

## 2018-2019 Annual Report of True Light Middle School of Hong Kong

### Major Concern (1) - Reform Practice

#### I. Aims:

For teaching, by reviewing the present school-based curriculum, align the teaching with learning and assessment in order to build a coherent and systematic learning framework so that learning can be made more effective. Also, 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. Also, motivate students to deepen and broaden their learning.

#### II. Implementation Plan

<i>(I) To identify major learning objectives for which effective teaching will be provided across ALL subjects</i>						
Strategies / Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
<p>A. Each subject panel reviews their curriculum in either junior or senior forms.</p> <p>B. Each panel subject identifies major learning objectives (consist of knowledge, skills, values and attitudes) for which effective teaching and follow-up policies will be developed or further improved to close the gap between students' performances and the desired learning outcomes.</p> <p>C. Each panel subject develops a spiral</p>	Team of Major Concern 1, Panel Heads and all subject teachers	Through-out the year	Curriculum and Assessment Guides provided by CDC HKDSE Exam Statistical Reports provided by HKEAA Annual academic reports	<ul style="list-style-type: none"> <li>● Subject-based vertical curriculum planning</li> <li>● Lesson observation</li> <li>● Teachers' evaluation of the quality of their teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>● In each subject, major learning objectives with corresponding teaching pedagogies and assessment strategies are identified.</li> <li>● 90% of the teachers reflect that their awareness of alignment among learning, teaching and assessment is enhanced.</li> </ul>	All subject panels reviewed their curriculum and identified major learning objectives. The spiral curriculum was developed by each subject panel. Moreover, the major emphases of the KLAs were highlighted as follows: Chinese Language & English Language: develop students' writing skills. Mathematics: develop students' skills in factorization of polynomials and graphical representation of straight lines and circles. Liberal Studies: develop students to have awareness of current issues and high-order value judgement with relevant concepts and evidences. Science: Scientific Enquiry is the key learning approach. Technology Education: to help students adopt a

curriculum with specific teaching pedagogies and assessment strategies corresponding to the identified major learning objectives mentioned in B.						healthy lifestyle in H.E. and to cultivate the computational thinking of students in Computer Literacy and ICT. PSHE: Source-based Enquiry is the key learning approach. Art Education: to equip students with the sense of art, skills of appreciation and enhance their creativity. Physical Education: to nurture students' positive values and attitudes.
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**(II) To enhance teachers' competences to provide effective teaching and help students to overcome learning difficulties**

Strategies / Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
<p>A. To create stronger and better professional practice together through lesson study in subject panels. Lesson study includes 4 stages:</p> <ul style="list-style-type: none"> <li>- Choosing a topic / a general problem / a specific focus</li> <li>- Planning a lesson</li> <li>- Teaching the lesson by co-teaching / observation by other teachers</li> <li>- Evaluating the lesson and reflecting on its effect in a post-lesson meeting</li> </ul>	Team of Major Concern 1, Subject Panels and all subject teachers	Throughout the year	Scheduling of lesson study sessions for teachers	<ul style="list-style-type: none"> <li>● Lesson observation</li> <li>● Teachers' evaluation of the quality of their teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>● Each subject teacher conducts at least one lesson study in each term.</li> <li>● At least 60% of teachers agree that lesson study helps them to enhance their teaching competences</li> </ul>	<p>From the students' survey, 85% of students agreed that teachers have given them sufficient instructions during lessons and in daily assignments to help them identify their learning difficulties.</p> <p>78% of students agreed that teachers have given suitable learning methods during lessons and in daily assignments to help them overcome their learning difficulties.</p> <p>66% of students agreed that they always use the learning methods provided by teachers to improve their learning.</p>

B. To hold sharing sessions to enhance teachers' competences to provide effective teaching	Staff Development Team, Subject Panels and all subject teachers	Throughout the year	Scheduling of sharing sessions for teachers	<ul style="list-style-type: none"> <li>● Feedback about sharing sessions</li> <li>● Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>● At least one workshop / sharing session will be held.</li> <li>● At least 70% of teachers give positive feedback.</li> </ul>	All teachers have finished at least one lesson study throughout the year. From the lesson study reflection forms, most of them reflected that they were more understood and addressed the learning difficulties of students. It helped them to find out the solutions for improvement.
C. To elicit more resources and assistance from professionals	Staff Development Team, all subject teachers	Throughout the year	Staff Development Team's strategic planning, educational professionals, community resources; Professional courses held by EDB and universities.	<ul style="list-style-type: none"> <li>● Availability of professional support from outside bodies.</li> <li>● Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>● At least one workshop or course about effective teaching will be held.</li> <li>● At least 70% of teachers give positive feedback.</li> </ul>	The Principal and teacher of Carmel Secondary School were invited to share with us the topic "The Implementation of Lesson Study" on 25 March 2019. 87% of teachers reflected that the sharing was useful for their professional development.

**(III) To motivate students to deepen and broaden their learning**

Strategies / Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
A. Invite students, alumnae or speakers who have distinguished performance in different perspectives to share in the assemblies or school major functions.	Team of Major Concern 1	One in the first term and one in the second term	List of appropriate persons who are able to conduct the sharing	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>● At least two whole-school functions will be held.</li> <li>● At least 50 % of teachers &amp; students give positive feedback.</li> </ul>	Alumnae were invited to share in the School Anniversary and assemblies. Students welcomed the sharing. Positive feedback was received. Targets achieved.
B. Reading Promotion Team to create a rich	Reading Promotion	Throughout the	Reading resources	<ul style="list-style-type: none"> <li>● No. of books read, shared</li> </ul>	<ul style="list-style-type: none"> <li>● 10% increase in the number</li> </ul>	Reading Promotion Team and the Library organized various activities to

<p>reading atmosphere for deepening and broadening students' views.</p>	<p>Team</p>	<p>year</p>		<p>and recommended</p> <ul style="list-style-type: none"> <li>No. of activities &amp; participants</li> </ul>	<p>of books borrowed by students</p>	<p>create a rich reading atmosphere, such as the Reading Club – Joyful Reading on Wednesdays was held on the second Wednesday of every month, ‘Good Books Sharing’ was held by students, teachers, and alumnae during lunch time. Also, there was Book Channel: cooperating with True Vision, the campus TV, three movies were produced and broadcasted in the Morning Prayer Session. Students introduced books by acting out some scenes of the book content. In order to engage more students in reading, there was Read for Exam Excellence 賞味•書壓: students were encouraged to select a quote from a book with a positive meaning. A card with the quote was attached on the book cover and the books were displayed in the Library. Besides, 6 KLAs book exhibitions, including Chinese, Science, Mathematics, Chinese History, PSHE and Visual Art were held throughout the year. In total, 6866 books were borrowed by students.</p>
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**III. Working Team:**

Principal Hui Tuen-yung, Ms. Au Po-man, Ms. Lam Tsz-wai, Mr. Wong Ho-ye, Ms. Wong Man-sze, Ms. Yeung Fung-hing, Ms. Yip Yee-kwan

**2018-19 Annual Report: Major Concern 2 – Transform Self**

**I. Aims:**

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.

**II. Implementation Plan**

*(I) To encourage students to beware and improve the connections between their inner selves and OTHERS – the ENVIRONMENT, NATURE & CREATOR:*

- *Appreciate the beauty of nature*
- *Make a right choice and take further action to protect our environment*

Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
<p>A. LESS PLASTIC By providing an easy-to-action environment, students and teachers will be more willing to reduce the amount of plastic used in their daily lives.</p> <ul style="list-style-type: none"> <li>- Tableware Recycling Program and supporting facilities</li> <li>- Promotion of “Shop Naked” and “No Plastic Utensils” at tuck shop</li> </ul>	<ul style="list-style-type: none"> <li>• Team of Major Concern 2:</li> </ul>	<p>Throughout the year</p>	<p>Budget for activities</p>	<ul style="list-style-type: none"> <li>- Number of participants</li> <li>- Feedback of students and teachers</li> <li>- Questionnaire set on school's major concerns at the end of the school year</li> </ul>	<ul style="list-style-type: none"> <li>- At least 50% of students give positive feedback.</li> <li>- Teachers’ feedback is positive in Major Concern Team 2 and C &amp; M Ed. Committee Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- The theme of Less Plastic is pointed out and highlighted throughout the year. All programs are worked out on schedule.                             <ul style="list-style-type: none"> <li>• Tableware borrowing service and supporting facilities A lot of tableware was collected at the end of the last academic year that all classes and ECA groups could borrow tableware from the school for their gatherings instead of using disposable utensils. Three sinks have been built outside our Covered Playground, which would be more convenient for our teachers and students to wash their lunch boxes and tableware.</li> <li>• Mugs have been provided for</li> </ul> </li> </ul>

						<p>students to buy their lunch without using disposable food containers. A reward scheme “Shop Zero” has been implemented to encourage students to bring their own containers when they buy food at the tuck shop.</p> <ul style="list-style-type: none"> <li>- The feedback of teachers and students is mostly positive. According to the results of the questionnaires in 2018-19, <ul style="list-style-type: none"> <li>• 84% of students “Agree”/ “Strongly Agree” that they are concerned about the environmental issues.</li> <li>• about 80% of students “Agree”/ “Strongly Agree” that they have taken action to use less plastic.</li> </ul> </li> </ul>
<p>B. Expanding our PLANTING Programs</p> <p>Through the planting and reaping process, students may observe and appreciate more about life and nature, as well as enhancing their endurance and peacefulness.</p> <ul style="list-style-type: none"> <li>- Refining S1 Planting Program</li> <li>- Flower Planting Scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Team of Major Concern 2: Mr. PC Mok Ms. YK Chau Mr. WO Yeung</li> </ul>	Throughout the year	Student Leaders	<ul style="list-style-type: none"> <li>- Questionnaire set on school's major concerns at the end of the school year</li> <li>- Teachers' feedback</li> <li>- Number of participants</li> </ul>	<ul style="list-style-type: none"> <li>- At least 50% of students are satisfied with the activity.</li> <li>- Teachers' feedback is positive in C &amp; M Ed. Committee Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- All S1 students joined and completed the planting program. About 50% of groups had a good harvest this year.</li> <li>- Flower Planting Scheme 8 classes have applied for potted plants so that they might take care of the plants and appreciate the plant blossoms together.</li> <li>- J Farm and CYC Two ECA groups planted together for a rich harvest. They donated all carrots (真光筍) which were sold out quickly in our School Anniversary Fund-raising Fun Fair.</li> </ul>

***(II) To encourage students to beware and improve the connections between their inner selves and OTHERS – PEOPLE***

- *Guide students to reflect the influence of their behavior on other people and groups*
- *Motivate students to make a good choice of benefiting others as well as oneself*

<b>Strategies/ Tasks</b>	<b>Teachers Responsible</b>	<b>Time Scale</b>	<b>Resources Required</b>	<b>Evaluation Methods</b>	<b>Success Criteria</b>	<b>Evaluation based on Success Criteria</b>
<p>A. Theme of Assembly: ...and this is LOVE</p> <ul style="list-style-type: none"> <li>- Various forms of presentation will be used to deliver a message about LOVE from the Bible, including how to love people and nature properly and in a balanced way.</li> <li>- The theme of the Evangelical Fortnight is “Love, Redefine”, which will focus on the differences in the definitions of love between the Bible and the media.</li> </ul>	<ul style="list-style-type: none"> <li>• RS Team: Mr. PC Mok Mr. YH Siu Ms. KT Lee</li> </ul>	<p>Throughout the year</p>	<p>Christian teachers and students</p>	<ul style="list-style-type: none"> <li>- Teachers’ and students’ feedback</li> </ul>	<ul style="list-style-type: none"> <li>- About 70% of students are engaged in each assembly</li> <li>- 60% of the S4-6 students show their reflections on the topics in their assembly notebooks</li> <li>- More than 200 Ss join the activities in the Evangelical Fortnight, including sending bookmarks to others to show love and concern.</li> </ul>	<ul style="list-style-type: none"> <li>- Around 70% of students were engaged in most of the assemblies.</li> <li>- About 50% of students showed their reflections on the topics in the assembly notebooks.</li> <li>- More than 200 students joined the lunch activities in the Evangelical Fortnight.</li> </ul>
<p>B. Programmes for SERVING OTHERS</p> <p>Programmes are organized by forms and departments to encourage students to care, to share and to serve others.</p>	<ul style="list-style-type: none"> <li>• Form teachers</li> <li>• Class teachers</li> <li>• Departments</li> </ul>	<p>Throughout the year</p>				<p>Programmes were organized by forms and departments to encourage students to care, to share and to serve others. According to the results of the questionnaires in 2018-19,</p> <ul style="list-style-type: none"> <li>• 80% of students “Agree”/ “Strongly Agree” that they have paid more attention to others’</li> </ul>

<p>-S1: Getting to know myself Three homeroom sessions under the theme will guide students to:</p> <ul style="list-style-type: none"> <li>➤ discover one’s strengths in the eyes of classmates and learning to appreciate the strengths and merits of their classmates in return</li> <li>➤ reflect upon their own personality &amp; explore ways to limit the negative influence of personality on daily life</li> </ul> <p>- S2: Serve our neighbor An award scheme is designed to motivate</p>			<p>- Resource materials from the Guidance Team and class teachers’ planning</p> <p>- Voluntary Service Record Card and work-</p>	<p>- Students’ performance in lessons</p> <p>- Students’ comments and reflections of their personality on the worksheets</p> <p>- Class teachers’ feedback to see if the students are actively involved in the tasks</p> <p>- Students’ feedback</p> <p>- Students’ record</p>	<p>- More than 50% of the students actively participated in each of the activities.</p> <p>- More than 50% of the students are able to identify their own type of personality and understand how personality affects their daily life.</p> <p>- At least 50% of students can achieve their goal(s).</p>	<p>needs this year.</p> <ul style="list-style-type: none"> <li>• 77% of students “Agree”/ “Strongly Agree” that they have taken action to take care about others this year.</li> </ul> <p>S1: Three Homeroom Sessions were designed on the theme “<b>Getting to know myself</b>” to help students understand their own strengths and personality so that they may develop better awareness of the influence of their behaviour on their friends, schoolmates and others.</p> <ul style="list-style-type: none"> <li>• These lessons were conducted smoothly, and students appeared to enjoy activities that involved interactions with classmates.</li> <li>• Students were cheered through the discovery of some unthought-of strength from the feedback of their classmates.</li> <li>• Some students were shocked to be classified as having ‘passive-aggressive’ or ‘aggressive’ personality traits. Some even contacted the social worker for counselling and advice. They were given tips on improving their communication styles so as to become more assertive.</li> </ul> <p>S2 : An award scheme was designed to motivate students to serve others. Students needed to share and</p>
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<p>students to serve others. Students need to share and evaluate their experiences in their “Voluntary Service and Personal Growth Record Booklet” every two months.</p> <p>- S3 To raise students’ awareness in appreciating other people and the surrounding objects to cultivate their spiritual virtues.</p> <p>-S4: A series of class activities will be held to promote “being considerate”</p> <ul style="list-style-type: none"> <li>• To Be Considerate Workshop</li> <li>• Thanksgiving to classmates and teachers</li> <li>• Pay it Forward</li> </ul>			<p>sheets</p> <p>- Worksheets designed by class teachers</p> <p>- Social workers from Baptist Oi Kwan Social Service</p>	<p>- Teachers’ observation</p> <p>- Students describe living things they notice around them and write reflections on such observations</p> <p>- Students’ feedback, participation and performance</p> <p>- Reflections of the students</p>	<p>- Students’ reflections are positive.</p> <p>- Most of the students show changes in themselves and become more sensitive to others’ needs.</p> <p>- Students complete their descriptions and reflections.</p> <p>- 50% of students can participate actively and show positive feedback.</p> <p>- Students’ reflections are constructive and positive.</p> <p>- Most of the feedback of social workers is positive.</p>	<p>evaluate their experiences in their “<b>Voluntary Service and Personal Growth Record Booklet</b>” every two months. According to the self -evaluation, about 45% of the S2 students agreed that our theme matched their needs and helped to grow. About 25% of the students didn’t participate in any voluntary service because they were busy with homework and studies. That means they focused on studies and ignored the balance of life to a certain extent. However, they were happy to offer help to classmates and teachers, and thus filling the classroom with love.</p> <p>S3: Worksheet on mindfulness can raise students’ awareness of things around them and help them to reflect on their relations with nature and the environment. Most of the feedback and reflections are positive and constructive. The worksheet activity is very successful.</p> <p>S4: A series of class activities were held to promote “<b>being considerate</b>”:</p> <ul style="list-style-type: none"> <li>• To Be Considerate Workshop Most of the students thought that the cases were too simple. But they still had some serious discussion.</li> </ul>
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<p>-S4-5: Love Overflows Programme Through planning and implementing a social service project, students address and serve different social groups.</p>				<p>- Feedback of the social workers</p>	<ul style="list-style-type: none"> <li>• Thanksgiving to classmates and teachers Students were willing to say thanks to their classmates and teachers. They were pleased to receive others' thanksgiving memos.</li> <li>• Class Game: Pay it Forward All of the students participated actively. But it's difficult for them to take specific action in daily life.</li> </ul> <p>S4-5: Love Overflows Programme: Most of the students participated actively, some of them even spent three times more than the expected service hours, and also the service users gave our students positive comments.</p>
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***(III) To initiate ECA groups to reconsider their own characteristics and group value(s)***

- *Reaffirm the link between the aim(s) of ECA group and their activities*
- *Motivate our student leaders to actualize their ECA group's mission and value(s)*

<b>Strategies/ Tasks</b>	<b>Teachers Responsible</b>	<b>Time Scale</b>	<b>Resources Required</b>	<b>Evaluation Methods</b>	<b>Success Criteria</b>	<b>Evaluation based on Success Criteria</b>
<p>Transform Group: Values Actualization 團體轉化：活出真義 A. Goal setting and action plan ECA groups need to review their goal(s) and set an action plan accordingly. B. Review and Retune</p>	<ul style="list-style-type: none"> <li>- ECA team</li> <li>- advisers of ECA groups</li> <li>- Committee members of ECA groups</li> </ul>	<p>Throughout the year</p>		<ul style="list-style-type: none"> <li>- Daily observation by ECA advisors</li> <li>- Evaluation done by committee members</li> <li>- Questionnaires done by ECA groups' committee members</li> </ul>	<ul style="list-style-type: none"> <li>- ECA advisors fulfill the alignment between aims and action plan. (ECA Report)</li> <li>- Most of the committee members are satisfied with the performance they</li> </ul>	<ul style="list-style-type: none"> <li>- 74.9% students "Strongly Agree"/ "Agree" that they clearly know the goals of the ECA group(s) in which they participated.</li> <li>- 71.2% students "Strongly Agree"/ "Agree" that the ECA group(s) in which they participated can put their goals into practice.</li> <li>- According to the annual</li> </ul>

<p>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 retuning their action plan.</p>				<p>- Annual report of ECA groups</p>	<p>have made. (Evaluation Form) - 70% of committee members satisfy the alignment between aims and action plan. (Questionnaires)</p>	<p>reports, most of the activities of ECA groups were aligned with their aims.</p>
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**Reflections and Suggestions:**

As the first step to encourage students to beware and improve the connections with others, LESS PLASTIC for protection of the environment and nature has been well-highlighted in assemblies and form activities throughout the year. Meanwhile, an easy-to-action environment of LESS PLASTIC has been built up gradually. According to the results of Major Concern questionnaire, about 80% of students “Agree”/ “Strongly Agree” that they have taken action to use less plastic and have considered the influence on the environment before they make decision or take action. This showed that our work had made some changes among our students on the school campus. For the further step, LESS PLASTIC should be promoted and organized by students’ units, such as class committees.

Besides, a series of actions and activities were undertaken by forms and departments to motivate our students to make a good choice of benefiting others as well as oneself. The result and feedback of Major Concern questionnaire are po0ive (refer to the statistics in Iib). However, values-balancing education should be enhanced through subject teaching, context discussion and experience learning to guide students to reflect the influence of their behavior on other people. In the long run, this may help students to have a more holistic balanced development.

**IV. Working Team:** Ms. MW Kwong, Mr. PC Mok, Ms. SY Leung, Ms. YH Hung, Ms. YK Chau, Mr. WO Yeung