

2022-2023 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, 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 ● Student 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 	103 learning activities were designed and conducted by 23 subjects from 9 KLAs throughout the year. From the student survey, 91.51% of students agreed that teachers had offered opportunities for collaborative teamwork in lessons. 84.54% and 78.68% of students agreed that teachers had encouraged them to think critically and be creative or innovative

					<p>competences.</p> <ul style="list-style-type: none"> ● At least 70% of students agree that teachers can provide learning opportunities in lessons to cultivate them to become learners with an inquisitive mind, initiative and innovation. 	<p>through different learning strategies in lessons respectively. 83.43% of students agreed that teachers had helped them to connect acquired knowledge with real-world situations in lessons.</p>
<p>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.</p>	<p>Academic Affairs Section, Subject Panels and all subject teachers</p>	<p>Throughout the year</p>	<p>Teaching resources from each subject panel</p>	<ul style="list-style-type: none"> ● Minutes of panel meetings 	<ul style="list-style-type: none"> ● Each subject panel reviews and updates their assessment policy at the end of this academic year. 	<p>All subject panels have reviewed and updated their assessment policy and will be implemented in 2023-2024 school year.</p>
<p>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.</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>	<ul style="list-style-type: none"> ● Lesson observation ● Students’ learning outcomes shown in the assignments ● Teachers’ evaluation of the quality of 	<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. 	<p>All S1 student groups could create a vacuum cleaner that combines creativity, innovation, aesthetics, and collaboration. The outcomes were pleasantly surprising. More than 80% students enjoyed the process of making the cleaners. It was suggested that a mini competition (e.g. counting</p>

				their teaching and learning		<p>the sucked pieces of paper in their cleaners within 30s.) would be conducted so as to deepen their understanding of pressure.</p> <p>A scientific investigation project – using coding and app to analyse an example of motion in our daily life was conducted in S2. 76.47% of S2 students agreed that the project allowed them to learn actively and creatively. All the science teachers gave positive feedback.</p> <p>All S3 students participated in a refugee workshop and completed a mini project on information literacy. All of them completed the presentation and written report. 80.41% of students agreed that the project allowed them to learn actively and creatively.</p>
(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	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	Academic Affairs Section	2 nd term	Teaching resources	● Feedback from teachers and students	● At least 70% of teachers and students give positive feedback.	83.62% of S1 students agreed that the activities held on Life-wide Learning Day, namely “Get to know our community”, had sparked

learning by PSHE and Science KLAs respectively.						their interest in Hong Kong society. 76.47% of S2 students agreed that the Life-wide Learning Day activities, namely “Micro: bit Rocket Car STEAM for All Fun Day”, had piqued their interest in technological innovation.
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 function will be held. ● At least 70 % of teachers & students give positive feedback. 	Schoolmates were invited to share their learning experience on the OLE Presentation Day. 78.69% of students agreed that the activity had encouraged them to appreciate and learn from their peers. The presentations also broadened their horizons in different areas of knowledge.
C. Reading Promotion Team and School 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.	Reading Promotion Team and School Library	Throughout the year	Reading resources	<ul style="list-style-type: none"> ● No. of activities & participants ● Feedback from teachers 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. 	73.31% of students agreed that reading week activities like nature concert, nature photo-taking contest, bookmark- making workshop, nature specimens and books exhibition, etc. had encouraged them to explore nature and connect to the world.
D. Through reading across the curriculum activities, the School Library collaborates	School Library	Throughout the year	Reading resources	<ul style="list-style-type: none"> ● No. of activities & participants 	<ul style="list-style-type: none"> ● At least one activity will be held in each 	English Book Fair was held in November 2022. The interactive activities in the

<p>with subject panels to foster an environment in which students are encouraged to pursue knowledge on their own.</p>				<ul style="list-style-type: none"> ● Feedback from teachers and students 	<p>term.</p> <ul style="list-style-type: none"> ● At least 70 % of teachers & students give positive feedback. 	<p>book fair were welcomed by students and teachers. Members of the Library Society designed games for students to participate in. We could see how engaging the students were in the book fair with the awards of gifts and book coupons, which motivated students to explore further the joy of reading English books. Besides, several mini- book displays were co-worked with Chinese Language, Chinese History, History and Mathematics Panels to encourage students to pursue the knowledge related to the curriculum through reading. Moreover, to coincide with the Art in TL 2023 event -- exhibiting several authentic Yayoi Kusama works in the School Hall, the library displayed books related to Yayoi Kusama, including "Yayoi Kusama", "Yayoi Kusama Infinitive Mirrors", and more, allowing students to understand Yayoi Kusama and her works better. Furthermore, The library and Geography Department collaborated to organize an outdoor activity in Aberdeen Country Park in line with the</p>
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						"Reading and Nature" theme. The activity aimed to investigate and understand the ecological environment of Hong Kong. Through this field trip, students learned more about Hong Kong's ecology and became more aware of the importance of protecting the environment.
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(III) To enhance teachers' competences to provide learning opportunities 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	Evaluation based on Success Criteria
A. To create stronger and better professional practice together through lesson study in 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.	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 materials will be achieved by each group of subject teachers. ● At least 70% of teachers give positive feedback. 	More than 11 subject panels have conducted lesson study throughout the year. All subject teachers conducted 3 stages of lesson study, including co-planning with group members, observing and revising the trial lessons, evaluating the effectiveness and possibilities for further improvement in the post-lesson meetings.
B. To hold sharing sessions to enhance teachers' competences to provide effective teaching	Academic Affairs Team, Subject Panels and all subject teachers	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 	Staff Development Team, Chinese History Panel and Science Panel were invited to share their lesson designs on topics "SOINNO

					teachers give positive feedback.	Workshops: the application of Design Thinking”, “Learning from Experiential Activities” and “S2 Science Investigation” respectively in the staff meeting.
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. 	83.3% of the teachers believed that the workshop was helpful for teaching/professional development. They found that learning design thinking and the skills have broadened their perspectives and contributed to their professional development such as using thinking or problem-solving tools for helping students to overcome their learning difficulties easier. Another inspiration for teachers is that the current learning mode for students has shifted from auditory and visual to tactile, which means they prefer to learn through hands-on and experiential activities. One of the features of design thinking is to guide students in creating prototypes, that is, through hands-on production and experimentation, to try and

						error. This experience is very special for teachers, and if mastered well, it can also be helpful for the learning of the current generation of students. However, teachers reflected that the workshop's duration was too long, making it difficult to concentrate and achieve optimal learning outcomes.
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. 	<p>A seminar about “Positive Psychology in Action: Activating Character Strengths” was held by Make Positive. Teachers found this activity very inspiring as it allowed them to understand themselves and their colleagues’ character strengths. They learnt how to appreciate others, and gain a fresh perspective on students while discovering their character strengths.</p> <p>Besides, a teacher professional development workshop was held by M+ Museum. 90% of teachers found that they could experience the learning in museum setting.</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"> ● <i>Guide students to have self-reflections, set goal(s) and action plan for oneself</i> ● <i>Help students to manage, review and adjust their action plans</i> 						
Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
<p>A. Religious Education</p> <p>1. Assembly – I.G. Story (The Story of Me & God)</p> <p>- 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.</p> <p>2. Campus Transformer Program</p> <p>Over 30 students join the “Campus Transformer Program” led by U-fire Networks. Three joint-school training sessions will be held to equip students with initiative and knowledge to design and organize four blessing activities on the campus throughout the year.</p>	<p>RS Team</p> <p>Worship Team advisors</p> <p>Christian teachers</p> <p>Fellowship planners</p>	<p>Through-out the year</p> <p>Through-out the year</p>	<p>Christian teachers and students, local NGOs</p> <p>All members of Student Christian Fellowship, U-fire Networks</p>	<p>- Teachers’ observation and students’ feedback</p> <p>- Observation and students’ feedback</p>	<p>- About 70% of students are engaged in each assembly.</p> <p>- About 70% of the students show growth in synergy and empathy.</p>	<p>1. Assembly</p> <p>By teachers’ observation, over 70% students were engaged. In the school major concern survey, 83% of students agreed that assemblies allowed them to explore the acts of God in various areas.</p> <p>2. All participants expressed orally that they take more initiative in caring for others at school.</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 forms of students such as “21 天遇見不一樣的自己”. <p>Students take initiative to set their</p>	<p>S4 Class Teachers</p>	<p>1st Term</p>	<p>Service organizations</p>	<p>- Students’ participation & performance</p> <p>- Students’ feedback through</p>	<p>- All students set the personal habits in the booklet.</p> <p>- 50% of students show positive feedback.</p>	<p>A questionnaire had been set and distributed to all students and a total of 69 students responded. 63.8% student said that they had achieved the goal within 21 days. Besides, 81.1% said that by taking part in this</p>

<p>plans to achieve their goals.</p> <ul style="list-style-type: none"> 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>different media (e.g. evaluation form, group sharing, etc.)</p> <ul style="list-style-type: none"> Teachers' observation and feedback 		<p>programme, they could change the situation through personal efforts and resilience. The result is delightful.</p> <p>In the school major concern survey, 72% of the S4 students agreed “21 天遇見不一樣的自己” had helped them understand the importance of being “Perseverance leads to success” and altering our habits.</p>
<p>C. Career Exploration</p> <p>1. S1 Lunchtime Activities (Innovative, Synergy and Empathy)</p> <p>Trying to understand the juniors who lack life/career directions, 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.</p> <p>2. Further Studies/ Career Exploration (Inquisitive and Initiative)</p> <p>Students take initiative to take part in some study and/ or career-related activities, <i>such as university explorations, career exploration day/courses, job shadowing experience and</i></p>	<p>Career Guidance Team</p>	<p>2nd Term 2022-23</p> <p>Through-out the year</p>	<p>- S1 Lunchtime activities at the Careers Room</p> <p>- Careers Week</p> <p>EDB, St. James' Settlement, TLamp, Career Exploration Certificate Courses by Yan Oi</p>	<p>- Evaluation made by the Careers Guidance Teachers</p> <p>- Reflections made by students (<i>both the Student Careers Team and S1 students</i>)</p> <p>- Evaluation made by the Careers Guidance Teachers</p> <p>- Reflections made by students</p>	<p>- Teachers find that 70% of the committee members of the Student Careers Team are serious in organizing and running the activities.</p> <p>- Positive feedback from the committee members of the Team who organize and run the activities.</p> <p>Positive feedback from the S1 students who participate in the activities</p>	<p>1. S1 Lunchtime Activities</p> <p>Teachers found that 70% of the committee members of the Student Careers Team were serious in organizing and running the activities. Positive feedback from the committee members of the Team who organized and ran the activities.</p> <p>Positive feedback from the S1 students who participated in the activities designed and tailor-made for them</p> <p>2. Further Studies</p> <p>Teachers found that 70% of students were serious in participating in the activities. Positive feedback from students that they could explore more study and/or career-related options and took the initiative to learn more about them in the future.</p>

<p><i>company visits, to explore different career paths/ opportunities, understand their strengths and firm up some career ideas.</i></p>			<p>Tong & other NGOs</p>		<p>designed and tailor-made for them. - 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>In the school major concern survey, 92.8% of the S3 students agreed subject selection workshops, talks and sharing sessions had helped them prioritise subjects and proactively plan their academic path. 85.7% of the S4, 5 students agreed that university tours, career workshops, industry sharing, and work experience had helped them plan their academic and career paths more proactively.</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. Environmental Education The theme of “Look at the World, Be a Good Steward” is set to promote the view of the world and</p>	CEA Team	Through-out the year	Green School 2020 Campaign,	- Teachers' observation and students' feedback	- More than 50% of students will become more aware of	1. Promotion on energy- saving habits More than 50% of Students have become more aware of energy-

<p>green life.</p> <p>1. Promotion on energy- saving habits on the campus by CEA committee</p> <ul style="list-style-type: none"> - Through school-based promotional activities and better coordination with Green Teens in every class - The CEA committee 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>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>Through- out the year</p>	<p>CEA committee</p> <p>Instructors on farming knowledge</p>	<ul style="list-style-type: none"> - Observation and students' feedback 	<p>energy- saving habits and environmental protection.</p> <ul style="list-style-type: none"> - 70% of the CEA committee members will demonstrate improving traits of character in terms of initiative, innovation, empathy and synergy. - More than 50% of J-farm participating students will become more aware of sustainable man-land relationship. - 70% of the J-farm committee members will demonstrate improving traits of character in 	<p>saving habits and environmental sustainability.</p> <p>More than 70% of the involved CEA committee members have demonstrated improving traits of character in terms of initiative, innovation, empathy and synergy.</p> <p>In the school major concern survey, 73.3% of students agreed that energy-saving activities had made them more proactive in paying attention to environmental issues and taking corresponding actions.</p> <p>2. J-farm Planting Program</p> <p>More than 50% of J-farm participating students have become more aware of sustainable man-land relationship.</p> <p>More than 70% of the involved J-farm committee members have demonstrated improving traits of character in terms of empathy and tenacity.</p>
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					terms of synergy and tenacity.	
<p>B. 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 and Class Committees</p>	2 nd Term	Students' evaluation of class culture, Class teachers' observation	<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 responsibilities to put their plan(s) into practice. 	<p>1. The homeroom session was held in Feb 2022.</p> <p>Students divided into groups to discuss their visions of a dream classroom. The suggestion(s) that got the most votes and support was/were chosen as the goal of the classroom improvement project.</p> <p>In the school major concern survey, 75.9% of the S1 students agreed (score 1-3) that the “My Dream Classroom Project” had helped them collaborate with classmates to formulate and implement plan(s) to improve their classrooms.</p> <p>However, class teachers reported that despite the initial enthusiasm from students, all the four classes had to rely on the intervention of the class teachers to move their project forward in the end.</p> <p>It would seem that students generally did not feel accountable for the success of their project. They have yet to recognize the need for giving as well as taking.</p>
<p>2. <u>S2: Serve our Neighbors</u></p> <p>Encourage students to care for themselves and others with</p>	Form teachers	Through-out the	Google Form	Feedback from students	- Students' review	<p>2. S2: Serve our Neighbors</p> <p>Theme activities were introduced during the homeroom session in September. Students</p>

<p>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 aims to inquire students about the service domains they wish to participate in within or outside of school in order to learn about their thoughts. • 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>S5: Be Positive: Film Sharing</u></p> <ul style="list-style-type: none"> • By watching the movie, let the students build a set of positive values through seeing how the actor faces his own flaws. Guide students on how to face their own challenges positively. <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 	Class teachers	year			<ul style="list-style-type: none"> - 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. - 50% students participate actively and show positive feedback. 	<p>filled in a google form to tell how to serve the school, teachers and classmates. Students expressed interests and willingness to participate in the activities and serve others. About 40% of S2 students participated in the ROUND TRIP and the volunteer service organized by social worker. Students shared their experiences and gains from serving, reflecting on personal growth, and leaving a lasting impression to teachers and classmates.</p> <p>In the school major concern survey, 86.3% of the S2 students agreed taking up extra duties gave them a chance to better understand the needs of others.</p> <p>3. S5: Be Positive: Film Sharing</p> <p>After watching "The Distinction," (非同凡響) the students were highly engaged, with over 90% of them able to focus and some even moved to tears. They were able to identify many character strengths (性格強項) in the film's characters and learn to appreciate both themselves and others better. Additionally, the movie provided the students with more insights into the SEN students. Overall,</p>
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<p>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 studying. We hope this can cultivate students' empathy; and achieve synergy effects.</p>						<p>this film is highly recommended for students to watch. In the school major concern survey, 88.3% of the S5 students agreed class activities had taught them the values of every person and the importance of self-acceptance.</p> <p>4. S6: Breakthrough with Companions</p> <p>The class committee continued to utilize the IG platform established in the previous year, where reminders and class photos were posted. However, due to the busy schedules of the class officers, there was a lack of time dedicated to managing the platform, resulting in infrequent updates</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	Evaluation based on Success Criteria
<p><u>Comprehensive Leadership Training Programme</u></p> <p>A. Students are encouraged to take part in leadership training activities, to polish their creativity, and problem-solving, communication and interpersonal skills through various tasks and adventures.</p>	ECA Team	<p>Stage 1 Sept - Oct, 2022</p> <p>Stage 2 Oct to Nov, 2022</p>	<p>Leadership training day camp, Group meetings and action plans</p>	<p>- Questionnaire and self-reflection form for students who participated in the training</p> <p>- The number of</p>	<p>- 80% participants agree that they have enhanced their innovative thinking and synergy.</p> <p>- About 50% of</p>	<p>- There were 55 S1 students who joined the activity. Most of them enjoyed the activities and some of them think that they know more about True Light after the activities.</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>				<p>students participating in the S1 activities</p>	<p>S1 students participate in the activities.</p>	<p>- After the leadership training, most of the S4 students agreed that they had enhanced their innovative thinking and synergy. Students had to think and organize an activity for S1 students. Students boosted their synergy by organizing an activity and having better communication with other groupmates.</p>
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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