

## 2017-2018 Annual Report of True Light Middle School of Hong Kong

### Major Concern (1) - Assessment for Learning –Effective Feedback

**I. Aim :** To provide effective feedback to motivate students to excel themselves to strive for their best.

**II. Implementation plan**

<b>(I) To identify area(s) which effective feedback will be provided across ALL subjects</b>						
<b>Strategies/ Tasks</b>	<b>People Responsible</b>	<b>Time Scale</b>	<b>Resources Required</b>	<b>Evaluation Methods</b>	<b>Success Criteria</b>	<b>Evaluation based on Success criteria</b>
<p><i>Strategies –</i></p> <ol style="list-style-type: none"> <li>Sustaining the practices carried out last year: Each panel subject sustain the practices carried last year, i.e. to strengthen the identified area(s) which effective feedback have provided across ALL subjects in order to close the gap between students’ present conditions and the desired learning outcomes.</li> <li>To move a step forward from assessment for learning to assessment as learning.</li> <li>Develop good learning attitude and habits of the students. E.g. Provide framework in answering specific-typed questions and note-taking; encourage students make personalized extra / supplementary / summary notes; encourage students to filing learning materials for self-study; encourage students to raise and answer questions.</li> </ol>	<p>Major Concern Team, Panel Heads and all subject teachers</p>	<p>Throughout the year</p>	<p>Assessment &amp; Learning (Assessment &amp; Support Team), EDB; Assessment for Learning, Hong Kong Teacher Education; reference materials on effective feedback from websites</p>	<ol style="list-style-type: none"> <li>Students’ questionnaires</li> <li>Students’ performance in the assignments and tests</li> <li>Sharing of panel heads and subject teachers</li> <li>Lesson observation</li> <li>Teachers’ formative and summative evaluation of the quality of their teaching &amp; learning</li> </ol>	<ol style="list-style-type: none"> <li>In each form and each subject, a focused area or general strategies for providing effective feedback and corresponding success criteria is/are strengthened.</li> <li>60% of the students agree that the feedback helps them to enhance their learning.</li> </ol>	<p>Targets 1 &amp; 2 attained. Teachers’ skills in providing effective feedback were much enhanced. 63% of students agreed that teachers have given them sufficient feedback in their daily assignments to help them identify their strengths and weaknesses. 58% of students agreed that teachers have given them sufficient feedback in their tests and quizzes to help them identify their strengths and weaknesses. 74% of students always use the feedback from teachers, including the written feedback on assessment tasks and oral feedback during lessons to improve their learning.</p>
<b>(II) To motivate students to excel themselves to strive for their BEST</b>						

Strategies/ Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success criteria
<p>1. Invite students, alumnae or speakers who are self-directed learners to share in the assemblies or school major functions.</p>	<p>Major Concern Team and all teachers</p>	<p>One in the first term and one in the second term</p>	<p>List of appropriate sharing persons</p>	<p>1. Observation 2. Feedback from teachers and students 3. Questionnaires</p>	<p>1. At least two whole-school functions will be held. 2. At least 50% of teachers &amp; students give positive feedback.</p>	<p>Alumni were invited to share in the School Anniversary and assemblies. Students welcome the sharing. Very positive feedbacks were received. Targets achieved.</p>
<p>2. Reading Promotion Team holds the Reading Week and KLAs book exhibitions to create a rich reading atmosphere to facilitate students to become self-directed learners.</p>	<p>Vice principal, Reading Promotion Team</p>	<p>Throughout the year</p>	<p>Reading resources, resources from Central Library etc.</p>	<p>1. Observation 2. Questionnaires 3. No. of participants</p>	<p>1. 75% of students submit review with satisfactory results. 2. 70% of participants give positive feedback.</p>	<p>During the Reading Week. Activities listed below were held : <b>Book Drifting</b> – 211 books were collected. Students usually take away new novels. Leftover books: mostly thick and academic books, now donated to Primary school PTA <b>Film Appreciation – NASA</b> - Positive feedback from students. Good introduction from the Librarians <b>Book Seminar by Miss Yip Hiu Man</b> : S1-S3 students attended the talk and very positive feedback were received. <b>Book fair with Chinese KLA</b> was held. On the whole, very positive responses were received concerned the Reading Week &amp; the KLAs book exhibitions.</p>
<p><b>(III) To enhance teachers' skills to provide effective feedback</b></p>						

1. To hold sharing sessions and workshops to enhance teachers' abilities and skills to provide effective feedback.	Subject Panels, All subject teachers	In the Panel heads meetings and Staff meetings	Scheduling of sharing sessions for teachers	1. Feedback about sharing sessions 2. Feedback from teachers	1. At least two sharing sessions among panel heads will be held. 2. One sharing session in the staff meeting	With the support of the <b>Quality School Improvement Project, CUHK</b> , a series of professional sharing sessions were conducted related to <b>Assessment for Learning</b> . Our teachers have learnt about assessment in a wider and deeper aspect. a. <b>Assessment Literacy: Implications from alignment of teaching and assessment</b> 評估素養：教考相配的啟示 b. <b>Design and Optimization of Examination papers</b> 校內試卷設計與優化 c. <b>More about Assessment Literacy: Making Good Use of Data</b> 續談評估素養：善用數據 Very positive feedbacks were received. Targets attained.
2. To explore Assessment as Learning (e.g. explore peer assessment)	All subject teachers	During the First term examination	Scheduling of sharing sessions for teachers	1. Feedback about sharing sessions 2. Feedback from teachers	1. At least one workshop be held among different KLAs	
3. To elicit more resources and assistance from professionals.	English & Chinese Panels	Throughout the year	School-based Support Services of the EDB : University-School Support programmes & On-site professional support services	1. Questionnaires 2. Feedback from teachers	1. At least 70% of participant teachers give positive feedback.	

**Reflection and suggestions:**

Given the emphasis on Effective Feedback over the past three years, students were much aware of using the feedbacks for improving their learning and teachers' skills in giving effective feedbacks were much enhanced. Looking ahead, to further enhance students' learning, how assessment, curriculum and lesson teaching and learning can be more effectively aligned will the focus of the coming years.

**IV. Working Team** – Ms. Hui Tuen-yung, Ms. Yip Yee-kwan, Ms. Wong Man-sze, Ms. Au Po-man, Mr. Wong Ho-ye

## Major Concern 2 – Live with a better balance

### I. Aims:

To encourage students to beware and improve the connections between their inner selves and their community, mother nature and the Creator, so as to better balance their personal and life development.

從自處和生活的調整，幫助學生能有較均衡的成長和發展；並推動學生覺察個人與他者的連繫，包括社群、大自然和天父，使其生命的向度和深度得以擴展。

### II. Implementation plan

<i>(I) To raise the awareness of physical self (physical health )</i>						
Strategies/ Tasks	Teachers responsible	Time Scale	Resources required	Evaluation methods	Success Criteria	Evaluation based on Success criteria
<p><b>A. Better ENVIORNMENT</b> To encourage and remind students to make changes for a more balanced environment in school</p> <ul style="list-style-type: none"> <li>- Wall painting</li> <li>- Spiritual Gardens</li> <li>- Better Campus Trial Scheme_S5</li> <li>- New place for S1 Planting Program</li> </ul>	<p>➤ Team of Major Concern 2: Mr PC Mok Ms MW Kwong Ms SY Leung Ms YK Chau Mr WO Yeung</p>	<p>Oct 2017- Jun 2017</p>	<p>Budget for activities</p>	<ul style="list-style-type: none"> <li>- Numbers of Participants</li> <li>- Feedback of students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Most of students give positive feedback.</li> <li>- Teachers' feedback is positive in Major Concern Team2 and C &amp; M Ed. Committee Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- The feedback of teachers and students is mostly positive.</li> <li>- <b>Wall painting</b> A group of around 20 students from different forms were recruited to help brainstorm the themes of the wall-painting; to participate in the wall-painting workshop and to complete the wall-painting, under the guidance of a professional artist. It gave students great joy and satisfaction to have the wall-painting completed by Nov 2017. The theme of the first work was the 10 Outstanding Qualities of True Light Girls.</li> <li>- <b>Spiritual Gardens</b> Two little gardens provided green and quiet places for students to relax from their busy study life. One was set on the 3rd floor corner embraced by different herbs. The other one was set at our True Light Chapel.</li> <li>- <b>Better Campus Trial Scheme_S5</b> 2 classes have joined the scheme. Some students' suggestions were not realistic and rejected by C &amp; M Ed. Committee. The approved measures will be</li> </ul>

						<p>implemented in the coming school year. The C &amp; M. Ed. Committee advised not to continue the trial scheme next year.</p> <ul style="list-style-type: none"> <li>- <b>New Place for Planting Program</b> S1 students were divided into groups to plant vegetables in the 2<sup>nd</sup> school term. They tried to hang the planting pots on the corridor railings instead of placing them on the ground. The effect was good as the S1 students could observe and look after their plants more easily.</li> </ul>
<p><b>B. 'Feel your Body, Feel your Heart' 「感「動」時刻」</b></p> <ul style="list-style-type: none"> <li>- Once a cycle in the morning assembly</li> <li>- Students are encouraged to exercise and feel their body regularly so that they will have a better self-awakening and physical well-being.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Team of Major Concern 2: Mr PC Mok Ms MW Kwong</li> </ul>	Throughout the year	Student Leaders	<ul style="list-style-type: none"> <li>- Questionnaire set by SIT on school's major concerns at the end of the school year</li> <li>- Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>- At least 50% of students are satisfied with the activity.</li> <li>- Teachers' feedback is positive in C &amp; M Ed. Committee Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- There were <b>7 stretching sessions</b> throughout the school year after the morning assemblies.</li> <li>- According to the results of the questionnaires in 2017-18, students gave positive feedback to this arrangement.</li> </ul>
<p><b>C. S1 &amp; S2 Morning Run</b></p> <ul style="list-style-type: none"> <li>- Each S1 and S2 class is arranged to have morning run in the school sportsground once a cycle.</li> <li>- The training is about 20 minutes and organized by senior form students</li> </ul>	<ul style="list-style-type: none"> <li>➤ PE teachers: Ms SS Wan Ms HL Tse</li> <li>➤ Discipline teachers: Ms MW Kwong Ms TY Wong</li> </ul>	Throughout the year	Student Leaders	<ul style="list-style-type: none"> <li>- Questionnaire set by the working team at the end of the school year</li> <li>- Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>- At least 90% of students participated actively.</li> <li>- Teachers' observation: more than 30% of students showed improvement in endurance.</li> </ul>	<ul style="list-style-type: none"> <li>- Over 90% of students participated actively. There were 35 students got Outstanding Awards and 75 students got Progress Awards in the year 2017-2018</li> <li>- By teachers' observation, around 30% of students showed improvement in endurance.</li> </ul>
<p><b>D. Sports ACT log book</b></p> <ul style="list-style-type: none"> <li>- S1-S3 Students are encouraged to exercise frequently.</li> </ul>	<ul style="list-style-type: none"> <li>➤ PE teachers: Ms HL Tse</li> </ul>	Throughout the year	Sports ACT log book	<ul style="list-style-type: none"> <li>- Each student has to record their exercise pattern for at least two months in each term.</li> </ul>	<ul style="list-style-type: none"> <li>- At least 80% of students will hand in their log book on time and 50% of students can get the award presented by LCSD.</li> </ul>	<ul style="list-style-type: none"> <li>- In the first term, over 80% of students handed in their log book on time and over 30% of students attained the award presented by LCSD.</li> <li>- In the second term, around 70% of students handed in their log book on time and only 21% of students got the award presented by LCSD.</li> </ul>

<p><b>E. Understand balanced diet</b>                  - S1-3 students learn about nutrition labels, healthy eating style and ingredients of food in HE lessons that students may make better choices for their diets.</p>	<p>➤ HE teacher:                  Ms OF Lee</p>	<p>Througho                  ut the                  year</p>	<p>Worksheet                  PowerPoint</p>	<p>- Teacher's                  observation                  - worksheet                  and quiz</p>	<p>- At least 50%                  students understand                  the teaching content.                  - At least 30%                  students will make                  healthier choices for                  their food.</p>	<p><b>S1</b>                  -About 70% students know how to analyze the menu in terms of balanced diet. Over 50% students can show relevant suggestions for a healthier one after analyzing the menu</p> <p><b>S2</b>                  - More than 80% students know how to obtain information from food labels. About 60% students know the harm of having food with trans-fat and other food additives. About 60% students can choose more natural food instead of artificial food which is not healthy for having too much artificial food additives.</p> <p><b>S3</b>                  - The target is achieved, as over 85 % of students know the dietary goals. About 85% of students know the illnesses caused by unhealthy eating habits and over intake of fats, sugars and sodium. Less than 1/3 students would take less food with fats, sugars and sodium</p>
--	---	---	--	--	---	---

<b>(II) To raise the awareness of the connection between inner self and the community, mother nature and the Creator</b>						
<b>Strategies/ Tasks</b>	<b>Teachers responsible</b>	<b>Time Scale</b>	<b>Resources required</b>	<b>Evaluation methods</b>	<b>Success Criteria</b>	<b>Evaluation based on Success criteria</b>
<p><b>A. Mindfulness exercises</b></p> <ul style="list-style-type: none"> <li>- Students may take a break and recharge from mindfulness exercises in RS lessons.</li> <li>- As an arrangement on rainy days of Morning Run, students will take mindfulness exercises.</li> </ul>	<ul style="list-style-type: none"> <li>➤ RS teacher: Mr PC Mok</li> </ul>	Throughout the year	Mindfulness exercises	<ul style="list-style-type: none"> <li>- Students' participation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>- About 70% of students are willing to participate in the exercises and find the exercises useful.</li> </ul>	<ul style="list-style-type: none"> <li>- About 75% of the students were willing to participate in the exercise and find it useful.</li> </ul>
<p><b>B. Planting Activity</b></p> <p>Through planting and reaping process, students can observe and appreciate more about life and growth as well as enhancing their patience and calmness.</p> <ul style="list-style-type: none"> <li>- <b>J Farm</b> A small group of about 10 students is formed to plant different kinds of vegetables and flowers that are chosen by themselves.</li> <li>- <b>Group planting</b> S1 students are divided into groups to plant vegetables in 1<sup>st</sup> term.</li> </ul>	<p>J Farm</p> <ul style="list-style-type: none"> <li>➤ Mr PC Mok</li> </ul> <p>Group Planting</p> <ul style="list-style-type: none"> <li>➤ Mr PC Mok</li> <li>➤ Ms FH Yeung</li> </ul>	First Term	Planting pots, soil and seeds	<ul style="list-style-type: none"> <li>- Students' participation and feedback</li> <li>- Quality and Quantity of the harvest</li> </ul>	<p><b>J Farm</b></p> <ul style="list-style-type: none"> <li>- About 70% of members plant actively</li> <li>- 50% of the vegetables and flowers grow healthily</li> </ul> <p><b>Group Planting</b></p> <ul style="list-style-type: none"> <li>- About 50% of students plant attentively.</li> <li>- Most of the groups get the vegetables as their harvest at the end of the term.</li> </ul>	<ul style="list-style-type: none"> <li>- Members of CYC joined J Farm in the 2<sup>nd</sup> term and were arranged to share the duties. Some S1 new members were also recruited after the Group planting programme who involved actively. And most of the vegetable plants had good harvest</li> <li>- Most of the students plant attentively due to the convenient planting place (hanging on the fence in front of their classrooms). All the group get the vegetables as their harvest, but only about 20% of the tomatoes survived due to the change of planting place.</li> </ul>
<p><b>C. Life stories sharing</b></p> <ul style="list-style-type: none"> <li>- Stories of positive values and meaningful reflections are shared in Morning Prayer sessions regularly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mr PC Mok</li> <li>➤ Ms YK Chau</li> </ul>	Throughout the year	Life stories	Questionnaire set by SIT on school's major concerns at the end of the school year	<ul style="list-style-type: none"> <li>- About 70% of students agree that the stories are meaningful and inspiring.</li> </ul>	Over 100 new life stories had been shared during morning prayer sessions throughout the year. Students and teachers enjoyed listening and reading the stories.

<b>(III) To build up and enhance students' skills of maintaining a balanced life</b>						
<b>Strategies/ Tasks</b>	<b>Teachers responsible</b>	<b>Time Scale</b>	<b>Resources required</b>	<b>Evaluation methods</b>	<b>Success Criteria</b>	<b>Evaluation based on Success criteria</b>
<p><b>A. Goal setting and action plan</b></p> <ul style="list-style-type: none"> <li>- Students are encouraged to set goal(s), reflect in different aspects for balanced development, e.g. academic performance, interpersonal relations and community services.</li> <li>- They are encouraged to review regularly for self-appreciation and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>- Form teachers</li> <li>- Class teachers</li> </ul>	Throughout the year	Reference materials on guidance skills, teaching packages, worksheets	<ul style="list-style-type: none"> <li>- Daily observation by Class and Form teachers</li> <li>- Students' reflection worksheets or sharing in the class</li> <li>- Annual report of different Forms</li> </ul>	<ul style="list-style-type: none"> <li>- All students have developed action plans at the beginning of the term and adjust their plans in the mid-year evaluation.</li> <li>- Overall positive feedback shown at Form's annual reports.</li> </ul>	<ul style="list-style-type: none"> <li>- According to the reports of forms, students compiled their action plans aligned with the goals they set at the beginning of the school year.</li> <li>- Students evaluated their plans and have self-reflection on different aspects by the end of terms.</li> <li>- For the detailed results, referred to the Annual Report of Forms.</li> </ul>
<p><b>B. Better time management</b></p> <ul style="list-style-type: none"> <li>- Guidance activities on time management are implemented in S3 and S4. Students are encouraged to review their schedule and make adjustments to maintain a balanced life style.</li> <li>- Advisors of ECA groups will guide committee members to prioritize their goals to be achieved and balance their time on studying and ECA.</li> </ul>	<ul style="list-style-type: none"> <li>- Form teachers</li> <li>- ECA advisors</li> </ul>	Throughout the year	Reference materials on guidance skills, teaching packages, worksheets	<ul style="list-style-type: none"> <li>- Evaluation of target fulfillment made by students at the end of the school year.</li> <li>- Evaluation of ECA groups' teacher advisors, reflection made by committee members of ECA groups.</li> </ul>	<ul style="list-style-type: none"> <li>- About 50% S3 and S4 students report that they have made improvement in time management.</li> <li>- Most of the committee members and teacher advisors of ECA groups are satisfied with students' improvement in time management.</li> </ul>	<p><b>S3</b></p> <ul style="list-style-type: none"> <li>- A <b>class survey</b> was conducted at the beginning of the school year to find out students' engagement in various after-school activities to raise their awareness on their time management as well as for class teachers' reference.</li> <li>- Students evaluated their plans in Nov. and had <b>reflections</b> on whether they were living a balanced life by evaluating the time they spent on different aspects each week.</li> </ul> <p><b>S4</b></p> <ul style="list-style-type: none"> <li>- Target met. Students in stronger classes were able to make appropriate arrangement to study. Many students in weaker classes</li> </ul>

						<p>were able to make improvement in time management under teachers' guidance in the 2<sup>nd</sup> term.</p> <p><b>ECA</b></p> <ul style="list-style-type: none"> <li>- A series of leadership training activities have held in 1<sup>st</sup> term to enhance ECA leaders' management skills. Leaders found the guidance given by advisors were very fruitful.</li> <li>- For this year, only 4.9% of students have no activity record and 4.3% of students over the score limit.</li> </ul>
--	--	--	--	--	--	---

**Reflection and suggestions:**

“Change the environment, Change the life”: We have tried to nurture our students’ and teachers’ life through improving the school campus environment. As the third year of implementation of the Major Concern 2, a series of actions were undertaken to make a green and joyful campus.

Meanwhile, students’ awareness of their physical selves has become habitual practices, as revealed by students’ positive feedback. According to the result of Major Concern questionnaire, 78% of students “Agree”/ “Strongly Agree” that they have attempted to adjust their daily life to get a balanced development this year. There is about 22%increase compared with the result of 2016-17. 58% of students “Agree”/ “Strongly Agree” that the activities related to the implementation of our school’s major concerns help them get a balanced development and life balance. There is about 11% increase compared with 2016-17. We believe that we are in a right direction and have the desirable approach to encourage students to adopt better daily habits by striving a better balance between work and life.

Based on the previous achievements, some meaningful activities and environmental optimization for healthier and better life should be continued and reinforced. Besides, the values balancing education should be considered. This may help students to have a holistic balanced development.

**II. Working Team:** Ms MW Kwong, Mr PC Mok, SY Leung, Ms YH Hung, Ms YK Chau, Mr WO Yeung