

2023-2024 Annual Report of True Light Middle School of Hong Kong

Major Concerns: Try all - IN, SET to Shine

I. Aims:

The major concerns of 2021-2024 proposed 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-	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 	Various learning activities were designed and conducted by 23 subjects from 9 KLAs throughout the year. From the student's survey, 89.36% of students agreed that teachers have offered opportunities for collaborative teamwork in lessons. 82.02% and 78.16% of students agreed that teachers have encouraged them to think critically and be creative or innovative through different learning strategies in lessons respectively. 79.25% of students agreed that teachers have helped them to connect acquired knowledge with real-world situations in lesson.

world engagement).					<p>teaching competences.</p> <ul style="list-style-type: none"> ● 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. 	
<p>B. Subject panels update their assignment and assessment policy. Design different kinds of assignments 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"> ● Assignment and assessment policy in the annual plan of each subject. ● Students' learning outcomes shown in the assignments 	<ul style="list-style-type: none"> ● Each subject panel review and refine their assessment policy at the end of this academic year. 	<p>All subject panels have updated their assessment policy and designed different kinds of assignments.in 2023-2024 school year. 72.58% of students agreed that teachers have provided them with a variety of assignments to empower them and foster a greater enthusiasm for learning. Examples are as follows: The CS Panel invited an external organisation – “GX Foundation” to the school to host a lecture on China's participation in international affairs. Students gathered information before the event to ask questions and completed assignments after the activity. The Geography Panel arranged fieldwork for</p>

						students at all levels to visit different local places such as Shek O, Bride's Pool, etc. The Science Panel arranged S1 and S2 students to participate in the Junior Secondary Science Online Self-learning Scheme organised by the EDB.
C. Academic Affairs Section coordinates S1, S2 Science and S3 Life and Society to conduct a project-based assignment through scientific investigation approach and enquiry 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. 	<p>All S1 student groups can 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 is suggested that a mini competition (e.g. counting the sucked pieces of paper in their cleaners within 30s.) will 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. 60% 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 have participated a refugee workshop and completed a mini project on information literacy. All of them have completed the presentation and written a report. 60.42% of students agreed that the project allowed them to learn actively and creatively.</p>

(II) To equip students to become learners with an inquisitive mind, initiative and innovation and to widen their horizons						
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	<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. 	79.52% of S1 students agreed that the activities held on Life-wide Learning Day, namely Get to know our community, sparked their interest in Hong Kong society. 54.55% of S2 students agreed that the Life-wide Learning Day activities, namely Mini Ice Challenge Competition, can arouse their interest in technological innovation.
B. OLE presentation is conducted for sharing 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. 	Students were invited to share their learning experience on OLE Presentation Day. 72.45% of students agreed that the presentations 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 “A Journey of Discovery”. Various activities will be held to align with the theme of 2021- 2024 major concerns to arouse students’	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. 	64.44% of students agreed that reading week activities like travel souvenir display, Junior levels Chinese Language travel book report exhibition, travel KOL talk, etc. have encouraged them to explore and connect to the world.

awareness and concerns.						
D. Through reading across the 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 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. 	<p>An English Book Fair was held in November 2023. The interactive games designed by the members of the Library Society in the book fair were welcomed by students and teachers. Gifts and book coupons were awarded to encourage students to explore further the joy of reading English books.</p> <p>Besides, several mini-book exhibitions on the subjects of Chinese Language, Chinese History, History and Mathematics as extended learning activities outside classrooms helped students pursue knowledge related to the curriculum through reading, and develop a habit to self-learn.</p> <p>Moreover, there was a fantastic book sharing in the J2 Open Book - School Talk programme on December 1. From the sharing of Patrick Sir (林溥來) and Honey (何泳芍), students gained new insights from their reading preference and the two books shared.</p>
(III) To enhance teachers' competences in creating 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	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 	14 subject panels conducted their lesson study throughout the year. All subject teachers conducted a 3-stage lesson study, including co-planning with group members, observing and revising the trial lessons, evaluating the effectiveness and possibility for further improvement in the post-lesson meeting.

<p>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>of subject teachers.</p> <ul style="list-style-type: none"> ● At least 70% of teachers give positive feedback. 	
<p>B. To hold sharing sessions to enhance teachers' competences to provide effective teaching</p>	<p>Academic Affairs Team, Subject Panels and all subject teachers</p>	<p>Throughout the year</p>	<p>Staff Development Team's strategic planning</p>	<p>Feedback from teachers</p>	<ul style="list-style-type: none"> ● At least one sharing session will be held this year. ● At least 70% of teachers give positive feedback. 	<p>Two subject and department group discussion sessions were held to review the results of the APASO, SHS and student focus group interviews together. The aim was to evaluate the achievements and improvement methods of the identified issues, and based on this, explore the development direction of the new three-year school development plan and major concerns.</p>
<p>C. Extend the horizons of teachers by inviting professional organisations or experienced individuals in the field of education to conduct workshops or seminars at school to conduct staff development.</p>	<p>Staff Development Team, all teachers</p>	<p>Whole year</p>	<p>Staff Development Team's strategic planning</p>	<p>Feedback from teachers</p>	<ul style="list-style-type: none"> ● At least 70% of teachers give positive feedback. 	<p>This year's teacher professional development activities focused primarily on enhancing teachers' positive thinking and well-being. Activities included:</p> <ol style="list-style-type: none"> 1. A workshop: "Cultivating Positive Emotions", most teachers believe that this activity have helped them recognise positive emotions, which is very helpful in building interpersonal relationships. 2. "Healthy Family" Lecture Series – "When the Family is Sick", 87.5% of the teachers believe that this activity has helped them

						recognize the behavioral motivations of adolescents, especially the impact that family crises can have on students' learning motivation and even truancy.
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In this 3-year development plan, subject panel of KLAs focused on (i) **providing students with autonomy and opportunities to explore and construct knowledge**, (ii) **fostering creativity**, and (iii) **cultivating inquisitive minds, initiative, and innovation among students**. From the major concern survey in the past three years, 70.9%, 66.5%, and 67.0% of students rated themselves “satisfied” in these areas, showing their commitment to learning, even during the challenges of the COVID-19 pandemic.

However, there is still room for improvement in student initiative and innovation, particularly in *building confidence and active motivation in learning*, based on teacher observations and focused group interviews with students. This might be attributed to intense comparison and competition among peers. To tackle these issues, the focus of the coming school major concern can be shifted to create a positive environment for collaborative learning, aiming to help students become more proactive and develop self-regulated learning skills.

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-reflections, 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
A. Religious Education 1. Assembly –Sky Family - To show that anybody in Christ can become a part of God’s family, taking initiative to build healthy relationships with others, supporting and loving one another, and spreading kindness together 2. Campus Transformer Program	RS Team Worship Team advisors Christian teachers	Through-out the year	Christian teachers and students, local NGOs	Teachers’ observation and students’ feedback	- About 70% of students are engaged in each assembly.	1. In the school major concern survey, over 76% students agreed that morning assemblies have encouraged them to build better interpersonal relationships. By teachers’ observation, over 70% students are engaged.
	Fellowship planners	Through-out the	All members of	Observation and students’	- About 70% of the students	2. All participants expressed orally that they take more initiative in caring for

<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>3. Cultural & Religious Exchange Tour, Taiwan Recruit S3-S6 students who are members of Fellowship, Worship Team or Campus Transformer, to exchange ideas on culture, arts, music and religion with indigenous people in Taiwan</p>	<p>RS Team, Fellowship planners</p>	<p>year</p> <p>29 Jun - 3 July 2024</p>	<p>Student Christian Fellowship, U-fire Networks</p> <p>U-fire Networks</p>	<p>feedback</p> <p>Observation and students’ feedback</p>	<p>show growth in synergy and empathy.</p> <p>- About 70% students report positive feedback on building empathy and synergy.</p>	<p>others at school. Teachers’ observation also show that students manage, review and adjust their action plans in the process.</p> <p>3. 22 S2-S5 students attended the exchange tour. All participants expressed orally that they gained more understanding and mutual respect with indigenous people in Taiwan. Teachers’ observation also show that students have taken more initiative to work with others and build teamwork and synergy among themselves.</p>
<p>B. Career Exploration</p> <p>1. Year Round Activities organized by Student Careers Team With a focus on understanding and supporting junior students who may lack life/career directions, the Student Careers Team takes an innovative approach by planning, designing, and implementing activities. Aims: For S1: help students gain a deeper understanding of themselves, raise awareness</p>	<p>Ms. Ip Ning, Ms. Lee Hoi Ting, and Ms. Carmen Li (Ms. Ng Chui King and Mr. Leung Man Hau)</p>	<p>Whole Year</p>	<p>S1 Lunchtime Activity S3 Letter Box Careers Library Company/ Programs Visits, etc.</p>	<p>Evaluation conducted by Careers Guidance Teachers Reflections shared by students, including members of the Student Careers Team and participants</p>	<p>- Teachers observe a high level of dedication and commitment from the Members of the Student Careers Team who actively organize and execute the activities.</p> <p>- The Committee</p>	<p>1. Year Round Activities organized by Student Careers Team</p> <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. • The Student Careers Team demonstrated remarkable creativity

<p>of their career-related strengths, interests and goals, and broaden their knowledge of various occupational options. For S3: creating a platform where they can express their concerns and seek guidance on subject selection.</p> <p>2. Further Studies/ Career Exploration (Inquisitive and Initiative) 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 company visits</i>, to explore different career paths/ opportunities, understand their strengths and firm up some career ideas.</p>			<p>St. James' Settlement, Career Exploration Certificate Courses by Yan Oi Tong YES Training Institute or other service providers, Business-School Partnership Programme (BSPP) of Education Bureau (EDB), HKGCC Business School Partnership Programme Inspiring Girls, Hong</p>	<p>Evaluation conducted by Careers Guidance Teachers Reflections provided by students</p>	<p>Members who organize and run the activities provide positive feedback</p> <ul style="list-style-type: none"> - Students who participate in the activities designed and tailored specifically for them provide positive feedback, expressing their appreciation and satisfaction with the engaging and meaningful experiences provided. - Teachers observe a high level of enthusiasm, commitment from students. - Students provide positive feedback, <p>throughout the activity. They took the initiative to design the guessing game themselves, incorporating visually engaging and thought-provoking pictures. Their teamwork was commendable, with each member actively contributing to the events preparation and execution. Some conducted research, others handled the design aspects, and a few led the explanations during the game. This collaborative effort resulted in a well-coordinated event where everyone had a role and worked together seamlessly. Despite organizing all career-related activities in the second term, the team exhibited an active and innovative spirit.</p> <p>2. Further Studies/ Career Exploration</p> <ul style="list-style-type: none"> • Teachers find that 70% of students are serious in participating in the activities. • Positive feedback from students that they can explore more study and/or career-related options and take the initiative to learn more about them in the future. • Although the participation rates varied for each activity, students who took part in the activities, events, and programmes exhibited high motivation and eagerness to explore career-related opportunities. It is hoped that more job shadowing experiences can be arranged for
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			Kong, Other NGOs		expressing their eagerness to explore additional study and career-related options and take proactive steps to expand their knowledge in the future.	students in the upcoming year by leveraging connections with alumni, parents, governmental departments, and NGOs.
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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
A. Environmental Education 1. Promotion on energy-saving habits on the campus by CEA committee <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 	CEA Team	Through-out the year	Sustainable Development School Award Programme 23-24 CEA committee	Teachers' observation and students' feedback	<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 committee members will demonstrate 	1. Promotion on energy- saving habits on campus by CEA <ul style="list-style-type: none"> • The analysis and the sharing of monthly campus electricity bills were able to provide visually relatable energy consumption data to the staff and students in the campus, thus helping them to better understand the need to use the energy in a responsible manner. This is further supported by the posting of a colour-printed KEY point reminder regarding good energy usage practice in each of the homeroom classrooms, serving as a daily and reachable reminder for teachers and students.

<p>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>	<p>CEA CYC Religious Studies Panel</p>	<p>Through-out the year</p>	<p>Instructors on farming knowledge</p>	<p>Observation and students' feedback</p>	<p>improving traits of character in terms of initiative, innovation, empathy and synergy.</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 committee members will demonstrate improving traits of character in terms of synergy and 	<ul style="list-style-type: none"> • The continuous works and accomplishments of TLMSHK striving to be a campus of sustainability are well-recognized with a series of awards and commendation over the last 5 years. • Based on teachers' observations and students' feedback and responses during the program mentioned above, more than 50% of students became more aware of energy saving habits and environmental sustainability. More than 70% of the involved CEA committees demonstrated 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"> • Through monthly gatherings and careful irrigation, J farm members worked together to grow organic produce to promote sustainable agriculture. Students who love nature had a chance to connect with each other and participated in activities like making organic carrot cakes. J Farm is a great platform for enhancing mutual friendship and bringing vitality to the campus. • It is also encouraging to have organized two visits to the J farm: The SSTF visiting teachers and students were given a guided tour visit to J-Farm to better understand organic farming; S2 students were led by the Religion Subject Teacher to J farm for nature-
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					tenacity.	<p>appreciation experience of the various types of plants and produce.</p> <ul style="list-style-type: none"> The J Farm planting program could explore potential collaboration with the Biology (BIO) or Geography (GEOG) departments. These collaboration could leverage the farm as a site for illustrating or exhibiting plants related to the academic teaching focuses of those departments. Based on teachers' observations and students' feedback and responses during the program mentioned above, more than 50% of J-farm participating students became more aware of sustainable man-land relationship. More than 70% of the involved J-farm committee members demonstrated higher levels in empathy and tenacity.
<p>B. Forms Activities</p> <p>1. S1: My Dream Classroom</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</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	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. <u>The homeroom session was held on 19/1 (S1A & 1B) and 30/1(S1C & 1D).</u></p> <ul style="list-style-type: none"> In the school major concern survey, 67.72% of the S1 students agreed (score 1-3) that the "My Dream Classroom Project" helped them collaborate with classmates to formulate and implement plan(s) to improve their classrooms. With the help of the implementation plan template, all four classes were able to <i>produce workable plans</i>, clearly listing the tasks, resources needed, persons-in charge and work schedule. Several classes also <i>formulated and fine-tuned the rules and</i>

<p><i>fine-tune their plans through ongoing trial and error</i></p>						<p><i>implementation</i> of their class projects (e.g. playing music during lunchtime and creating a snack corner) through on-going trial and error.</p>
<p>2. S2: Serve our Neighbors 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 questionnaire 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. S5: Servant Leadership 僕人領袖 “Lead by serving, cultivate by learning”</p> <ul style="list-style-type: none"> Three sessions (total 4 hours) of activities focus on the topic of 	<p>Form teacher Class teachers</p>	<p>Through-out the year</p> <p>4/9/23 19/9/23 28/9/23</p>	<p>Google Form</p> <p>PowerPoint and worksheets</p>	<p>Feedback from students</p> <p>Teachers’ observation and students’ questionnaire</p>	<p>- Students’ review: Students share their feelings and give positive feedback of helping others.</p> <p>- More than 40% of S2 girls participate in the volunteer work</p>	<p>2. <u>A series of activities of “Serve our Neighbors” were introduced and held throughout the year.</u> Students filled a Google Form to express how to serve the school, teachers and classmates. Students expressed interests and willingness to participate in the activities and serve others.</p> <p>Approximately 40% of S2 students participated in the ROUND TRIP activity and demonstrated a willingness to collaborate with others. However, their interest in the volunteer service organized by the social worker was limited, which may be attributed to their more reserved personalities.</p> <p>3. <u>A series of activities of “Servant Leadership” were held.</u></p> <ul style="list-style-type: none"> Based on students’ questionnaire after three sessions of activities, 96.4% of students believed that the activity was helpful in understanding their own and

<p>"Servant Leadership" will be conducted. Through these activities, games and sharing, students are given the opportunity to reinforce their understanding of 24 character strengths, deepen their self-awareness regarding their own character strengths, and thereby exhibiting leadership qualities, while enhancing their "Synergy", "Empathy", "Initiative" and communication skills with their classmates.</p> <p>4. S6: Embrace Challenges; Together, We Strive and Stride</p> <ul style="list-style-type: none"> 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 studying. We hope this can 		<p>Whole year</p>		<p>Teachers' observation and students' questionnaire</p>	<p>organized by the social worker and Form Teacher.</p> <ul style="list-style-type: none"> Students have been enhanced or advanced in the aspects of "Synergy", "Empathy" and "Initiative" Students have been enhanced or advanced in the aspects of Synergy and 	<p>their classmates' strengths. 67.8% of students reflected that this activity strengthened their collaboration and communication skills. 91.1% of students reflected that this activity could establish their correct values which were important for becoming a leader.</p> <ul style="list-style-type: none"> In the school major concern survey, 72.2% of the S5 students agreed (score 1-3) that the "Servant leader" has helped me understand the strengths of my personality, and the quality of being a leader". Overall, students agreed that this activity was quite helpful for self-understanding, and also allowed them to better understand their classmates, which helped mutual understanding, teamwork, and communication among them. <p>4. <u>A series of activities of "Embrace Challenges; Together, We Strive and Stride" were completed during the year.</u></p> <ul style="list-style-type: none"> The Association Committee managed the IG platform with care, providing students with clearer information and also using this social platform to encourage and cheer on fellow students, especially during public exam periods. The platform also provided students with chances to demonstrate empathy and synergy. Using the classroom bulletin boards to leave encouraging messages and
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<p>cultivate students’ empathy; and achieve synergy effects.</p> <ul style="list-style-type: none"> Activity Day Participating in Makura-nage (Pillow Fight) activity: students experience collaboration and synergy by working together and fighting against each other in a variety of roles. 		<p>Dec</p>		<p>Teachers’ observation, students’ reflections (Google Form)</p>	<p>Empathy.</p> <ul style="list-style-type: none"> After each activity, 60% or more students find that it has achieved its goals. 	<p>prayers for each other in some classes also fully demonstrated empathy.</p> <ul style="list-style-type: none"> Students cooperated with each other through the Pillow Fight activity, taking on different roles in competitive games and devising strategies to enhance their teamwork skills. According to the student questionnaire, over 70% of students enjoyed it and found it beneficial for both their physical and mental well-being, believing that it was helpful for them.
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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>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 interpersonal 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>	<p>ECA Team</p>	<p>Stage 1 1-2 Oct, 2023</p> <p>Stage 2 Oct to Nov, 2023</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 students participating in the S1 activities</p>	<ul style="list-style-type: none"> Most of the participants agree that they have enhanced their innovative thinking and synergy. About 1/3 of the students (Around 200 students in total) participate in the lunch-time activities. 	<ul style="list-style-type: none"> After the leadership training, most of the S4 students agreed that they have enhanced their innovative thinking and synergy. As students had to think and organize an activity for the whole school, the synergy among them was boosted and mutual communication was bettered when organizing activities. The S1 lunchtime activities designed by each group were well-liked by S1 students.

The major concern for 2021-24 focused on developing six character traits in students. Among the six character traits, *empathy, synergy and tenacity* are more crucial to students' growth. Based on the efforts of various departments, levels and ECA teams, the major concern survey in the last three years showed that 79.7%, 79.2%, and 72% of students rated themselves 'satisfied' in these three areas, indicating that most students believed they had performed well in these aspects.

However, observations from teachers and interviews with students revealed that there was still a need to improve *students' self-acceptance, interpersonal relationships and resilience* to better cope with challenges, and enhance their mental and physical well-being. How to help students accept and care for themselves, understand how to interact and collaborate with others, positively face setbacks and enhance their resilience can become the developmental direction for student growth support in the next school major concern.

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 Christin, 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