

Kowloon True Light School School Development Plan

2024/25 - 2026/27

Kowloon True Light School

1. School Vision & Mission

A Christian school where girls blossom into people of goodness, righteousness, and excellence with an unswerving quest for truth.

In the wake of countless, dedicated True Light pioneers and partakers, our mission is to inspire our female generations to unrelentingly pursue knowledge, unreservedly develop their talents and leadership, unswervingly uphold the biblical values and unconditionally render service to the needy, in particular to the people of our homeland.

2. School Goals

- to provide students with balanced learning opportunities in moral, intellectual, physical, social, and aesthetic aspects to foster holistic development;
- to nurture and unleash students' talents, empowering them to pursue excellence in their chosen endeavors;
- to cultivate students' character, moral values, and attitudes, fostering a sense of responsibility and commitment to their school, family, community, country and the world;
- to offer students opportunities to explore and appreciate the Christian faith and life values.

3. School Motto

Thou Art the Light of the World
(Live like Jesus Christ, love others and glorify God.)

"You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

Matthew 5:14-16 (NIV)

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern 1: To equip students with deeper thinking skills and to further enhance students' mindset and strategies for self-directed learning

Major Concern & Target	Extent of the target achieved		Follow-up action(s)	Remarks
1.1 To equip students with deeper thinking skills 'PARV': Pragmatic: problem-solving and decision-making (21-22) Articulate: explaining and persuading (22-23) Reflective: reflection and constructive critical thinking (22-23) Visionary: innovation and breakthrough (23-24)	Partly Achieved	To introduce the idea of deeper thinking skills (PARV) A school assembly was conducted to introduce the framework of deeper thinking skills called "PARV" (Pragmatic learner: problem-solving and decision-making; Articulate learner: explaining and persuading; Reflective learner: constructive critical thinking; Visionary learner: innovation and breakthrough). In the academic year 2021-2022, the assembly focused on illustrating the eight steps of problem-solving through examples and interactive discussions with students. Moving forward to the academic year 2022-2023, students were briefed on the significance of communication skills in their personal, social, and cultural development. The assembly highlighted the importance of effective communication and its impact on various aspects of life. Continuing the trend, in the academic year 2023-2024, the school's Learning and Teaching Committee (LTC) organized another assembly. This time, academics from La Violet Education were invited to introduce Design Thinking to students. The assembly was interactive and enjoyable, incorporating games and real-life examples to engage the students effectively. In the Student Growth Handbook, the Learning PARVway was developed to focus on skills, including thinking skill frameworks, detailed descriptions of key elements, and real-life cases of their application. Overall, the introduction of thinking skills on various platforms has been highly effective in enhancing students' understanding of their usage. To develop informal curriculum and a school environment for students to be exposed to the ideas of deeper thinking. Pragmatic: Project-based Learning (PBL) elements were developed to engage students in problem-based learning tasks, with teachers serving as facilitators. This approach was implemented through Content and Language Integrated Learning (CLIL). Additionally, gifted programmes were conducted, including the "Global Inclusive Lab" where students developed podcast programmes, "Walk with Veteran" where students created literature works, and an experiential programme on Chinese medicine. To foster students'	In the future, there are plans to promote inquiry-based learning, reading skills, and the utilization of Artificial Intelligence (AI) technology to enhance students' thinking abilities. Additionally, despite the presence of various formal and informal curricula, in APASO, the Q score of students regarding Global Perspective, which is a self-perception study, is 96, slightly lower than the territory-wide level. This indicates that students have high expectations of themselves and low self-confidence. To address this, efforts will be made to guide students in conducting in-depth inquiries into global issues. Furthermore, in terms of creative thinking, the Q-scores for Creativity (Efficacy) and Creativity (Science-related) were 89 and 85 respectively, lower than the territory-wide level. In response, students will be guided to develop their creativity in science, and they will be encouraged to foster an entrepreneurial spirit and exhibit	

		engagement, competitions such as "Problem-Solvers" and the PARV Poster Design Competition were organized. We are one of the trial schools for the Hong Kong Jockey Club Ridge to Reef (R2R) Environmental Education Programme. As the pioneer in this programme, the Geography Department designed and implemented modules on the relevant concepts on oyster reef and the environments from the geographical perspective. Student learning outcomes are recognised by the Members from the Chinese University of Hong Kong and the Nature Conservancy. Also, the Mathematics Department has been conducting teaching research in collaboration with the Education Bureau (EDB) with 'Mathematical Models' as the theme. Students applied mathematical modelling to solve problems in daily life. According to the questionnaire survey of the research, about 70% of the students indicated that the learning experience was interesting and challenging and helped to enhance their mathematical skills. The above awards demonstrated the learning outcomes of the students. Articulate: The values education project "Values, We Value: JICS" (JICS) was successfully implemented. The English Language Department organized interview workshops and conducted interviews with relevant celebrities, where students demonstrated a flexible use of expression and response techniques. The Chinese Language Department organized students to participate in various speech and debate competitions, resulting in commendable achievements. For instance, students secured the third runner-up position in the "Dream Cup - Speech and Story Telling Competition", the first runner-up position in the "Kids GBA-HK-Macau the Kids Voice Cup Speech & Story Telling Competition", and the Championship in "The Greater Bay Area Gifted Story-telling and Speech Competition 2022". The Debate Team also received awards in several debate competitions, including the St. Clare Tournament. In total, the students won 17 awards in speech and debate competitions, surpassing the performances of previous years and showcasing their exceptional learning outcomes. In addition to the Chinese and English Language Departments, different subjects and administrative groups organized various learning activities. These include the 4th Joint School Youth Forum on "the most effective way to maintain cultural security in Hong Kong today", where students eloquently expressed their ideas with logical reasoning. The Citizenship and Social Development Department (CS) and the Discipline and Guidance Committee (DGC) of the school participated in the "Hong Kong Mock Legislative Council 2022", hosted by the Hong Kong Youth Leadership Development Association. One of the students was awarded the "Best Councillor" prize for her impressive lobbying skills. Moreover, the National and Social Caring Committee (NSCC) led the students to secure the	creativity in various aspects.	
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		Championship in the Moot Court Competition. Reflective: Students' reflection skills were developed through various activities such as Buzzing Time, Counselling Day, and Parents' Day. Teachers guided students to review their learning methods, habits, and attitudes. Students adjusted their learning strategies and progress, continuously striving for self-improvement and excellence. The feedback received from both parents and students highlighted the benefits of data analysis on the PORTAL platform, which provided a comprehensive understanding of individual learning progress. Furthermore, through reflection records on the PORTAL, students were able to reflect on their personal learning and growth and develop action plans accordingly. The individual counseling sessions conducted by teachers played a vital role in guiding students to critically assess their learning progress, promoting a self-reflective approach to learning. Visionary: The core values of visionary learners were nurtured through various activities. These activities included: 1. Courage: The Outward-Bound Training Programme. 2. Assiduity: An Evening Study Week and GO FOR GOLD, an S1 Study Programme. 3. Perseverance: A running race. 4. Excellence: An overseas study tour to Germany. In addition to these activities, cross-curricular learning programmes and activities were implemented to guide students in practising their creativity. These programmes included Culture and Innovation, STEAM and Innovation, and Enterprise and Innovation programmes. The school also launched the Biz@KTLS Entrepreneurship Programme. With the support of the City University of Hong Kong, students operated booths to sell their achievements at the School Carnival. Furthermore, the True Light Lattice shop was set up in April, where students will promote their creative finished products within the school. Students have won awards in Chinese and English creative writing competitions. For instance, our student was awarded the National Literature Star (Hong Kong Region). Four students got outstanding results in the 3rd One Health COVID-19 Writing Competition organised by the City University of Hong Kong. Seven of our S2 students were awarded the 1st runner-up title in the Odyssey of the Mind Regional Tournament, in which students demonstrated their ability to apply creative solutions and scientific knowledge to solve		
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		problems. S4 girls emerged as champions for their outstanding business proposal, “Si1 Fo2” (師伙) in the “敢獅敢創” social enterprise proposal competition which aims to address the issue of educational inequality in Hong Kong by creating a sustainable online platform that benefits underprivileged students. To develop formal curriculum in various subjects for students to apply the skills of deeper thinking Pragmatic: An array of featured curricula was developed, which included: 1. GeoChoice in S1 and S2 Geography, focusing on urban land use and farming activities. 2. Math Max in S2 and S3 Mathematics, covering various everyday life topics where Mathematics knowledge was applied. 3. 'Coulda Woulda Shoulda' in S3 and S5 History, exploring the Paris Peace Conference. 4. View to Views in S4 English Language, addressing the issue of doxxing. These curricula emphasized analyzing the root causes of problems, developing solutions, and studying evaluation criteria for each suggestion. Articulate: Fun and challenging speaking tasks were organized across various subjects, including: 1. Be Salt and the Light learning activities in Chinese History. 2. Global Youth Forum in Geography. 3. Cooking Vlog in Home Economics. 4. Leader's Speech in Tourism and Hospitality. The Chinese Language Department also organized learning programmes such as 成語學堂 in S1 and 名言頻道 in S2 to enhance students' proficiency in Chinese idioms and famous quotes. Additionally, the CS Department designed lobbying tasks to educate students about the benefits of the Greater Bay Area in terms of investment, living, and education. These speaking tasks not only stimulated critical thinking and consolidated subject knowledge but also enhanced students' communication skills. They provided opportunities for students at different levels to engage in relevant teaching processes within the classroom.	
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		Students were presented with a variety of speaking tasks during class, allowing them to build confidence in self-expression and demonstrate their individual thinking through oral presentations. Reflective: Markers Goggles were implemented in English, where students marked examples of work and provided constructive comments. Similar tasks were also carried out in Chinese Language, History, Biology, and Visual Arts. Through reflection, observation, and analysis, students reviewed the effectiveness of their learning and identified areas for improvement. They then developed new behaviors and strategies based on their learning review to achieve self-growth. Visionary: The Chinese Language, Chinese History, and History Departments have developed special curricula with a focus on the theme of breakthroughs. These curricula include topics such as: 1. Ancient Civilizations (Breakthroughs in Human Civilization) 2. A Hundred Years of Self-Reliance (Breakthroughs in National Challenges) 3. Breakthroughs in History (Breakthroughs in Personal Circumstances) Furthermore, a STREAM (Science, Technology, Robotics, Engineering, Arts, and Mathematics) Project learning initiative was introduced in S.3. Students applied design thinking and scientific knowledge to their projects. Additionally, several new programmes were launched, including Creative Writing in Literature, Light Wall IT curriculum, UXUI Design curriculum, and Arts AI generation programme. D. To offer platforms for students to celebrate their learning outcomes The KTLS Learning Expo was successfully held, where the Chinese Language, English Language, Science, Chemistry, Physical Education, and Computer Science Departments presented the learning outcomes achieved by all students. E. To enhance staff development and support teachers in implementing teaching ideas related to deeper thinking skills. Staff Development Days were organized, featuring training workshops on the themes of		
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		"Cultivating Students to be Articulate Learners" and "Design Thinking for Educators". These workshops aimed to inform teachers about the major concerns of the year and enhance their teaching practices. In order to assess the application of problem-solving and decision-making skills, lesson observations and assignment inspection were conducted. Teachers recognized the developmental focus and subsequently created relevant learning and teaching materials. Post-observation sessions were then held to refine these materials and improve lesson delivery. Regarding the Pragmatic Learner, according to the APASO survey on Deep Thinking, the Q-values for students' critical thinking and multi-perspective thinking were 116 and 110 respectively. These values were higher than the territory-wide level. Additionally, 58.6% of students agreed or strongly agreed that "the teacher's questions inside and outside the classroom inspire me to think" in the survey on their perceptions of teachers' teaching. These figures reflect the effectiveness of the initiatives, as students are able to utilize their problem-solving skills to enhance critical thinking from different perspectives, while teachers are able to appropriately guide them. As for the Articulate Learner, based on lesson observations, the majority of teachers successfully organized relevant speaking tasks for student participation. Students were actively involved in competitions related to speech, public speaking, debates, and forums, resulting in a significant increase in the number of prizes won. Moving forward, it is recommended to further enhance the depth of teachers' questioning and encourage students to develop elaborated and sophisticated language in their expressions. This approach will enhance students' higher-order thinking abilities through effective oral communication. In terms of the Reflective Learner, 71.6% of students agreed or strongly agreed with the statement, "Teachers often provide suggestions on my performance and guide me on how to improve." Additionally, 62.7% of students agreed or strongly agreed with the statement, "I frequently reflect on and improve my learning based on my classroom performance, test results, and teachers' advice, including comments on assignments." Similarly, 62.7% of students agreed or disagreed with the statement, "I regularly reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to evaluate and enhance my learning." These findings indicate that students have developed a positive habit of self-reflection in the learning process. They actively engage in reflecting on their own learning progress and make necessary adjustments to their learning strategies based on teacher feedback and assessment results. In terms of the Visionary Learner, the questionnaire survey revealed that 74.1% of students expressed their commitment to overcoming learning difficulties by giving their best effort.	
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		This indicates the effectiveness of value education promotion and highlights students' ability to pursue breakthroughs through perseverance.		
1.2 To further enhance students' mind set and strategies for self-directed learning	Fully Achieved	The Self-directed Achievement Award Scheme was established in Liberal Studies (LS), humanities, and aesthetic subjects. As part of this scheme, "self-directed learning tasks" were incorporated into daily assessments. Students were encouraged to prepare additional notes or artworks, participate in activities during the Humanities Week, and engage in activities and competitions beyond the classroom, showcasing their motivation to participate in these activities. During the Humanities Week, the event "True Light True Night" was organized, where participating teams completed various tasks using their knowledge and problem-solving skills acquired in academic subjects. Students displayed a keen interest in participating in these self-directed learning activities. Trivia knowledge related to humanities subjects was prominently displayed on campus, particularly on the humanities subjects' display board. This increased students' interest in humanities subjects and influenced their decisions to choose them as electives. Teachers offered individual support in the Study Clinic (Room 108 and Student Common Area), providing students with the opportunity to seek assistance from teachers after school regarding their studies. The theme of self-directed learners was incorporated into S4 and S5 Music lessons, inspiring attitudes of self-motivation, self-awareness, and self-consciousness through song composing. LS and Information and Communications Technology (ICT) lessons focused on teaching students how to search for and effectively utilize useful resources, thereby enhancing their information literacy skills. Students actively participated in inter-school competitions such as the Basic Law Competition, which heightened their awareness of national security. Through observation, most of the students demonstrated a willingness to participate in various training sessions, competitions, and study tours offered by the school. The panel heads of Humanities, Mathematics, and Chinese, along with the SEN Coordinator, held regular meetings with a senior curriculum officer from the EDB. They introduced and adopted various skills and learning strategies for self-directed learners to accommodate the learning styles of S2 students. Lesson studies were conducted in Geography and LS during the first term, and in Mathematics during the second term. After-school tutorial classes in Room 108 were managed by alumnae trained by LTC.	In a competitive atmosphere, students' self-confidence or motivation may be shaken when they fail to achieve the top rank or when they lag behind other students. Therefore, in the future, efforts will be made to adjust students' learning mindset and encourage them to change their mentality in order to realize their full potential.	

		According to interviews conducted by the social worker, many students found these classes useful for catching up with their learning schedule. The Big Sister Scheme was implemented, where S4 Big Sisters met with S1 students once a month to discuss any difficulties they faced at school. The S4 Big Sisters also introduced study strategies to the S1 students. Study rooms were provided for S6 students. Social workers provided training for the S4 Big Sisters, and St. James' Settlement (E-helper) conducted a series of training sessions for the S5 Academic Prefects. After the training, they acquired the necessary skills to assist junior students in preparing for examinations. Based on feedback from the Form-based View Sharing, S1 students commented that the S4 students had been helpful in their learning. During the S1 Personal Growth Orientation Day, essential elements for self-directed learning, such as goal-setting techniques and a positive attitude, were introduced by DGC and counseling psychologist Ms. Cheung Yin Ling. Individual plans were established for S1 SEN students to promote self-discipline in their study, rest, and service. Junior students and participants of True Light True Night were provided with tools for self-directed learning. S1 students received timers and memo blocks, S2 students received memo blocks, and S3 students received memorization sets. According to student feedback received during Counselling Day, these tools proved helpful in improving their memory, time management, and concentration during revision, resulting in increased learning effectiveness. "My Feeling Journey" and student handbooks were distributed among students. These resources incorporated self-directed elements such as goal setting, monthly planners, habit trackers, and UT/Exam study planners to promote the concept of self-discipline. Based on student feedback received during the Form-based View Sharing, they found these resources useful for planning their learning schedules. Continuing the 2018-2021 Plan, the current 3-year plan maintains the focus on promoting self-directed learning to cultivate students' attitudes of autonomy, self-reliance, self-sufficiency, and self-improvement. With the easing of the COVID-19 situation, students' attitudes towards learning have further improved. According to the results of the APASO survey, 53.9% of students agreed or strongly agreed with the statement "I can take the initiative to learn both inside and outside the classroom." To encourage self-directed learning, the Class Management Scheme was implemented. Students who demonstrated good behavior in areas such as attendance, punctuality, and adherence to school rules were awarded green slips or had designated days for wearing class T-shirts. This scheme proved effective as the number of demerits issued for rule violations		
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		decreased by 80%. Furthermore, 61.5% of students agreed or strongly agreed that they often complete learning tasks, including homework, seriously. This indicates that students have generally developed a mindset of self-directed learning. However, only 32.8% of students agreed or strongly agreed with the statement "I am confident in learning inside and outside the classroom."		
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Major Concern 2: To empower students with good qualities of self-directed, respect, forbearance and unity so as to face the challenges in the future

Major Concern & Target	Extent of the target achieved		Follow-up action(s)	Remarks
2.1 To adopt a whole-school approach that provides learning environment and experiences for students in promoting positive values and attitudes. Most students get a positive change in attitudes, as reflected in the personal growth handbook. The majority of students demonstrate a keen interest and positive attitude towards the teaching materials.	Partly achieved	Achievement 1: A “True Light Bearer’s Course Handbook” has been published, containing guided questions based on the 8Qs approach: ‘What, Why, How, If Not, Why Can’t, Deviation, Reflect’. This handbook helps students gain a deeper understanding of good personality qualities. A “Feeling Journey” Handbook has been published to assist students in developing self-directed learning habits. Students have provided positive feedback and enjoy using the handbook. A New Personal Growth Handbook has been published for junior forms and senior forms. The handbook includes articles about the “Cape of Fruit”, focusing on qualities such as unity, respect, and forbearance. They also contain written guidelines for high-order thinking skills and learning habits such as time management, stress management and courtesy. Our school has joined the “QTN Programme on Promoting Wellness in School”, organized by HKU as a core-star school. After an online test to explore students’ character strengths, a series of positive thinking lessons were conducted in S1 and S2 True Light Bearer’s (TLB) courses. All S1 students learned how to cultivate positivity by considering different perspectives. Students found it valuable and meaningful. Teachers are encouraged to adopt different strategies in their daily teaching to address the physical and psychological needs of students. Elements of positive education, such as character strengths and growth mindset, have been incorporated into TLB course and various subjects. Some subject departments have also implemented different strategies to promote the core values of the Theme of the Year. This approach has enabled students to develop a positive attitude and qualities of unity, respect, and forbearance. Morning assemblies, hymn sharing, form assemblies, and school assemblies focusing on the Theme of the Year, such as So Wa Wai, Chiu Tsang Hei, and alumni sharing sessions, have been conducted. These sessions have inspired both teachers and students, providing significant benefits. To promote the values of law-abidingness and integrity, various	We have made progress in developing a values curriculum, and we will actively promote formal values education lessons to further deepen our efforts in nurturing students' values. To enhance students' well-being, a variety of experiential activities, including exercise, art appreciation, and music appreciation, will be introduced in the coming years. These activities aim to provide students with diverse and enriching experiences that cultivate positive values and attitudes. Although most students have shown an increased sense of positivity through the mentioned programmes and activities, it is important to address the concerns of those who still harbor a fear of failure in life. This fear may stem	

Most students embrace the core values promoted by the school, particularly in the areas of respect, forbearance, and unity. 70% students experience a positive change in attitudes, as evidenced by their improved performance in submitting assignments and achieving better results in tests and examinations. 70% of the attending teachers agree that the training provides them with valuable insights regarding the promotion of values education. 70% of the teachers agree		activities revolving around the theme of “Justice, Compassion, Integrity, Self-control” have been organized. Guest speakers, such as Mr. Yue Ka Keung and Professor Wong Shing Wing, were invited to facilitate these activities. Various committees have evaluated and reversed their policies and activities to foster students’ respect for one another and empathy. For example, the Humanities Week focused on the theme of “War and Peace”, and the Global Week centered around “Unity and Respect”. As part of the “Courtesy and Manners in True Light” programme, the Chinese Department organized a series of activities on Teachers’ Day to foster a culture of respect for teachers. The Environmental and Health Education Committee (EHEC) has also set up game booths for students to learn about “Healthy life”, “Healthy body” and “Healthy mind”. These initiatives have enlightened students and boosted their positive energy. The school has created a “Positive Campus” atmosphere by presenting inspiring quotes, some of which were suggested by students through Quotes Collections on Positive Thinking. Posters promoting positive thinking and the core values have proven to be effective ways to promote the Theme of the Year. According to the stakeholder survey, over 65% of students agreed that the school helps them develop good moral character both inside and outside of the classroom. Various activities have been organized in different areas to foster students’ personal growth. The S1 Induction Programme - “Welcome to True Light”, including S1 Growth Camp, Sister Scheme, and Orientation Week, has successfully helped S1 students get to know their classmates and develop qualities of unity, respect, and forbearance. S1 students have expressed gratitude by sending thank-you postcards to their primary school teachers. Talks and activities on mental health and stress alleviation have been held for S5 students to enhance their understanding of mental well-being and stress management. According to discussions in class teachers' meetings, junior form students demonstrated a stronger inclination towards self-directed learning by forming study groups and engaging in extended reading compared to senior form students. While senior form students may have lacked forbearance, they exhibited respect towards others. Through the organization of various activities aimed at promoting class spirit, both junior and senior forms demonstrated unity within their respective classes. Developmental programmes promoting mental health and courage have been arranged specifically for S6 students, such as “Chicken Soup for DSE Fighters”, mentorship programme and picnic. Other graduation activities, such as the True Light Run, high table tea, camp/trip, will be held in the second semester. S6 students have found these activities inspiring and have gained positive energy. Growth group activities, including experiential activities and social service, have been	from their family background or negative social influences. Therefore, our focus for the upcoming year is to assist students in cultivating positive core values, particularly openness, passion, politeness and appreciation. Additionally, a growth mindset will be fostered among students in the future, encouraging them to embrace challenges, persist in the face of setbacks, and believe in their ability to learn and grow. While ensuring the physical, mental, and emotional well-being of students, the next development plan is well-focused on raising students' awareness and cultivating their attitudes and habits for sustainable living under a whole-school approach. The resounding success of our previous service-learning endeavors has demonstrated the transformative impact they have on both our students and the communities they serve. Therefore, our school is eager to build upon this foundation and introduce a broader spectrum of activities that not only align with our students' interests but also foster a deep sense of engagement and responsibility.	
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that the sharing of experiences enriches their insights and fosters a supportive atmosphere among the staff.		organized for students in need to help them to appreciate themselves and enhance peer support, thus increasing their resilience. Examples include Life Ambassadors for junior form students and S1 evangelization activities. Achievement 2: On staff development day, we have invited Professor Daniel Wong Fu Keung to share about the application of Cognitive Behavioral Therapy (CBT) in student counselling. We also had Dr. Tam Ka Keung, Ms. Angela Chow and Mr. Man Shi Chun from the EDB's Curriculum Development Institute (Moral, Civic and National Education Section) sharing implementation strategies for values education in the school curriculum and life-wide learning. Additionally, Ms. Dolphin Kwok shared her counselling experience and skills, aiming to raise awareness of mental health and enhance the professional knowledge and skills of staff to support students in need. The workshops were highly valuable in providing insights for the implementation of positive values education through a whole-school approach. According to the Stakeholder Survey, nearly 90% of staff agreed that the staff are on harmonious terms. Nearly 90% of staff agreed that the staff cooperate with one another happily at work. Over 75% of staff agreed that the staff have good morale.	In the coming school year, we are to implement various service-learning initiatives designed to cater to a wide range of interests and talents among students. With a better understanding of the school's vision and mission, parents will be able to play a crucial role in cultivating their daughters, working hand in hand with the school. Therefore, in the coming academic year, we will provide more educational activities such as workshops and talks to further engage and involve parents in their daughters' educational journey.	
2.2 To further enhance and sustain students' sense of commitment to their respective roles so as to enable them to become contributing members to their families, schools and community Number of student participants involved.	Partly achieved	Achievement 3: Team building and leadership training were provided to prefects and extra-curricular activities (ECA) leaders to help them to develop the virtues of trustworthiness and a willingness to serve. The S4 "Sparkle in Service Learning" Project Service was held, where participants organized a Games Day with student-led activities. Through this project, our students not only cultivated empathy for others but also developed their self-directed learning and practical skills. The service project aims to promote an inclusive community for both disabled and able-bodied individuals and encourages students to utilize their gifts to contribute to society. The Self-directed Community Services Programme has been successfully conducted, providing social services. The 4E model (Exposure, Engagement, Enlightenment and Empowerment) was systematically adopted to revive and groom talents through ECA and student leadership. Service-learning workshops were conducted, totaling ten sessions. In the first term, S4 students successfully completed the Service-Learning Day, while in the second term, S3 students visited elderly residents living alone in Wong Tai Sin. It is worth noting that 100% of S3 and S4 students completed their service-learning experiences. The leadership training camp and the joint-school leadership training camp were		

80% of the student participants being surveyed agree that the activities can help promote positive values and attitudes. Study groups are formed and function effectively. At least 80% of students find the peer tutoring useful. Students have prepared individual goal setting plans in both studies, play and service. Student-leaders have a clear understanding of their rights and responsibilities. Keen participation of classmates or housemates.		successfully held. Opportunities are open to students of average/lower abilities, including their chance to take part in different ambassador schemes and service teams such as Caring Ambassadors, Life Ambassadors, Wellness Ambassadors. New ECAs such as Acapella, Boxing, Detective Club, Journalists' Club, Pop Singing Class, and Robotics Team were added to cater to students' needs and interests, as well as to promote values education. A wide range of Multiple Intelligence (MI) courses were arranged for students, including Perfume-making Workshop, Marble Cookie Class, Hong Kong-style Bat Mouse Mini-billboard Workshop, Drop Earrings Workshop, Japanese Jewelry, Leather Keychain Workshop, and Beginners' Mountain Craft Programme. These events successfully created an inviting and cheerful campus environment. According to the Stakeholder Survey, 71.5% of students agreed that through the opportunities provided by the school, including activities outside of the classroom, they can develop their interests and life skills. Nearly 65% of students agreed that the school actively develops their leadership abilities, such as providing training to class monitors and prefects. Over 55% of students agreed that their schoolmates are self-disciplined and follow rules. Achievement 4: "Parent Academy" has been established by the Parent-Teacher Association (PTA) and Religious Affairs Committee (RAC), with over 80 parents having joined. Six lectures by professional speakers, including theory, practice, and experience sharing, aim to enrich participants' parental skills, particularly in instilling positive values within families. Additionally, the IEC organized the "Parent Accompany Group" and parent-child interest classes to support parents of SEN students. These initiatives have proven useful in enhancing family cohesion and creating a mentally healthy environment for SEN students to thrive.		
2.3 To cultivate the sense of belonging to school	Fully achieved	Achievement 5: School songs and other True Light songs were taught in Music, Chinese, and English lessons. A Singing Contest featuring True Light songs was held, and S1 students participated enthusiastically. These activities strengthened their sense of belonging as True Light bearers. The school history is introduced during the anniversary celebration, assemblies, and the TLB course for S1 and S2 students. "The Brief History of Kowloon True Light" has been		

		used as the textbook for the TLB Course. Many activities and different KTL gatherings have been organized to promote a caring class atmosphere and cultivate strong bonds among students. These include Caring Week, True Light Love Café, Lunar New Year Fair Stalls, picnic, S1 musical, sister-form assemblies, Games Day, S1-3 peer tutoring scheme, Big Sister Scheme, Class T-shirt, inter-class/inter-house competitions, True Light Quiz, True Light Songs Singing Contest, and videos on KTLS Campus TV channel, among others. These events have successfully created a warm and cheerful campus environment and have strengthened students' sense of belonging to our school. Achievement 6: Various anniversary activities were held to bring together True Light bearers from different generations and celebrate the relocation of Kowloon True Light School in Hong Kong. These activities included a Logo and Souvenir Design Competition, publication of students' English and Chinese essays, Life Planning Sharing Day, Porcelain Painting Workshop, Athletic Meet, Gallery of the Exquisitely Sensitive, Homecoming Trip to Guangzhou True Light, Anniversary Variety Show, Carnival, Tree-planting Day, Anniversary Thanksgiving Ceremony, Anniversary Gala Dinner, CD production, and various publications. These activities, along with the souvenirs and a dedicated webpage, aim to foster strong bonds among different stakeholders of True Light. According to the Stakeholder Survey, only 14% of students disagreed that the school is a caring place. During the exchange programme, students demonstrated their best efforts to perform well and took pride in representing their school. Over 80% of students agreed that they and their schoolmates help each other and get along well. Over 80% of students agreed that they receive support and encouragement from teachers.		
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Major Concern 3: To cultivate deep learning in STEAM in order to equip them with the 21st century competence.

Major Concerns & Target	Extent of targets achieved		Follow-up action	Remarks
3.1 To cultivate deep learning in the formal curriculum of Science in junior forms	Partly Achieved	Achievement 1: Students demonstrated improved skills in interpreting questions related to science. Levels of depth and complexity of questions discussed in different forms in Science is enhanced to guide the progression of students' thinking complexity and experimental skills, from lower-order to higher-order, and from basic to advanced. From assignment inspection, student performance in high-order questions in the exercise portfolio and formal assessments in S1 and S2 Integrated Science (IS) has improved. Students demonstrated improved critical analysis abilities essential in experimental design. Teaching materials related to the understanding of variables, error identification, and data assessment are developed. Statistical analysis from student's work confirmed the effectiveness of these initiatives, showing significant increases in average scores and a greater proportion of students achieving higher proficiency levels. Deeper interpretations of scientific knowledge is demonstrated in Science lesson and cross-curricular learning: (a) In learning featured learning packages (themes: the separation mechanism of NEWater, photocatalysis for virus disinfection, and the life of astronauts in the international space station). Feedback from students indicated that these packages help expand their understanding of scientific concepts beyond the textbook. From teacher's feedback in subject meetings, by exploring real-world applications and engaging in hands-on activities related to these themes, students developed a more holistic perspective and a deeper appreciation for the relevance and practicality of scientific knowledge. (b) The development and implementation of the biotechnology learning packages in S1-S2 IS and S3-S5 Biology have been successfully completed. The students have shown great interest and engagement in the lab sessions, as observed through lesson observations and assignment inspection. Their performance has been commendable, demonstrating a strong understanding of the course materials. The modules have effectively covered a wide range of topics, fostering practical skills and knowledge in the field of biotechnology. (c) The food science project, organized in collaboration with the Home Economics Department, positively impacted the learning attitudes of S2 students. By analyzing nutrients in selected food items, students showed increased enthusiasm and	Students should be encouraged to work on more real-world problems and stay abreast of current trends in biotechnology. Participation in research projects can deepen students' understanding and foster innovation.	

		engagement from the lesson observation and assignment inspection. They embraced the practical application of scientific concepts, fostering a deeper understanding and appreciation for the connection between science and everyday life. Students sharpen their explaining and describing skills in Science: (a) During their presentation in the “1-min Science” practice by presenting their finding to a specific Science topic. According to the teacher’s observation, it’s an engaging way to spark students’ interest in science. This approach aligns with major concern 1.1 which emphasizes nurturing students to be articulate learners. (b) Project-based learning is implemented in S1 to S3 IS, impact on teaching and learning processes is transformative by shifting the traditional paradigm by immersing students in an active, hands-on learning experience, where knowledge is gained through exploration and discovery. From students’ work and teacher observation, the learning module helps them nurture exploring and explaining skills in Science. These can benefit students’ future academic and professional endeavors. (c) The training programme "A Genre-based approach to enhancing secondary students’ English writing ability in science subjects", in collaboration with the City University of Hong Kong, had a positive impact on students' writing skills in science. Out of the 15 selected students from S3, more than 80% of students agreed that the course was useful in improving their writing abilities. Additionally, over 60% of students felt that the course's level was suitable for their needs. These statistics highlighted the effectiveness of the programme and its ability to engage students in interactive activities, ultimately enhancing their writing skills in science.		
3.2 To strengthen students’ innovation and real-world connection to information and communication technology (ICT)	Partly Achieved	Achievement 2: The IT curriculum is enhanced to highlight the practical applications of the new technology The newly constructed IT Innovation Lab offers a supportive environment for various IT-related activities. Equipped with state-of-the-art technology, it facilitates coding workshops, robotics competitions, app development projects, and more. Teachers' feedback has shown that the lab inspires students' creativity and fosters essential digital skills, preparing them for the rapidly advancing field of technology. Competence in the application of digital technology was enhanced through formal and curricula in STEM education: (a) The activity of developing an AI chatbot with Google Dialogue Flow in S2 CL	Deeper understanding of the latest development in the IT industry, especially in the GBA can be enhanced.	

		lessons and integrating it into the humanoid robot Pepper enabled students to gain technical skills in programming and AI. Teachers reflected that it also promoted values such as collaboration, creativity, and innovation, preparing them for future technological advancements. (b) An Intelligent Light Wall and a series of smart devices were installed in the IT lab. In S3 CL lessons, students learned to combine their artistic sense and programming skills by creating graphic designs on the Light Wall. This activity enhanced their creativity by exploring different applications of the Light Wall in daily life. Additionally, students gained experience in advanced programming using the text-based programming language Python to control devices on an Internet of Things (IoT) platform. (c) Students interested in ICT were convened, and intensive training was organized to prepare them to compete in the RoboMaster Robotics Competition, which challenged students' leadership, programming skills, battle tactics, and robotics maneuvering skills. The Robotics Team was awarded the 1st Runner-Up in the Secondary School Division of the competition in 2022, showcasing their talents in the application of digital technology. (d) Advanced programming skills were nurtured by training the STEM Task Force to control the complex movements in the performance of a drone swarm. This training enhanced their ability to programme and coordinate the synchronized actions of multiple drones, fostering expertise in complex programming and drone technology. (e) AI was integrated within the cross-curricular project in Science, which aims to promote AI competence among students. This innovative approach not only enriches the learning experience by connecting different areas of study but also equips students with the skills and knowledge necessary to navigate the increasingly digital and automated world. Based on teacher observation, students have shown great interest in learning how to use AI to solve problems in Science. Students show more interest in the application of digital technology in various kinds of extra-curricular activities: (a) Various experiential activities were organized to engage our students with the application of innovative technology in Science and ICT, e.g. printing 3D nametag by 3D printer, constructing solar power lamp, experiencing the robot battle in Robomaster, etc. (b) Experiential activities were organized to provide students with a hands-on, immersive learning experience that is both educational and engaging. These activities are designed to foster active learning attitudes and critical thinking skills,		
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		which are essential in the STEM fields. Students participated actively in the workshops and showed their keen interest in Science. (c) Students can gain a multifaceted understanding of its applications and implications. Collaborating with the City University of Hong Kong, the application of AI Image Generation was studied in Biology to educate students on this important new technology to enhance the quick diagnosis of cancerous tissue. Additionally, collaborating with SenseTime, AI courses were arranged for junior form students. Next, the participation of the Visual Arts Department in the SEED Foundation UXUI programme organized by HKU Space showcased students' excellent performance. Those activities highlight their IT skills and creativity in product-based learning. Enterprise visits and sharing were organized to our students so as to broaden their horizons in STEM. (a) Enterprise visits included Binance, Microsoft and various companies in GBA. Our students showed keen interest in learning about different career paths in STEM and expressed that they have benefited a lot from the activities. (b) S4 and S5 Biology students participated in a medical workshop hosted by the Chinese University of Hong Kong. Our students learned about clinical works, including the application of high-fidelity Human Patient Simulator (HPS), cardiac defibrillation, etc.		
3.3 To further enhance students' academic performance in STEM-related subjects (Physics, Chemistry, Biology, ICT, Mathematics) of senior forms	Partly Achieved	Achievement 3: The learning materials and methodologies are refined in STEM-related subjects. The teaching and assessment of STEM subjects are reviewed to ensure a comprehensive enhancement of students' knowledge and skills. (a) A thorough analysis of the distribution of question types and topics was conducted, aiming to align assessments with learning objectives and outcomes. By examining the variety of questions, more high-order questions were used to gauge the depth and breadth of students' understanding. (b) Revision strategies in HKDSE STEM subjects were consolidated to enhance students' learning outcomes, involving a comprehensive review of students' revision schedules, and the implementation of regular quizzes. This multifaceted approach ensures that students have ample opportunities to reinforce their understanding and address any areas of uncertainty. More follow-up sessions were organized to help the less able students through individualized teaching. Teachers conduct supplementary classes for students who are not able to get satisfactory results in formal assessments	Student presentations and explanations of concepts to their peers can be further encouraged to develop communication skills, critical thinking abilities, and a deeper understanding of the subject matter.	

		so as to pinpoint their learning difficulty in personalized teaching. (c) Study plan with topic-based reflection was used in Physics, Biology, Chemistry and ICT for constructing the HKDSE learning portfolio to facilitate students' revision. From students' feedback, they agreed that the reflection is useful for them to plan their studies. (d) Data-driven reports generated from online question bank, were used in analyzing students' performance, focusing on specific topics and question types. These reports leverage quantitative data to provide insights into areas where students excel or need improvement, enabling teachers to tailor their instructional strategies effectively. From students' feedback, the use of reports helps teachers to be more focused on areas that need improvement. Comprehensive analysis in the ability of content area and thinking skills involved can also be conducted. (e) Reflective journals are developed to provide a structured platform for detailed reviews following summative assessments. These journals serve as a personal space where students can critically analyze their performance, reflect on their learning journey, and set goals for future improvement. Students demonstrate improved understanding in difficult academic concepts with school-based materials to scaffold students' thinking in abstract concepts. From the feedback of teachers in subject meeting, students' result is improved. Related HKDSE questions include: (a) Physics: Students' performance improved as they gained a better understanding of common mistakes made when applying Newton's 2nd law. Their ability to correctly analyze and solve problems related to this concept increased significantly. (b) Chemistry: Students showed enhanced proficiency in performing calculations related to volumetric analysis. They demonstrated improved accuracy and confidence in determining concentrations and volumes, leading to higher scores in related assessments. (c) Biology: Student performance improved regarding the changes in chromatid, chromosome, and ploidy during mitosis and meiosis. Students demonstrated a deeper understanding of these processes and their influence on genetic variation, resulting in more accurate explanations and interpretations in exams. (d) ICT: In the ICT package on the Fetch-decode-execute cycle, students displayed a clear grasp of the concept. Their ability to comprehend and apply this fundamental concept in computer programming and system architecture improved, leading to higher achievement in related coursework and assessments. Elite students show substantial knowledge gain and increased interest in Science through		
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		engaging in the elite training programme, involving participation in diverse competitions, such as Odyssey of the Mind, RoboMaster competition and iGEM. By tackling real-world challenges, students applied their skills and expanded their knowledge base. Over 70% of students found the programme engaging and interesting.		
3.4 To nurture the ICOP attitudes: Inquisitive, Creative, Open-minded and Persevering through the formal and informal curricula	Partly Achieved	Achievement 4: Positive changes in student attitudes towards science education are fostered. Feature module Science Encyclopedia was conducted for Junior Form students to extend their knowledge in science. In each session, students gave a one-minute presentation to the class on one interesting science topic. Through one-minute presentations on interesting science topics, students developed an inquisitive attitude, encouraging them to explore and share their knowledge. (I) Interesting science experiments under feature module Amazing Science were arranged. Guiding worksheets were used to help students decipher scientific theories behind the observations. This fostered creative thinking as students deciphered scientific theories behind their observations. It also encouraged an open-minded approach, allowing students to question and explore the scientific concepts presented. (C & O) The STREAM project-based learning modules in the S3 Science curriculum, including the Innovation project and Research-based project, have been successfully completed. The student's performance in these tasks has been commendable, as observed during assignment inspections. Their engagement, creativity, and research skills have been evident, resulting in a high-quality output. From student's work, the modules help foster innovation and research abilities, contributing to a well-rounded learning experience. To enhance the cognitive engagement of students, interesting reading materials are introduced in Biology, Chemistry, Physics and ICT, aiming to elevate the complexity of their thinking. These materials are carefully selected to challenge students' comprehension and analytical skills, encouraging them to engage with content that pushes the boundaries of their current knowledge and understanding. Alumnae with outstanding academic results were invited to share with our students about their learning strategies and details about the related professions in the mentorship programme. This programme aimed to cultivate a persevering attitude, as students learned from the experiences and challenges faced by successful individuals. (P) Displays are shown to enrich the academic environment of science. From teacher's feedback in subject meetings, students show great interest in asking questions related to the related knowledge.	Students' ability to explain scientific concepts can be further enhanced by incorporating more real-world examples and case studies. More intra-school competitions can be organized to boost student's ability to explore scientific knowledge and develop self-confidence.	

3.5 To enhance teachers' competence facing the challenges in the curriculum reform	Fully Achieved	Achievement 5: Teachers are equipped with more knowledge in addressing the challenges of curriculum reform Training sessions were organized to equip teachers for conducting new learning modules in Science, Biology and ICT. Additionally, materials and professional development courses were provided for teachers as reference for the implementation of various curriculum reforms. From teacher's feedback in subject meetings, teachers agreed that the training is useful for the implementation of new curriculum. Professional learning sessions were arranged to discuss the thinking paradigm and implementation of the revised learning and teaching materials. To ensure the consistency of teaching and learning, sample materials were constructed, together with the Science panel heads. An online resource platform for L&T in Science is developed to facilitate the new curriculum for implementing the deep learning packages. From teacher's feedback in subject meetings the platform helps them locate useful information more effectively. Science and ICT teachers participated in training workshops to learn how to operate the intelligent Light Wall, IoT system, 3D printer and Robot Pepper etc., so as to prepare for the new curriculum. Teaching assistants were allocated to support various IT-related activities e.g. RoboMaster competition.		
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b. Based on the reflection against the seven learning goals¹, 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?**

1. Knowledge and Skills

In terms of knowledge, our school curriculum has been developed in all subjects, laying a solid foundation for our students. The curriculum structure of each subject is well-designed, with school-based teaching materials and a variety of teaching strategies, which has greatly enhanced the effectiveness of teaching and learning. As shown in the results of the 2021-2024 HKDSE, about 80% of our students obtained 33222, which met the requirements for university admission, and some subjects with attainment 4 and 5 were above the territory-wide standard. This outstanding performance is a testament to the effectiveness of our curriculum in promoting knowledge acquisition.

Our school stands out with its unique curricula in various subjects. For instance, Economics and BAFS have introduced the Biz@KTLS Entrepreneurship Programme in collaboration with the City University of Hong Kong. A news literacy module has been launched for S1 L&S and S5 CS. The S1 Ridge to Reef Featured Curriculum and The Advocating Carbon Conservation Teaching Programme were also launched in Geography. The Physical Education Department has integrated elements of Chinese culture into its curriculum, exposing students to newly emerging sports like soft hockey, stick tennis, dodgeball, and fitness ball. Home Economics has implemented a featured curriculum on qipao, and our partnership with Lingnan University of HK has encouraged students to appreciate Chinese arts and culture. The User Experience (UX/UI) Design Course, a joint effort by the SEED Foundation and the HKU SPACE, is offered to senior secondary students of Visual Arts. As evidenced by the subject handbooks, teaching schedules, teaching materials, and lesson observations, our curriculum aligns with the seven learning goals proposed by the EDB and caters to the needs, interests, and abilities of our students.

Our school has been able to promote STEAM education in accordance with the latest trends in education development with remarkable results. For instance, the development and implementation of the biotechnology learning packages in S1-S2 IS and S3-S5 Biology have been successfully completed. In S2-3 CL lessons, students learned to combine their artistic sense and programming skills by creating graphic designs on the Light Wall. Collaborating with the City University of Hong Kong, the application of AI Image Generation is taught in Biology to educate students on this important new technology to enhance the quick diagnosis of cancerous tissue. From classroom observations and assignment inspections, it was evident that students were able to enhance their knowledge in different areas, including Mathematics, Science, programming, etc. The students also performed brilliantly in various external competitions, such as OM, IGEN, "Digi-Science" Competition, Hong Kong Cyber Security New Generation Capture the Flag Challenge, and so on, which demonstrated the achievements of the students' talents.

Also, the Mathematics Department has been conducting teaching research in collaboration with the EDB with 'Mathematical Models' as the theme. According to the questionnaire survey, about 70% of the students indicated that the learning experience was interesting and challenging and helped to enhance their mathematical skills.

In terms of creative thinking, the Q-values of Creativity (Effectiveness) and Creativity (Science-related) are 89 and 85 respectively, which were lower than the territory-wide level. The above assessment data on students' self-perception showed that students' confidence in being creative needs to be further strengthened, and there was also a desire to enhance their creativity. Our school would guide students to develop their scientific creativity and encourage them to cultivate their entrepreneurial spirit and give full play to their creativity in various aspects.

¹ The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

2. Generic Skills

Each subject has set clear objectives in accordance with the school's primary concerns and the development guidelines of the subject to respond to the school's concern of equipping students with 'PARV' (Pragmatic, Articulate, Reflective, Visionary) high-order thinking skills and to promote self-directed learning skills. The above arrangement has enabled the development of generic skills in students. All subjects have formulated implementation strategies in terms of regular curriculum planning, learning and teaching strategies, review and follow-up of assignments and tests, etc., which are well-planned and interconnected.

In terms of the advocacy of the Pragmatic Learner, as observed in assignments and lesson observations, different subjects such as Geography, History, Chinese History, LS, CS, and Economics have adopted a theme-based approach to cultivate the spirit of inquisitiveness and problem-solving skills of students, providing ample opportunities for students to analyze their personal views and solve problems both inside and outside the classroom.

In terms of the Articulate Learner, the implementation of speaking programmes in Chinese and English has greatly improved students' communication skills, and the number of prizes won by students has increased based on their performance in both internal and external competitions.

In terms of the Reflective Learner, as seen from assignment and lesson observations, students were able to improve their answers based on feedback from teachers and peers after class discussions or teachers' marking, thus promoting self-learning and self-assessment. This has also contributed to enhancing students' self-management skills, as reflected in disciplinary records regarding homework submission, absenteeism, and lateness.

In terms of the Visionary Learner, it can be seen from classroom and assignment samples that students have expressed their creativity and generated scientific and creative concepts in STREAM Project Learning. In the process, they have also enhanced their collaborative skills, study skills, and mathematical skills. Overall, our subjects aim to strengthen students' knowledge in scientific and technological fields and address the school's concerns, allowing students' generic skills, such as information searching skills, literature review skills, data handling skills, product design skills, and presentation skills, to be fully developed.

According to the APASO survey, over 70% of the students agreed or strongly agreed that "Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills." and the ranking of the agreement was the highest. This showed that students were able to understand their own interests, aptitudes, and abilities through the learning process and to develop and reflect on their personal goals, considering their aspirations for future studies and employment.

3. Language Proficiency

English Language Education

In the 2022-23 academic year, the English Department implemented engaging learning and teaching activities to foster positive values and attitudes in the JICS Programme. The curriculum was revamped to include classic and contemporary texts focusing on the theme of "crime". Students actively participated in activities such as writing journal articles, creating posters and bookmarks, and performing plays. These activities facilitated the development of language skills while promoting character education. The department's efforts were recognized through the receipt of the 6th Outstanding Teaching (Character Education) Award.

In the English Language curriculum, the Literary Module has been developed at the junior level. Students were exposed to classics of world literature, and these works are brought to life on stage through musical performances. In S1, a featured curriculum called Page To Stage was arranged, whereby students transformed a literary classic into a musical. As evidenced by the students' performance, students not only strengthened their English communication skills but also demonstrated their acting, dancing, singing, and collaborative skills in the performance. The performance was widely recognized and praised by parents.

The English Department aims to foster global citizenship and nurture international mindedness through exploring global issues with reference to UNICEF's SDG 17 in the curriculum through multimodal texts. From observation in class and students' reflections in their newspaper cutting worksheets, it was found that students have been more aware of their roles in developing a sustainable society. The English Week, with the theme of "Empowering Lives, Embracing Change" was organized. Three UN sustainable goals were advocated through games stalls at lunch, morning assemblies, and a talk in the school assembly. Through the activities, students broadened their horizons of the world and built up a broad base of knowledge.

To build a solid foundation for English Language learning, different strategies are adopted. For instance, the speaking curriculum has been enriched by infusing a diversified series of activities aiming to equip students with the skills to become articulate learners. Marker's Goggles Package, in which exemplars of different levels of the past HKDSE writing topics are provided for students to evaluate and refine, is introduced to highlight the features of high-quality essays. Also, the spelling programme and Spotlight Time have been implemented in the lesson. According to the performance of students in HKDSE, the levels of students reaching 4 and 3 in the past three consecutive years are higher than the territory-wide level, and the performance of students in listening, speaking, reading, and writing has continued to improve.

Chinese Language Education

Positive moral values were fostered through the "Courtesy and Manners in True Light" programme within the Chinese Language curriculum. The programme incorporated different themes such as respecting one's family and elders, respecting one's teachers, and loving one's friends. It aimed to instill a legacy of etiquette, valuing courtesy and empathy, and promoting a nation that values etiquette. To summarize the experience and results of the "True Light Manners" teaching programme, the "True Light Manners Handbook" and "Learning Manners" publications were released. These publications showcased students' essays, speeches, and self-composed rules of etiquette, reflecting their reflection, recognition, and identification with the culture of etiquette. The representatives of Chinese language teachers were awarded the "Outstanding Teacher of Rites and Culture Education" in "The 1st Teaching Design for Rites and Culture Education Awards Scheme". Additionally, the programme received the 5th Outstanding Teaching (Character Education) Award.

The Putonghua subject implemented the DeXin curriculum, which included teachings on calligraphy, tea ceremony, and game of chess. This provided students with an experiential learning experience to appreciate traditional Chinese culture. Students enjoyed participating in the course and engaged in related activities and experiences, such as joining the MI Tea Dotting Class, becoming tea ambassadors to host guests, and writing Fai Chun during the Lunar New Year period. These activities created a rich cultural atmosphere on campus, and students also learned to appreciate the excellent traditional Chinese culture.

Chinese Literature was offered as a senior elective subject in our school. The aim of the subject was to enhance students' literary knowledge, and some students identified the study of language as a pathway for their future development. Students were able to enhance their literary literacy through organizing activities such as the "Walking with Veterans" essay and fiction writing workshops, and "Literary Walks" activities. Most students actively participated in these programmes. Several students also participated in competitions such as the Awards of Asia Inter-School Speech Competition, Greater Bay Area Storytelling Speech Competition, and National Literature Star (Hong Kong District), achieving excellent results.

The Chinese Language, Chinese History, and Music departments collaborated to participate in the "Xiqu Centre Teahouse Theatre Education Special Session: School-Based Creative Curriculum Development Project". Through interdisciplinary teaching design, students not only learned about their respective subjects but also deepened their appreciation of Cantonese opera. This initiative aimed to preserve the outstanding Chinese culture and enhance students' understanding of positive values. It fostered the core qualities of intelligence, courage, diligence, and perseverance, and encouraged students to be innovative. All S2 students visited the Xiqu Centre to enjoy traditional Chinese opera performances, including classic Cantonese opera excerpts, ancient tunes, and Guangdong music performances. Students expressed a deeper understanding and appreciation of Cantonese Opera culture.

To enhance students' Chinese language proficiency, the school-based curriculum for junior and senior secondary schools actively incorporated Recommended Passages by the EDB. The "Learning for Your Self" programme was implemented to encourage students to learn independently. Additionally, the "Learning, Thinking, Showing, and Reviewing" approach was implemented to guide students in thinking deeply and enhancing their higher-order thinking skills, thereby strengthening their understanding of Chinese culture. An Extensive Reading Programme was also implemented to cultivate students' reading habits. According to the performance of students in the HKDSE, the levels of students reaching 5, 4, and 3 in the past three consecutive years were higher than the territory-wide average.

Reading

To strengthen students' reading skills, Reading Across the Curriculum has also been developed in different subjects. By integrating reading into subjects like Mathematics, Science, and History, students have developed a deeper understanding of the subject matter while strengthening their reading proficiency. The Reading Promotion Committee launches activities such as Reading Assembly-Morning Silence Reading and Lunchtime Reading Workshops. These initiatives have enhanced students' reading skills and deepened their understanding of various literary genres and techniques. Students' feedback has indicated that students were able to comprehend the reading materials and express their personal reflections and opinions. The increasing number of enrollments in the lunchtime reading workshops demonstrates students' engagement in these activities.

In general, the performance of our Chinese and English subjects in public examinations and in-class performance has been excellent. However, according to the APASO survey, students' scores on the question "I often read materials such as leisure reading materials and newspapers outside class" are relatively low, indicating the need for further cultivation of students' interest and habit of reading in their leisure time.

4. Self-Concepts

Our school takes a multifaceted approach to enhance students' academic and non-academic self-concepts through various strategies. One key aspect is the transparent reporting of academic performance figures on the PORTAL in different subjects throughout their years of study. This allows students to track progress and identify areas for improvement, fostering a sense of self-awareness and the motivation to continuously review and adjust learning strategies.

In addition to academic performance, our school places great emphasis on holistic development. We offer a wide range of ECAs and the MI course, ensuring that students have opportunities to extend their learning beyond the classroom. Participation in ECAs and the MI course has been widespread among our students, with positive feedback regarding their impact on students' understanding of their strengths, interests, and aptitudes beyond academics. Notably, our students have achieved recognition and success in various domains, including music, sports, and other areas, showcasing the enriching experiences and opportunities provided to them.

To prepare students for their future, our school offers career exploration opportunities and mentorship programmes. The Mentorship Programme for S6 students, True Light Career Exploration Day, and Career Expo for S4 students are successful collaborations between the Alumnae Association and the Careers and Guidance Committee. These initiatives broaden students' horizons, provide practical insights, and inspire them while fostering unity among True Light girls across generations. The programmes empower students to grow personally by promoting core values and positive qualities. Internships offered through these initiatives cultivate lasting relationships and positive connections between students and mentors. The programmes also help students identify their strengths and weaknesses and receive support from their peers in achieving their goals. Through these experiences, students gain knowledge about various professions, including the required skills, challenges, rewards, and career prospects. They also have the opportunity to observe workplace environments, cultures, and values. Students find these experiences eye-opening and inspiring, enabling them to explore their interests, recognize their strengths, and pursue their aspirations. Additionally, the programmes foster a positive attitude, self-confidence, and a commitment to lifelong learning. Reflection is encouraged after each experience to align learnings with personal goals, and job shadowing

activities provide practical skills, time management abilities, and workplace etiquette.

By engaging in these non-academic activities, students develop a better understanding of their non-academic self-concepts and cultivate a well-rounded skill set. To further support personal growth, students are encouraged to set individual learning goals each year. During a dedicated counseling day, students have the opportunity to discuss their personal growth plans with mentor teachers, receiving individualized advice and support to align their goals with their aspirations and areas of improvement. By setting goals in both academic and non-academic areas, students are encouraged to develop a comprehensive understanding of their abilities and work towards self-improvement in various aspects of their lives.

The strategies implemented have helped students understand their strengths and choose elective subjects. However, there is a need to familiarize students with opportunities in the GBA. Moving forward, the school will provide more learning opportunities in the GBA. Additionally, efforts will be made to strengthen students' resilience for overcoming challenges with a positive mindset.

5. Moral Character, Values & Attitudes and National Education

At our school, values education and character development are given high priority through a combination of formal and informal curriculum strategies. The school recognizes the significance of instilling positive values and attitudes in students to foster their holistic development. To achieve this, the school has adopted various strategies that promote values education.

In terms of the formal curriculum, we incorporate dedicated courses and subjects that focus on values education. For S1 and S2 students, the True Light Bearers' Course aims to nurture qualities such as perseverance, respect for others, responsibility, national identity, commitment, integrity, care for others, law-abidingness, empathy, diligence, and media and information literacy. Religious Education is also included to impart moral and ethical values, as well as promote an understanding of different religions and cultures.

Furthermore, the English Language and Chinese Language departments have integrated values education into their respective curricula. The English Department has launched a values education programme called "Values, We Value: JICS". Through the selection of literary texts and the development of reading and speaking materials, the department emphasizes virtues such as compassion, justice, integrity, and self-control. Teachers also incorporate discussions and assignments that encourage students to reflect on and apply these positive values in real-life situations. The Chinese Language curriculum includes the "Courtesy and Manners in True Light" programme, which instills etiquette, respect for family and elders, respect for teachers, and love for friends. This programme aims to promote a culture of etiquette and values courtesy and empathy.

In terms of informal curriculum strategies, a range of experiential learning activities infused with positive values and attitudes are provided. Service-learning activities are designed to provide practical experiences that reinforce values education.

Additionally, the school utilizes the "Personal Growth Handbook" as a resource to help students think from different perspectives and make informed judgments based on related values. This handbook supports students in their personal growth and character development. Moreover, the school has implemented a "Diligence and Punctuality" scheme to promote values such as hard work and punctuality. This initiative emphasizes the importance of being diligent in studies and being punctual in attending classes and school activities, instilling a sense of responsibility and commitment among students. We have observed positive results from this initiative, with a significant improvement in students' attendance and punctuality rates. Students have also shown greater commitment to their academic responsibilities, submitting their homework on time. The Stakeholder Survey conducted at our school revealed that over 55% of students agreed that their fellow schoolmates demonstrate self-discipline and adhere to school rules.

The combination of these formal and informal curriculum strategies works together to create a comprehensive values education programme. By integrating values education into the curriculum and providing experiential learning opportunities, the school aims to develop well-rounded individuals with strong moral values and

positive character traits. The effectiveness of these strategies is evident in the positive feedback from stakeholders and the notable improvement in students' moral values and attitudes. According to the Stakeholder Survey, over 93% of teachers agreed that our school helps students develop important interpersonal skills and attitudes, such as showing respect for others and empathizing with them. Notably, the students have displayed exceptional scores in morality, honesty, information technology, and national identity, as assessed in APASO III. This highlights the effectiveness of the school's initiatives in instilling strong moral values in the students.

Apart from values education and character development, the school has implemented various initiatives to promote national education and foster a strong sense of national identity among its students. Through exchange activities with sister schools in mainland China, visits to enterprises, and exposure to aerospace technology, students have gained valuable insights into the country's development and progress. These experiences have allowed them to appreciate the achievements and advancements of their nation, contributing to their sense of pride and love for their country.

In addition to exchanges, the school has organized study tours to provide students with opportunities to explore different regions within the country. These programmes aim to broaden students' horizons and deepen their understanding of Chinese culture and customs. By immersing themselves in various local communities, students develop a stronger connection with their country and its diverse heritage.

The efforts put forth by the school have yielded positive results in terms of students' national identity and sense of belonging. Compared to their peers, our students have shown a higher level of attachment to their school, community, and national identity. This can be observed in their active participation in school activities and their strong sense of responsibility and obligations towards their school and country.

Furthermore, the school has achieved commendable performance in aspects related to national identity, responsibility and obligations, pride and love for the country, as well as the National Flag and Anthem as shown in APASO III. These achievements demonstrate the effectiveness of the school's initiatives in promoting national education and instilling a deep appreciation for their country among the students.

Students at the school exhibit positive attitudes, particularly in terms of respect and unity. The school has received several awards for its effective measures in values education. However, there is a need to further strengthen students' perseverance. The school will implement targeted measures to foster resilience and determination. The goal is to equip students with the skills to overcome challenges and achieve their goals.

6. Well-Being

At the school, prioritizing the physical and mental health of students has been a key focus, particularly during challenging times like the pandemic. Various measures have been implemented to emphasize and support overall well-being. For instance, Health Day and lunchtime sports activities, including ball games, e-sports, new sports, and pedometer walks, have been organized to encourage students' active participation. Despite the disruptions caused by the pandemic, the number of students engaging in these activities has increased, indicating a growing awareness of the importance of physical health.

In addition to physical activities, the school has also taken steps to address students' mental health. To create a caring, harmonious, and supportive atmosphere, we prioritize efficient classroom management, peer support activities, and inter-class activities. These initiatives contribute to a nurturing environment where students feel valued and connected. Senior students have joined as Health Ambassadors, Wellness Ambassadors, and "S.H.I.E.L.D.S." Ambassadors, demonstrating an enhanced awareness of health management and a desire to support their peers. This initiative highlights the importance of peer support and promotes a sense of empathy and compassion among students. Furthermore, students' participation in various peer support training programmes indicates a genuine willingness to help and support those in need.

To facilitate the smooth transition of S1 students into their new secondary school life, the school has implemented the 'Big Sisters' Scheme'. This programme pairs senior sisters with junior sisters, providing regular guidance and support. These senior sisters not only help foster a sense of belonging and school traditions but also

encourage participation in a wide range of activities. Additionally, adjustment programmes are organized specifically for S1 newcomers, aiming to enhance their sense of responsibility and understanding of their role in building a caring school community.

The positive interactions and support within the school community are evident from the Form-based View-Sharing activities. Junior students have expressed feeling loved and cared for by senior students, which speaks to the supportive relationships that exist within the school. The desire for more exchange activities with senior high school students showcases a genuine eagerness for further connections and mentorship opportunities. Moreover, close to 50% of students agreed that the school is a caring place, highlighting a sense of care and support within the school environment. Furthermore, over 80% of students agreed that they help and get along well with their schoolmates, emphasizing positive relationships among peers. Moreover, a similar percentage of students agreed that they receive support and encouragement from teachers, indicating the presence of a supportive and encouraging educational environment. These findings reflect the positive relationships and sense of community within the school, fostering a caring and supportive atmosphere for students. According to the Stakeholder Survey, the majority of teachers agreed that our school successfully fosters a caring climate on campus, and students experience a strong sense of belonging.

Overall, the school has implemented a range of measures to promote the physical and mental health of students. These include organizing various physical activities, encouraging peer support through ambassador programmes, providing mentorship opportunities, and fostering a caring and supportive atmosphere within the school community. Through these measures, the school strives to prioritize the well-being of its students and support their holistic development.

The school has observed active student participation in health-related activities and positive relationships with peers and teachers. However, there is a focus on strengthening students' resilience as a key concern for the upcoming academic year. Measures will be implemented to enhance resilience, including workshops, stress management guidance, and fostering a supportive environment. The aim is to equip students with the necessary skills to navigate challenges and develop a positive mindset.

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

1. Curriculum Objectives

Our school is committed to aligning its curriculum objectives and policies with the education objectives and school mission set forth by Hong Kong's educational framework. With a focus on lifelong learning and whole-person development, we strive to provide a well-rounded education that places equal emphasis on the six dimensions of education. To ensure effective curriculum implementation, we have developed clear curriculum objectives, policies, and strategic three-year curriculum development plans for each subject area. These plans provide clear guidelines for teachers to follow, ensuring that our curriculum is comprehensive, progressive, and responsive to the needs of our students. One of the strengths of our school is our ability to leverage existing resources and expertise to develop school-based curricula that cater to the specific needs of our students. By capitalizing on our strengths, we can offer a diverse range of learning opportunities across different domains of study. For example, recognizing the emerging trend in scientific development, we have designed a biotechnology programme to equip students with the necessary knowledge and skills in this field. Similarly, we have developed a cheongsam-making programme that aligns with the unique characteristics of our school, providing students with a hands-on experience in cultural craftsmanship. Furthermore, our Chinese and English language curricula not only focus on language acquisition but also promote character education, allowing students to develop their moral and ethical values through language learning. These school-based initiatives enable us to fully utilize our strengths in both Chinese and English education while catering to the holistic development of our students.

In addition to subject-specific programmes, the school formulates policies to promote distinctive programmes and provide students with learning experiences to develop essential generic skills. These programmes cater to specific needs and interests while fostering the development of transferable skills. By integrating these skills across various subjects and activities, we ensure that students receive a well-rounded education that prepares them for future challenges and opportunities.

To align with the government's development direction and current social trends, the school will adopt various approaches and strategies to further develop information technology.

2. Learning Experiences Within and Beyond the Classroom

Our school has implemented a range of activities to promote exploration and provide diverse learning experiences for students. These activities include subject-specific academic weeks, such as Culture Week, English Week, and STEM Week, as well as alternate-year events like Humanities Week, and Aesthetics and Physical Education Week. Students actively participate in booth games and workshops during these weeks, which enhance their knowledge in different subjects. Furthermore, each subject organizes various extracurricular activities, including visits, performances, work experiences, study tours, social services, and interest groups. These activities cover a wide range of knowledge areas and provide students with opportunities to engage with different topics. Students have shown appreciation for these activities during the Inter-house sharing session.

According to the APASO survey, more than 65% of the students agreed or strongly agreed that teachers frequently organize diverse learning activities both inside and outside the classroom, and that they are encouraged to explore a variety of topics. This indicates that students are actively engaged in these activities and are gaining knowledge across different subject areas.

3. Catering for Learner Diversity

Our school has implemented various measures to cater to the diverse learning needs of students. Firstly, the class allocation policy is designed to ensure that students are placed in classes according to their English Language proficiency. This approach enables students to learn at a pace that aligns with their abilities, providing them with appropriate challenges and support. Additionally, class allocation for Chinese Language, English Language, and Mathematics is based on students' academic results, allowing for targeted instruction and personalized learning experiences. Small group teaching is also implemented to launch the enhancement and remedial arrangements, enhancing student engagement and understanding, as teachers can adapt teaching materials and strategies to meet the diverse needs of their students.

To motivate and recognize student achievements, our school offers various scholarships and awards. These incentives, such as the Star of the Year Award and the Apex League Scholarship, encourage students to excel in their academic pursuits as well as in areas such as music, sports, dance, visual arts, and performing arts. By acknowledging and celebrating students' accomplishments, the school fosters a culture of continuous improvement and inspires students to strive for excellence.

In addition to general measures, our school has implemented subject-specific strategies to cater to students' diverse learning needs. For instance, an Olympic Math Class has been organized to enhance students' mathematical skills and challenge those with a strong aptitude for the subject. Similarly, a Putonghua Advanced Class aims to equip students with proficiency in Putonghua, recognizing the importance of language skills in today's globalized world. These subject-specific measures provide targeted support and opportunities for students to develop their abilities in specific areas of interest or strength.

Our school also places great emphasis on providing enriching experiences and opportunities for students. The establishment of the "Gifted Academy" allows gifted students to engage in advanced learning experiences and access external resources in the three core areas of "Sight, Heart, and Mind". Our students were admitted to the gifted programme at The Chinese University of Hong Kong to study courses like "Introductory Mathematical Thinking and Problem-Solving Skills," "Biochemistry, Immunology & Infection", "Can Chemistry Save the World?", "Nurturing Gifted Students to be Entrepreneurs in STEM industry", and "A Study of Hong Kong's Cultural Heritage", enhancing their learning through a university education experience. Also, 30 students participated in the Chinese Language, English Language, Mathematics, and Science courses organized by the Hong Kong Academy for Gifted Education. This initiative provides diverse learning opportunities that cater to the unique abilities and interests of these students. Additionally, students are encouraged to participate in competitions and attend courses organized by external institutions, broadening their horizons and strengthening their higher-order thinking skills.

Supporting students with learning needs is a priority at our school. Saturday tutorials are conducted for 1A, 2A, and 3A and potential T1 (S1,3) and 3T2 students to consolidate their English foundation. Also, the Learning and Teaching Committee has compiled a list of about 30 Tier 2 students according to their academic results

in the first term of the school year. This Student Learning Support Programme offers personalized support to students who require additional assistance. Social workers and teachers provide no less than three individual counseling sessions to address students' learning habits, methods, attitudes, and emotions. Remedial classes are also offered during summer holidays to strengthen students' academic foundation and provide extra support in subjects such as Chinese, English, and Mathematics. These measures ensure that students with diverse learning needs receive the necessary guidance and resources to thrive academically. More than 75% of the students attended the classes, and the effectiveness of the learning process was reflected in the classroom assessments. In addition, the GO FOR GOLD Learning Programme was launched in S6 to provide individual or small group guidance and follow-up plans for students who did not achieve the required standard in the Pre-Mock examination to help them build up a solid foundation. According to the feedback from the Form-based View Sharing sessions, students appreciated the teachers' guidance and follow-up actions.

In conclusion, our school has implemented a range of measures to cater to the diverse learning needs of students. From class allocation policies to small group teaching, subject-specific initiatives, and enrichment programmes, each strategy is designed to provide targeted support and opportunities for growth. By recognizing and nurturing students' unique abilities, our school creates an inclusive learning environment where all students can achieve their full potential.

4. Curriculum Interface

Our school has implemented various measures to facilitate students' acquisition of knowledge and promote deep learning in a progressive manner. Each subject at different levels has set different teaching objectives to ensure students' continuous growth.

To prepare S1 students for English as the Medium of Instruction (EMI) learning, the school organized a Pre-S1 Summer Institute with a focus on study methods. This institute aimed to equip students with effective learning strategies that would support their transition to EMI instruction. Additionally, a school-based Bridging Course was offered, focusing on Language Across the Curriculum (LAC) and the essential skills required for all seven EMI subjects. This course aimed to strengthen students' language proficiency and subject-specific skills. In the English language curriculum for S1, Content and Language Integrated Learning (CLIL) was integrated. This approach emphasized the development of EMI learning skills, such as textbook reading, dictionary skills, and research skills. By incorporating CLIL, students were provided with opportunities to enhance their English language proficiency while engaging with subject content.

Furthermore, to assist students in transitioning to the senior curriculum, seminars and workshops were conducted for S3 students and their parents. These sessions introduced the features and expectations of the senior subjects. Additionally, taster programmes of elective subjects, such as Chinese Literature, Tourism and Hospitality Studies, Economics, and Business, Accounting and Financial Studies, were offered. These programmes allowed students to attend courses in different disciplines, providing them with a better understanding of the subjects and assisting them in making informed decisions about their academic pathways.

By implementing these measures, our school supports students in smoothly transitioning through both junior and senior secondary education. The focus on study methods, language skills, and subject-specific knowledge not only facilitates students' academic success but also equips them with essential skills for lifelong learning.

5. Identification Mechanism of Students' Needs & Student Support Services

Our school employs a comprehensive mechanism to identify students' needs and provide school-based support measures tailored to their individual requirements.

To gain a comprehensive understanding of students' attitudes, behaviors, and cognitive development, we actively promote a whole-school approach. This involves conducting class teacher meetings, committee meetings, and PTA meetings to gather insights and build consensus on the importance of caring for students' whole-person development. By utilizing diverse sources of information such as observation, stakeholder surveys, and APASO, we identify the diverse needs of our students. This information guides us in tailoring development support accordingly. To assist teachers in identifying and addressing students' personal and emotional issues,

we offer professional development workshops focused on mental health. Our school has implemented comprehensive policies to empower every student and help them reach their full potential. Teachers are provided with professional development plans to enhance their competence in meeting the diverse needs of students.

We have expanded our counseling services by hiring an additional social worker. This expansion enables us to provide appropriate developmental, preventive, and remedial counseling support to students at different stages of their growth. Our primary goal is to foster resilience and adaptability, particularly among new students, students with special educational needs (SEN), and MI students.

For academically low-achieving students, we offer after-school remedial tutorial classes in subjects such as Chinese Language, English Language, and Mathematics for students in S1 to S3. Additionally, students with special learning needs (SEN) are provided with adapted learning materials, homework strategies, and assessment accommodations. Special examination arrangements are also made for students during the HKDSE examinations.

In supporting SEN students, our school fosters an inclusive culture of love and care. The Inclusive Education Committee collaborates with other relevant committees, such as the Learning and Teaching Committee, Discipline and Guidance Committee, Career and Guidance Committee, and Student Affairs Committee, to provide comprehensive support for our students. Behavior and social training programmes, such as workshops on organizing skills conducted by the Hong Kong Association of Professional Organizing (HAPO), are offered to students with ADHD. Individual counseling is provided throughout the year in collaboration with school-based educational psychologists, speech therapists, clinical psychologists, and other professionals. Our school social workers are involved as needed. To develop networks and social skills, regular meetings of the Board Game Group and Transport Society are organized for students diagnosed or suspected with SEN. Integrated activities are implemented in a whole-school approach to foster understanding and appreciation among all students. Positive arts and crafts activities, including felting craft workshops and ceramic workshops, are organized to engage students in creative endeavors. We highly value home-school cooperation and have established regular communication channels. This includes organizing "Parent Support Group for SEN Students" counseling sessions and parent-child interest classes throughout the year. Teachers maintain regular contact with SEN students and their parents, fostering understanding and collaboration to effectively support the students.

By implementing this mechanism and providing school-based support measures, our school ensures a holistic approach in addressing the diverse needs of our students, fostering their overall development and well-being.

6. Learning Experiences for Students' Personal Growth Needs

To meet the growth needs of our students, our school offers a diverse range of learning experiences that aim to foster their personal development. We have implemented a school-based positive education curriculum, which incorporates level-specific themes such as the S1 Induction Programme, S5 life planning activities, and S6 stress release activities. This ensures that students receive tailored support at each stage of their education.

Our school prioritizes life-wide learning opportunities, providing students with diverse extracurricular activities, Multi-intelligence (MI) courses, and experiences beyond the classroom. These initiatives aim to deepen students' understanding of themselves, society, the nation, and the world while fostering a global perspective. We organize Global Week and annual study tours to the Mainland and overseas, including destinations such as Macau, GBA, Shanghai, Harbin, Tokyo, Seoul, London, and more. Last year, we held an event called "Guangzhou Sister School Exchange and Greater Bay Area Development Opportunities Expo". These experiences offer unique insights, cultural exchanges, and international exposure. Through these opportunities, students broaden their perspectives, nurture their entrepreneurial spirit, and develop a sense of national identity. Additionally, these initiatives promote overall student development and extend their learning beyond traditional academic studies.

We recognize the importance of leadership development in students' growth. To facilitate this, we offer ample opportunities for students to assume positions of responsibility within the school. They receive support through training workshops and camps. Students can engage in leadership roles through platforms such as Class Committees, Form Committees, Houses, Fellowships, the Student Union, and ECA clubs and teams. We have offered over 500 leadership positions and more than 200 students have participated in relevant training workshops and camps. These experiences enable students to develop and apply generic skills in an integrative manner, become independent and self-

directed learners, and acquire teamwork and management skills.

Service learning and community engagement are integral components of our educational approach. All S3 and S4 students complete service-learning experiences, where they choose service targets based on their interests and talents. They collaborate with peers to plan community service initiatives, fostering an attitude of accepting challenges, cooperative teamwork, practicality, and effective problem-solving skills. Engaging in service learning also enhances communication skills and fosters self-improvement.

Our comprehensive life-planning curriculum is designed to equip students with the necessary skills and knowledge to make informed decisions about their future. In the early stages, such as S1 and S2, we introduce the foundations of life planning through the "Personal Growth Handbook," which is taught by class teachers. As students progress to S3 to S6, we continue to support their life planning journey by incorporating aptitude tests and self-exploration activities. These activities help students gain insights into their aspirations, needs, interests, and abilities at different key stages of their development.

To enrich students' learning experiences, we provide various resources and opportunities. These include organizing workplace visits, facilitating interactions with professionals, offering job shadowing experiences, arranging summer internships, and implementing alumni mentorship programmes. Collaborations with external organizations, such as Inspiring Girls, CLAP (Jockey Club), and the "Business School Partnership Programme" by the Hong Kong General Chamber of Commerce, expose students to different industries and occupations. These experiences enable students to understand the relationship between their career aptitudes and subject selection, as well as the unique characteristics of various professions.

To ensure that students are well-informed about the multiple pathways available for further studies and employment, we offer effective group and individual counseling services. Our dedicated Careers and Guidance Committee provides ongoing support through class teachers and teacher mentors. We regularly review our services and adjust our strategies to enhance their effectiveness and scope. Additionally, we provide resources to strengthen teacher-student relationships and offer personalized guidance to students. These resources include the "Class Teacher Handbook" with detailed guidelines, the "Personal Growth Handbook," and the Buzzing Times in Class Periods. A notable aspect of our programme is the Counseling Day, where each student has the opportunity to meet with their mentor teacher. Through individual counseling sessions, students can reflect on their learning methods, habits, goals, and life planning. This personalized approach ensures that students receive the necessary guidance and support to navigate their educational journey effectively. Teachers find the data analysis on the PORTAL platform highly beneficial for gaining a comprehensive understanding of students' personal growth and life planning. Additionally, students can utilize the PORTAL platform for reflection records, enabling them to reflect on their personal learning and growth and develop action plans.

In line with our holistic approach to assessment, we evaluate students not only based on their academic performance but also on their non-academic achievements. This diversified assessment approach enables students to gain a better understanding of themselves, set personal goals for learning and growth, and strive for continuous improvement. To recognize students' excellence and progress in non-academic areas, we have implemented various incentive schemes such as the Outstanding Performance in Extracurricular Activities, Star Award, Outstanding Service Award, and an Appraisal System. These initiatives serve as motivators for students to excel in various aspects of their development.

As we look ahead to the coming academic year, we plan to strengthen parent education initiatives to ensure that parents are aligned with the school's mission and vision. Additionally, we will focus on enhancing students' resilience, physical fitness, and mental wellness, providing comprehensive support for their individual growth needs.

7. Support Strategies for Students' Social Needs

Our school has implemented a comprehensive set of strategies to address students' social needs and promote a supportive and inclusive environment. These initiatives are designed to foster strong interpersonal relationships among students and provide them with the necessary support to develop their full potential. One of the key components of our student support network is the establishment of various student organizations aimed at creating a sense of belonging and encouraging group activities.

Additionally, we have implemented a Sister-Form Council where senior students actively assist and mentor junior students in adapting to school life. This tradition has

proven to be highly effective in helping new students feel welcome and supported as they navigate their way through the school. By pairing experienced senior students with incoming juniors, we ensure that our new students have access to guidance, advice, and friendship from their peers.

The positive impact of these support strategies is evident in the strong cohesion and campus life that our school cherishes. Our students and teachers have developed a positive rapport characterized by self-discipline, respect, and courtesy towards one another. Students actively participate in school activities and service opportunities, contributing to a harmonious and caring campus atmosphere.

The results of the Stakeholder Survey further validate the success of our support strategies in creating a caring and supportive environment. A significant majority of students expressed agreement that the school is a caring place, highlighting the positive perception students have of our institution. Furthermore, over 80% of students reported receiving support and encouragement from their teachers, underscoring the vital role educators play in nurturing and guiding students. The survey also revealed a strong sense of camaraderie and mutual support within the student body, with over 80% of students agreeing that they and their schoolmates help each other and get along well. This positive relationship extends beyond students, as over 98% of teachers and students reported having a good relationship, showcasing the rapport between educators and those they teach.

Notably, our support strategies extend to our dedicated staff members, who play a crucial role in creating a nurturing and supportive environment. The survey results show that nearly 90% of teachers reported being on harmonious terms and cooperating happily with one another at work. This cooperative and cohesive work environment contributes to the staff's high morale, with over 75% expressing satisfaction in working at the school. The dedication and commitment of our staff members, representing nearly 90% of the school's workforce, are instrumental in maintaining a nurturing and supportive environment for all stakeholders. Furthermore, over 80% of teachers indicated their agreement with the school's development priorities, demonstrating a shared vision and alignment among the staff members. This consensus further solidifies the school's commitment to fostering a caring climate on campus, as over 80% of teachers agreed with this statement.

In response to the challenges posed by the digital world, our school recognizes the importance of promoting responsible online behavior. We will be implementing additional measures to remind students about the appropriate use of language online and the importance of being polite and respectful in their digital interactions. By emphasizing digital etiquette and promoting positive online communication, we aim to ensure that our students navigate the digital landscape in a responsible and considerate manner.

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

1. School Self-Evaluation Mechanism

The school demonstrates a strong commitment to self-evaluation for continuous improvement. It actively collects data from various sources and sets clear procedures in the implementation of the "P-I-E" cycle for School Self-Evaluation (SSE). Upholding the evidence-based principle, the school conducts a systematic and comprehensive review of its strengths and weaknesses through various school-based figures, stakeholder surveys, and APASO. This is followed by setting appropriate major concerns and devising clear work targets, as well as numerous feasible and effective strategies for promoting students' whole-person development through the meetings of the School Administrative Committee. In addition to the school's self-evaluation efforts, the school encourages students to actively engage in self-evaluation of their own learning. Students are empowered to reflect on their progress, identify their strengths and areas for improvement, and set goals for their academic growth.

Although the evaluation process is not well explained in the annual reports of the panels or committees, the school's self-evaluation culture is deeply rooted in its daily work, supporting student learning and growth through teacher observation and meetings. Teachers and students share a commitment to striving for excellence, which contributes to the school's continuous improvement and sustainable development in both the academic performance of students and the school's public image.

2. Management Transparency and Accountability

The school prioritizes transparency in its decision-making process, ensuring that multiple stakeholders, including teachers, students, parents, and alumni, have opportunities to participate and contribute. Wide teacher participation is fostered through staff meetings and group discussions, allowing their valuable insights to shape decisions. In addition, the school actively seeks input from students and parents through various channels, including form-based view sharing, parent tea sharing, and other formal and informal means. These channels provide platforms for stakeholders to express their views, suggestions, and concerns. Furthermore, the school utilizes both formal and informal means to engage stakeholders. News updates on the school website and school publications keep stakeholders informed about the latest developments and initiatives. The school assembly at the beginning of the school year serves as an important platform to introduce the annual plan, ensuring that students are well-informed about the school's direction and goals.

To promote transparency, the school also ensures that information relevant to teachers, such as duty allocation, HKDSE results, and value-addedness, is shared openly with all teaching staff. By disclosing such information, the school fosters a culture of accountability and creates an environment where teachers can have a comprehensive understanding of the school's operations and performance.

According to the 2024 Stakeholder Survey, 77.5% of students agreed or strongly agreed that the school's decision-making process is transparent. Additionally, 86.2% of teachers agreed or strongly agreed that the school establishes different channels for teachers, students, and parents to express their opinions. Moreover, 85.7% of teachers agreed or strongly agreed that the school actively reports its self-evaluation findings to teachers, students, and parents. With a variety of available channels, the school is able to inform different stakeholders about its work effectiveness and collect their opinions to enhance its accountability and transparency in its operation and management.

3. Alignment with Hong Kong's Aim of Education

The school fully realizes the spirit of school-based management, fostering a culture of self-evaluation effectively. When formulating its school development plan, the school aligns with student needs, government initiatives, global, national, or societal concerns, the school's mission, and refined initiatives from previous school plans. For example, the school strategically selected STEM education as one of its major concerns within the school development plan in the previous cycle. This demonstrates the school's commitment to aligning its educational offerings with emerging trends and the evolving needs of students in a rapidly changing world. As evident in the Stakeholder Survey in 2024, 96.5% of teachers agreed or strongly agreed that the school sets clear directions for development in accordance with Hong Kong's aims of education and the seven learning goals. Additionally, 84.4% of teachers agreed or strongly agreed that the school sets appropriate development priorities to facilitate students' whole-person development. Furthermore, 89.7% of teachers agreed or strongly agreed that the school formulates clear targets in accordance with its development priorities, while 93.1% of teachers agreed or strongly agreed that the school formulates specific implementation strategies aligned with its development priorities.

4. Formulation of Curriculum Implementation Strategies

Subject panels and committees formulate suitable and specific annual plans based on the school's annual plan in May, and the school management discusses these plans with the panel or committee heads in June. According to the 2024 Stakeholder Survey, 87.9% of teachers agreed or strongly agreed that the school promotes collaboration among subject panels and committees to jointly implement school plans. Additionally, 91.4% of teachers agreed or strongly agreed that the school effectively monitors the implementation of its work. The school management monitors the implementation of these plans and ensures that necessary support from different sources, such as EDB grants, QEF, EDB, and university partners including Hong Kong Baptist University, City University of Hong Kong, and the University of Hong Kong, are well deployed and utilized. The school also develops appropriate evaluation methods and success criteria against the targets of work to align with the school's development focuses actively. According to the 2024 Stakeholder Survey, 86.2% of teachers agreed or strongly agreed that the school systematically

collects evaluation data, with a focus on students' whole-person development, for a holistic review of its work effectiveness.

The school effectively monitors the implementation progress of subject panels and committees and their use of resources, as well as evaluates their work effectiveness. To assess the implementation effectiveness, the school employs an appraisal system that includes assignment inspection and lesson observation. By employing these monitoring and evaluation methods, the school ensures that subject panels and committees are operating efficiently and utilizing resources effectively. Subject panels and committees provide updates for every activity, or the school management actively participates in different activities, enabling the school management to make use of their reports and other evaluation data. This allows for a review and analysis of the implementation of programme plans and an understanding of student performance in awareness, knowledge, skills, values, and attitudes against the planned targets of work. As a result, the school management can make timely adjustments to its strategies and resource deployment, steadily moving the school's work towards the targets.

5. Capacity of Management Leadership

The school management effectively utilizes internal and external resources to strategically strengthen teachers' professional exchange and directs them to internalize knowledge and experiences to maximize collective professional capacity. This is achieved through activities such as staff development days, professional learning communities, new staff mentorship programmes, and teachers' spiritual programmes. Subject panels and committees communicate and collaborate closely, either among themselves or with the help of the school management, and effectively utilize resources to support student learning and growth. The working environment is friendly, facilitating these collaborative efforts.

The school systematically manages its daily operations and flexibly responds to changes, especially during the COVID-19 pandemic. It carries out timely reviews and adaptations of its workflow to enhance work effectiveness. In the face of unexpected incidents, the school management handles them quickly and appropriately. They also dedicate themselves to identifying the causes of these incidents, enhancing risk awareness among teachers, and improving the ways of handling such matters.

The school has recognized that both the school management and middle managers possess sufficient professional knowledge and skills. However, there is an opportunity for further growth in their monitoring abilities and capacity for innovative thinking. The main challenge that the school currently faces is the shortage of middle managers, hindering the school's ability to delegate responsibilities, implement reforms effectively, and sustain long-term improvements.

6. Enhancement of Teaching Effectiveness

The school has made notable progress in enhancing teaching effectiveness. There has been an increase in subjects with positive value addedness, a higher percentage of students receiving university offers, and meeting the minimum entrance requirements to JUPAS. However, there is still room for further development in these areas.

In terms of whole-person development, the school has provided numerous learning opportunities for students. These opportunities have contributed to satisfactory student behavior. However, there is a need to strengthen students' resilience in the face of challenges.

c. How Can My School Be Better

◆ What are my students' needs?

Students should strive to further enhance their deeper thinking skills, including problem-solving, decision-making, reflective and constructive critical thinking, inquiry and research, breakthrough and innovation, as well as explanation and persuasion. Students should develop a growth mindset, embracing challenges and believing in their ability to improve through effort and learning from mistakes. Moreover, it is crucial to broaden students' horizons by fostering a stronger sense of global citizenship and fostering their global competency. Values education, particularly in promoting the values of being open-minded, passionate, polite, and appreciative, should also be further strengthened. Students should also build resilience so that they can handle adversity, persevere through difficulties, and adapt to changing circumstances.

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

Our school's capacity for continuous improvement and development is supported by several key strengths. Firstly, the school has an effective self-evaluation mechanism in place. By regularly assessing its performance, the school can identify areas for improvement and implement targeted strategies to enhance overall effectiveness. With a strong emphasis on values education, the school nurtures character development and instills moral and ethical principles in its students. This focus on values creates a positive and inclusive learning environment. Also, the school benefits from a teaching staff with high professional capacity. The team possesses the necessary qualifications, skills, and expertise to provide quality instruction and support students' academic and personal development effectively.

Furthermore, the school receives financial support from government allocations, alumni, and other sources, enabling the school to invest in infrastructure, learning materials, and professional development opportunities for its staff. Its strong connections and partnerships with social enterprises and universities also provide valuable learning opportunities for students, such as internships, research projects, and community engagement initiatives. Additionally, the school has gained the trust and support of parents, notably through the successful implementation of English as the Medium of Instruction (EMI) for all S1 students starting from the 2022-2023 academic year. As a result, the school has experienced further improvements in student intake, attracting a broader pool of talented and motivated students seeking a high-quality education that prioritizes English language proficiency.

With these strengths in place, the school has a solid foundation for continuous improvement and development. By leveraging its self-evaluation mechanism, prioritizing values education, harnessing the expertise of its teaching staff, managing financial resources wisely, fostering partnerships, and attracting exceptional students, the school is well-positioned to adapt to changing educational needs, embrace innovation, and consistently enhance its educational offerings.

To facilitate improvement, the school can establish clear and precise targets for major concerns, enabling subject panels and committee heads to evaluate the effectiveness of their plans using the set targets during evaluation meetings. They can also conduct specific evaluations of students' performance in relation to the seven learning goals, as well as their overall whole-person development and lifelong learning. Additionally, the school can annually utilize data from the Stakeholder Survey and the Annual Plan and the School-based Objectives in APASO to assess the effectiveness of School Self-Evaluation (SSE) and include this information in the annual reports.

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

Given my students' needs and the school's capacity, the development priorities for enhancing the whole-person development and lifelong learning of my students are as follows:

- Deepening Thinking Skills: Enhancing problem-solving, decision-making, reflective and constructive critical thinking, inquiry and research, breakthrough and innovation, explanation and persuasion.
- Cultivating a Growth Mindset: Fostering a belief in students' ability to improve through effort and learning from mistakes.
- Promoting Global Citizenship and Competency: Broadening students' horizons through a stronger sense of global awareness and cultural understanding.
- Strengthening Values Education: Emphasizing open-mindedness, passion, politeness, and appreciation through values education.
- Building Resilience: Equipping students with the ability to bounce back from setbacks, persevere through difficulties, and adapt to change.

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. To cultivate students' Growth Mindset when facing learning challenges and enhance students' ability to develop deep thinking skills: PRIVA.
 2. To nurture global competence in future-ready students
 3. To enhance students' well-being through values education.

School Development Plan (2024/25 – 2026/27)

Major Concern 1: Cultivate students' Growth Mindset when facing learning challenges and enhance students' ability to develop deep thinking skills: PRIVA.

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals)
		Year 1	Year 2	Year 3		
1.1 To cultivate students' Growth Mindset when facing learning challenges	Most students have a better understanding of the concept of Growth Mindset. Most students believe that Growth Mindset leads to changes and improvements in learning. Most students are able to use Growth Mindset and make progress through practice.	✓	✓	✓	Teachers, students, and parents are introduced to the idea of Growth Mindset. ● Assemblies ● School Decoration ● Souvenirs ● Growth Handbook ● Film appreciation workshop ● Staff Development Day ● Parent Handbook ● Reading Workshop and book exhibition	Generic Skills
		✓	✓	✓	Students adopt a growth mindset when faced with learning challenges. ● The growth mindset theory will be delivered to students in the following ways: ✧ Morning Assembly ✧ Assembly ✧ Class teacher period ✧ Counseling day ✧ Student Support Learning Programme (SSLP) ✧ Learning Camp ✧ Gifted Academy Growth Camp ● The Growth Mindset Learning Award Scheme will be promoted to recognize and reward junior students	

			✓		who demonstrate self-strengthening in their learning. ● A Learning Logbook will be designed and allocated to junior secondary students, encouraging them to take notes from each lesson and learn from their mistakes.	
		✓	✓	✓	The growth mindset theory will be implemented in learning and teaching. ● The Summer Institute of Pre -S1 ● CLIL ● Different assignments and teaching policies of Various subjects	Generic Skills Language Proficiency
1.2 To equip students with deep thinking skills: PRIVA Pragmatic: (24-25) Problem-solving and Decision Making Reflective: (26-27) Reflection and Constructive Critical Thinking Inquisitive: (24-25) Inquiry and Research Skills Visionary: (25-26) Innovation and Breakthrough Articulate: (26-27) Explaining and Persuading	Most students value deep-thinking skills and find them useful to their learning. Most students are interested in deep thinking skills. Most students have made improvements in their deep-thinking skills.	✓ ✓			Students are introduced to the idea of deep-thinking skills PRIVA. ● Deeper thinking skills are introduced at morning assemblies and in the Growth Handbook and assembly. Pragmatic: 8 steps for an effective decision-making process Inquisitive: Inspiring Curiosity, Research skills (Reading and using AI) Reflective: Marker's Goggles Reflect, Renew, and Reform Visionary: SCAMPER, Design Thinking Entrepreneurial Spirit Articulate: Content, Vocabulary, Expression, Organization, & Response	Generic Skills Language Proficiency Breadth of Knowledge

		✓	✓	✓	Subjects develop their respective curriculum, select teaching materials, and deliver classroom instruction with the principles of PRIVA. ● Each subject develops a framework for the implementation of subject-based PRIVA, including classroom teaching approaches, materials design approaches, and the skills necessary to build a focused and featured curriculum. ● In the curriculum guide, teaching materials, scheme of work, and assessment blueprint, the development of deeper thinking skills is stipulated.	
		✓			Subjects develop a featured curriculum for students to practise PRIVA. ● Pragmatic: Life and Society and CS: Sustainable Learning (S1-S5) Geography: Environmental Management and Sustainable Development (S3-4) (Cross-curricular curriculum with English in S3) Mathematics: Mathematical Modelling (QTN) ● Inquisitive: Chinese Language: Reading Project Learning (S1-3) English: The World Within Words (S4-5) Chinese History: Quest for Truth, Pursuit of Light (S1-3) Biology: Biotechnology Curriculum (S1-5) Science: Amazing Science(S1-2), STEAM Project Learning (S3) Chinese, Chinese History and Music: 粵目賞心 Appreciation of XiQu and Chinese Culture (S2)	Generic Skills Language Proficiency Breadth of Knowledge National and Global Identity Information Literacy

			✓	✓ ● Reflective: Marker's Goggles are implemented in Chinese, Chinese Literature, English, Chemistry, Biology, Physics, History, Chinese History, and BAFS, etc. Peer evaluation and Constructive Critical Thinking sessions are conducted in S1-5. The Reflect, Renew, and Reform MODEL is implemented in different subjects to guide students in reflecting on their learning process, adjusting their approach, and making necessary changes. ● Visionary: Computer Literacy: APP creation, VR Virtual Tour, Sandbox Game Design (S1-3) VA: UXUI Design Programme (S4-5) BAFS and Economics: BIZ@ Entrepreneurship Programme (S4-5) Music: Song Creation (S3-4) Home Economics: Creative Cooking & Cheongsam Design(S3-4) Chinese, Chinese Language and English: Creative Writing(S1-5) ✓ ● Articulate: The Chinese and English subjects teach various speaking skills and organize different speaking tasks to enhance students' oral communication abilities. Other subjects incorporate different speaking tasks and scenarios into their curriculum to provide students with more opportunities to express themselves.	
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		✓	✓	✓	Subjects and related committees organize different types of activities in line with the Deep-Thinking Skills in different academic years. In addition, internal and external competitions are organized and participated in. Generic skills of PRIVA are introduced to students through OLE (Other Learning Experiences), and workshops such as the AI Application Workshop, Meet the Authors and Learn to Read, TedTalk, and Design Thinking workshop. Various excursions are organized to facilitate project-based learning on overseas culture and knowledge. Different subjects will participate in various learning activities and competitions, including: ● Dream Starter Lite ● Chinese and English: Creative Writing, Speech, and Debate Competition ● Mathematics: Mathematical Research, Creative Problem-Solving Competition ● Inter-school Competition of Project Learning on Hong Kong's History and Culture ● IGEN Competition ● OM Competition	
			✓	✓	Outstanding performances of students in PRIVA are celebrated. Platforms such as Information Day, Learning Outcome Expo, Youth Forum of CS and NSCC, and UNITED NATIONS Conference will be set up to showcase students' achievements in PRIVA.	

		✓	✓	✓	Teachers engage in professional development with PRIVA as the focal area. To promote professional development in terms of PRIVA among teachers, the following initiatives will be undertaken: ● Staff development programmes ● Teachers sharing their excellent teaching practices. ● Exploration of the PRIVA model in PLS of various subjects ● Reviewing the implementation of PRIVA during lesson observations and assignment inspections and providing appropriate feedback. ● Utilizing external resources supported by QTN	
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Major Concern 2: To nurture global competence in future-ready students

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals)
		Year 1	Year 2	Year 3		
2.1 To provide opportunities for students to critically examine global issues.	Most students are aware of various global issues.	✓			To introduce different Sustainable Development Goals (SDGs) through the informal curriculum.	National and Global Identity
	Most students are familiar with the current situation of global issues and provide explanation.	✓	✓	✓	To launch PBL initiatives focusing on global and intercultural issues for S1-S5 students. ● Different themes (Poverty, Climate change, Equality, etc.) ● Language: Chinese or English ● Subjects involved: Cross-disciplinary, including CES, L&S, CSD, Geog, Hist, Econ, THS ● Lesson time: 4-5 lessons ● Sources used: different countries or views ● Learning outcomes: Presentation, video design, boardgame design, campaign design, etc.	Breadth of Knowledge
	Most students are capable of analyzing global problems from multiple perspectives.					Generic Skills
	Most students demonstrate respect for the values of	✓	✓	✓	To organise various experiential learning activities related to	

	individuals from different cultures. Most students take action to make a positive difference in the lives of others or to protect the environment.	✓	✓	✓	the SDGs in the informal curriculum. (WEGO GLOBAL) To collaborate with external organizations. (UNICEF/ HKFYG/ PBLWorks/ World Vision) To showcase the outcomes of students' work through exhibitions (learning expo / info day) To provide training for teachers involved in PBL and sustainable development.	
2.2 To teach students how to critically, effectively, and responsibly use digital information and social media platforms.		✓	✓	✓	To enhance awareness and understanding of news literacy through a school assembly. To incorporate the teaching of news and information literacy into the formal curriculum. (S1: CES) To organise various workshops in the informal curriculum. (Workshop - The Queen of News, Fact-checking workshop, etc.) To arrange visits or excursions to provide students with firsthand experiences and insights into the current state of the media industry. (Hong Kong News-Expo, media companies or TV station, etc.)	Information Literacy
2.3 To interact successfully and respectfully with diverse peoples and cultures.		✓	✓	✓	To collaborate with external organizations for activities/ campaign/ competitions. To participate in/ organise a Model Earth Summit, involving students from other countries. To introduce different cultures through Global Week, co-organized by SAC, NSCC, Music, PE, VA To facilitate interaction with people from other cultures through excursions (Asia, the Belt and Road countries, European countries, etc.)	Language Proficiency Generic Skills

2.4 To enhance students' ability to take responsible action toward sustainability and collective well-being.		✓	✓	✓	To initiate a cross-curricular campaign that encourages students to make commitments for the betterment of the world. (GAC: Environmental Campaign, NSCC: Love Campaign)	Generic Skills
		✓	✓	✓	To document individual actions and commitments in the PBL booklets.	
		✓	✓	✓	To implement different campaigns in each form that align with their PBL themes.	

Major Concern 3: To enhance students' well-being through values education.

(Theme: Building a 6G Campus: Great People, Great Time, Great Life, Great Achievement, Great Contribution, Great Motherland.)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals)
		Year 1	Year 2	Year 3		
3.1 Great People: To cultivate the core values and attitudes of being 'Open-minded', 'Passionate', 'Polite' and 'Appreciative' among students.	Most students embrace open-mindedness, passion, politeness, and appreciation.	✓	✓	✓	The formal curriculum on core values will be revised in Religious Education (RE) lessons, the True Light Bearer (TLB) Course, and during class periods with the personal growth handbook.	Breadth of Knowledge Generic Skills
		✓			A Courtesy Campaign will be organized at school, within families, and in the community.	
		✓	✓	✓	School assemblies will include Wisdom Talks and Alumni Sharing sessions.	
		✓	✓	✓	Stories/videos of "Great Successful Failure" and "Great Influential Person" will be shared.	
		✓	✓	✓	Students will have the opportunity to meet and interact with Great People through interviews or job shadowing.	
		✓	✓	✓	Activities will be organized to provide experiences of sustainable development in social enterprises.	

3.2 <u>Great Time:</u> To establish a sense of belonging to the school among students through rituals.	Most students like our school.	✓	✓	✓	S1 Admission Ceremony	Breadth of Knowledge
	Most students and alumni are willing to contribute to the school.	✓	✓	✓	S3 Graduation Ceremony / S4 Promotion Ceremony	Generic Skills
		✓	✓	✓	S6 Activities: Big Sister Scheme, Chicken Soup for DSE fighters cum Pledge Ceremony, Graduation Photo Shooting (Group and Individual), Graduation Race, Graduation Ceremony, High Table Tea.	
		✓	✓	✓	S6 Alumni Coronation Ceremony	Healthy Lifestyle
		✓	✓	✓	S1 and S2 True Light Bearer's Course: School History	
				✓	Singing Contest/Song Recording of True Light songs.	
		✓	✓	✓	The school history is introduced in the anniversary celebration, assemblies, and the True Light Bearer's course for S1.	
				✓	Anniversary activities will be held to develop better True Light spirit among all stakeholders. More students, alumnae and teachers will be engaged.	
		✓			Formation of UK True Light Alumni Association	
3.3 <u>Great Life:</u> To promote students' social-emotional development, focusing on enhancing their understanding of emotions, building healthy friendships, and	Most students can develop a better understanding of their own feelings and those of others, while also learning how to build and maintain healthy friendships.	✓	✓	✓	Student-initiated Interest Groups (同好會)	Healthy Lifestyle
		✓	✓	✓	Monthly Birthday Blessing (one Monday morning meeting: Religious Group)	
		✓	✓	✓	Celebrations	
		✓	✓	✓	Daily Happiness Survey	
	Most students can develop techniques and coping strategies to manage stress and improve	✓	✓	✓	Wellness Week/ Health Day	
		✓	✓	✓	Healthy Mind-Body-Spirit programmes	

developing coping strategies for stress management and resilience.	resilience.	✓	✓	✓	E-F-G (EMOTIONS, FRIENDSHIPS, GROWTH) Programme	
		✓	✓	✓	Various experiential activities, such as training, camps, excursions, and visits, are offered to identify students' interests and strengths at the junior levels.	
		✓	✓	✓	Parent Education: online platform, Parent Academy, parent-child workshop, support groups.	
		✓	✓	✓	Conduct a series of professional development workshops for teachers to enhance their skills in identifying and addressing students with emotional needs.	
		✓	✓	✓	Establish clearly defined roles and expectations for class teachers in providing individualized guidance to students.	
		✓	✓	✓	Equip teachers with the necessary skills to identify students who need help in dealing with their personal and emotional issues at an early stage and to intervene whenever necessary.	
3.4 <u>Great Contribution:</u> To cultivate students' ability to collaborate and contribute effectively within team settings, enabling them to positively impact the success and outcomes of group endeavors.	Most students can work effectively with others and contribute to the success of any teams they are a part of.	✓	✓	✓	Jobs for All: School-based Services	Breadth of Knowledge
		✓	✓	✓	Train students to become ambassadors.	
		✓	✓	✓	One community service per student.	Generic Skills
						Life Planning
						Healthy Lifestyle
3.5 <u>Great Achievement:</u> To facilitate students' self-	Most students can learn about themselves and develop a growth mindset, taking responsibility for their own	✓	✓	✓	Different reaching out experiential programmes, and tailor-made activities are offered for students with diverse talents.	Breadth of Knowledge
		✓	✓	✓	One extra-curricular activity per student (S1-S4).	

discovery and the development of a growth mindset, encouraging them to take ownership of their learning journey and cultivate resilience to overcome challenges.	learning and persevering through challenges.	✓	✓ ✓	✓ ✓	Each student participates in one internal/external competition (S1-S4). The 5 Cs of Teamwork Leadership Training (communication, camaraderie, commitment, confidence, and coachability)	Generic Skills Life Planning Healthy Lifestyle
3.6 <u>Great Motherland:</u> To promote students' understanding of national development and security, and foster a sense of national and global identity through cultural appreciation and respect.	Most students have a good understanding of the country's development and national security. Most students have a sense of national identity and global citizenship by respecting and appreciating Chinese culture and other cultures.	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	National Day Golden Week activities Guangzhou True Light Exchange for S2 Visit to Sister Schools in Mainland China Sister School Exchange Programme Booklet about the Sister School Scheme Global Week Global awareness inter-school activities such as Youth Forum or Games Booths with global topics. Excursions	National and Global Identity Breadth of Knowledge