

2022-2023 Annual Plan 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 opportunity 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
A. Subject panels conduct learning activities in classroom learning and teaching process for each level which is focused on at least one of five elements of learning (teamwork, communication and creation, personalization of learning, critical thinking and real-world engagement).	Team of Major Concern 1, Subject Panels and all subject teachers	Throughout the year	Scheduling of lesson preparation sessions for teachers	<ul style="list-style-type: none"> ● Lesson observation ● Teachers' evaluation of the quality of their teaching and learning ● Students survey 	<ul style="list-style-type: none"> ● 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 teaching competences. ● At least 70% of students agree that teachers can provide learning opportunity in lessons to cultivate them to become learners with an inquisitive mind, initiative and

					innovation.
B. Subject panels review their assessment policy and explore the variation of assessment methods such as non-drilling exercises, etc. In addition, integrate more innovative elements in daily assignments.	Academic Affairs Section, Subject Panels and all subject teachers	Throughout the year	Teaching resources from each subject panel	<ul style="list-style-type: none"> ● Minutes of panel meeting 	<ul style="list-style-type: none"> ● Each subject panel review and update their assessment policy at the end of this academic year.
C. Academic Affairs Section coordinates S1, S2 Science, S3 Life and Society and S5 special program: “e-journey” to conduct a project-based assignment through scientific investigation approach, enquiry approach and design thinking approach respectively.	Academic Affairs Section, Science Panel, Life and Society Panel	Throughout the year	Teaching resources from each subject panel	<ul style="list-style-type: none"> ● Lesson observation ● Students’ learning outcomes shown in the assignments ● Teachers’ evaluation of the quality of their teaching and learning 	<ul style="list-style-type: none"> ● At least 70% of students achieve satisfied learning outcomes in the assignments ● At least 70% of teachers give positive feedback.

(II) To equip students to develop good learning habits in order to become learners with an inquisitive mind, initiative and innovation.

Strategies / Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
A. Life-wide learning day is held to provide learning opportunity 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	<ul style="list-style-type: none"> ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● At least 70% of teachers and students give positive feedback.
B. OLE presentation is conducted for selected projects and learning activities.	Academic Affairs Section	2 nd term	List of appropriate sharing students	<ul style="list-style-type: none"> ● Observation ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● At least one whole-school functions will be held. ● At least 70 % of teachers & students give positive feedback.
C. Reading promotion team and school	Reading	Throughout	Reading resources	<ul style="list-style-type: none"> ● No. of activities 	<ul style="list-style-type: none"> ● At least one activity will be

library set the theme of the year as “Read and Nature – Connections to the World”. Various activities will be held to align with the theme of 2021- 2024 major concerns to arouse students’ awareness and concerns.	Promotion Team and school library	the year		<ul style="list-style-type: none"> ● Feedback from teacher and students 	<ul style="list-style-type: none"> ● held in each term. ● At least 70 % of teachers & students give positive feedback.
D. Through reading across curriculum activities, the school library collaborates with subject panels to foster an environment in which students are encouraged to pursue knowledge on their own.	School library	Throughout the year	Reading resources	<ul style="list-style-type: none"> ● No. of activities & participants ● Feedback from teacher and students 	<ul style="list-style-type: none"> ● At least one activity will be held in each term. ● At least 70 % of teachers & students give positive feedback.

(III) To enhance teachers’ competences to provide learning opportunity in lessons to cultivate students to become learners with an inquisitive mind, Initiative and innovation

Strategies / Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
A. To create stronger and better professional practice together through lesson study in subject panels. 2-3 subject teachers in same / different forms in 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.	Subject Panels and all subject teachers	Throughout the year	Teaching resources from each subject panel	Feedback from teachers	<ul style="list-style-type: none"> ● At least one Lesson Study Form / one set of teaching material will be achieved by each group of subject teachers. ● At least 70% of teachers give positive feedback.
B. To hold sharing sessions to enhance teachers’ competences to provide effective teaching	Academic Affairs Team, Subject Panels and all subject	Throughout the year	Staff Development Team’s strategic planning	Feedback from teachers	<ul style="list-style-type: none"> ● At least one sharing session will be held this year. ● At least 70% of teachers give positive feedback.

	teachers				
C. Teachers who attend Design Thinking workshops work in three groups to guide students through the completion of projects using design thinking concepts.	Staff Development Team, participants of the design thinking workshops	First term	Staff Development Team's strategic planning, educational professionals, community resources.	Feedback from tutors, teachers and students	<ul style="list-style-type: none"> ● Completion of the 3 projects ● Positive feedback from tutors ● At least 70% of students give positive feedback.
D. Extend the horizons of teachers by organizing out-of-school visits to educational / educational-related institutions.	Staff Development Team, all teachers	Whole year		Feedback from teachers	<ul style="list-style-type: none"> ● At least 70% of teachers give positive feedback.

1.2 Student Support

<i>(I) Let students take the initiative to think, explore, plan and act for what they need to do for their goals</i>					
<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
A. Religious Education 1. Assembly – I.G. Story (The Story of Me & God) - To show that God is not far from us by displaying the traces of God in history, science, sports, music, art & charity. Students are encouraged to take initiative to explore the acts of God in everyday life, society, and the world.	RS Team Worship Team advisors Christian teachers	Throughout the year	Christian teachers and students, local NGOs	- Teachers' observation and students' feedback	- About 70% of students are engaged in each assembly.
2. Campus Transformer Program - Over 30 students join the "Campus Transformer Program" led by U-fire Networks. Three joint-schools training sessions will be held to equip students with	Fellowship planners	Throughout the year	All members of Student Christian Fellowship, U-fire Networks	- Observation and students' feedback	- About 70% of the students show growth in synergy and empathy.

<p>initiative and knowledge to design and organize four blessing activities in campus throughout the year.</p>					
<p>B. Short-term implementation plans for whole form activity:</p> <ul style="list-style-type: none"> Select some appropriate short-term implementation plans for different form students such as “21 天遇見不一樣的自己”. Students take initiative to set their plans to achieve their goals. Throughout the plan's duration, teachers and students may remind and encourage one another to persevere to the end and achieve their goal (s). It is expected that tenacious willpower will be developed during the process. 	<p>Class Teachers</p>	<p>1st Term</p>	<p>Service organizations</p>	<ul style="list-style-type: none"> 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.
<p>C. Career Exploration</p> <ul style="list-style-type: none"> S1 Lunchtime Activities (Innovative, Synergy and Empathy) Trying to understand the juniors who lack life/career direction, the Student Careers Team plan, design and run activities to help our S1 students to understand more about themselves and raise awareness of their career-related strengths, interest, and goals, as well as expand their knowledge of occupational options. Further Studies/ Career Exploration (Inquisitive and Initiative) Students take initiative to take part in some study and/ or career-related 	<p>Career Guidance Team</p>	<p>2nd Term 2022-23</p> <p>Throughout the year</p>	<ul style="list-style-type: none"> S1 Lunchtime Activities at the Careers Room Careers Week <p>EDB, St. James' Settlement, TLamp,</p>	<ul style="list-style-type: none"> Evaluation made by the Careers Guidance teachers Reflection made by students (<i>both the Student Careers Team and S1 students</i>) Evaluation made by the Careers Guidance Teachers 	<ul style="list-style-type: none"> Teachers find that 70% of the committee members of the Student Careers Team are serious in organizing and running the activities. Positive feedback from the committee members of the Team who organize and run the activities. Positive feedback from the S1 students who participate in the activities designed and tailor-made for them. Teachers find that 70% of students are serious in participating in the activities. Positive feedback from students

<p>activities, such as universities exploration, career exploration day/courses, job shadowing experience and company visits, to explore different career paths/ opportunities, understand their strengths and firm up some career ideas.</p>			<p>Career Exploration Certificate Courses by Yan Oi Tong & other NGOs</p>	<p>- Reflections made by students</p>	<p>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>
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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
<p>D. Environmental Education The theme of “Look at the world, Be a good steward” is set to promote the view of world and green life.</p> <p>1. Promotion on energy- saving habits on the campus by CEA committees</p> <ul style="list-style-type: none"> - Through school-based promotional activities and better coordination with Green Teens in every class - The CEA committees will be encouraged to demonstrate initiative and innovative thinking during the design and implementation of a low-carbon lifestyle. The importance of synergy in teamwork and exercising empathy towards the environment and others in the school community will be emphasized. 	<p>CEA Team</p>	<p>Throughout the year</p>	<p>Green School 2020 Campaign, CEA committees</p>	<p>- Teachers' observation and students' feedback</p>	<ul style="list-style-type: none"> - More than 50% of students will become more aware of energy- saving habits and environmental protection. - 70% of the CEA committees will demonstrate improving traits of character in terms of initiative, innovation, empathy and synergy.

<p>2. J-farm Planting Program</p> <ul style="list-style-type: none"> - CEA, CYC and Religious Studies Panel cooperate to 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>CEA Team CYC Religious Studies Panel</p>	<p>Throughout the year</p>	<p>Instructors on farming knowledge</p>	<p>- Observation and students' feedback</p>	<ul style="list-style-type: none"> - More than 50% of J-farm participating students will become more aware of sustainable man-land relationship. - 70% of the J-farm committees will demonstrate improving traits of character in terms of synergy and tenacity.
<p>E. Forms Activities</p> <p>1. <u>S1: My Dream Classroom</u></p> <ul style="list-style-type: none"> • Providing opportunities for students to examine the current operation of the class committee and <i>share visions</i> of their dream classroom • 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>Class teachers and class committees</p> <p>S1 Association fee and class committee fee</p>	<p>2nd Term</p>	<p>Students' evaluation of class culture, Class teachers' observation</p>	<ul style="list-style-type: none"> - Students' evaluation of class culture - Class teachers' observation 	<ul style="list-style-type: none"> - Each class should come up with at least one plan of improving their classroom. - Students can collaborate and share responsibility to put their plan(s) into practice.
<p>2. <u>S2: Serve our Neighbors</u></p> <p>Encourage students to care for themselves and others with peer collaboration and empathy, to actively explore as well as innovatively devise and implement workable plans.</p> <ul style="list-style-type: none"> • Students will be asked to fill in a questionnaires which aim to inquire students about the service domains they wish to participate in within or outside of school in order to learn 	<p>Form teacher Class teachers</p>	<p>Throughout the year</p>	<p>Google Form</p>	<p>Feedback from students</p>	<p>Students' review :</p> <p>Students share their feelings and give positive feedback of helping others.</p> <p>More than 40% of S2 girls participate in the volunteer work organized by the social worker and Form Teacher.</p>

<p>about their thoughts.</p> <ul style="list-style-type: none"> • Students put words into action by organizing service activities for people in need. They will start from serving their teachers and peers, and then expanding their service to the community. <p>3. <u>S4: To live a life with a tenacious attitude</u></p> <ul style="list-style-type: none"> • Through film show, sharing by teachers and case discussions we aim to specifically carry out practical activities to deepen students' understanding of the importance of the spirit of "Tenacity", encourage students to learn Tenacity, to learn how to proactively set effective targets and build habits with actions. <p>4. <u>S6: Breakthrough with companions</u></p> <ul style="list-style-type: none"> • Hold "secret angels" activities To cultivate students' empathy; and achieve synergy effects. • Operation of IG online platform The Form Committee members will send DSE-related messages and encouraging quotes regularly on Instagram. Teachers and students can also cheer each other up through the platform, and let students get encouragement while they are busy. We hope this can cultivate students' empathy; and achieve synergy effects. 					<p>50% students participate actively and show positive feedback.</p>
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(III) Strengthen the ECA leadership training

- *Nurture students to be inquisitive learners with innovative ideas through the practicum of leadership training*
- *Encourage students to take the initiative to cooperate and work well in different leadership training activities*

Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
<u>Comprehensive Leadership Training Programme</u> 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. 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.	➤ECA Team	Stage 1 Sept - Oct, 2022 Stage 2 Oct to Nov, 2022	Leadership training day camp, Group meetings and action plans	- Questionnaire and self- reflection form for students who participated in the training - The number of students participating in the S1 activities	- 80% participants agree that they have enhanced their innovative thinking and synergy. - About 50% of S1 students participate in the activities.

IV. Working Team:

Major Concern 1

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

Major Concern 2

Ms. MW Kwong, Ms. YK Chau, Mr. WO Yeung, Ms. TY Wong, Ms. SK Chiu, Ms. YY Thong