

2021-2022 Annual Report of True Light Middle School of Hong Kong

Major Concern: Try all-IN, SET to Shine

I. Aims:

The major concerns of 2021-2014 propose the Six Character Traits in the cultivation of students:

- **IN: Inquisitive, Initiative, Innovative**

In the learning and teaching process, give students autonomy in exploration and opportunities to construct knowledge and get creative, cultivate students to become learners with an inquisitive mind, initiative and innovation.

- **SET: Synergy, Empathy, Tenacity**

Encourage students to empathize with the needs of the community and collaborate side by side with their peers from idea, planning action to review and adjustment, which lets students experience experimentation, frustration and success in teamwork to build up their tenacious willpower.

II. Implementation Plan

1.1 Learning and teaching

<i>(I) Teachers provide learning opportunities in lessons to cultivate students to become learners with an inquisitive mind, initiative and innovation</i>						
Strategies / Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
A. Subject panels conduct learning activities in classroom learning and teaching process for each level which is focused on at least one of the five elements of learning (teamwork, communication and creation,	Team of Major Concern 1, Subject Panels and all subject teachers	Throughout the year	Scheduling of lesson preparation sessions for teachers	Lesson observation Teachers' evaluation of the quality of their teaching and learning	Each group of subject teachers conducts at least one lesson study cycle in the whole academic year. At least 60% of teachers agree that lesson study helps them to enhance their	87 learning activities were designed and conducted by 23 subjects from 9 KLAs throughout the year. 30 lesson studies from 11 subjects were held. All participating subject teachers agreed that lesson study offering opportunities for enhancing their instructional design. Form the student's survey,

<p>personalization of learning, critical thinking and real-world engagement).</p>					<p>teaching competences.</p>	<p>86.95% of students agreed that teachers have offered opportunities for collaborative teamwork in lessons. 79.88% and 80.94% of students agreed that teachers have encouraged them to think critically and be creative or innovative through different learning strategies in lessons respectively. 80.94% of students agreed that teachers have helped them to connect acquired knowledge with real-world situations in lesson.</p>
<p>B. Academic Affairs Section coordinates S1, S2 Science and S3 Life and Society to conduct a project-based assignment through a scientific investigation approach and an enquiry approach respectively.</p>	<p>Academic Affairs Section, Science Panel, Life and Society Panel</p>	<p>Throughout the year</p>	<p>Teaching resources from each subject panel</p>	<p>Lesson observation Students' learning outcomes shown in the assignments Teachers' evaluation of the quality of their teaching and learning</p>	<p>At least 70% of students achieve satisfactory learning outcomes in the assignments At least 70% of teachers give positive feedback.</p>	<p>All S1 student groups can create a vacuum cleaner that combines creativity, innovation, aesthetics, and collaboration. The outcomes were pleasantly surprising. 78.5% of students agreed that the project allowed them to learn actively and creatively. All the science teachers gave positive feedback. Throughout the project-learning lessons, all S3 students were given learning materials. The investigation question was, "Do Hong Kong residents have a strong sense of global citizenship in terms of environmental protection?" They</p>

						have all finished the presentation and written report. The project, according to 67.9% of students, allowed them to learn actively and creatively. Next year, S3 L&S teachers will implement some interactive activities to increase students' prior knowledge, as well as a greater emphasis on information literacy elements to improve the teaching of project learning.
<i>(II) To equip students to develop good learning habits in order to become learners with an inquisitive mind, initiative and innovation</i>						
Strategies / Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
A. Life-wide Learning Day is held to provide learning opportunities for S1 and S2 students to experience real-world engagement in learning by PSHE and Science KLAs respectively.	Academic Affairs Section	2 nd Term	Teaching resources	Feedback from teachers and students	At least 70% of students give positive feedback.	90.2% of S1 students agreed that the activities held on Life-wide Learning Day, namely <i>Get to know our community</i> , sparked their interest in Hong Kong society. Only 50.2% of S2 students agreed that the Life-wide Learning Day activities, namely <i>Art and Technology - A Green NFT Adventure</i> , piqued their interest in technological innovation. Teachers on the STEAM team suggested that more innovative and creative elements be included in the activity next year.

<p>B. OLE presentation is conducted for selected projects and learning activities.</p>	<p>Academic Affairs Section</p>	<p>2nd Term</p>	<p>List of appropriate sharing students</p>	<p>Observation Feedback from teachers and students</p>	<p>At least one whole-school function will be held. At least 70 % of students give positive feedback.</p>	<p>Schoolmates were invited to share their learning experience on the OLE Presentation Day. 70.32% of students agreed that the activity encouraged them to appreciate and learn from their peers. The presentations also broadened their horizons in different areas of knowledge.</p>
<p>C. Reading Promotion Team and School Library set the theme of the year as “Be Truth-seeking Reader”. Various activities will be held to align with the theme of 2021- 2024 major concerns to arouse students’ awareness & concern.</p>	<p>Reading Promotion Team and School Library</p>	<p>Throughout the year</p>	<p>Reading resources</p>	<p>No. of activities & participants Feedback from teachers and students</p>	<p>At least one activity will be held in each term. At least 70 % of students give positive feedback.</p>	<p>71.5% of S1-S4 students agreed that activities like reading week, book exhibitions, the HKedcity e-Reading Scheme, and book sharing, among others, encouraged them to explore and learn through reading. However, only 50.56% of S5 students agreed, indicating that reading activities for S5 students should be more carefully planned to meet their needs.</p>
<p>D. School Library co-works with subject panels through Reading across the Curriculum activities to create a reading atmosphere among students and encourage them to pursue self-directed learning.</p>	<p>School Library</p>	<p>Throughout the year</p>	<p>Reading resources</p>	<p>No. of activities & participants Feedback from teachers and students</p>	<p>At least one activity will be held in each term. At least 70 % of teachers & students give positive feedback.</p>	<p>English and Science Book Fair were held in November 2021 and May 2022 respectively. The activities in the book fair were welcomed by students and teachers. Members of the Library Society designed games for students to participate in. We can see how engaging the students were in the book fair with the awards of gifts and book coupons, which motivated</p>

						<p>students to explore further the joy of reading English and Chinese books.</p> <p>Besides, several mini- book displays were co-worked with Chinese Language, Chinese History and Mathematics Panels to encourage students to pursue the knowledge related to the curriculum through reading. Moreover, on the 2nd Wed of every month, ‘Good Books Sharing’ was held. A face-to-face reading club as well as video sharing took place this year. Videos were uploaded to our YouTube channel: <i>Library TLMSHK</i>. Also, True Light Readers 07 and 8 were published by the library in November 2021 and May 2022. Teachers have shared their book collections & how to choose a good nonfiction book. The editorial board has also designed an interactive game, Quote Hunting, where students can answer questions & win prizes.</p>
<i>(III) To enhance teachers’ competences to provide learning opportunities in lessons to cultivate students to become learners with an inquisitive mind , initiative and innovation</i>						
Strategies / Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
A. To create stronger & better professional practice together through lesson study in	Subject Panels and all subject teachers	Before April 2022	Teaching resources from each subject panel	Feedback from teachers	At least one Lesson Study Form / one set of teaching materials	30 lesson studies from 11 subjects were held throughout the year. All subject teachers conducted 3 stages of lesson

<p>subject panels, 2-3 subject teachers in the same / different forms in the Panel are assigned into groups by Panel Head. Each group of subject teachers fills in the Lesson Study Form for reflection and keeps the teaching materials in Google Shared Drive/Panels Server for sharing and archiving.</p>					<p>will be achieved by each group of subject teachers. At least 70% of teachers give positive feedback.</p>	<p>study included co-planning with group members, observing and revising the trial lessons, evaluating the effectiveness and possibility for further improvement in the post-lesson meeting. Chinese Panel and English Panel were invited to share their lesson design on topics “Old song, New lyrics” teaching and “See the World” program respectively in staff meeting.</p>
<p>B. To elicit more resources and assistance from professionals</p>	<p>Staff Development Team, all subject teachers.</p>	<p>Throughout the year</p>	<p>Staff Development Team’s strategic planning, educational professionals, community resources, professional courses held by EDB and universities</p>	<p>Availability of professional support from outside bodies Feedback from teachers</p>	<p>At least one whole-school professional development activity is held this year. At least 70% of teachers give positive feedback.</p>	<p>The Design Institute for Social Innovation (The Hong Kong Polytechnic University) hosted a seminar on design thinking. It was useful and inspiring to 87% of teachers. In addition, 19 teachers participated in 7 follow-up in-depth sessions of the teacher training program in the academic years 2021-22 and 2022-23. Make Positive hosted a seminar on growth mindset and well-being. 96% of teachers suggested that they learned more about Positive Education, and 92% said they learned some practical skills for implementing Positive Education.</p>

1.2 Student support

(I) Let students take the initiative to think, explore, plan and act for what they need to do for their goals						
<ul style="list-style-type: none"> ● Guide students to have self-reflection, set goal(s) and action plan for oneself ● Help students to manage, review and adjust their action plans 						
Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
<p>A. Form Activity for S4-6 students: “21 天遇見不一樣的自己”</p> <p>◇ Following the booklet of “21 天遇見不一樣的自己”, class teachers and students set up a new personal habit, with the aim of achieving the goal in 21 days.</p> <p>◇ During the period of 21 days, teachers and students may remind and encourage each other, stick to the end and achieve their goal(s). Tenacious willpower is expected to be built up in the process.</p>	Class Teachers	1 st Term	Jockey Club Project Well-being Booklet	Students’ participation & performance Students’ feedback through different media (e.g. evaluation form, group sharing, etc.) Teachers’ observation and feedback	<ul style="list-style-type: none"> - All students set the personal habits in the booklet. - 50% of students show positive feedback. 	<ul style="list-style-type: none"> - All students have set the personal targets or habits in the booklet. - 60.1 % of the students agreed that the activity helped them to set personal goals and persist in implementing the action plans.
<p>B. Career Exploration</p> <p>◇ Programme for S1-2: A series of talks and workshops to introduce life planning and career-related skills for students</p>	Career Guidance Team	2 nd Term February & April 2022	HKFYG Youth Employment Network	<ul style="list-style-type: none"> - Evaluation made by Careers Guidance Teachers - Evaluation made by Class Teachers 	<ul style="list-style-type: none"> - 70% of students actively participate in activities. - Positive feedback from students: - They can realize the importance of developing career-related skills at an early stage. - They can draft a plan to develop at least ONE career-related skill. 	The career talk/workshop helped 76% and 84.5% of the S1 and S2 students, respectively, identify their career-related skills and interests and explore different career options.

<p>✧ Further Studies/ Career Exploration for S4-5: Students take initiative to take part in some study and/ or career-related activities, such as universities exploration, career exploration day/courses, job shadowing experience, company visits, and through TLamp to explore different career paths/ opportunities and understand their strengths and weaknesses.</p>		<p>Throughout the year</p>	<p>EDB, St. James' Settlement, TLamp, Career Exploration Certificate Courses by Yan Oi Tong & other NGOs</p>	<p>- Evaluation form completed by students - Evaluation made by the Careers Guidance Teachers - Reflections made by students</p>	<p>- Teachers find that 70% of students are serious in participating in the activities. - Positive feedback from students showing that they can explore more study and/or career-related options and take the initiative to learn more about them in the future.</p>	<p>79% of S4-S5 students agreed that university exploration and other career exploration experiences had assisted them in starting to plan their lives and set goals. Teacher found that over 90% of the students are serious participating in the activities.</p>
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(II) Provide more chances for students to be aware of, empathize with the needs of others and collaborate with their peers to respond to the needs with new ideas and actions.

- ***Encourage students to look out, understand and feel the needs of others***
- ***Motivate students to share their vision with peers and plan their actions***
- ***Guide students to work out, review and adjust their action plan***
- ***Recognize students' effort and improvement even if the plan fails***

Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
<p>A. Religious Education 1. Theme of Assembly: <i>Follow Me!</i> - By introducing the perfect example of Jesus as well as sharing stories of teachers, students and local NGOs, students learn about synergy, empathy & tenacity. Also, the Student Worship Team is formed to perform in the assembly, enhancing teamwork and synergy.</p>	<p>RS Team Worship Team advisors Christian teachers</p>	<p>Throughout the year</p>	<p>Christian teachers and students, local NGOs</p>	<p>- Teachers' observation and students' feedback</p>	<p>- About 70% of students are engaged in each assembly.</p>	<p>According to the student survey, 76% of the students actively participate in each assembly. 81% of the students shown growth in synergy and empathy. The goal was met.</p>

<p>provide opportunities for students to experience farming and to develop better awareness of the man-nature relationship, demonstrating teamwork and tenacity during the year-long planting process.</p>	<p>Studies Panel</p>				<p>participating students will become more aware of sustainable man-land relationship.</p> <ul style="list-style-type: none"> - 70% of the J-farm committees will demonstrate improving traits of character in terms of synergy and tenacity. 	<p>with students given the opportunity to grow crops including beets; carrots; potatoes; yams; radish; coriander; okra; zucchini. Students demonstrated good level of empathy while observing how nature works; synergy while collaborating with CYC volunteers; tenacity through persistence to carry on the J farm works. Students show great joy and much improved man-land relationship awareness through their first-hand experience with the urban farming.</p> <ul style="list-style-type: none"> - More than 70% of J-farm participants were more aware of the importance of a sustainable man-land relationship. <p>In terms of synergy and tenacity, 82% and 72% of the J-farm committee members improved, respectively.</p>
<p>C. Forms Activities</p> <ol style="list-style-type: none"> 1. S1: My Dream Classroom <ul style="list-style-type: none"> • Providing opportunities for students to examine the current operation of the class committee 	<p>Class teachers and class committees,</p>	<p>2nd Term</p>	<p>Students' evaluation of class culture,</p>	<ul style="list-style-type: none"> - Students' evaluation of class culture - Class teachers' 	<ul style="list-style-type: none"> - Each class should come up with at least one 	<p>All classes devised plans to improve their classrooms. Here's a rundown of their most common recommendations: -</p>

<p>and <i>share visions</i> of their dream classroom</p> <ul style="list-style-type: none"> • Encouraging students to <i>co-create innovative but workable plans</i> of creating their dream classroom • Letting students <i>collaborate with each other to implement and fine-tune their plans through ongoing trial and error</i> 	<p>S1 Association fee and class committee fee</p>		<p>Class teachers' observation</p>	<p>observation</p>	<p>plan of improving their classroom. - Students can collaborate and share responsibility to put their plan(s) into practice.</p>	<p>Hardware - Lockers for storing resources, as well as pots for keeping plants in their classrooms Software - Study/revision groups, idol fan clubs, and various interest groups Because face-to-face lessons were suspended for the majority of the second term, as well as a lack of lunch breaks to hold class meetings after school resumed, most classes were unable to follow through on their plans.</p>
<p>2. S2: Serve our Neighbors</p> <ul style="list-style-type: none"> ✧ Ask students to fill in two questionnaires, which aim to <i>inquire students about the service domains</i> they wish to participate in within or outside of school in order to learn about their thoughts. ✧ Encourage students to put words into action by <i>organizing service activities for people in need</i>. They will start from serving their teachers and peers, and then expanding their service to the community. ✧ Invite students who showed passion in volunteer work and serving people to share their feelings and takeaways, and reflect how such experience could influence personal growth. Thus, they will be able to 	<p>Form teacher Class teachers</p>	<p>Throughout the year</p>	<p>Google Form</p>	<p>Feedback from students</p>	<p>Students' review : Students share their feelings and give positive feedback of helping others. More than 40% of S2 girls participate in the volunteer work organized by the social worker and Form Teacher.</p>	<p>At the beginning of 1st and 2nd term, students have filled a google form to tell how to serve the school, teachers and classmates. Students expressed interests and willingness to participate in the activities and served others. Volunteer service had to be canceled due to the COVID-19 situation. Teachers encouraged students to consider teachers and classmates as service targets. After school resumed, students devotedly served their classmates</p>

drive other students to care about other people.						and formed study groups to assist one another.
<p>(III) Strengthen the ECA leadership training</p> <ul style="list-style-type: none"> ● <i>Nurture students to be inquisitive learners with innovative ideas through the practicum of leadership training</i> ● <i>Encourage students to take the initiative to cooperate and work well in different leadership training activities</i> 						
Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
<p>Comprehensive Leadership Training Programme</p> <p>A. Students are encouraged to take part in leadership training activities, to polish their creativity, and problem-solving, communication and inter-personal skills through various tasks and adventures.</p> <p>B. Students take the initiative to prepare activities for S1 students. Innovative ideas and organization skills should be used so as to facilitate the whole preparation process.</p>	ECA Team	<p>Stage 1 30-31 Aug, 2021</p> <p>Stage 2 Sep to Nov, 2021</p>	Leadership training day camp, Group meetings and action plans	<p>- Questionnaire and self-reflection form for students who participated in the training</p> <p>- The number of students participating in the S1 activities</p>	<p>- Most of the participants agree that they have enhanced their innovative thinking and synergy.</p> <p>- About 50% of S1 students participate in the activities.</p>	<p>After the leadership training, most of the S4 students agreed that they have enhanced their innovative thinking and synergy. Students have a better idea to organize an activity and have better communication with other group mates. There were 66 S1 students (about 50%) joined the activity. Most of them enjoyed the activities and some of them think that they know more about True Light after the activities. According to the student survey, over 80% of the students who participated agreed that the leadership training increased their initiative & willingness to try new approaches.</p>

III. Working Team:

1.1 Learning and teaching: Principal Hui Tuen-yung, Ms. Au Po-man, Ms. Cheung Wai-shan, Ms. Ng Sze-man, Ms. Ng Wing-han, Ms. Tam Ka-pik, Ms. Tsui Sau-ngan, Ms. Wong Man-sze

1.2 Student support: Ms. Kwong Man-wai, Ms. Chiu Sandra-kate, Ms. Chau Yim-kai, Mr. Yeung Wang-on, Ms. Wong Tsz-yung, Ms. Thong Yan-ye