

2019-2020 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. Analysis of the Current Situation

a) Strengths and Opportunities

1. 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 the major concern in 2018-2021. As this major concern 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.
2. The teaching staff are 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 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.
3. 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 themselves.
4. 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 review their learning based on their test/exam results and teachers' comments on their performance in assignments and in lessons.

b) Weaknesses and Threats

1. There are still a number of students who only concern about 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.

2. This is the second year of the Development Plan 2018-2021 which we focus directly on reviewing subject curriculums and teaching strategies to enhance learning and teaching effectiveness. Space is needed for developing collaborative culture among teachers through collaborative lesson planning, peer observation and professional exchange activities within and across subject panels.
3. It is difficult for teachers to adopt more engaging learning and teaching strategies due to heavy workload and limited teaching time.

III. 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
Sustaining the practices carried last year: A. Each subject panel reviews their curriculum in either junior or senior forms. B. Each subject panel 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.	Team of Major Concern 1, Panel Heads and all subject teachers	Throughout 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"> ● Subject-based vertical curriculum planning ● Lesson observation ● Teachers' evaluation of the quality of their teaching and learning 	<ul style="list-style-type: none"> ● In each subject, major learning objectives with corresponding teaching pedagogies and assessment strategies are identified. ● 90% of the teachers reflect that their awareness of alignment among learning, teaching and assessment is enhanced. 	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 the ability to explain opinion with

<p>C. Each subject panel develops and refines a spiral curriculum with specific teaching pedagogies and assessment strategies corresponding to the identified major learning objectives mentioned in B.</p>					<p>correct concepts and appropriate essay structure. Science: Scientific Enquiry is the key learning approach. Technology Education: to help students adopt a 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 a sense of art, skills of appreciation and enhance their creativity. Physical Education: to nurture students' positive values and attitudes</p>
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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. 2-3 subject teachers in the same / different forms in the Panel are assigned into groups by the Panel Head. Lesson study cycle includes</p>	<p>Team of Major Concern 1, Subject Panels and all subject teachers</p>	<p>Throughout the year</p>	<p>Scheduling of lesson study sessions for teachers</p>	<ul style="list-style-type: none"> ● Lesson observation ● Teachers' evaluation of the quality of their teaching and learning 	<ul style="list-style-type: none"> ● Each group of subject teachers conduct at least one lesson study cycle in the whole academic year. ● At least 60% of teachers agree 	<p>Due to the class suspension caused by social events and COVID-19, lesson study in most subjects was cancelled and would be postponed to 2020-2021.</p>

<p>3 stages:</p> <ul style="list-style-type: none"> - Stage 1: Planning the lesson – co-planning with group members (Identify the objectives of learning and critical features; Design the pedagogy focused on the teaching of the particular critical features.) - Stage 2: Teaching the lesson (lesson observation by group members)→revising the lesson→teaching the revised lesson(lesson observation by group members) - Stage 3: Post-lesson meeting to evaluate the effectiveness and for possible further improvement 					<p>that lesson study helps them to enhance their teaching competences.</p>	
<p>B. Each group of subject teachers fill in the Lesson Study Form for reflection and keep the teaching</p>	<p>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"> ● Feedback from teachers 	<ul style="list-style-type: none"> ● At least one Lesson Study Form / one set of teaching 	<p>Due to the class suspension caused by social events and COVID-19, lesson study in most subjects was cancelled and would</p>

materials in the Google Shared Drive/Panels Server for sharing and archiving.					<p>materials will be achieved by each group of subject teachers.</p> <ul style="list-style-type: none"> ● At least 70% of teachers give positive feedback. 	be postponed to 2020-2021.
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"> ● Availability of professional support from outside bodies ● Feedback from teachers 	<ul style="list-style-type: none"> ● At least one workshop or course about lesson study will be held. ● At least 70% of teachers give positive feedback. 	<p>On 26th August 2019, a workshop titled "Practice of Lesson Study: Objects of Learning and Critical Features" was held by Dr. Ko Po Yuk and Dr. Lai Ming Chu from the Centre for Excellence in Teaching and Learning, The Education University of Hong Kong. Related theories and skills of lesson study were introduced to our teachers for tackling students' learning difficulties.</p> <p>93.1% of teachers reflected that the sharing was useful for their professional development.</p>
<i>(III) To motivate students to deepen and broaden their learning</i>						
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	Team of Major Concern 1	One in the first term	List of appropriate	<ul style="list-style-type: none"> ● Observation ● Feedback 	<ul style="list-style-type: none"> ● At least one whole-school 	Three S3 students, the winners of a film-making competition were

<p>distinguished performance in different perspectives to share in the assemblies or school major functions.</p>		<p>and one in the second term</p>	<p>persons who are able to conduct the sharing</p>	<p>from teachers and students</p>	<p>function will be held. <ul style="list-style-type: none"> ● At least 50 % of teachers & students give positive feedback. </p>	<p>invited to share their experiences on creativity and collaboration in the morning assembly.</p>
<p>B. Reading Promotion Team is to create a rich reading atmosphere for deepening and broadening students' views.</p>	<p>Reading Promotion Team</p>	<p>Throughout the year</p>	<p>Reading resources</p>	<ul style="list-style-type: none"> ● No. of books read, shared and recommended ● No. of activities & participants 	<ul style="list-style-type: none"> ● 10% increase in the no. of books borrowed by students ● 10% increase in the no. of students participate in the activities 	<p>Reading Promotion Team and the Library organised various activities to create a rich reading atmosphere such as a Reading Club – ‘Joyful Reading on Wednesdays’ was held on the second Wednesday of every month; ‘good books sharing’ was held by students and teachers during lunch time. In order to engage more students in reading, the Library Society members acted out one part of a book, ‘The Shack’ to the P.4 students in our primary section. Moreover, all leaders from different ECA groups visited a book display on leadership in October. Each of them also wrote a short paragraph to share their reading experience. “Today a reader, tomorrow a</p>

						<p>leader”. They read to lead.</p> <p>Besides, book exhibitions of 4 KLAs including English, Chinese, Science and Chinese History were held in Term 1.</p> <p>During the class suspension period, the Reading Promotion Team delivered three sessions of online reading sharing and the library newsletter, True Light Readers 04, was published in May.</p>
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IV. 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

Major Concern 2 – Transform Self

I. Aims:

To cultivate students' consciousness of appreciating other people and the surrounding objects so as to enhance the mutual connection between 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. Analysis of the Current Situation

a) Strengths and Opportunities

1. Solid understanding and wide recognition of our Major Concern 2

- After the 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 starting from the direction of balance. Based on the good foundation, the balanced development of students' values, self and others is well recognized by teachers.
- To promote life balance and positive values, Major Concern Team 2 has been formed which will last for 3 years. All team members are passionate, well-trained, connected and experienced in life and value education.

2. Co-operative, experienced and effective teachers

- Form teachers and class teachers are rich in experience and show concern to our students; they can diagnose students' different needs and design programmes which are effective in facilitating self-understanding and self-reflection of students.
- Teachers are willing to share and exchange views in the meetings in the planning stage (Civic and Moral Education Meeting) and the implementation stage (Form meetings).

3. A variety of measures of life education have been implemented for years. On the basis of past experience, we can develop more feasible approaches to extend and deepen the development of students.

b) Weaknesses and Threats

1. It is more difficult for our students to make altruistic decision in such a consumerism-based and utilitarian society like HK.
2. Teachers and students are always occupied with daily work; the balance of values and the concern for others are always put aside.

III. Implementation Plan

(I) To encourage students to beware and improve the connections between their inner selves and OTHERS – the ENVIORNMENT, 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</p> <p>By providing an easy-to-action environment, students and teachers will be more willing to reduce the amount of plastic in their daily lives.</p> <ul style="list-style-type: none"> - Tableware Recycling Program and supporting facilities - Promotion of “Shop Naked” (BYOC 減廢，話咁易) 	<p>➤ Team of Major Concern 2: Mr. PC Mok Ms. MW Kwong Ms. YK Chau Mr. WO Yeung Ms. TY Wong</p>	<p>Throughout the year</p>	<p>Budget for activities</p>	<ul style="list-style-type: none"> - Number of participants - Feedback of students and teachers - Questionnaire set by SIT on school's major concerns at the end of the school year 	<ul style="list-style-type: none"> - At least 50% of students give positive feedback. - Teachers' feedback is positive in Major Concern Team 2 and C & M Ed. Committee Meetings. 	<p>The theme of Less Plastic was successfully promoted on the campus. All programs worked out on schedule before school suspension.</p> <ul style="list-style-type: none"> - To encourage students to BYOC, a reward scheme was set up in which students who brought their own container for buying lunch in the tuck shop would have a 2-dollar discount on each purchase. Otherwise, students need to pay 1 extra dollar for the disposable container. At the end of school year, HK\$823 has been collected and donated to an environmental group, “Greeners Action”. - On average, around 10 students daily joined the BYOC campaign. - The tableware recycling has been utilized by various extra-curricular groups and on special occasions such as the Christmas Celebration. - Due to school suspension, the questionnaire of school major concerns has been cancelled.
<p>B. GREENING Campus</p> <ul style="list-style-type: none"> - PLANTING Programs: Through the planting and reaping process, students may observe and appreciate more about life and nature, as well as enhancing their endurance 	<p>➤ Team of Major Concern 2: Mr. PC Mok Ms. YK Chau Mr. WO Yeung</p>	<p>Throughout the year</p>	<p>Student leaders</p>	<ul style="list-style-type: none"> - Questionnaire set by SIT on school's major concerns at the end of the school year - Teachers' feedback 	<ul style="list-style-type: none"> - At least 50% of students are satisfied with the activity. - Teachers' 	<ul style="list-style-type: none"> - All S1 students joined and completed the planting program. Due to disruptions to regular schooling, the plants were watered irregularly and less than 50% of groups had a good harvest this year. - Flower Planting Scheme has been cancelled due to the issue of social movement.

and peacefulness. ➤ S1 Planting Program ➤ Flower Planting Scheme				- Number of participants	feedback is positive in C & M Ed. Committee Meetings.	
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<p>(II) To encourage students to beware and improve the connections between their inner selves and OTHERS – PEOPLE</p> <ul style="list-style-type: none"> ● <i>Guide students to reflect the influence of their behavior on other people and groups</i> ● <i>Motivate students to make a good choice of benefiting others as well as oneself</i> 						
Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
A. Theme of Assembly: Give Thanks with a Grateful Heart - Through introducing the life stories of different characters in the Bible and in daily life, students are invited to have reflections on how to nurture the attitude of thanksgiving in different situations, even in adversity.	➤ RS Team ➤ Christian teachers	Throughout the year	Christian teachers and students	- Teachers' observation and students' feedback	- About 70% of students are engaged in each assembly.	- Around 70% of students were engaged in most of the assemblies. - The stories of Naomi, Habakkuk, David, Job and Paul etc. were mentioned in the religious assemblies in order to help students learn about the topic of thanksgiving through their lives. We also invited the missionaries from "Fullness in Christ Fellowship" and "Meta Mission and Community Ministry" to share how precious the females are in the eyes of God.
B. Evangelical Fortnight - The theme of the Evangelical Fortnight is "Full of Blessings", which will focus on counting the blessings from God in our lives.	➤ Fellowship planners	21/11-4/12/2019	All members of Student Christian Fellowship	- Observation and students' feedback	- More than 100 students join the activities in the Evangelical Fortnight, including expressing gratitude to parents and other schoolmates.	- All groups in Student Christian Fellowship were involved to prepare and hold the lunchtime booths and over 100 students joined the activities. Students were invited to show their love & appreciation to friends and family members by taking action in various forms.

<p>C. Campus Life Campaign</p> <ul style="list-style-type: none"> - Ten students are invited to join the “Campus Life Campaign - Student Leadership Training” tailor-made by Love Foundation and U - Fire Networks. Four training sessions will be held off campus and four follow-up on-campus activities will be organized to promote the culture of thanksgiving and caring in which students will show their concern and gratitude to S1, S3, S6 and all the staff. 	<ul style="list-style-type: none"> ➤ Fellowship planners 	<p>Throughout the year</p>	<p>All members of Student Christian Fellowship</p>	<ul style="list-style-type: none"> - Staff’s and students’ feedback 	<ul style="list-style-type: none"> - 70% of the staff and students show appreciation. 	<ul style="list-style-type: none"> - All the eight committee members and two of the sub-committee members have been invited to join the “Campus Life Campaign - Student Leadership Training” tailored-made by Love Foundation and U - Fire Networks. - Two training sessions were held off campus and two follow-up on-campus activities were organized to promote the culture of thanksgiving and caring, including sending blessings to S1 and giving thanks to all teachers and staff. (Two other training activities were cancelled due to the Covid-19 pandemic.) - Feedback of the staff and students was positive and they were grateful to receive the blessings and presents.
<p>D. Cambodia Mission Trip</p> <ul style="list-style-type: none"> - 10-12 students will join the mission trip co-organized with Fullness in Christ Fellowship and Metta Mission & Community Ministry to Cambodia so that students can widen their horizons and learn to count the blessings in their lives. 	<ul style="list-style-type: none"> ➤ Mr. PC Mok ➤ Principal Hui ➤ Ms. KT Lee 	<p>6-10/4/2020</p>	<p>LWL Grant, co-workers from the two mentioned organizations</p>	<ul style="list-style-type: none"> - Students’ feedback and presentation in the OLE Presentation 	<ul style="list-style-type: none"> - 80% of the team members find this trip can help them to change their attitude towards life and thus they are able to count the blessings in their lives. 	<ul style="list-style-type: none"> - 12 students (2 S2, 6 S3, 3 S4, 1 S5) had signed up to join the trip in order to serve the children in Cambodia. However, the trip was cancelled due to the Covid-19 pandemic.
<p>E. Programmes for SERVING OTHERS:</p> <p>Various 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"> ➤ Form teachers ➤ Class teachers ➤ Departments 	<p>Throughout the year</p>	<p>Resource materials from the Guidance Team and class teachers’</p>			

<p>Service and Personal Growth Record Booklet” every two months.</p> <p>➤ Serve our nature: During the school picnic, students will admire and take pictures of the vegetation and animals. They will reflect on how to protect our nature in their daily lives.</p> <p>- S4: A series of class activities will be held to promote “being considerate” Part I : Finding Your Self I & II Part II: Appreciating Your Friends</p> <p>- S5: Part I: Self Vs Others Part II: Motives Vs Actions Part III: Thinking from others' perspectives</p> <p>- S4-5: Love Overflows Programme Through planning and implementing a social service project, students</p>			<p>Teachers Social Workers from Baptist Oi Kwan</p>	<p>- Students’ participation and feedback</p> <p>- Teachers’ observation</p> <p>- Reflections of the students</p> <p>- Feedback of the social workers</p>	<p>others’ needs.</p> <p>- Students’ photos and reviews: Understand the importance of environmental conservation and learn to appreciate and love our nature through the activity</p> <p>- 50% of students can actively participate and show positive feedback.</p> <p>- 60% of students are actively involved in classroom discussions.</p> <p>- 60% of students are able to make a deep reflection on the issue.</p> <p>- Students’</p>	<p>self-evaluation at the end of the school year because of school suspension.</p> <p>Through the school picnic, students got to admire the beauty of nature and also reflect upon their own lifestyles, which made them more committed to doing their part for environmental protection and living a greener life.</p> <p>Most of the students participated in the group discussions actively, but they were too shy to share their thoughts in front of the whole class. They did not only like writing the appreciation cards but also enjoyed the time turning their cards into paper hearts for their classmates. As students in this form prefer expressing themselves in WORDS, it was agreed that the activity suited them well.</p> <p>Most of the students (about 70%) watched the video attentively. They believed that they have already known this topic, so less than 60% of them showed interest in discussing the issues.</p> <p>Part III has been cancelled due to the class suspension.</p> <p>Reflections of the S5 students were very good this year. Social workers found them enthusiastic.</p> <p>Due to class suspension, the Love Overflows Programme for S4 will</p>
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understand better and serve different social groups.			Social Service		reflections are constructive and positive. - Most of the feedback of social workers is positive.	be postponed to Sept - Dec 2020.
<p>(III) To initiate ECA groups to reconsider their own characteristics and group value(s)</p> <ul style="list-style-type: none"> ● <i>Reaffirm the link between the aim(s) of ECA group and their activities</i> ● <i>Motivate our student leaders to actualize their ECA group's mission and value(s)</i> 						
Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
<p>Transform Group: Values Actualization 團體轉化：活出真義</p> <p>A. Goal setting and action plan ECA groups need to review their goal(s) and set an action plan accordingly.</p> <p>B. Review and Retune: 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 experiences for retuning their action plan.</p>	<ul style="list-style-type: none"> ➤ ECA team ➤ advisers of ECA groups ➤ Committee members of ECA groups 	Through-out the year		<ul style="list-style-type: none"> - Daily observation by ECA advisors - Evaluation done by committee members - Questionnaires done by ECA groups' committee members - Annual report of ECA groups 	<ul style="list-style-type: none"> - ECA advisors meet the alignment between aims and action plan. (ECA Report) - Most of the committee members are satisfied with the performance they have made. (Evaluation Form) - 70% of committee members are satisfied with the alignment made between aims and action plan. (Questionnaires) 	<ul style="list-style-type: none"> - All ECA groups have set their action plan in the beginning of 1st term. - Due to the issue of social movement and the COVID-19 pandemic, most of the activities were rescheduled and cancelled. However, all ECA committees have tried to keep connection with their members via online meetings and activities. - From the annual report of ECA groups, the alignment made between aims and action plan was satisfied. The ECA questionnaires will be postponed to May, 2021.

Due to the unstable situation caused by the social movement and the long period of class suspension, many school plans and activities were cancelled this year. However, teachers and student leaders have kept the connection with students via phone calls, emails and online meetings, which were the critical support for students to stay calm and positive against the difficult times. During and after the class suspension, teachers and students were familiar with using online meeting platforms and different types of game apps. A hybrid mode with face-to-face and online arrangements could be adapted in the future, offering a better level of flexibility and effectiveness.

IV. Working Team: Ms. Kwong Man-wai, Mr. Mok Pak-chi, Ms. Hung Yin-hing, Ms. Chau Yim-kai, Mr. Yeung Wang-on, Ms. Wong Tze-yung