

True Light Middle School of Hong Kong - School Development Plan (2018/19 – 2021/22)

A. Analysis of current situation

a) Strengths and opportunities

1. The School Board and alumnae are very supportive and are ready to provide above-standard resources to implement the school development plan.
2. The senior management is well-supported and well-loved by the staff and students. Both the senior and middle management are receptive and have the necessary skill and capacity to manage change & can provide good leadership to our school. The supporting staff is experienced & able to relieve teachers of workload & share their duties. All these factors work together to facilitate the smooth implementation of the development plan and the concerted effort required for its successful implementation.
3. Teachers share the mission and vision of our school. Many of them are adaptable to changes and ready to experiment with new challenges in the development plan.
4. Built on the experience and achievement of the development plan 2015-2018, an obvious alignment among learning, teaching and assessment practices is a key component of development plan from 2018/19 – 2021/22. As this development plan was born out of negotiation and consensus, teachers have a sense of ownership in it and are ready to give their support to its implementation.
5. The teaching staff is willing to work for improvement or trying out innovative teaching approaches in the interests of students. In the KPM survey, about teachers' views on teaching done in 2018, 93% of the teachers agreed that they often help the students to review their learning, so that they have a clear idea about their learning. In the same survey, 95% of the teachers agreed that they often adjust the teaching contents and strategies according to students' learning progress in lessons.
6. About 74% of our teaching staff have over 10 years of teaching experience in the school and over 66% of the teaching staff have obtained master / doctorate degree or above. They have good understanding of the characteristics of the students, the curriculum and the assessment requirements. All these spare our manpower to explore and try out teaching strategies to help students to excel them.
7. Students are generally willing to learn and make improvements. In the KPM survey about students' views on learning done in 2018, 47% of them agreed that they often complete the assignments seriously. In the same survey, 42% of them agreed that they can set the learning goals by themselves and reviewing their learning based on their test/exam results & teachers' comments on their performance in assignments and in lessons.
8. After implementation of the first stage of our Major Concern 2 (2015-18) – “Live with a Better Balance”, we have raised students' awareness of their body and mind, strengthened their attention to their state of mind and body, and pushed them to make changes in their life beginning in the direction of balance. Based on the good foundation, the balanced development of students' values, self and others are well recognized by teachers.
9. To promote life balance and positive values, the Major Concern Team 2 has been formed for 3 years. All team members are passionate, well-trained, connected and experienced in life and value education. In the KPM survey 2018, 87.7% of teachers agreed that the school actively helps students develop correct values; 57.7% of students agreed that the school actively fosters their virtues.

b) Weaknesses and Threats

1. It is more difficult for our students to make altruistic decisions in such a consumerism-based and utilitarian society like HK.
2. There are still a number of students who only concern the grades or marks they obtained from the assessment. They lack the passion to deepen their understanding of knowledge and broaden their learning. On the other hand, the potential of the students of high and above ability has not been fully developed.
3. This is the first year of 2018-2021 development plans that we focus directly on reviewing subject curriculums and teaching strategies to enhance learning and teaching effectiveness. Space is needed for developing **collaborative cultures** among teachers through collaborative lesson planning, peer observation and professional exchange activities within and across subject panels.
4. Teachers and students are always occupied with daily work; the balance of values and the concern of others are always put aside.

B. School Development Plan 2018/19 – 2021/22

The School Development Plan (SDP) is made with conscious awareness of the demands of education reforms and the whole person development of our students. It is initiated by the Panel Heads and the Civic & Moral Education Committee which have considered the views from the following sources before the plan is formulated :

1. needs of the students which were reflected in KPM Questionnaire in March 2018 &
2. discussion in Panel, Moral & Civic Education, Executive and Staff Deliberative Meetings held in 2017/18.

The SDP has been endorsed by the Staff Deliberative Meeting.

“**Reform Practice. Transform Self.**” are the main goals for the years from 2018-22. It is built on the strengths consolidated in the previous years.

Main aims of Reform Practice : For teaching, by reviewing the present school-based curriculum to align the teaching with learning and assessment in order to build a coherent and systematic learning framework, so as to make student learning more effectively. Also, to equip teachers to be professional facilitators of learning through collaborative lesson study practices. For learning, by adopting the redesigned lesson study, help students to develop good learning habits that help them to overcome learning difficulties.

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

We expect through all the subjects and departments of our school, a series of strategies around the theme will be implemented. The Annual School Plan (ASP) formulated around the SDP will delineate clearly the details of the actual implementation. Subject Panels departments and committees have also prepared annual plans in line with the SDP and the ASP. Details of the ASP (2018-2019) are attached with the SDP while all annual plans of subject departments and committees are put in the school intranet.

School Development Plan (2018/19 – 2021/22)

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			18/19	19/20	20/21
<p>1. Reform Practice - For teaching, by reviewing the present school-based curriculum to align the teaching with learning and assessment in order to build a coherent and systematic learning framework, so as to make student learning more effectively. Also, to equip teachers to be professional facilitators of learning through collaborative lesson study practices.</p> <p>For learning, by adopting the redesigned lesson study, help students to develop good learning habits that help them to overcome learning difficulties.</p>	(i) Planning a coherent and systematic learning framework and adopting the redesigned lesson study, to help students to overcome learning difficulties.	✧ Each panel subject reviews their curriculum in either junior or senior forms.	✓	✓	✓
		✧ Each panel subject identifies major learning objectives (focused on knowledge and skills) in which effective teaching and follow-up policies will be developed or further improved.	✓	✓	✓
		✧ Each panel subject identifies major learning objectives (focused on values and attitudes) for further developing next 3-year development plan.			✓
		✧ Each panel subject develops a spiral curriculum (aligned with junior and senior forms) with specific teaching pedagogies and assessment strategies corresponding to the identified major learning objectives mentioned above.	✓	✓	✓
	(ii) To enhance teachers' competences to provide effective teaching and help students to overcome learning difficulties.	✧ To create stronger and collaborative professional practice together through lesson study in subject panel.	✓	✓	✓
		✧ To hold sharing sessions to enhance teachers' competences to provide effective teaching.	✓	✓	✓
		✧ Encourage teachers to participate in various professional development activities / courses in order to enhance the effectiveness of teaching.	✓	✓	✓
		✧ To elicit more resources and assistance from professionals, especially in the practice of lesson study.	✓	✓	✓
	(iii) Equip students to develop good learning habits in order to deepen their learning.	✧ Activities and measures to raise students' awareness on their learning difficulties.	✓	✓	✓
✧ Create an atmosphere among students to encourage them to find their own ways to overcome the learning difficulties.			✓	✓	
✧ Equip students to develop good learning habits through various strategies such as note-taking, forming study groups, etc.			✓	✓	

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<p>2. Transform Self - To cultivate students' consciousness of appreciating other people and the surrounding objects so as to enhance the connection with nature, people, objects and students' self. This plan aims for the development of spiritual and value balance, which serves as the foundation for the cultivation of students' spiritual virtues.</p>	<p>(i) To encourage students to be aware of and improve the connections between their inner selves and OTHERS – ENVIRONMENT, NATURE & the CREATOR</p>	<p>Activities and measures to raise students' awareness and motivate students to take further actions to protect our environment:</p> <ul style="list-style-type: none"> ✧ “SAY NO TO PLASTIC” Campaign ✧ Campus PLANTING Programmes ✧ Colorful Campus (with wall-paintings designed by students) 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>
	<p>(ii) To encourage students to be aware of and improve the connections between their inner selves and OTHERS – PEOPLE</p>	<p>Programmes for SERVING OTHERS</p> <ul style="list-style-type: none"> ✧ Programmes are organized by forms and departments to encourage students to care, to share and to serve others. <p>Activities to broaden and deepen students' connection between self and others:</p> <ul style="list-style-type: none"> ✧ Long-term service programmes ✧ In-depth experience of green life and retreat 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
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	(iii) To initiate ECA groups to reconsider their own characteristics and group value(s)	Transform Group: Values Actualization 團體轉化：活出真義 ✧ Goal setting and action plan ECA groups need to review their goal(s) and set an action plan accordingly. ✧ Review and Refine ECA groups are encouraged to review the plan regularly for self-appreciation and improvement. At the end of the year, ECA groups will conclude the feedback and experience for refining future action plans.	✓ ✓	✓ ✓	✓ ✓
	(iv) To motivate students to make a good choice of benefiting others as well as oneself	Guide students to better evaluate the impacts of their behaviors on other people and encourage students to behave altruistically in their daily lives. ✧ Corresponding themes of School Assembly will be chosen. ✧ Subject-based in-class discussion (such as discussion of core principles of establishing a healthy interpersonal relationship through LS teaching.)	✓	✓ ✓	✓ ✓

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2. Transform Self - To initiate students to adjust their connection with inner selves, living and others, so as to better balance of their personal and life development.	(i) To raise the awareness of physical self	<p>Activities and exercises to raise students' awareness of their physical health:</p> <ul style="list-style-type: none"> ✧ For whole school <ol style="list-style-type: none"> 1. 5 mins stretching exercise in assemblies 2. Professional talks on the topic of health 3. Healthier food providing at tuck shop ✧ For junior forms <ol style="list-style-type: none"> 1. Morning run programme <ul style="list-style-type: none"> ➤ S1 students ➤ S2 – S3 students 2. Sports ACT log book for S1-S3 to encourage students to exercise regularly and frequently 3. Knowledge about balanced diet will be taught in S1-S3 HE lessons 	✓	✓	
	(ii) To raise the awareness of the inner self and others	<p>Mindfulness experiences to raise students' awareness of the inner self and nature:</p> <ul style="list-style-type: none"> ✧ Life stories sharing in morning prayer sessions ✧ Mindfulness exercises in RS lessons ✧ Planting activity for S1 students and interest group members 	✓	✓	✓

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
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	(iii) To consolidate the connection with inner self and others	<p>Mindful reflections to consolidate the understanding and connection of inner self and others:</p> <ul style="list-style-type: none"> ✧ 5-10 mins for mindfulness and stretching exercise in assemblies ✧ Mindful reflection and sharing after the designated activities such as planting, Student Christian Fellowship <p>Activities to broaden and deepen students' connection between self and others:</p> <ul style="list-style-type: none"> ✧ Long-term service commitment ✧ In-depth experience of nature life and retreat 			<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
	(iv) To build up and enhance students' skill for balanced life	<p>Skills of planning and review of implementation for students to activate their better balanced life:</p> <ul style="list-style-type: none"> ✧ Goal setting and action plan ✧ Better time management 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>