True Buddy: Student Wellness Ambassador Programme'* five years ago to better address students' mental health needs. Student-ambassadors first learn mental health knowledge and activity planning skills, so as to foster a positive mindset before reaching out to help other students. To build a healthy campus and promote student mental wellness, a robust peer support system is of prior importance.

Other community connectivity programmes led by the *Civic Education Section* are to help students to widen their horizons, and increase their social awareness. The *'Mock Trial Justice Education Project, SideBySide'* provides our students a chance to understand the spirit of law and the local legal system through undergoing the training process of a mock trial. *'Youth Impact Award 3.0'* by the Boys' and Girls' Clubs Association of Hong Kong allows our students to understand the needs of people from different rungs of society, to delve into a social problem and to create a social innovation with the guidance of professionals. The *China Merchants Group's 'Accompany You to Grow - China Merchants'* (伴你成長、招商同行) opens our students' eyes to the recent cultural, social and economic development in China.

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

Each subject department holds three departmental meetings annually, led by the head of the department. During these meetings, teachers draft an annual work plan based on the school development focus areas and review the progress and effectiveness midway and at the end of each term. Additionally, after exams in both the first and second semesters, each subject at each grade level completes a teaching evaluation report to assess students' performance in class, homework, and various assessments to review the effectiveness of student learning. Furthermore, the HKDSE annual statistical report and the School Annual Value-added Scores are also used to assess students' academic performance, allowing for timely strategic adjustments.

The IMC commits to 'Specialized teaching' during its recruitment, incorporating additional Non-establishment positions in subjects such as Chinese, English, and Mathematics to address the varied needs of learners and facilitate customized teaching approaches. Our faculty promotes a collaborative environment, engaging in shared lesson planning, observing each other's classes, and discussing outcomes, which supports the effective implementation of instructional strategies. Furthermore, the school effectively utilizes local community resources and collaborative partnerships to enhance teaching, support students, and educate parents, enriching the educational experience and holistic development of students. This is bolstered by a positive and trusting relationship with parents, reinforcing their endorsement of the school's policies.

4c. How can my school be better?

<i>(i) What are <u>my students' needs</u>?</i>	
Learning Goals	Reflection on Students' Needs in terms of 'Interests', 'Abilities', 'Learning' and Development'
National Identity	<ul style="list-style-type: none"> ✧ To deepen understanding of the educational scenario and development in mainland China via more educational activities like online forums for students, professional dialogue exchanges among teachers with the three mainland sister schools. ✧ To increase the capacity of nurturing national identity via more teachers' mainland visits and professional development programmes, so as to help teachers to gain first-hand experience about the current development in mainland China.
Positive Values and Attitudes	<ul style="list-style-type: none"> ✧ To internalise positive values and attitudes via more in-depth multi-dimensional reading activities, and quality post-activity debriefing sessions.
Knowledge in KLAs	<ul style="list-style-type: none"> ✧ To increase the breadth and depth of knowledge by connecting and extending textbook knowledge to real world through creating more authentic immersive hands-on learning opportunities.
Language Proficiency	<ul style="list-style-type: none"> ✧ To sustain a bi-literate and trilingual language environment, boosting the four language skills among students. ✧ To deepen understanding of Chinese and other cultures, and the world via language teaching and learning and related activities. ✧ To continue providing and exploring support and opportunities for students taking HKDSE Category C subjects.
Generic Skills	<ul style="list-style-type: none"> ✧ To boost students' confidence in learning by creating a collaborative learning environment inside the classroom and a nurturing self-directed learning habit. During which, generic skills are recurring recycled to form a thinking routine, making possible for self-adjustment and self-reflection, which ultimately can bring about a change in their learning. Equipped with the generic skill set necessary for learning, our students can be life-long learner.
Reading and Information Literacy	<ul style="list-style-type: none"> ✧ To further hone student's skills in reading beyond text, making connections to life, and shaping perception of the world via more cross-curricular, cross-KLA, cross-section reading inside-and-outside school activities led by the school library. ✧ To systematically and progressively implement the teaching of Information Literacy, more cross-subject

	(Citizenship, Economics and Society (Secondary 1-3), Computer Literacy and Life Education) curricula will be devised with reference to the 'Information Literacy for Hong Kong Students' Learning Framework (2024), highlighting on nurturing students' mutual respect, privacy protection and critical thinking in this domain.
Healthy Lifestyle	<p>✧ To further change students' negative mentality into a growth mindset academically and mentally. Academically, this could be achieved by promoting collaboration learning in class as students have a strong empathic peer relationship, which can benefit each one another in the process of learning by downplaying competitiveness. Mentally, this can be done by arranging more stress-free activities, boosting the sense of happiness, strengthening the collaboration between class teachers and Disciple and Guidance Sections.</p>

<i>(ii) What is <u>my school's capacity</u> for continuous improvement and development?</i>		
Reflection	Performance on Enriching Students' Learning Experiences	Performance on Leading for Development and Refinement
Our Strengths	<ul style="list-style-type: none"> • Our curricula overarching eight KLAs and Seven Learning Goals are progressively designed with bridging, adjustment and amendment are conducted after regular evaluation to build a sound knowledge foundation for our students. • Our teachers are skilled at assessing students' performances and identifying their needs based on figure analysis to provide appropriate support for students. • Our extra-curricular activities covering multiple intelligence, providing opportunities to serve, and training leadership qualities allow students to establish positive values and learn from doing while honing the skills. • Our various local and overseas visits and summer study tours organised by different KLAs and service 	<ul style="list-style-type: none"> • IMC upholds the principle of 'Specialized teaching' when hiring teachers. To cater learners diversity, adjust learning content and devise teaching strategies, extra Non-establishment posts are added to allow regrouping in Chinese Language, English Language and Mathematics. • Our teaching staff has a good collaboration culture – a habit to conduct collaborative lesson planning, peer lesson observation and post-lesson discussion, which is ideal for the implementation of teaching pedagogies. • Our school well utilises community resources and partnership programmes to facilitate teaching and learning, student support, parent education, which favours enriching students' learning experiences and whole-person development. • Our favourable parent-school relationship reinforces close connections, build trust, and support school's policies.

	<p>groups enrich students' learning exposure, establish a connection with the mainland, and foster universal core values.</p> <ul style="list-style-type: none"> • Our students' active participation in all kinds of competitions and exchange programmes boost their grit on top of opening their eyes. • Our ever-expanding student support web of networking in terms of human and material resources can assist our students to make better choices in their life planning. 	
<p>Areas of Improvement</p>	<ul style="list-style-type: none"> • To encourage more KLAs to strategically design learning activities based on 'Learning hours', taking the advantage of different settings to implement learning activities. • To further promote cross-curricular learning like project study to hone students' generic skills. • To promote whole-person development, the inclusion of time management, self-study skills, self-adjustment and self-reflection in activities. • To boost students' confidence in learning in terms increasing their motivation, rousing their interests, and raising their capabilities, building a 'Talent Pool' is to help teachers identify the talents of each student so as to devise more appropriate learning experiences. • To encourage students' to 'try' and 'face failure' positively so as to see possibilities in life. • To exercise regularly so as to have a healthy body and mind in the midst of the busy schedule. 	<ul style="list-style-type: none"> • To bridge the gap between retiring middle management and new-employed teaching staff so as to continue passing on the school ethos and teaching traditions, a systematic structured 'Knowledge Data Base' has to be established. • To integrate the use of technology e.g. AI in teaching requires a teaching community that can keep abreast with the ever-changing technology and understand the pros and cons of technology. • To help new teachers to integrate into the school community and adapt to the school culture. • To nurture more teachers to fill up the middle management posts.

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

To complete the development of a whole-person and extend learning to a life-long one, students' well-being is needed. Only by cultivating a *growth mindset* among them, they can be immune from negativity and have confident in learning, and will eventually enjoy learning. Only by promoting *empathic cooperative learning* in a less-competitive classroom, they can learn collaboratively with their trust-worthy peers, and ultimately will strengthen their personal growth.

Figures from different assessment tools clearly showed that our students' anxiety and worries impede their confidence in learning and asking questions in class even though they are willing to learn. However, their peers are their significant others who can support on another while their teachers are ready to work collaboratively by changing the classroom setting into one that makes teaching and learning less stressful but more synergetic using 'Cooperative Learning' pedagogy. More so, students' physical exhaustion caused by their packed schedule and insufficient rest time, and mental fatigue arisen from their unrealistic self-expectations and emotional fragility reflected in the figure analysis signal an urgent need to cater the well-being of our students, especially when 'Healthy Lifestyle' was ranked the least among the Seven Learning Goals.

5. Major Concerns of the 2024/25 - 2026/27 School Development Cycle

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

1. *Leap to Learn Well*

- ☆ Raising students into proactive and self-confident learners

2. *Learn to Live Well*

- ☆ Nurture students to feel contented when they are on their own, and blessed when they are in groups.
- ☆ Foster students to trial, embrace errors, and adopt a positive outlook on life.
- ☆ Cultivate good living habits for students' physical and mental health development.