

Kowloon True Light School
Annual School Plan 2025-2026

Theme: Rooted in Acceptance, Blossoming with Resilience 順逆成長，展翅飛翔

Major Concern 1:

Transforming Learning Environments with Personalized, Immersive, and Ethical Technology Integration

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1.1 Pilot AI tools for paperless and precision marking to enhance teaching efficiency	Chinese Language: Use of an AI platform to analyze student's scripts to provide personal feedback in descriptive and narrative writing in S1-S3 English Language: Train a school-based AI tool for evaluating student's scripts to deepen their logical reasoning in writing in S3. ICT: Develop a learning platform for coding with personalized feedback with others in S3 Science: Pilot AI-based automated marking systems for academic scripts in S1. Biology: Employ AI specifically for the automated marking of scripts, ensuring alignment with the marking scheme in S4-6. Infrastructure: A self-owned server will be deployed for hosting the school-based AI model	Most students have gained a better understanding of e-learning platforms and AI applications in learning. Most students are equipped with the skills to use e-learning platforms and AI tools in their learning. Most students are aware of the importance of information literacy.	School documents Students' feedback & performance in formal assessments and external competitions Teachers' observation Teachers' opinions collected in evaluation meetings of related subjects & committees	All year round	DEC and related panel heads	iPad
1.2 Apply AI in personalized learning: tailoring education to individual needs	Mathematics: Use an AI-assisted app to provide feedback for self-directed learning in S1-3 Science: Implement the Reading Coach, an AI-powered tool from Microsoft Learning Accelerator, to customize vocabulary exercises and provide feedback tailored to each	Most students are interested in using e-learning platforms and AI applications in their learning.				iPad

	student's proficiency in S1-S2 PE: Partner with HKU Sport AI Laboratory to utilize RoboCoach for personalized fitness training guidance based on students' posture in S2. Public Speaking: Use Speaker Coach for real-time feedback on pacing, tone, and clarity during training for STEM competitions.	Most students agree that the application of AI and e-learning platforms can enhance their learning effectiveness.	Learning Expo			
1.3 Integrate AI-driven innovation in a school-based featured curriculum	A spiral curriculum in Computer Literacy (CL) is developed in junior forms to build students' AI skills and inspire innovation. A. Building a strong foundation by focusing on: - Programming algorithms: Teaching students to develop and implement AI solutions - School-based AI curriculum: Helping students explore AI from various perspectives, including prompt engineering, neural network and generative AI for content creation - Information Literacy: encouraging critical evaluation of AI sources to ensure ethical and accurate data usage. - Digital content creation: enhance communication skills and promoting knowledge sharing through AI applications B. Applying knowledge through hands-on projects: - Maker projects: Students create inventions based on everyday needs they observe in S1 - Mobile Apps development: designing apps for handheld devices to improve user experience and functionality in S2 - Digital Game development: Using AI technology, students get hands-on experience in the game development process C. Competition-based training: Students participate in	Most students understand and comply with the rules of using AI in learning. Most teachers have gained a better understanding of different AI tools and e-learning platforms in teaching. Most teachers can integrate e-learning platforms and AI applications into their teaching. Most teachers agree that using AI applications and e-learning platforms can support their teaching.				iPad

	various competitions to showcase skills, foster teamwork, and encourage personal and academic growth. S3 STEM Project: Utilizing AI-driven research and innovation tools for idea generation, problem-solving, and knowledge synthesis in S3 Biology: Using Nobel Prize-recognized AI methodologies to engineer peptide sequences for next-generation cancer treatments, bridging biology with computational science in S3.	Most teachers are positive towards the use of e-learning and AI tools in teaching.				
1.4 Craft engaging educational experiences for deeper understanding through immersive learning	English Language: Implement AR-assisted oral practice in partnership with HKUST, using VR glasses for immersive, scenario-based language drills in S5 and 6. Chinese History: Collaborate with the Academy of Chinese Studies to use an AI chatbot, “Dialogue with Veterans of the Second Sino-Japanese War”, as part of an immersive learning activity in S1-6 Geography: Explore global landscapes in virtual reality using “FLY” with Google Earth on the Meta Quest 3 in S3 Science: In the “Mission ISS” experience on Meta Quest 3, students take a virtual trip to orbit and explore life on the International Space Station to learn more about aerospace science in S2. Physics: Students use Meta Quest 3’s ‘Newton's Room’ to apply Newton’s laws of physics to solve interactive puzzles that adapt to their physical environment in S4-S5					iPad
1.5 Leverage ai-driven image generation and processing in L&T pedagogy	Chinese Language: Use DuoBao, a leading AI chatbot developed by ByteDance, to transform content into images, enhancing students’ deep learning in literature and writing in S1-S3					iPad

	History: Utilize AI to summarize information about inventions from the Industrial Revolution for in-class presentations in S2 Geography: Generate videos to help reinforce learning during lessons in S3					
1.6 Foster responsible AI citizens through critical engagement	Following the "Information Literacy for Hong Kong Students" Learning Framework by the EDB, students will be trained to use information effectively and ethically through case discussions and hands-on experiences across the CL and ICT curricula. As a participating school in the CUHK Jockey Club AI for the Future Project, students will learn to become responsible citizens in the digital age through our curriculum. Implement a systematic audit of AI-generated outputs to prevent instances of academic work being created entirely by artificial intelligence					iPad
1.7 Establishing a Digital Education Team to drive innovation and implement educational technology in school	Assist teachers in integrating technology into lesson planning, pedagogy, and classroom management. Collaborate with different departments to develop or source high-quality digital content that aligns with curricular goals. Provide ongoing training and resources to empower teachers in using digital tools effectively. Evaluate the impact of digital tools by integrating feedback and analyzing learning data. Pilot emerging technologies (e.g., AI, VR) through partnerships, sharing insights to guide implementation.					

	Ensure robust and equitable access to technology by maintaining reliable hardware, software, and connectivity in the school context. Promote the safe, ethical, and critical use of technology by providing guidelines for the use of generative AI.					
1.8 Promoting and coordinating AI and e-learning platforms	Use GoodClass.ai as the cornerstone for integrating AI into learning and teaching. Facilitate the use of online tools like Kahoot! and Class Dojo to enhance the effectiveness of classroom teaching. Utilize Canva Edu to provide valuable resources for educational content creation for both teachers and students. Leverage Microsoft Teams as an effective learning platform, enhanced by the Microsoft Learning Accelerator. Source and promote suitable learning platforms to facilitate teaching and learning.				DEC, LTC, SDC	
1.9 Enhance professional growth by leveraging AI advancements and integrating modern eLearning methodologies in the classroom	Implement regular training sessions for new teachers, focusing on AI-integrated pedagogy. Foster peer collaboration through open classroom demonstrations of best practices. Test initiatives in phases with volunteer teachers/students in pilot programs, such as enhancing active learning skills through the use of "GoodNotes" for advanced note-taking. Host staff development workshops focused on adopting innovative AI tools in the classroom. Under the scheme “AI for Science Education” scheme, science teachers will attend workshops, and two set of learning materials will be developed.					

Major Concern 2:

Cultivating students' GEAR in facing learning challenges and enhancing their ability to develop deep thinking skills as Visionary Learners

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.1 Most students have a better understanding of the concepts of GEAR. Most students believe that GEAR lead to changes and improvements in learning. Most students attempt to use GEAR to make progress through practice.	To introduce and promote the concepts of GEAR. The theme of LTC is introduced during the assembly at the beginning of the school year: GEAR up for Growth. The concepts of GEAR are introduced in the Growth Handbook. • <u>G</u>rowth Mindset • <u>E</u>motional Management • <u>A</u>daptability • <u>R</u>esilience These competencies work together like a GEAR, helping us face successes and failures while driving personal growth. Campus Display: Famous quotes related to GEAR are displayed throughout the campus.	Most students have an initial understanding of GEAR. 70% of students believe that GEAR lead to changes and improvements in learning. 70% of students believe they possess GEAR traits and attempt to use GEAR to improve their learning.	APASO Stakeholder survey Lesson Observation Assignment inspection Learning Resources	Sep 2025 All year round	LTC RPC	Life-wide Learning Grant IT Lab Funding Reading Grant Diversity Learning Grant Support from universities and external organizations
	To teach and coach students to adopt the GEAR when facing learning challenges. Language Subjects(S1-3) Chinese: Classic Chinese poems and quotes about success and failure will be taught, and a "Fei Hua Ling" competition will be held during the Chinese Culture Week. English: Students will read selected chapters from "Failosophy: A Handbook for When Things Go Wrong" to learn the correct attitude towards failure and understand how different individuals handle it.		Program surveys Students' performance Observations from teachers and parents	All year round	LTC, SAC, Class Teachers, Different Subjects	QTN

	Bilingual creative activities related to success and failure are conducted, and outstanding pieces are selected for sharing during the morning assembly. Citizenship, Economics, and Society (S1) In Citizenship, Economics, and Society, students learn to tackle daily and future challenges, seize opportunities, pursue goals, and achieve aspirations within the Personal and Social Development units. These learning experiences help students develop proper values and self-management capabilities to overcome growth challenges and reject undesirable behaviors. True Light Bearer's Course (S1-2) Through TLB, students are introduced to ways of using the GEAR concepts to navigate successes and failures. Combine real-life cases with the 8Q framework (What, Why, How, What If Not, Why Can't, Application, Deviation, Reflection) to guide students in multi-perspective thinking and careful discernment. This approach helps them learn the appropriate attitude toward success and failure. Class Teacher Lessons(S1-S5) "My Experience of Success/Failure" is chosen as the discussion topic for one of the Buzzing Time meetings. In this session, class teachers encourage students to share their personal stories, guiding them in analyzing the underlying causes of their successes or failures and helping them extract transferable experiences and strategies. The GEAR Award Scheme will be implemented, where each student sets specific academic or behavioral goals, such as "Increase the overall average score by 5% in the UT2," "Achieve a 90% pass rate in regular Chinese dictation", or "Reduce the rate of overdue assignments by 30%". Students who achieve their goals will receive a reward.					
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	Religious Lessons (S3-5) Stories of biblical figures and scripture verses are taught to demonstrate how successes and failures are approached through the truths of Christianity. Integrated Science (S1) Films about national scientific achievements are introduced in science classes, showcasing stories of how failures are turned into successes by scientists and the national scientific community. Through these stories, the growth mindset of continuous improvement is learned, and their adaptability and resilience are recognized. History and Chinese History (S1) Students will analyze significant events, exploring the factors behind successes and failures. They will participate in a "History Court" to dissect the reasons for different outcomes and learn valuable lessons from these events. Geography (S2-3) Students will study how different regions respond to natural disasters. They will analyze the successes and failures of these responses, learning about adaptability and resilience from these examples. Music (S1-2) In the music curriculum, positive values are taught through Christian hymns, and students are encouraged to persist in the face of failure through the creation of librettos.					
	To encourage students to apply GEAR to their learning. During the Wednesday morning assembly, each class will produce a video to promote GEAR and foster positive thinking among students. Different subjects and committees will provide students					All year round ENG Department Different Subjects

	with methods and guidance to overcome learning challenges. This support will enable students to master strategies for improving performance in tests, exams, and external competitions. The CGC and LTC will collaborate with class teachers to track and analyze senior students' academic performance, providing counseling where needed. Students will be offered customized learning strategies and educational pathways through group guidance, mock university interviews, and academic counseling.				CGC LTC Class Teachers	
2.2 Most students recognize the higher-order thinking framework of visionary learners. Students acquire and apply this higher-order thinking framework to enhance their learning experience. Students recognize the benefits of being visionary learners and how it positively impacts their learning journey.	To introduce the thinking framework of visionary learners. During the assembly at the beginning of the school year, students will be introduced to the concept of a "Visionary Learner". The focus will be on emphasizing innovation and breakthroughs. Additionally, the 3M Thinking Framework will be presented to enhance their thinking skills. <u>Multi Learning Materials</u> Students are encouraged to collect books, websites, videos, AI resources, and academic articles from various subjects and fields. They will employ mind mapping and keyword techniques to effectively extract and analyze information. <u>Multi-Perspective Analysis</u> Students are guided to analyze problems from the perspectives of various stakeholders and aspects, using Divergent, Convergent, and Lateral Thinking. This approach aims to enhance their critical thinking skills and helps them gain a comprehensive understanding of complex issues. <u>Multi-Dimensional Problem-Solving Strategies</u> Students are encouraged to propose innovative solutions	Most students have an initial understanding of Visionary Learners. 70% of students can apply creative problem-solving skills, especially in STEM project learning and artistic creation. 70% of students recognize the benefits of being visionary learners.		Sep 2025	LTC	

	by utilizing SCAMPER, Design Thinking, and creative problem-solving skills. This initiative helps them develop diverse viewpoints and creative solutions.					
	To develop a featured curriculum that nurtures students' creative problem-solving skills <u>Technology Problem-Solving</u> ✧ S1 Age of Innovation Camp: A three-day learning camp will be organized for S1 students, integrating computer and science subjects with a focus on gerontechnology. Participants will engage in group projects that utilize design thinking to address social issues. They will create prototypes and showcase their work at a Learning Expo, highlighting their innovative solutions. ✧ S2 Learning Adventure Zone: In the S2 Computer Literacy class, a learning game zone will be designed, covering five domains: language, STEM, humanities, arts, and True Light History. These games are specifically created for the Primary 6 KTL Taster Program and the Pre-S1 Summer Institute. ✧ S3 STEM Project Learning: S3 students will engage in STEM Project Learning, undertaking projects that integrate science, technology, engineering, and mathematics to address real-world challenges. <u>Learning Problem-Solving</u> During the Pre-S1 Summer Institute and Form Assembly, students will be taught methods for time management, memory techniques, motivation enhancement, concentration skills, and goal setting. They will be encouraged to unleash their creativity and design personalized learning strategies that suit their individual needs.			All Year around	LTC ICT Department Different Subjects	

	<u>Life Problem-Solving</u> In addition to the Home Economics lessons, a dedicated life problem-solving course for junior form students will be introduced during the 9th period on Mondays and Tuesdays. This course will cover essential skills such as storage and organization, basic woodworking, financial literacy, and basic first aid. To develop a curriculum that nurtures students with the skills of visionary learners In the BIZ Entrepreneurship Program, students have the opportunity to exercise creativity by engaging in business activities on campus, fostering their pioneering and innovative spirit. Students learn various design techniques from classes such as MI, Home Economics, and Visual Arts, which they use to create different products. A sales schedule is established four times a year, through which students not only learn about campus operations but also contribute proceeds to charity. Additionally, the products can be used as campus memorabilia, and students are given the chance to participate in the JA Entrepreneurship Competition. The S2 CVA lesson will be transformed into a Creative Literary Writing course to stimulate students' writing potential and creative their creative expression abilities. The Mathematics Modelling program (S3) will continue its efforts to encourage students to apply mathematical knowledge to solve real-world problems. In the Chinese History "Quest for Truth, Pursuit of Light" program, role-playing and historical puzzle tasks are designed to engage students. Upon receiving secret documents, students must undertake problem-solving missions, thereby deepening their understanding,			
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	exploration, and critical analysis of historical events. In the Home Economics, Visual Arts, and Music curriculum (S1-3), students will engage in a series of creative design projects, such as eco-friendly fashion exploration, culinary recipe design, art creation, and musical composition. These activities are designed to encourage students to unleash their creativity, incorporating creative elements into their work, and thereby enhancing their design skills and problem-solving abilities in daily life. Challenging questions will be included in tests and exams to assess students' creative problem-solving abilities, and bonus marks will be awarded to those who excel. This applies to subjects such as Geography, Science, and Mathematics. Different subject departments will encourage students to apply their creativity and problem-solving skills by participating in competitions such as essay contests, research report competitions, IGEM, and science competitions. These opportunities will further enhance their creativity, problem-solving abilities, and other comprehensive skills.					
2.3 Most students recognize the importance of fundamental reading skills in promoting higher-order thinking. Most students acquire and apply reading skills to enhance their learning across different subjects.	To introduce students to three basic reading skills: ● Locate Information: Access and retrieve information within a text Search for and select relevant information ● Understand and Compare Represent literal meaning Integrate and generate inferences from the text ● Evaluate and Reflect Assess the quality and credibility of a text Reflect on content and form	Most students recognize the fundamental reading skills in promoting higher-order thinking. 70% of students acquire and apply reading skills to enhance learning across different			LTC RPC Different Subjects	

Most students acknowledge the benefits of reading and develop both an interest in and a habit of reading.	Apply text in daily life School assemblies will be organized, where authors and speakers will be invited to share their reading experiences and recommend various reading materials. A theme-based cross-curricular reading program will be implemented during the morning reading period. The theme, "Discovering Through Reading," will cover intriguing knowledge from multiple disciplines, including human origins, human civilization, religious ethics, economics, and natural landscapes, to broaden students' reading horizons. After reading, students will complete simple tasks and submit their answers electronically. This process will assess their abilities in retrieval, comprehension, evaluation, and reflection. Students' answers will be collected electronically to gather data, review, and assess their reading performance. Various reading media, including diverse electronic platforms and channels, Audiobooks will be effectively utilized to promote a wide range of books. This approach encourages students to read more, enriches their reading experiences, and enhances their interest and learning quality. Additionally, it supports the promotion of Language Across the Curriculum (LAC). Foreign and mainland teaching materials will be introduced to deepen teaching. This exposure to diverse perspectives and content enriches students' understanding of different areas of knowledge. The Reading Promotion Committee will organize various activities to promote a reading culture in the school. These activities will include quote competitions, reading workshops, and Reading Week, all aimed at creating a vibrant reading atmosphere on campus.	subjects. 70% of students acknowledge the benefits of reading and develop an interest in and habit of reading.				
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Major Concern 3: Empowering students to embrace challenges and become antifragile in a supportive environment.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Persons in charge	Resources
3.1 <u>Great People:</u> Most students can embrace the core values and attitudes promoted by the school: "Compassion", "Acceptance", "Self-assurance" and "Hope" (CASH).	- The formal curriculum on core values will be revised in Religious Education (RE) lessons, the True Light Bearer's (TLB) Course, and during class periods with the Personal Growth Handbook. - A "Blood, Sweat, and Tears" campaign (Failure education) will be held at the school, focusing on the concept of Resilience (4R) - School assemblies will include Wisdom Talks and Alumni Sharing sessions on failure experiences, also emphasizing Resilience (4R) - Activities: Experiences related to sustainable development in social enterprises, such as UNESCO's Space Seeds programme (GEOG). - Opportunities for meetings with great individuals will be provided through interviews or job shadowing. - 傳訊小隊 (Caring Ambassador)	70% of students and teachers agree that they acquire knowledge, skills and attitudes for healthy growth and development. 70% of students demonstrate positive reflections in CASH	APASO Stakeholder survey Programme surveys Students' performance Observation from teachers and parents Feedback from students, teachers, and parents	All year round	SAC DGC Subject Panel Heads NSCC RAC SDC IEC PTA AA	Life-wide Learning Grant Support from HKU, QEF, external professional organization, celebrities, NGOs, alumni & parents.
3.2 <u>Great Time:</u> Most students have the opportunity to achieve and experience success during their school journey.	- S6 Activities: Chicken Soup for DSE fighters cum Pledge Ceremony, Graduation Photo Shoot (Group and Individual), Graduation Race, Graduation Ceremony, High Table Tea. - Orientation programmes for all S1 students and new S2-5 students focusing on self-management skills - Big Sister Scheme (Assistant Personal Trainers) - Board Design Competition	70% of students agree that they have experienced success in school.	Opinions collected through Buzzing Time, Personal Growth Handbook, Bi-weekly Journals, Form-based		Form teachers and class teachers	

	5. The school's history will be introduced during the anniversary celebration, assemblies, and the True Light Bearer's course for S1.		View Sharing Sessions, Letters to the Principal and other sharing platforms			
3.3 <u>Great Life:</u> Most students can thrive in a supportive and healthy school environment, fostering personal growth and enabling them to pursue a fulfilling and successful life.	1. Wellness Hub (4R - Rest) 2. Wellness Ambassador programme (The Mental Health Association of Hong Kong) focusing on Relaxation (4R) 3. Mediation Ambassador for class association (HKFYP) 4. LivingWorks safeTALK Programme: train teachers and students to become gatekeepers and ambassadors for mental health. (HKU CSRP) 5. Monthly Birthday Blessings 6. Celebrations: Lunar New Year Fair 7. Wellness Week activities (LevelMind, Nitecat.bgca) focusing on Relaxation (4R) 8. Activities organized by the Health Education Committee, such as Health Day, physical health lunchtime programmes 9. Healthy Mind-Body-Spirit Programme, such as Wellness+ (The New Life Psychiatric Rehabilitation Association) focusing on Relaxation (4R) 10. Whole School Health Programme (Health Education Committee) 11. IG stories, videos and posters featuring "Great Successful Alumni" will be created. 12. Various experiential activities, including training, camps, excursions, and visits are offered to identify	70% of students agree that mediation has helped them better understand conflicts and recognize the importance of communication. 70% of students agree that they have a better understanding of their emotions and lead a healthier life. 70% of students appreciate collaborating with their peers.				

	students' interests and strengths at the junior levels. 13. Parent Education initiatives include online platform, Parent Academy (Supporting Students Through Failure to Foster Growth and Resilience), parent-child workshops (HKU CSRP core school), and support groups. 14. Conduct a series of professional development workshops for teachers to enhance their skills in identifying and addressing students with emotional needs. (The Mental Health Association of Hong Kong) 15. Set clearly defined roles and expectations for class teachers to provide individualized guidance to students.					
3.4 <u>Great Contribution:</u> Most students can collaborate constructively, making significant contributions to their teams and enhancing collective success through shared goals and mutual support.	1. Jobs for All: Class association 2. Train students to become ambassadors. 3. One community service activity per student. 4. S1-S5 camp with self-initiated programmes, failure games, and reflection activities focused on Relationships (4R) 5. Conduct professional development workshops for teachers to develop the leadership skills of students on Staff Development Day.	90% of students have participated in services either within the school or in the community.				
3.5 <u>Great Achievement:</u> Most students can recognize and celebrate their achievements, gaining	1. Different out-reach experiential programmes and tailor-made activities are offered for students with diverse talents including joint-school ECA activities. 2. One extra-curricular activity per student (S1-S4). 3. Joint School Leadership Training for ECA leaders.	90% of students have participated in at least one ECA and internal/external competition.				

confidence in their capabilities and finding joy in their learning journey.	4. S1 Admission Ceremony 5. S4 Promotion Ceremony 6. Souvenirs for celebration	70% of students agree that the activities can help them identify their strengths.				
3.6 <u>Great Motherland:</u> Most students have opportunities to critically examine global issues and develop a sense of national identity and global citizenship by interacting successfully and respectfully with diverse peoples and cultures.	1. PBL in CES and CSD. 2. S3 and S4 service projects related to the SDGs 3. Discussions on global issues in CES (S1-S3), CSD(S4-S5), English (S1-S5), Science (S1-S2), Geography (S2-S3), History (S3-S4) and Economics (S5). 4. Green Education (Nan Fung) 5. S2 Guangzhou True Light Exchange 6. S3 Trip to Huizhou 7. Visits to Sister Schools in Mainland China, including TV station like China Central Television 8. Establish the network of Sister Schools worldwide (e.g., Hokkaido) 9. Sister School Exchange Programme 10. Global Week x Humanities focused on respect, inclusion, and acceptance 11. Global awareness inter-school activities such as the Youth Forum 12. International competitions such as MUN (local, mainland, world), iGem 13. Joint School Leadership Training Programme in Singapore 14. Excursions focused on global awareness, like the trip to Finland	70% of students are aware of various global issues. 70% of students demonstrate respect for the values of individuals from different cultures.				