

## 2020-2021 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 to align the teaching with learning and assessment in order to build a coherent and systematic learning framework so as to make learning 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) To identify major learning objectives whereby effective teaching will be provided across ALL subjects*

Strategies / Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
Sustaining the practices carried out 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) in 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. C. Each subject panel develops and refines a	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"> <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: <i>Chinese Language &amp; English Language:</i> develop students' writing skills <i>Mathematics:</i> develop students' skills in factorization of polynomials and graphical representation of straight lines and circles <i>Liberal Studies:</i> develop students to have awareness of current issues and the ability to explain opinion with correct concepts and appropriate essay

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

<b>Strategies / Tasks</b>	<b>People 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>
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. Lesson study cycle includes 3 stages: - Stage 1: Planning the lesson – co-planning with group members (Identify the objects of learning and critical features. Design the pedagogy focused on	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 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 competence.</li> </ul>	From the students' survey, 58.9% of students agreed that teachers have given them sufficient learning strategies during lessons and in daily assignments to help them overcome their learning difficulties. 68.6% of students agreed that teachers have told them about their progress and problems in learning which can help them to identify the learning difficulties. 49.8% of students agreed that

<p>the particular critical features.)</p> <ul style="list-style-type: none"> <li>- Stage 2: Teaching the lesson (lesson observation by group members)→revising the lesson→teaching the revised lesson(lesson observation by group members)</li> <li>- Stage 3: Post-lesson meeting to evaluate the effectiveness and possible further improvement.</li> </ul>						<p>they always review their learning based on teachers' comments on their performance in assignments and in classes.</p>
<p>B. 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.</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"> <li>● Feedback from teachers</li> </ul>	<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>	<p>Due to the class suspension during COVID-19, the lesson study was held in different forms such as face-to-face and online. Most of them did a good sharing among the members of subject panel.</p>
<p>C. To elicit more resources and assistance from professionals</p>	<p>Staff Development Team, all subject teachers.</p>	<p>Throughout the year</p>	<p>Staff Development Team's strategic planning, educational professionals, community resources, professional courses held by EDB and universities</p>	<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 sharing session about lesson study will be held in the subject panel meeting.</li> <li>● At least 70% of teachers give positive feedback.</li> </ul>	<p>Discussion about the follow-up of the implementation of major concern was held in the subject panel meeting.</p>

<b>(III) To motivate students deepen and broaden their learning</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>	<b>Evaluation based on Success Criteria</b>
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 second term	List of appropriate sharing persons	<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 function will be held.</li> <li>● At least 50 % of teachers &amp; students give positive feedback.</li> </ul>	The Sharing Assembly was scheduled at the beginning of the academic year, but it was replaced by a brief survey analysis by the Academic Affairs Section due to COVID – 19.
B. Reading Promotion Team to create a rich reading atmosphere for deepening and broadening students' views	Reading Promotion Team	Throughout the year	Reading resources	<ul style="list-style-type: none"> <li>● No. of books read, shared and recommended</li> <li>● No. of activities &amp; participants</li> <li>● No. of Reading across the Curriculum activities</li> </ul>	<ul style="list-style-type: none"> <li>● 10% increase in the books borrowed by students</li> <li>● 10% increase in the no. of students participating in the activities</li> </ul>	English and Chinese Book Fairs were held in Nov 2020 and April 2021 respectively. The activities in the book fairs were welcomed by students and teachers. Members of the Library Society designed games for students to participate in actively. On the second Wednesday of every month, 'good books sharing' was held by students and teachers. Instead of a face-to-face reading club, teachers and students made the sharing by videos, which were uploaded to our YouTube channel: Library TLMSHK. There are nearly 100 hits for each video. The library newsletter, True Light Readers 05 and 06 were published in February and May 2021 respectively. Members of the Library

						<p>Society shared how reading shaped their life, games from books, and special libraries in Hong Kong and outside Hong Kong.</p> <p>Britannica LaunchPacks and eRead Scheme provided by the HKEdCity were introduced and implemented. All S1 to S3 students joined the Britannica online text review competition. The top three students from each class were awarded. Top readers of the eRead Scheme were also awarded.</p> <p>During the Easter holiday, students from the School Library of True Light, Sha Tin Methodist College and Elegantia College held an online reading club. They shared not only good books but also the daily library practices.</p> <p>The renowned author, Miss Yau Yan Ni, was interviewed by our teacher-librarian in March 2021. Miss Yau shared her passion for writing and some techniques in writing book reviews.</p>
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**III. Working Team:**

Principal Hui Tuen-yung, Ms. Au Po-man, Mr. Wong Ho-yee, 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 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 be aware of 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 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"> <li>- Promotion of “Shop Naked” (BYOC 減廢，話咁易)</li> </ul>	<p>➤ Team of Major Concern 2: Ms. MW Kwong Ms. YK Chau Mr. WO Yeung Ms. TY Wong</p>	Throughout the year	Budget for activities	<ul style="list-style-type: none"> <li>- Number of participants</li> <li>- Feedback of students and teachers</li> <li>- Questionnaire set by SIT on school's major concerns at the end of the school year</li> </ul>	<ul style="list-style-type: none"> <li>- More than 10 students (average of last year) daily join the BYOC campaign.</li> <li>- At least 50% of students give positive feedback.</li> <li>- Teachers' feedback is positive in Major Concern Team 2.</li> </ul>	<ul style="list-style-type: none"> <li>- Due to the half-day classes, lunchtime was cancelled throughout the year. The program has been suspended.</li> </ul>
<p>B. PLANTING Programs Through the planting and reaping process, students may observe and appreciate more about life and nature, as well as enhancing their</p>	<p>➤ Team of Major Concern 2: Ms. MW Kwong Mr. WO Yeung</p>	Throughout the year	Student leaders	<ul style="list-style-type: none"> <li>- Questionnaire set by SIT on school's major concerns at the end of the</li> </ul>	<ul style="list-style-type: none"> <li>- At least 50% of students are satisfied with the activity.</li> <li>- Teachers' feedback is</li> </ul>	<ul style="list-style-type: none"> <li>- <b><u>S1 Planting Program</u></b> Due to the shortened school days in the 1<sup>st</sup> term, S1 classes received potted plants which were offered by LCSD “One Person, One Flower Scheme”. During the</li> </ul>

<p>endurance and peacefulness.</p> <ul style="list-style-type: none"> <li>- S1 Planting Program Due to the shortened school days in the 1<sup>st</sup> term, S1 classes will receive potted plants which are offered by LCSD “One person, One flower Scheme”.</li> <li>- J Farm For improving the knowledge and skills of planting, a series of workshops and practice will be arranged.</li> </ul>				<p>school year</p> <ul style="list-style-type: none"> <li>- Teachers’ feedback</li> <li>- Number of participants</li> </ul>	<p>positive in Major Concern Team 2.</p>	<p>period of class suspension, students brought their potted plants home for care. Overall, there was positive feedback from the S1 students involved in the planting program.</p> <ul style="list-style-type: none"> <li>- <b><u>J Farm in collaboration with CYC and Religious Studies Panel</u></b> 6 meetings were organized in 2020-21 under the guidance from a professional farmer, Mr. Godwin Kan. Students found joy and inspirations through planting and sharing the produce with their families and even the teachers and staff on the campus, with most of the participating students being satisfied with the organized activities. We are grateful for the provision and abundance from Mother Nature, even in this tough pandemic period.</li> </ul>
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***(II) To encourage students to be aware of 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*

Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria	Evaluation based on Success Criteria
<p>A. Theme of Assembly All Things are Bright and Beautiful</p> <ul style="list-style-type: none"> <li>- Through introducing the wonders of nature and life as well as</li> </ul>	<ul style="list-style-type: none"> <li>➤ RS Team</li> <li>➤ Christian teachers</li> </ul>	<p>Throughout the year</p>	<p>Christian teachers and students</p>	<ul style="list-style-type: none"> <li>- Teachers’ observation and students’ feedback</li> </ul>	<ul style="list-style-type: none"> <li>- About 70% of students are engaged in each assembly.</li> </ul>	<ul style="list-style-type: none"> <li>- Due to the online lessons and epidemic prevention measures, several assemblies had been held online or several classes stayed in classrooms to watch the live broadcasting. Overall, student</li> </ul>

<p>sharing stories of loving our neighbours, students are encouraged to appreciate themselves, others and the environment which are all created by God.</p>						<p>attendance was over 95% and around 70% of students were engaged in most of the assemblies.</p> <ul style="list-style-type: none"> <li>- Students learnt to appreciate themselves and other people, including their family, friends, the disadvantaged and nature through interactive online film sharing, alumni sharing at Easter Service, a stand-up comedy by disabled persons, drama videos by students and sharing by J-farm students.</li> </ul>
<p>B. Evangelical Fortnight</p> <ul style="list-style-type: none"> <li>- The theme of the Evangelical Fortnight is “In His Eyes”, which will focus on looking at ourselves from God’s perspective.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fellowship planners</li> </ul>	<p>25/11-7/12/2020</p>	<p>All members of Student Christian Fellowship</p>	<ul style="list-style-type: none"> <li>- Observation and students’ feedback</li> </ul>	<ul style="list-style-type: none"> <li>- About 70% of students are engaged in the Evangelical Assembly.</li> </ul>	<ul style="list-style-type: none"> <li>- Due to the pandemic, the Evangelical Assembly was held online and most interaction was carried out on the Instagram of the Student Christian Fellowship.</li> <li>- Student attendance was over 95% and around 70% of students were engaged as reflected in the online feedback questionnaire. 24 students returned to Christ and around 20% of students showed interest in knowing God more.</li> </ul>
<p>C. Campus Transformer Program</p> <ul style="list-style-type: none"> <li>- Ten students are invited to join the “Campus Transformer Program” led by U-Fire Networks. Four training sessions will be held off campus and four follow-up on-campus activities will be organized to promote</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fellowship planners</li> </ul>	<p>Throughout the year</p>	<p>All members of Student Christian Fellowship</p>	<ul style="list-style-type: none"> <li>- Staff’s and students’ feedback</li> </ul>	<ul style="list-style-type: none"> <li>- 70% of the staff and students show appreciation.</li> </ul>	<ul style="list-style-type: none"> <li>- All joint-school training sessions were held online while four blessing activities were carried out on campus and students got to know what other schools were doing during COVID-19 to bless the campus.</li> <li>- Around 70% of the staff and students who received blessings showed appreciation while all participated students expressed increased empathy and care for others.</li> </ul>



<p>the culture of appreciation and caring for others especially to S1, S3, S6 and all the staff.</p>						
<p>D. Book Exhibition 虛己善同：照亮心靈</p> <ul style="list-style-type: none"> <li>- Paper books and e-books related to life stories, mindfulness and self-nurturing will be collected and introduced in our school library.</li> <li>- Book sharing by students and teachers will be held in face-to-face gatherings or posted on board.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Librarian</li> <li>➤ Team of Major Concern 2</li> </ul>	<p>25 Jan – 5 Feb</p>	<p>Reading resources from the School Library and reading websites</p>	<ul style="list-style-type: none"> <li>- No. of participants</li> <li>- No. of books borrowed</li> </ul>	<ul style="list-style-type: none"> <li>- Over 200 students attend the exhibition.</li> <li>- 50% of books are borrowed from the exhibition.</li> </ul>	<ul style="list-style-type: none"> <li>- The book exhibition was held in two phases: <ul style="list-style-type: none"> <li>➤ Phase 1 (25 Jan – 5 Feb) The e-books and paper books related to life stories, mindfulness and self-nurturing were collected and introduced during this period. To encourage students and teachers to read more, an activity “Light up the Mind - Inspiration Quotes of All Time” was held. 6 teachers and 24 students shared their quotes from books. Dozens of quotes were collected and edited into a booklet.</li> <li>➤ Phase 2 (19 - 23 Apr) The real book exhibition was held in our School Library and a bookstall was set up in our Covered Playground. About 180 students attended the book exhibition and 28 books were borrowed. Under the half-day class limit, the number of participants is quite satisfactory.</li> </ul> </li> </ul>
<p>E. Programmes for SERVING OTHERS 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>- S1: Getting to know</li> </ul>	<ul style="list-style-type: none"> <li>➤ Form Teachers</li> <li>➤ Class Teachers</li> <li>➤ Depts.</li> </ul>	<p>Throughout the year</p>	<p>Resource</p>	<ul style="list-style-type: none"> <li>- Students’</li> </ul>	<ul style="list-style-type: none"> <li>- More than half of</li> </ul>	

<p>myself Three homeroom sessions under the theme will guide students to:</p> <p><u>Part 1: A Snapshot of My Strengths</u></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> </ul> <p><u>Part 2: The Power of Personality</u></p> <ul style="list-style-type: none"> <li>➤ introducing different types of personality and their effects on one’s outlook on life and interpersonal relationships</li> </ul> <p><u>Part 3: The Power of MY Personality</u></p> <ul style="list-style-type: none"> <li>➤ reflection upon students’ own personality &amp; explore ways to limit the negative influence of personality on daily life</li> </ul> <p>- S2:</p> <ul style="list-style-type: none"> <li>➤ Serve our neighbors: An award scheme is</li> </ul>			<p>materials from the Guidance Team and class teachers’ planning</p> <p>Voluntary Service</p>	<p>performance in lessons</p> <ul style="list-style-type: none"> <li>- Students’ comments and reflections of their personality in lesson worksheets</li> <li>- Class teachers reflect if the students are actively involved in the tasks</li> </ul>	<p>the students can actively participate in each of the activities.</p> <ul style="list-style-type: none"> <li>- More than half of the students are able to identify their own type of personality and display understanding of how personality affects their daily life.</li> </ul> <p>- Students’ reflections are</p>	<p><b><i>Two Homeroom Sessions– [Part 1: The Power of Personality] on 26/4 and [Part 2: The Power of MY Personality] on 17/5</i></b></p> <ul style="list-style-type: none"> <li>- The lessons were moved online and the lesson plans had to be adjusted accordingly. A mixture of printed worksheets, sound recordings and online surveys was used.</li> <li>- Students reflected upon how their own personality had affected their interpersonal relationships and explored ways to limit the negative influence of personality on daily life.</li> <li>- Students enjoyed the online quiz about their own personality, but were reluctant to vote and comment on their classmates’ personality traits.</li> <li>- Some students were shocked to be classified as having ‘passive-aggressive’ or ‘aggressive’ personality traits. They were given tips as to how to improve their communication styles so as to become more assertive.</li> </ul> <p>- Due to the COVID-19, social</p>
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<p>designed to motivate 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>➤ Serve our nature: During the picnic, students will admire and take pictures of the vegetation and animals. They will reflect on how to protect our nature in their daily life.</p> <p>- S3: Two activities will be held to raise students’ awareness of others and life balance. Part I: Appreciating other people and the surrounding objects Part II: Living a balanced life through reviewing their own schedule and activities</p>			<p>Record Card Worksheets</p> <p>Worksheets designed by class teachers</p>	<p>- Students’ reviews (booklets)</p>	<p>positive.</p> <ul style="list-style-type: none"> <li>- Most of the students show changes in themselves and become more sensitive to others’ needs.</li> <li>- Students’ photos and reviews: Understand the importance of environmental conservation and learn to appreciate and love our nature through the activity.</li> <li>- Students complete their descriptions and reflections.</li> <li>- Students review their schedule at the beginning of the term and adjust their arrangements to keep a balance between school work &amp; extra-curricular</li> </ul>	<p>distancing had to be kept, so volunteer service had to be cancelled.</p> <ul style="list-style-type: none"> <li>- Since there was a lack of opportunities to serve people outside of school, class teachers encouraged students to view teachers and schoolmates as their service targets. After school had resumed, students served their schoolmates passionately and organized study groups to help each other.</li> <li>- Due to the COVID-19, the school picnic had to be cancelled. However, during school suspension, students had more opportunities to go hiking and appreciate the natural scenery in the countryside and they were willing to share their experiences with their peers.</li> <li>- Worksheets on mindfulness could raise students’ awareness of the things around them and help them reflect on their relation with Nature and their environment. Feedback and reflections are mostly positive. The worksheet activity can be considered successful.</li> <li>- To raise the awareness of students on time management &amp; the importance of a balanced life, a class survey was conducted at the beginning of the school year to find out students’</li> </ul>
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languages)					are able to make a deep reflection on the issue.	willing to share their unpleasant experiences.
- S4-5: Love Overflows Programme Through planning and implementing a social service project, students address and serve different social groups.			Teachers Social workers from Baptist Oi Kwan Social Service	- Reflections of the students - Feedback of the social workers	- Students' reflections are constructive and positive. - Most of the feedback of social workers is positive.	- Most of the students are serious about writing action plans, and they mainly show love to their parents. However, it's hard to follow up due to the half-day classes.  - Due to the COVID-19 pandemic, all the services were run by Zoom or telephone. The services were affected to a certain extent, but it is better than nothing. Fortunately, the results of the S4-5 students' questionnaires were very good this year. 87% of students were satisfied with the performance of serving others, and social workers found them enthusiastic. - 97% of S4 students joined two times, and some of them who were eager to help joined more than five times.

***(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>
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	- ECA Team - Advisers of ECA groups - Committee members of ECA groups	Throughout the year	- ECA committees	- Daily observation by ECA advisers - Evaluation done by committee	- ECA advisers meet the alignment between aims and action plan. (ECA Reports) - Most of the	- 76.8% of students strongly agreed that they clearly know the goals of the ECA group(s) which they have participated. 71.3% of students strongly agreed that the ECA group(s) which they have participated can put their goals

<p>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>				<p>members</p> <ul style="list-style-type: none"> <li>- Questionnaires done by ECA groups' committee members</li> <li>- Annual reports of ECA groups</li> </ul>	<p>committee members are satisfied with the performance they have made. (Evaluation Form)</p> <ul style="list-style-type: none"> <li>- 70% of committee members are satisfied with the alignment between aims and action plan. (Questionnaires)</li> </ul>	<p>into practice.</p> <ul style="list-style-type: none"> <li>- According to the annual reports, most of the activities of ECA groups were able to align with their aims. For example, the Library Society has set the theme "To promote reading and serve others". Two issues of "True Light Readers" were published. Schoolmates shared books on the theme – <i>Words to Warm the Heart</i>, and members of the Library Society also shared their reading experience and interest in exploring libraries inside and outside Hong Kong. Besides, their committee members organized activities during the Reading Week in April 2021. Their cooperation and creation were appreciated.</li> </ul>
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Half-day classes had been maintained throughout the year. It was really difficult to carry out and follow up all the plans and activities. For the third and the last year of our major concern 2018-21, the effectiveness and the results could not fully meet our expectations. However, teachers and student leaders did try using much new technology to fix the problems. In addition to using a hybrid mode with face-to-face and online arrangements, they adopted new apps and an e-Platform to co-work with each other and members. For example, collected opinions by Google Form, produced videos by apps and posted them on social platforms for promotion. Based on the experience of the past two years under the new normal, how to deal with problems in new ways with each other should be the trend and focus in education.

### III. Working Team:

Ms. Kwong Man-wai, Ms. Chiu Sandra-kate, Ms. Hung Yin-hing, Ms. Chau Yim-kai, Mr. Yeung Wang-on, Ms. Wong Tsz-yung, Ms. Thong Yan-yee