

# 2023-2024 Annual Plan of True Light Middle School of Hong Kong

Major Concern: Try all-IN, SET to Shine

## 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. Analysis of the current situation

### a) Strengths and Opportunities

#### 1. New approach of our Major Concern 2

- After the implementation of the first stage of our Major Concern 2 – “Live with a Better Balance” (2015-18) and “Transform Self” (2018-21), we have raised students’ awareness of their body and mind, strengthened their attention to their self and others; encouraged them to make better choices to balance the benefits between self and others. This balanced development of students’ values 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.

4. The six character traits of our Major Concern are in line with the trend of social and educational development. There are a lot of training, programmes as well as funding provided by different organizations, which can give us strong and concrete support.

b) Weaknesses and Threats

1. Students often anticipate achieving success when they have meticulously planned and diligently worked. However, it can be challenging for both students and teachers to approach failures with a positive mindset.
2. It takes a lot of time to build teamwork which is one of the keys to achieve SET. The effect and result cannot be shown in the short term.
3. Students are often under heavy academic pressure, which may lead to student's disinterest in fostering a balanced self-development.

### III. 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
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	<ul style="list-style-type: none"> <li>● Lesson observation</li> <li>● Teachers' evaluation of the quality of their teaching and learning</li> <li>● Student survey</li> </ul>	<ul style="list-style-type: none"> <li>● Each group of subject teachers conducts at least one lesson study cycle in the whole academic year.</li> <li>● At least 60% of teachers agree that lesson study helps them to enhance their teaching competences.</li> <li>● 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.</li> </ul>
B. Subject panels update their assignment and assessment policy. Design different kinds of assignments such as non-drilling exercises, etc. In addition, integrate	Academic Affairs Section, Subject Panels and all	Throughout the year	Teaching resources from each subject panel	<ul style="list-style-type: none"> <li>● Assignment and assessment policy in the annual plan of each subject.</li> <li>● Students'</li> </ul>	<ul style="list-style-type: none"> <li>● Each subject panel review and refine their assessment policy at the end of this academic year.</li> </ul>

more innovative elements in daily assignments.	subject teachers			learning outcomes shown in the assignments	
C. Academic Affairs Section coordinates S1, S2 Science, S3 Life and Society and S5 special program: “e-journey” to conduct a project-based assignment through scientific investigation approach, enquiry approach and design thinking 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"> <li>● Lesson observation</li> <li>● Students’ learning outcomes shown in the assignments</li> <li>● Teachers’ evaluation of the quality of their teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>● At least 70% of students achieve satisfied learning outcomes in the assignments.</li> <li>● At least 70% of teachers give positive feedback.</li> </ul>
<b>(II) To equip students to develop good learning habits in order to become learners with an inquisitive mind, initiative and innovation</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	<ul style="list-style-type: none"> <li>● Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>● At least 70% of teachers and students give positive feedback.</li> </ul>
B. OLE presentation is conducted for selected projects and learning activities.	Academic Affairs Section	2 <sup>nd</sup> term	List of appropriate sharing students	<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 one whole-school functions will be held.</li> <li>● At least 70 % of teachers &amp; students give positive feedback.</li> </ul>
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	Reading Promotion Team and School Library	Throughout the year	Reading resources	<ul style="list-style-type: none"> <li>● No. of activities &amp; participants</li> <li>● Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>● At least one activity will be held in each term.</li> <li>● At least 70 % of teachers &amp; students give positive feedback.</li> </ul>

major concerns to arouse students' 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"> <li>No. of activities &amp; participants</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>At least one activity will be held in each term.</li> <li>At least 70 % of teachers &amp; students give positive feedback.</li> </ul>
<b>(III) To enhance teachers' competences to provide learning opportunities in lessons to cultivate students to become learners with an inquisitive mind, initiative and innovation</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	Throughout the year	Teaching resources from each subject panel	Feedback from teachers	<ul style="list-style-type: none"> <li>At least one Lesson Study Form / one set of teaching materials will be achieved by each group of subject teachers.</li> <li>At least 70% of teachers give positive feedback.</li> </ul>
B. To hold sharing sessions to enhance teachers' competences to provide effective teaching	Academic Affairs Team, Subject Panels and all subject teachers	Throughout the year	Staff Development Team's strategic planning	Feedback from teachers	<ul style="list-style-type: none"> <li>At least one sharing session will be held this year.</li> <li>At least 70% of teachers give positive feedback.</li> </ul>
C. Extend the horizons of teachers by organizing out-of-school visits to educational / educational-related institutions.	Staff Development Team, all teachers	Whole year		Feedback from teachers	<ul style="list-style-type: none"> <li>At least 70% of teachers give positive feedback.</li> </ul>

## 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*

- *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
<p>A. Religious Education</p> <p><b>1. Assembly –Sky Family</b>            - To show that anybody in Christ can become a part of God’s family, learning to build healthy relationships with others, supporting and loving one another, and spreading kindness together</p> <p><b>2. Campus Transformer Program</b>            - 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>-</p> <p><b>3. Cultural &amp; Religious Exchange Tour, Taiwan</b>            Recruit 15-20 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</p> <p>Worship Team advisors</p> <p>Christian teachers</p> <p>Fellowship planners</p> <p>RS Team, Fellowship planners</p>	<p>Through-out the year</p> <p>Through-out the year</p> <p>29 Jun - 3 July 2024</p>	<p>Christian teachers and students, local NGOs</p> <p>All members of Student Christian Fellowship, U-fire Networks</p> <p>U-fire Networks</p>	<p>Teachers’ observation and students’ feedback</p> <p>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>- About 70% students report positive feedback on building empathy and synergy.</p>
<p>B. Career Exploration</p> <p><b>1. Year Round Activities organized by Student Careers Team</b>            With a focus on understanding and</p>	<p>Ms. Ip Ning, Ms. Lee Hoi Ting, and</p>	<p>Whole Year</p>	<p>S1 Lunchtime Activity            S3 Letter Box            Careers Library            Company/Programs</p>	<p>Evaluation conducted by Careers Guidance Teachers</p>	<p>- Teachers observe a high level of dedication and commitment from the Committee Members of the Student Careers Team who actively</p>

<p>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 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. <b>Further Studies/ Career Exploration (Inquisitive and Initiative)</b> 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><b>Ms. Carmen Li</b> <i>(Ms. Ng Chui King and Mr. Leung Man Hau)</i></p>		<p>Visits, etc.</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 Kong Other NGOs</p>	<p>Reflections shared by students, including members of the Student Careers Team and participants</p> <p>Evaluation conducted by Careers Guidance Teachers Reflections provided by students</p>	<p>organize and execute the activities.</p> <ul style="list-style-type: none"> <li>- The Committee Members of the Team who organize and run the activities provide positive feedback, expressing their satisfaction and enthusiasm for their role.</li> <li>- 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.</li> <li>- Teachers observe a high level of enthusiasm and commitment from students participating in the activities.</li> <li>- Students provide positive feedback, expressing their eagerness to explore additional study and career-related options and take proactive steps to expand their knowledge in the future.</li> </ul>
<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>					



<p>classroom</p> <ul style="list-style-type: none"> <li>Encouraging students to <i>co-create innovative but workable plans</i> of creating their dream classroom</li> <li>Letting students <i>collaborate with each other to implement and fine-tune their plans through ongoing trial and error</i></li> </ul>	<p>Association and class committees</p>				<p>plan(s) into practice.</p>
<p>2. S2: Serve our Neighbors Encourage students to care for themselves and others with <b>peer collaboration</b> and <b>empathy</b>, to <b>actively explore</b> as well as <b>innovatively</b> devise and implement workable plans.</p> <ul style="list-style-type: none"> <li>Students will be asked to fill in a questionnaires 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.</li> <li>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.</li> </ul> <p>3. S5: Servant Leadership 僕人領袖 “Lead by serving, cultivate by learning”</p> <ul style="list-style-type: none"> <li>Three sessions (total 4 hours) of activities focus on the topic of "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</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Students’ review: Students share their feelings and give positive feedback of helping others.</li> <li>More than 40% of S2 girls participate in the volunteer work organized by the social worker and Form Teacher.</li> <li>Students have been enhanced or advanced in the aspects of “Synergy”, “Empathy” and “Initiative”</li> </ul>



<p>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"> <li>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 cultivate students’ <b>empathy</b>; and achieve <b>synergy</b> effects.</li> <li>Activity Day Participating in Makura-nage (Pillow Fight) activity: students experience <b>collaboration</b> and synergy by working together and fighting against each other in a variety of roles.</li> </ul>	<p>Form teacher Class teachers</p>	<p>Whole year</p> <p>Dec</p>		<p>Teachers’ observation and students’ questionnaire</p> <p>Teachers’ observation, students’ reflections (Google Form)</p>	<ul style="list-style-type: none"> <li>Students have been enhanced or advanced in the aspects of “Synergy” and “Empathy”.</li> <li>After each activity, 60% or more students find that it has achieved its goals.</li> </ul>
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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
<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 inter-personal skills through various tasks and adventures.</p> <p>B. Students take the initiative to prepare</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"> <li>Most of the participants agree that they have enhanced their innovative thinking and synergy.</li> <li>About 1/3 of the students (Around 200 students in total) participate in the lunch-time activities.</li> </ul>

activities for S1 students. Innovative ideas and organization skills should be used so as to facilitate the whole preparation process.					
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**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, 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