

## **2018-2019 Annual Plan of True Light Middle School of Hong Kong**

### **Major Concern 1 – Reform Practice**

#### **I. Aims:**

For teaching, by reviewing the present school-based curriculum to align the teaching with learning and assessment in order to build a coherent and systematic learning framework, so as to make student learning more effectively. Also, to equip teachers to be professional facilitators of learning through collaborative lesson study practices.

For learning, by adopting the redesigned lesson study, help students to develop good learning habits that help them to overcome learning difficulties. Also, to motivate students to deepen and broaden their learning.

#### **II. Analysis of Current Situation**

##### **a) Strengths and Opportunities**

1. Built on the experience and achievement of the development plan 2015-2018, an obvious alignment among learning, teaching and assessment practices is a key component of major concern in 2018-2021. As this major concern was born out of negotiation and consensus, teachers have a sense of ownership in it and are ready to give their support to its implementation.
2. The teaching staff is willing to work for improvement or trying out innovative teaching approaches in the interests of students. In the KPM survey, about teachers' views on teaching done in 2018, 93% of the teachers agreed that they often help the students to review their learning, so that they have a clear idea about their learning. In the same survey, 95% of the teachers agreed that they often adjust the teaching contents and strategies according to students' learning progress in lessons.
3. About 74% of our teaching staff have over 10 years of teaching experience in the school and over 66% of the teaching staff have obtained master / doctorate degree or above. They have good understanding of the characteristics of the students, the curriculum and the assessment requirements. All these spare our manpower to explore and try out teaching strategies to help students to excel them.
4. Students are generally willing to learn and make improvements. In the KPM survey about students' views on learning done in 2018, 47% of them agreed that they often complete the assignments seriously. In the same survey, 42% of them agreed that they can set the learning goals by themselves and reviewing their learning based on their test/exam results and teachers' comments on their performance in assignments and in lessons.

##### **b) Weaknesses and Threats**

1. There are still a number of students who only concern the grades or marks they obtained from the assessment. They lack the passion to deepen their understanding of knowledge and broaden their learning. On the other hand, the potential of the students of high and above ability has not been fully

developed.

2. This is the first year of 2018-2021 development plan that we focus directly on reviewing subject curriculums and teaching strategies to enhance learning and teaching effectiveness. Space is needed for developing collaborative cultures among teachers through collaborative lesson planning, peer observation and professional exchange activities within and across subject panels.
3. It is difficult for teachers to adopt more engaging learning and teaching strategies due to heavy workload and limited teaching time.

### III. Implementation Plan

<i>(I) To identify major learning objectives for which effective teaching will be provided across ALL subjects</i>					
<b>Strategies / Tasks</b>	<b>People Responsible</b>	<b>Time Scale</b>	<b>Resources Required</b>	<b>Evaluation Methods</b>	<b>Success Criteria</b>
<p>A. Each panel subjects reviews their curriculum in either junior or senior forms.</p> <p>B. Each panel subject identifies major learning objectives (consist of knowledge, skills, values and attitudes) in which effective teaching and follow-up policies will be developed or further improved to close the gap between students' performances and the desired learning outcomes.</p> <p>C. Each panel subject develops a spiral curriculum with specific teaching pedagogies and assessment strategies corresponding to the identified major learning objectives mentioned in B.</p>	<p>Team of Major Concern 1, Panel Heads and all subject teachers</p>	<p>Throughout the year</p>	<p>Curriculum and Assessment Guides provided by CDC, HKDSE Exam Statistical Reports provided by HKEAA Annual Academic Reports</p>	<ul style="list-style-type: none"> <li>● Subject-based vertical curriculum planning</li> <li>● Lesson observation</li> <li>● Teachers' evaluation of the quality of their teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>● In each subject, major learning objectives with corresponding teaching pedagogies and assessment strategies are identified.</li> <li>● 90% of the teachers reflect that their awareness of alignment among learning, teaching and assessment is enhanced.</li> </ul>

<b>(II) To enhance teachers' competences to provide effective teaching and help students to overcome learning difficulties</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>
<p>A. To create stronger and better professional practice together through lesson study in subject panels. Lesson study includes 4 stages:</p> <ul style="list-style-type: none"> <li>- Choosing a topic / a general problem / a specific focus</li> <li>- Planning a lesson</li> <li>- Teaching the lesson by co-teaching / observation by other teachers</li> <li>- Evaluating the lesson and reflecting on its effect in post-lesson meeting</li> </ul>	Team of Major Concern 1, Subject Panels and all subject teachers	Throughout the year	Scheduling of lesson study sessions for teachers	<ul style="list-style-type: none"> <li>● Lesson observation</li> <li>● Teachers' evaluation of the quality of their teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>● Each subject teacher conducts at least one lesson study in each term.</li> <li>● At least 60% of teachers agree that lesson study helps them to enhance their teaching competences.</li> </ul>
<p>B. To hold sharing sessions to enhance teachers' competences to provide effective teaching.</p>	Staff Development Team, Subject Panels and all subject teachers	Second term of the year	Scheduling of sharing sessions for teachers	<ul style="list-style-type: none"> <li>● Feedback about sharing sessions</li> <li>● Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>● At least one workshop / sharing session will be held.</li> <li>● At least 70% of teachers give positive feedback.</li> </ul>
<p>C. To elicit more resources and assistance from professionals.</p>	Staff Development Team, all subject teachers.	Throughout the year	Staff Development Team's strategic planning, educational professionals, community resources.	<ul style="list-style-type: none"> <li>● Availability of professional support from outside bodies.</li> <li>● Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>● At least one workshop or course about effective teaching will be held.</li> <li>● At least 70% of teachers give positive feedback.</li> </ul>

			Professional courses held by EDB and universities.		
<b>(III) Motivate students to deepen and broaden their learning</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>
A. Invite students, alumnae or speakers who have distinguished performance in different perspectives to share in the assemblies or school major functions.	Team of Major Concern 1	One in the first term and one in second term	List of appropriate sharing persons	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Feedback from teacher and students</li> </ul>	<ul style="list-style-type: none"> <li>● At least two whole-school functions will be held.</li> <li>● At least 50 % of teachers &amp; students give positive feedback.</li> </ul>
B. Reading Promotion Team to create a rich reading atmosphere for deepening and broadening students' views.	Reading Promotion Team	Throughout the year	Reading resources	<ul style="list-style-type: none"> <li>● No. of books read, shared and recommended</li> <li>● No. of activities &amp; participants</li> </ul>	<ul style="list-style-type: none"> <li>● 10% increase in the books borrowed by students.</li> </ul>

**Working Team:**

Principal Hui Tuen-yung, Ms. Au Po-man, Ms. Lam Tsz-wai, Mr. Wong Ho-ye, Ms. Wong Man-sze, Ms. Yeung Fung-hing, Ms. Yip Yee-kwan

## **Major Concern 2 – Transform Self**

### **I. Aims:**

To cultivate students' consciousness of appreciating other people and the surrounding objects so as to enhance the connection with nature, people, objects and students' self. This plan aims for the development of spiritual and value balance, which serves as the foundation for the cultivation of students' spiritual virtues.

### **II. Analysis of current situation**

#### a) Strengths and Opportunities

##### 1. Solid understanding and wide recognition of our Major Concern 2

- After implementation of the first stage of our Major Concern 2 (2015-18) – “Live with a Better Balance”, we have raised students' awareness of their body and mind, strengthened their attention to their state of mind and body, and pushed them to make changes in their life beginning in the direction of balance. Based on the good foundation, the balanced development of students' values, self and others are well recognized by teachers.
- To promote life balance and positive values, the Major Concern Team 2 has been formed for 3 years. All team members are passionate, well-trained, connected and experienced in life and value education. In the KPM survey 2018, 87.7% of teachers agreed that the school actively helps students develop correct values; 57.7% of students agreed that the school actively fosters their virtues.

##### 2. Co-operative, experienced and effective teachers

- Form teachers and class teachers are rich in experiences and show concern to our students; they can diagnose students' different needs and design programmes which are effective in facilitating self-understanding and self-reflection of students.
- Teachers are willing to share and exchange views in the meetings in the planning stage (Civic and Moral Education Meeting) and the implementation stage (Form Meetings).

##### 3. A variety of measures of life education have been implemented for years. On the basis of past experience, we can develop more feasible approaches to extend and deepen the development of students.

#### b) Weaknesses and Threats

1. It is more difficult for our students to make altruistic decisions in such a consumerism-based and utilitarian society like HK.
2. Teachers and students are always occupied with daily work; the balance of values and the concern of others are always put aside.

### III. Implementation Plan

**(I) To encourage students to be aware of and improve the connections between their inner selves and OTHERS – ENVIRONMENT, NATURE & the CREATOR:**

- *Appreciate the beauty of nature*
- *Make a right choice and take further actions to protect our environment*

Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
<p>A. LESS PLASTIC Providing an easy-to-action environment, students and teachers will be more willing to reduce the amount of plastic in their daily lives.</p> <ul style="list-style-type: none"> <li>- Tableware Recycling Program and supporting facilities</li> <li>- Promotion of “Shop Naked” and “No Plastic Utensils” at tuck shop</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>July 2018- June 2019</p>	<p>Budget for activities</p>	<ul style="list-style-type: none"> <li>● Number of participants</li> <li>● Feedback of students and teachers</li> <li>● Questionnaire set by SIT on school's major concerns at the end of the school year</li> </ul>	<ul style="list-style-type: none"> <li>● At least 50% of students give positive feedback.</li> <li>● Teachers’ feedback is positive in Major Concern Team 2 and C &amp; M Ed. Committee Meetings.</li> </ul>
<p>B. Expanding our PLANTING Programs Through the planting and reaping process, students may observe and appreciate more about life and nature, as well as enhancing their endurance and peacefulness.</p> <ul style="list-style-type: none"> <li>- Refining S1 Planting Program</li> <li>- Flower Planting Scheme</li> </ul>	<p>➤ Team of Major Concern 2: Mr PC Mok Ms YK Chau Mr WO Yeung</p>	<p>Throughout the year</p>	<p>Student leaders</p>	<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> <li>● Number of participants</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>

**(II) To encourage students to be aware of and improve the connections between their inner selves and OTHERS – PEOPLE**

- **Guide students to reflect the influence of their behavior on other people and groups**
- **Motivate students to make a good choice of benefiting others as well as oneself**

Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
<p>A. Theme of Assembly: ...and this is LOVE</p> <ul style="list-style-type: none"> <li>- Various forms of presentation will be used to deliver a message about LOVE from the Bible, including how to love people and nature properly and in a balanced way.</li> <li>- The theme of the Evangelical Fortnight is “Love, Redefine”, which will focus on the different definitions of love between the Bible and the media.</li> </ul>	<ul style="list-style-type: none"> <li>➤ RS Team: Mr PC Mok Mr YH Siu Ms KT Lee</li> </ul>	<p>Throughout the year</p>	<p>Christian teachers and students</p>	<ul style="list-style-type: none"> <li>● Teachers and students’ feedback</li> </ul>	<ul style="list-style-type: none"> <li>● About 70% of students are engaged in each assembly</li> <li>● 60% of the S4-S6 students show their reflection on the topics in their assembly notebooks</li> <li>● More than 200 students join the activities in the Evangelical Fortnight, including sending bookmarks to others to show love and concern.</li> </ul>
<p>B. Programmes for SERVING OTHERS Programmes are organized by forms and departments to encourage students to care, to share and to serve others.</p> <ul style="list-style-type: none"> <li>- S1: <b>Getting to know myself</b> Three homeroom sessions under the theme will guide students to: <ul style="list-style-type: none"> <li>➤ discover one’s strengths in the eyes of classmates and learning to appreciate the strengths and merits of their classmates in return</li> <li>➤ reflect upon their own personality &amp; explore ways to limit the negative influence of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Form teachers</li> <li>➤ Class teachers</li> <li>➤ Departments</li> </ul>	<p>Throughout the year</p>	<p>Resource materials from the Guidance Team and class teachers’ planning</p>	<ul style="list-style-type: none"> <li>● Students’ performance in lessons</li> <li>● Students’ comments and reflection of their personality on the worksheets</li> <li>● Class teachers’ feedback to see if the students are actively involved in the tasks</li> </ul>	<ul style="list-style-type: none"> <li>● More than 50% of students actively participated in each of the activities</li> <li>● More than 50% of students are able to identify their own type of personality and understand how personality affects their daily life.</li> </ul>

<p>personality on daily life</p> <ul style="list-style-type: none"> <li>- S2: <b>Serve our Neighbors</b> An award scheme is designed to motivate students to serve others. Students need to share and evaluate their experiences in their “Voluntary Service and Personal Growth Record Booklet” every two months.</li> <li>- S4: A series of class activities will be held to promote “<b>being considerate</b>” <ul style="list-style-type: none"> <li>➤ To be Considerate Workshop</li> <li>➤ Thanksgiving to classmates and teachers</li> <li>➤ Pay it forward</li> </ul> </li> <li>- S4-5: <b>Love Overflows Programme</b> Through planning and implementing a social service project, students address and serve different social groups.</li> </ul>			<p>Voluntary Service Record Card Worksheets</p> <p>Social workers from Baptist Oi Kwan Social Service</p>	<ul style="list-style-type: none"> <li>● Students’ feedback</li> <li>● Students’ record</li> <li>● Teachers’ observation</li> <li>● Students’ feedback</li> <li>● Students’ participation and performance</li> <li>● Reflections of the students</li> <li>● Feedback of the social workers</li> </ul>	<ul style="list-style-type: none"> <li>● At least 50% of students can achieve their goal(s).</li> <li>● Students’ reflections are positive.</li> <li>● Most of the students show changes in themselves and become more sensitive to others’ needs.</li> <li>● 50% of students can participate actively and show positive feedback.</li> <li>● Students’ reflections are constructive and positive.</li> <li>● Most of the feedback of Social workers is positive.</li> </ul>
<p><b>(III) To initiate ECA groups to reconsider their own characteristics and group value(s)</b></p> <ul style="list-style-type: none"> <li>● <i>Reaffirm the link between the aim(s) of ECA groups and their activities</i></li> <li>● <i>Motivate our student leaders to actualize their ECA group’s mission and values</i></li> </ul>					
Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
<p>Transform Group: Values Actualization 團體轉化：活出真義</p> <p>A. Goal setting and action plan ECA groups need to review their goal(s) and set an action plan accordingly.</p>	<ul style="list-style-type: none"> <li>➤ ECA Team</li> <li>➤ Advisers of ECA Groups</li> <li>➤ Committee members of ECA Groups</li> </ul>	<p>Throughout the year</p>	<p>Committee of ECA Groups</p>	<ul style="list-style-type: none"> <li>● Daily observation by ECA advisors</li> <li>● Evaluation done by committee members</li> <li>● Questionnaires done by ECA groups’</li> </ul>	<ul style="list-style-type: none"> <li>● ECA advisors are satisfied with the alignment between aims and action plan. (ECA report)</li> <li>● Most of the committee members are satisfied with the performance they have made. (Evaluation</li> </ul>



<p><b>B. Review and Refine</b>                  ECA groups are encouraged to review the plan regularly for self-appreciation and improvement. At the end of the year, ECA groups will conclude the feedback and experience for refining their action plan.</p>				committee members ● Annual reports of ECA groups	Form) ● 70% of committee members are satisfied with the alignment between aims and action plan. (Questionnaires)
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**Working Team:**

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