

## 2021-2022 Annual Plan of True Light Middle School of Hong Kong

### I. Aims:

The major concerns of 2021-2014 propose the Six Character Traits in the cultivation of students:

- **IN: Inquisitive, Initiative, Innovative**

In the learning and teaching process, give students autonomy in exploration and opportunities to construct knowledge and get creative, cultivate students to become learners with an inquisitive mind, initiative and innovation.

- **SET: Synergy, Empathy, Tenacity**

Encourage students to empathize with the needs of the community and collaborate side by side with their peers from idea, planning action to review and adjustment, which lets students experience experimentation, frustration and success in teamwork to build up their tenacious willpower.

### II. Implementation Plan

#### 1.1 Learning and teaching

<i>(I) Teachers provide learning opportunities in lessons to cultivate students to become learners with an inquisitive mind, initiative and innovation</i>					
<b>Strategies / Tasks</b>	<b>People Responsible</b>	<b>Time Scale</b>	<b>Resources Required</b>	<b>Evaluation Methods</b>	<b>Success Criteria</b>
A. Subject panels conduct learning activities in classroom learning and teaching process for each level which is focused on at least one of the five elements of learning (teamwork, communication and creation, personalization of learning, critical thinking and real-world engagement).	Team of Major Concern 1, Subject Panels and all subject teachers	Throughout the year	Scheduling of lesson preparation sessions for teachers	Lesson observation Teachers' evaluation of the quality of their teaching and learning	Each group of subject teachers conducts at least one lesson study cycle in the whole academic year. At least 60% of teachers agree that lesson study helps them to enhance their teaching competences.
B. Academic Affairs Section coordinates S1, S2 Science and	Academic Affairs	Throughout the year	Teaching resources from	Lesson observation Students' learning	At least 70% of students achieve satisfactory learning outcomes in

S3 Life and Society to conduct a project-based assignment through a scientific investigation approach and an enquiry approach respectively.	Section, Science Panel, Life and Society Panel		each subject panel	outcomes shown in the assignments Teachers' evaluation of the quality of their teaching and learning	the assignments At least 70% of teachers give positive feedback.
<b><i>(II) To equip students to develop good learning habits in order to become learners with an inquisitive mind, initiative and innovation</i></b>					
<b>Strategies / Tasks</b>	<b>People Responsible</b>	<b>Time Scale</b>	<b>Resources Required</b>	<b>Evaluation Methods</b>	<b>Success Criteria</b>
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 <sup>nd</sup> Term	Teaching resources	Feedback from teachers and students	At least 70% of teachers and students give positive feedback.
B. OLE presentation is conducted for selected projects and learning activities.	Academic Affairs Section	2 <sup>nd</sup> Term	List of appropriate sharing students	Observation Feedback from teachers and students	At least one whole-school function will be held. At least 70 % of teachers & students give positive feedback.
C. Reading Promotion Team and School Library set the theme of the year as “Be Truth-seeking Reader”. Various activities will be held to align with the theme of 2021- 2024 major concerns to arouse students' awareness and concern.	Reading Promotion Team and School Library	Throughout the year	Reading resources	No. of activities & participants Feedback from teachers and students	At least one activity will be held in each term. At least 70 % of teachers & students give positive feedback.
D. School Library co-works with subject panels through Reading across the Curriculum activities to create a reading	School Library	Throughout the year	Reading resources	No. of activities & participants Feedback from teachers and students	At least one activity will be held in each term. At least 70 % of teachers & students give positive feedback.

atmosphere among students and encourage them to pursue self-directed learning.					
<b><i>(III) To enhance teachers' competences to provide learning opportunities in lessons to cultivate students to become learners with an inquisitive mind, initiative and innovation</i></b>					
<b>Strategies / Tasks</b>	<b>People Responsible</b>	<b>Time Scale</b>	<b>Resources Required</b>	<b>Evaluation Methods</b>	<b>Success Criteria</b>
A. To create stronger and better professional practice together through lesson study in subject panels, 2-3 subject teachers in the same / different forms in the Panel are assigned into groups by Panel Head. Each group of subject teachers fills in the Lesson Study Form for reflection and keeps the teaching materials in Google Shared Drive/Panels Server for sharing and archiving.	Subject Panels and all subject teachers	Before April 2022	Teaching resources from each subject panel	Feedback from teachers	At least one Lesson Study Form / one set of teaching materials will be achieved by each group of subject teachers. At least 70% of teachers give positive feedback.
B. 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	Availability of professional support from outside bodies Feedback from teachers	At least one whole-school approach professional development activity is held this year. At least 70% of teachers give positive feedback.

## 1.2 Student support

<i>(I) Let students take the initiative to think, explore, plan and act for what they need to do for their goals</i>					
<ul style="list-style-type: none"> <li>● <i>Guide students to have self-reflection, set goal(s) and action plan for oneself</i></li> <li>● <i>Help students to manage, review and adjust their action plans</i></li> </ul>					
<b>Strategies/ Tasks</b>	<b>Teachers Responsible</b>	<b>Time Scale</b>	<b>Resources Required</b>	<b>Evaluation Methods</b>	<b>Success Criteria</b>
<p>A. Form Activity for S4-6 students: “21 天遇見不一樣的自己”</p> <ul style="list-style-type: none"> <li>• Following the booklet of “21 天遇見不一樣的自己”, class teachers and students set up a new personal habit, with the aim of achieving the goal in 21 days.</li> <li>• During the period of 21 days, teachers and students may remind and encourage each other, stick to the end and achieve their goal(s). Tenacious willpower is expected to be built up in the process.</li> </ul>	Class Teachers	1 <sup>st</sup> Term	Jockey Club Project Well-being Booklet	<ul style="list-style-type: none"> <li>- Students’ participation &amp; performance</li> <li>- Students’ feedback through different media (e.g. evaluation form, group sharing, etc.)</li> <li>- Teachers’ observation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>- All students set the personal habits in the booklet.</li> <li>- 50% of students show positive feedback.</li> </ul>
<p>B. Career Exploration</p> <ul style="list-style-type: none"> <li>• Programme for S1-2: A series of talks and workshops to introduce life planning and career-related skills for students</li> <li>• Further Studies/ Career Exploration for S4-5: Students take initiative to take part in some study and/ or career-related activities, such as universities exploration, career exploration</li> </ul>	Career Guidance Team	<p>2<sup>nd</sup> Term February &amp; April 2022</p> <p>Throughout the year</p>	<p>HKFYG Youth Employment Network</p> <p>EDB, St. James’ Settlement, TLamp, Career Exploration</p>	<ul style="list-style-type: none"> <li>- Evaluation made by Careers Guidance Teachers</li> <li>- Evaluation made by Class Teachers</li> <li>- Evaluation form completed by students</li> <li>- Evaluation made by the Careers Guidance Teachers</li> <li>- Reflections made by students</li> </ul>	<ul style="list-style-type: none"> <li>- 70% of students actively participate in activities.</li> <li>- Positive feedback from students: - They can realize the importance of developing career-related skills at an early stage.</li> <li>- They can draft a plan to develop at least ONE career-related skill.</li> <li>- Teachers find that 70% of students are serious in participating in the activities.</li> <li>- Positive feedback from students showing that they can explore more study and/or career-related</li> </ul>

<p>day/courses, job shadowing experience, company visits, and through TLamp to explore different career paths/ opportunities and understand their strengths and weaknesses.</p>			<p>Certificate Courses by Yan Oi Tong &amp; other NGOs</p>		<p>options and take the initiative to learn more about them in the future.</p>
<p><b><i>(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.</i></b></p> <ul style="list-style-type: none"> <li>● <b><i>Encourage students to look out, understand and feel the needs of others</i></b></li> <li>● <b><i>Motivate students to share their vision with peers and plan their actions</i></b></li> <li>● <b><i>Guide students to work out, review and adjust their action plan</i></b></li> <li>● <b><i>Recognize students' effort and improvement even if the plan fails</i></b></li> </ul>					
Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
<p>A. Religious Education</p> <p>1. Theme of Assembly: <b><i>Follow Me!</i></b>  - By introducing the perfect example of Jesus as well as sharing stories of teachers, students and local NGOs, students learn about synergy, empathy &amp; tenacity. Also, the Student Worship Team is formed to perform in the assembly, <b>enhancing teamwork and synergy.</b></p> <p>2. <b>Campus Transformer Program</b>  - Around 20 students are invited to join the “Campus Transformer Program” led by U-fire Networks. Three joint-school training sessions will be held off campus and four blessing activities will be organized on campus to <b>promote synergy, empathy &amp; tenacity.</b></p>	<p>RS Team Worship Team advisors Christian teachers</p> <p>Fellowship planners</p>	<p>Throughout the year</p> <p>Throughout the year</p>	<p>Christian teachers and students, local NGOs</p> <p>All members of Student Christian Fellowship, U-fire Networks</p>	<p>- Teachers' observation and students' feedback</p> <p>- Observation and students' feedback</p>	<p>- About 70% of students are engaged in each assembly.</p> <p>- About 70% of the students show growth in synergy and empathy.</p>
<p>B. Environmental Education</p> <p>1. Promotion on energy- saving habits on the campus by CEA</p>	<p>CEA Team</p>	<p>Throughout the year</p>	<p>Green School 2020 Campaign,</p>	<p>- Teachers' observation and students'</p>	<p>- More than 50% of students will become more aware of energy-saving habits and environmental</p>

<p>committees</p> <ul style="list-style-type: none"> <li>- Through school-based promotional activities and better coordination with Green Teens in every class</li> <li>- The CEA committees will be encouraged to demonstrate <b>initiative and innovative thinking</b> during the design and implementation of a low-carbon lifestyle. The importance of <b>synergy</b> in teamwork and exercising <b>empathy</b> towards the environment and others in the school community will be emphasized.</li> </ul> <p>2. J-farm Planting Program</p> <ul style="list-style-type: none"> <li>- CEA, CYC and Religious Studies Panel cooperate to provide opportunities for students to experience farming and to develop better awareness of the man-nature relationship, demonstrating <b>teamwork and tenacity</b> during the year-long planting process.</li> </ul>	<p>CEA Team CYC Religious Studies Panel</p>	<p>Throughout the year</p>	<p>CEA committees</p> <p>Instructors on farming knowledge</p>	<p>feedback</p> <p>- Observation and students' feedback</p>	<p>protection.</p> <ul style="list-style-type: none"> <li>- 70% of the CEA committees will demonstrate improving traits of character in terms of initiative, innovation, empathy and synergy.</li> <li>- More than 50% of J-farm participating students will become more aware of sustainable man-land relationship.</li> <li>- 70% of the J-farm committees will demonstrate improving traits of character in terms of synergy and tenacity.</li> </ul>
<p>C. Forms Activities</p> <p>1. S1: My Dream Classroom</p> <ul style="list-style-type: none"> <li>• Providing opportunities for students to examine the current operation of the class committee and <i>share visions</i> of their dream classroom</li> <li>• Encouraging students to <i>co-create innovative but workable plans</i> of creating their dream classroom</li> <li>• Letting students <i>collaborate with</i></li> </ul>	<p>Class teachers and class committees, S1 Association fee and class committee fee</p>	<p>2<sup>nd</sup> Term</p>	<p>Students' evaluation of class culture, Class teachers' observation</p>	<p>- Students' evaluation of class culture</p> <p>- Class teachers' observation</p>	<ul style="list-style-type: none"> <li>- Each class should come up with at least one plan of improving their classroom.</li> <li>- Students can collaborate and share responsibility to put their plan(s) into practice.</li> </ul>

<i>each other to implement and fine-tune their plans through ongoing trial and error</i>					
<p>2. S2: Serve our Neighbors</p> <ul style="list-style-type: none"> <li>➤ Ask students to fill in two questionnaires, which aim to <b><i>inquire students about the service domains</i></b> they wish to participate in within or outside of school in order to learn about their thoughts.</li> <li>➤ Encourage students to put words into action by <b><i>organizing service activities for people in need</i></b>. They will start from serving their teachers and peers, and then expanding their service to the community.</li> <li>➤ Invite students who showed passion in volunteer work and serving people to share their feelings and takeaways, and reflect how such experience could influence personal growth. Thus, they will be able to drive other students to care about other people.</li> </ul>	Form teacher Class teachers	Throughout the year	Google Form	Feedback from students	<p>Students' review :</p> <p>Students share their feelings and give positive feedback of helping others.</p> <p>More than 40% of S2 girls participate in the volunteer work organized by the social worker and Form Teacher.</p>
<p><b><i>(III) Strengthen the ECA leadership training</i></b></p> <ul style="list-style-type: none"> <li>● <i>Nurture students to be inquisitive learners with innovative ideas through the practicum of leadership training</i></li> <li>● <i>Encourage students to take the initiative to cooperate and work well in different leadership training activities</i></li> </ul>					
<b>Strategies/ Tasks</b>	<b>Teachers Responsible</b>	<b>Time Scale</b>	<b>Resources Required</b>	<b>Evaluation Methods</b>	<b>Success Criteria</b>
<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,</p>	ECA Team	<p>Stage 1 30-31 Aug, 2021</p> <p>Stage 2</p>	Leadership training day camp, Group meetings	- Questionnaire and self-reflection form for students who	<p>- Most of the participants agree that they have enhanced their innovative thinking and synergy.</p> <p>- About 50% of S1 students participate in the activities.</p>

<p>communication and inter-personal 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>Sep to Nov, 2021</p>	<p>and action plans</p>	<p>participated in the training</p> <p>- The number of students participating in the S1 activities</p>	
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### III. Working Team:

- 1.1 Learning and teaching: Principal Hui Tuen-yung, Ms. Au Po-man, Ms. Cheung Wai-shan, Ms. Ng Sze-man, Ms. Ng Wing-han, Ms. Tam Ka-pik, Ms. Tsui Sau-ngan, Ms. Wong Man-sze
- 1.2 Student support: Ms. Kwong Man-wai, Ms. Chiu Sandra-kate, Ms. Chau Yim-kai, Mr. Yeung Wang-on, Ms. Wong Tsz-yung, Ms. Thong Yan-yee