

SKH LAM WOO MEMORIAL SECONDARY SCHOOL



Annual School Plan 2013 / 2014

SKH Lam Woo Memorial Secondary School

Mission Statement

Keeping in step with the spirit of Jesus Christ our Lord, it is our mission to provide students with an all-round education aimed at excellence in spiritual, ethical, intellectual, physical, inter-personal and aesthetic development.

We aim at cultivating our students with the qualities of a LAMWOOER: leadership, ardour, modesty, wisdom, optimism, originality, empathy and responsibility.

SKH Lam Woo Memorial Secondary School
Annual School Plan
(2013-2014)

Major Concerns

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| 1. Active Learning | P.4 |
| 2. Character Building | P.7 |

Major Concern 1: Active Learning**Area 1: Motivating students to learn from role models and peers**

	Strategies/Tasks	Success Criteria	Methods of Evaluation	People Responsible
1.1	Inviting alumnus to deliver a talk in Feb, 2014 on how she /he overcame the difficulties to achieve their goals. (School assembly) Target groups: F.1-F.6	- Students are inspired by the authentic examples	- Evaluation questionnaire	- MC1 committee - Form coordinators
1.2	Inviting alumni or senior form students to deliver talks on motivating factors & strategies of their studies. Target group: F.3-F.6			
1.3	MC1 committee and RS panel use videos and follow-up worksheets to motivate students in learning. Target groups: F.1-F.5	- Students demonstrate active participation in lessons - Students are encouraged to make continuous improvement	- Form Teacher meeting - Questionnaire - Subject meeting - APASO	- MC1 committee and RS department
1.4	CES conduct peer-group mentorship program for F.1 and F.2 to help cultivate good learning habits. CES provides trainings to mentors and mentees. F.3-F.6 FTs help form study groups.	- Students are more clear about their direction in study		- CES - FTs - Form coordinators
1.5	Form teachers help students set goals and evaluate. FTs conduct goal setting in September. Interim evaluation will be carried out after UT to check students' progress. Overall evaluation of will be conducted in March – April 2014. All activities will be conducted in Form Teacher Period. Target groups: F.1-F.5			- FTs - NAD
1.6	Inviting experienced educator to deliver talks to F.5 and F.6 students on objectives and strategies for public exams. Target groups: F.1-F.5	- Students are motivated to prepare better for DSE - Students learn and apply exam strategies	- Questionnaire - Form teachers' feedback	- MC1 - Form coordinators

Area 2: Creating an active learning environment

	Strategies/Tasks	Success Criteria	Methods of Evaluation	People Responsible
2.1	Utilize online courses offered by tertiary institutions to facilitate self-learning: - Reading Promotion Team will help prepare a webpage introducing selected courses from various sources. - Promotion will be done to encourage participation.	- Reading culture is strengthened - Students develop a habit in self learning	- Stakeholders' survey - Feedbacks from teachers and students - CES & RPT meetings	- CES - Reading Promotion Team
2.2	Active learning through mobile devices: - F.2 LS will apply mobile learning in media studies. - Other subjects will be invited to join mobile learning as did in last year.	- Students demonstrate active participation in lessons (majority of students are engaged in different high-order thinking activities, such as compare, contract and apply concepts.)	- Course evaluation - Lesson observation - Feedbacks from teachers and students - Subject meetings	- IT team - AES - LS Department
2.3	- Provide free reference books in self-study rooms for F.5 and F.6 to help them better prepare for DSE. - Light refreshments are provided to students who stayed late for study.	- More students use the study materials - Students enjoy the learning environment	- Students' feedback	- MC1 - GS

Area 3: Promoting active learning through teaching

	Strategies/Tasks	Success Criteria	Methods of Evaluation	People Responsible
3.1	Teachers promote active learning through collaborative work - Teachers conduct co-planning activities, focusing on engaging students in higher-order learning activities	- Students learn actively in lessons (majority of students are engaged in compare / contrast / comprehension / evaluation / applications etc)	- Course evaluation - Lesson observation - Feedbacks from teachers and students - Subject meetings	- CES - Subject Departments - AES
3.2	Professional development workshop: - Invite executive direction of Quality School Improvement Project (QSIP) to deliver a talk on motivating students with increasing learner diversity - Join professional development programs on teaching strategies conducted by QSIP in Dec. 2013.	- positive feedback from teachers	- Questionnaire	- SDC - MC1 committee

Major Concern 2: Character Building**Focus: Responsibility, Honesty, Self-management****Values : Proper role, Politeness, Thankfulness****Area 1: Enhancing students' awareness and understanding of their different roles and the need to play a proper role.**

	Strategies / Tasks	Success Criteria	Methods of Evaluation	People Responsible
1.1	Section Heads or teacher-in-charge of the DS, ECS, GS, MCES, PRS, Student Union and Christian Fellowship will help their executives, members or helpers to understand their various roles well and play a proper role.	<ul style="list-style-type: none"> ● Scheme of work of sections or groups infusing the values ● Minutes or reports of sections and groups explaining the teaching of values 	<ul style="list-style-type: none"> ● MC2 evaluation meetings ● Evaluation meetings in sections 	<ul style="list-style-type: none"> ● MC2 Committee ● Teachers responsible for sections or groups
1.2	Subject departments, especially languages subjects, RE and LS, adopt teaching and learning activities to infiltrate these virtues and values (F1- F6)	<ul style="list-style-type: none"> ● Scheme of work of subject departments infusing the values ● Minutes of subject departments explaining the teaching of values ● Over '4' rating in Course evaluation 	<ul style="list-style-type: none"> ● MC2 evaluation meetings ● Subject panel evaluation meetings ● Course evaluation 	<ul style="list-style-type: none"> ● MC2 Committee ● Subject departments
1.3	<p>School promotes the specific values through informal curriculum</p> <ul style="list-style-type: none"> ● Involve both form teachers and students in goal setting on playing a proper role in FT periods or Teacher-student conference. ● Develop students' good virtues and related values in FT periods curriculum ● Arouse students' awareness of the importance of the various virtues and values through School Assemblies and Form Morning Assemblies 	<ul style="list-style-type: none"> ● Scheme of work of Form Coordination infusing the values 	<ul style="list-style-type: none"> ● MC2 evaluation meetings ● Form Coordination meetings 	<ul style="list-style-type: none"> ● MC2 Committee ● Form Coordinators and Form Teachers

1.4	To cultivate an atmosphere of keeping their classroom clean and be thankful to the janitors for their contributions.	<ul style="list-style-type: none"> ● Form Teachers set up the goals and standard with the students at the beginning of school year. 	<ul style="list-style-type: none"> ● Form Teachers meetings ● Class meetings 	<ul style="list-style-type: none"> ● MC2 Committee ● Form Teachers
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Area 2: Enabling students to enhance their politeness in the interpersonal relationship of daily school life

	Strategies / Tasks	Success Criteria	Methods of Evaluation	People Responsible
2.1	All teachers and school staff engage in cultivating and enforcing these values into students in daily school life	<ul style="list-style-type: none"> ● Teaching staff are concerned with the proper behavior of students ● Teachers and senior form students can serve as good models for students ● Students show improvement in their behaviour and attitudes 	<ul style="list-style-type: none"> ● MC2 evaluation meetings ● Form Coordination Meetings 	<ul style="list-style-type: none"> ● MC2 Committee ● Form Coordinators ● All teachers and staff, especially Form Teachers ● Senior form students
2.2	To bring to the awareness of senior form students to be role models for practicing politeness in interpersonal relationship.			
2.3	To cultivate and foster students to have good manners in the lesson time and outside lesson activities. FTs and subject teachers promptly remind students the proper behaviors in every occasion.			
2.4	To have more in-depth explanation and introducing ways of being polite in Form Morning Assemblies or School Assemblies.			
2.5	To elect those good role models to be eligible to the Most Polite Student Award.			

Area 3: Providing training for teachers, parents and students in value education

	Strategies / Tasks	Success Criteria	Methods of Evaluation	People Responsible
3.1	Teachers' and parents' role in cultivating students' good manners and attention in playing a proper role are enhanced through talks and training workshops	<ul style="list-style-type: none"> ● Positive response to talks or training workshops ● Better performance of the students 	<ul style="list-style-type: none"> ● MC2 evaluation meetings ● Surveys 	<ul style="list-style-type: none"> ● MC2 Committee ● PTA ● MCES
3.2	Develop students' good manners and attention in playing a proper role in workshops, Form Teacher periods or assemblies.			

Area 4: Cultivating an atmosphere of Character Building in the lower form students

	Strategies / Tasks	Success Criteria	Methods of Evaluation	People Responsible
4.1	To promote and cultivate the attention of Character Building in F.1 students through the Character Enhancement Scheme. <ul style="list-style-type: none"> - A group of F.1 students are trained to be Character Ambassadors. - There is training on these ambassadors. - They will carry out investigation on Character Building in school. - There is a drama presentation to promote Character Building. 	<ul style="list-style-type: none"> ● Positive feedback from students ● The best performed students are elected as Character Stars of the year. ● The atmosphere of good characters and putting them into practice is enhanced. 	<ul style="list-style-type: none"> ● MC2 evaluation meetings ● Teachers' comments on students' performance 	<ul style="list-style-type: none"> ● MC2 Committee ● Teachers ● School Social Workers
4.2	To bring to the awareness of students for being thankful to persons around. A project on Thankfulness is launched on F.2.			