

SKH LAM WOO MEMORIAL SECONDARY SCHOOL



Annual School Plan 2015 / 2016

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
(2015-2016)

Major Concerns

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| 1. Lifelong Learning | P.4 |
| 2. Flourishing Life | P.7 |

Major Concern 1: Lifelong Learning**Target 1: cultivating good learning attitude, skill and habits for lifelong learning**

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1	F.1 & F.2 peer mentorship program to cultivate good learning habits	Majority of F.1 & 2 mentors and mentees, music and sports team members involved find the program beneficial	1. Surveys 2. Scrutiny of documents from Form Coordinators and academic sections	After first exam 1516	YCW	
1.2	F.1-F.5 Peer mentorship program to enhance learning in school sport and music teams (Utilizing the strong bond between the school team members to exert positive influence on the peers)			After first exam 1516	LSM, LKW Sport and music heads, CHY	
1.3	Sharing by alumni / teachers / education professionals in the morning assemblies on study skill and attitude: F.1: Attitude, skills and planning for secondary school F.2 & 3: Lifelong learning skills: introduction of self-learning / sharing of study skills / habits F.4: Attitude, skills and planning for senior form study life F.5: Positive attitude towards HKDSE & Sharing by alumni on attitude and skills of study F.6: Preparation for HKDSE	Majority of the students in the concerned forms find the talk(s) beneficial	3. Course Evaluation	Starting September 2015 - April 2016	Form Coordinators, CHY	

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.4	<p>Enhance note-taking strategies (1516: F.1-2, 16-18: F.1-3) to boost active learning</p> <ul style="list-style-type: none"> ■ Students are taught subject specific note-taking skills / strategies ■ Revision notes for better preparing for assessments 	<p>Majority of the students learn note-taking skills and find note-taking beneficial to their study</p> <p>3 subjects join the pilot run</p>		15-16	<p>Panel heads</p> <p>CHY</p>	
1.5	<p>More structured Reading To Learn lessons to cultivate good reading habits</p> <p>1.51 Students fill in reading log to build a good reading habit</p> <p>1.52 All students share their reflections from reading to extend reading beyond campus</p> <p>1.53 Collaborations of reading promotion committee with subjects to enrich reading programs</p>	<p>Majority or the teachers for reading lessons agree that the measures help strengthen students' learning habit</p>		15-16	YKF	

Target 2: Effective lessons

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1	Co-planning, peer lesson observation and Parallel Lessons	Each teacher participated in 1 or more co-planning and 1 or more lesson observation Positive feedbacks from Course evaluation & Lesson observation Majority of teachers find the workshop useful Majority of teachers find the tool useful More than 5 subjects conduct Mobile Learning in some lessons	1. Scrutiny of documents 2. Survey from some of the activities 3. Course Evaluation	15-16	CHY, LKL	
2.2	Opening of classroom for classroom walk through (Each senior teacher open the classroom 1-3 time)			15-16	CHY	
2.4	Professional developments on effective note-taking skills			Oct 2015	WML, CHY	
2.5	Reflection and of teaching through evaluation data: Course Evaluation			Term 2, 15-16	SAMS, CHY and panel heads	
2.6	Boost effective lessons through Mobile Learning			15-16	CHY, LKL	

Major Concern 2: Flourishing Life

Target 1: Positive Emotion

- 1.1 to enable students to develop a stronger understanding of their emotions and those of others.
- 1.2 to create opportunities for our school community to experience and savor positive emotions such as VIA characters (e.g. Kindness, gratitude, forgiveness, love)
- 1.3 to encourage all students to be able to initiate, experience, extend, and build up positive emotions in their lives.

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1	Infuse Positive thinking in lessons	<ul style="list-style-type: none"> ● Taught in lessons ● >80% agree on positive thinking 	<ul style="list-style-type: none"> ● Survey ● Scrutiny of documents and records ● Course evaluation 	Whole year	Chinese History, Economics	
1.2	Talk on Flourishing Life (PERMA Model) <ul style="list-style-type: none"> - Staff Development Day - Morning Assembly 			Sept ~ Feb	CFG / St. James Settlement	MC2

Target 2: Engagement

- 2.1 to help students experience complete immersion in activities through understanding the nature of engagement, the pathways to it, and the impact it has on individual well-being.
- 2.2 to find sources of interest and passion in their lives.
- 2.3 to facilitate students to identify their strengths, as to let them consciously engaging in work and activities that make them feel most confident, productive and valuable.

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1	Careers & Life Planning Education <ul style="list-style-type: none"> - Workshops - University / Company Visits - Job Shadowing opportunity - Talks 	<ul style="list-style-type: none"> ● >80% agree on concept ● Taught in lessons 	<ul style="list-style-type: none"> ● Survey ● Scrutiny of documents and records ● Course evaluation 	Whole year	SSW / St. James Settlement	Careers & Life Planning Grant

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.2	Infuse the meaning of “Engagement” in lessons			Whole year	Panel Heads (Home Econ, Visual Arts, PE, Chinese, Geog, LAC, Computer)	

Target 3: Relationships

3.1 to facilitate students explore the importance of connectedness and strong relationships for well-being.

3.2 to develop social and emotional skills that nourish their relationships with the self and the others.

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1	Big Brother Big Sister Scheme	<ul style="list-style-type: none"> ● >80% agree on concept ● Taught in lessons 	<ul style="list-style-type: none"> ● Survey ● Scrutiny of documents and records ● Feedback from BBBS ● Course evaluation 	Whole year	WPL / GS	
3.2	Interpersonal Relationship and Team Building (Careers & Life Planning Education) <ul style="list-style-type: none"> - Workshop - Study Tour, Service tour - 			Whole year	CFG , SSW / St. James Settlement	Careers & Life Planning Grant
3.3	Learning social skills in lessons			Whole year	Panel Heads (Home Econ, Visual Arts, Phy, Chem, Bio, IS)	

Target 4: Meaning

- 4.1 to explore students' understanding, belief, and serving something greater than the self and willingly engaging in activities for the benefit of others.
- 4.2 to encourage students to draw on their character strengths (mainly VIA characters) in ways that contribute to the welfare of others and the greater community.
- 4.3 to help students recognize that belonging to a supportive school community is a strong pathway to meaningfulness and well-being.

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
4.1	Social services	<ul style="list-style-type: none"> ● >80% agree on concept ● Complete the LW Life PAD programs 	<ul style="list-style-type: none"> ● Survey ● Scrutiny of documents and records 	Whole year	LCK / ECS	
4.2	Flourishing Teens Project (LW Life PAD program)			Whole year	CFG / St. James Settlement / Rachel Club	MC2

Target 5: Accomplishment

- 5.1 to help students appreciate their effort and consolidate the experience in the learning process.
- 5.2 to help students to be thankful to God and other parties involved in the achievement.
- 5.3 to develop students for self-cultivation so as to strive for goals those are both highly rewarding to the self and beneficial to the greater community.

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
5.1	Activities on Thanksgiving and Christian Life	<ul style="list-style-type: none"> ● >80% agree on concept 	<ul style="list-style-type: none"> ● Survey ● Scrutiny of documents and records 	Whole year	CSC, CFG / SKH The Church of the Epiphany	
5.2	Leadership Trainings			Whole year	CWM / LDS	

Target 6: Teacher training and parent education

6.1 By working together with PTA, the rationales of promoting accountability, commitment, respect others and autonomy are brought to the awareness of parents.

6.2 Teachers are led to have more reflection and insight over educating the students on VIA characters and PERMA models.

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
6.1	Parents Talk	<ul style="list-style-type: none"> >80% agree on concept 	<ul style="list-style-type: none"> Survey Scrutiny of documents and records 	Whole year	CFG, MCS / Religious Education Resource Centre	PTA
6.2	Group / Individual Counselling			Whole year	CFG, MCS / Religious Education Resource Centre	PTA

Academic Consultant

Dr. Chow Wai Yin (CUHK)

Working Partners

- HKSKH The Church of the Epiphany 聖公會基督顯現堂
- St. James Settlement 聖雅各福群會
- Rachel Club
- Religious Education Resource Centre

Remark

PERMA model is a simple theory of well-being which is developed by Professor Martin Seligman. (Positive Psychologist),

Reference

Martin E.P. Seligman (2011). *Flourish: A new understanding of happiness and well-being*. London: Nicholas Brealey.

Martin E. P. Seligman、洪莉譯 (2013)：一生受用的快樂技巧：幫助孩子建造心中穩固堅定的樂觀金字塔。臺北：遠流出版事業。

Martin E.P. Seligman 著、洪蘭譯 (2012)：邁向圓滿：掌握幸福的科學方法。臺北：遠流出版事業。

http://www.ycni.org/downloads/PfY/SWard_Paper.pdf (Flourishing Youth)

<http://positivepsychologymelbourne.com.au/PERMA-model/> (PERMA Model)

<http://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/documents/unleashing-wellbeing-ppt.pdf> (PERMA Model)

http://www6.cityu.edu.hk/ss_posed/content.aspx?lang=zh&title=13 (PERMA Model Chinese version)

http://www6.cityu.edu.hk/ss_posed/content.aspx?lang=zh&title=12 (VIA Classification of character strength – Chinese version)