

# S.K.H. LAM WOO MEMORIAL SECONDARY SCHOOL



## School Development Plan 2006 / 2009

**Priority 1: Effective Learning & Teaching**  
*Learning Hand in Hand, Striving to Transcend*

**Area 1: Promoting effective teaching**

	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
1.1	<b>Raising student involvement &amp; motivation</b> (VIN CREEP: <b>visual, inductive teaching</b> , needs, care, rewards, <b>explain</b> , energy, <b>participate= VPIE</b> ) -V: Visual (effective use of IT) -P: Active mental & physical activity, teamwork, fun, -I: Discovery approach, creativity, flexibility -E: Explain structure of lesson, study skills	2006-2009	i. Students gaining more interest in learning; increase in learning motivation ii. Catering to learning diversity	i. Subject documents & meetings ( <b>PIE i.e. plan, implementation evaluation, )</b> ii. Stakeholders' survey iii. Post-term course evaluation surveys iv. Lesson study reports v. Lesson observation vi. Inspection of assignments & assessment paper	<ul style="list-style-type: none"> <li>• Major Concern 1 Committee</li> <li>• ADS-PIE</li> <li>• PDS -PIE</li> <li>• All teachers</li> </ul>	TA's help in processing survey data
1.2	<b>Catering to learning diversity</b> -lesson organisation -design of assignments & assessments (different focuses: basic, extended, enhanced learning contents)	2006-2009	receives better focus iii. More student involvement in lessons			
1.3	<b>Questioning strategies</b> -develop HOT -inductive teaching	2007-2009	iv. students are more positive towards the teaching methodology adopted by teachers			
1.4	<b>Lesson study in subjects</b> 2 lessons-in junior & senior forms -2006-07 Chi, Maths ,Geog	2006-2007				
1.5	<b>Professional development</b> -0607 Learning motivation, Co-planning & lesson study -0708 Questioning techniques & giving feedback					

**Area 2: Promoting effective learning**

	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<b>2.1</b>	Students develop & practise <b>good learning habits (at least 2 out of 4):</b> <ul style="list-style-type: none"> <li>• Pre-lesson preparation</li> <li>• Jotting notes</li> <li>• Doing revision regularly</li> <li>• Reading skills</li> </ul>	2006-2009	-Elements included in subject documents & practised in lessons -Students develop good learning habits -Students aware of a repertoire of study skills (specific to subjects)	i. Subject documents & meetings (PIE) (on study skills) ii. Stakeholders' survey iii. Post-term course evaluation surveys iv. Lesson observation	<ul style="list-style-type: none"> <li>• Major Concern 1 Committee</li> <li>• ADS</li> <li>• All subject panels</li> <li>• All teachers</li> </ul>	TA's help in processing survey data
<b>2.2</b>	Developing other <b>study skills</b>	2007-2009				

## Area 3. Providing prompt and constructive feedback

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.1	<p><b>Promptness</b> in giving feedback</p> <ul style="list-style-type: none"> <li>-workbook/exercises returned in 2 weeks' time</li> <li>-essays returned within 1 month</li> </ul>	2006-2009	<ul style="list-style-type: none"> <li>-Elements included in subject documents &amp; practised in marking assignments &amp; lessons</li> <li>-Teachers giving prompt &amp; constructive oral and written feedback in lessons &amp; assignments (with dates of doing assignments &amp; marking dates)</li> </ul>	<ul style="list-style-type: none"> <li>i. Subject documents &amp; meetings (PIE) (on promptness &amp; type of feedback)</li> <li>ii. Stakeholders' survey</li> <li>iii. Post-term course evaluation surveys</li> <li>iv. Exercise inspection forms</li> <li>v. Lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>• Major Concern 1 Committee</li> <li>• ADS</li> <li>• All subject panels</li> <li>• All teachers</li> </ul>	TA's help in processing survey data
3.2	<p><b>Providing constructive feedback</b></p> <ul style="list-style-type: none"> <li>-T-S conference for needy students</li> <li>- giving at least grades for exercises/workbook</li> <li>-giving grades &amp; comments for essays</li> <li>- giving positive &amp; encouraging comments in essays</li> <li>- setting up subject-based comment bank</li> <li>-developing standard-referenced assessment in assignments (optional)</li> </ul>	2006-2009				
3.3	<p><b>Explore &amp; diversify</b> modes of assessment</p>	2007-2009				

**Area 4: Using IT effectively in learning & teaching**

	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<b>4.1</b>	<p><b>Teachers incorporating IT more actively in teaching :</b></p> <ul style="list-style-type: none"> <li>-training teachers on the use of IT</li> <li>-briefing staff on Content Management</li> <li>-subject panels setting up 1 of 3: webpage, forum &amp; eclassroom</li> <li>-subject panels integrate &amp; utilize CD-Rom provided by publishers</li> </ul>	2006-2007	<ul style="list-style-type: none"> <li>• Elements included in subject documents &amp; practised in lessons</li> <li>• More self-learning packages on the schoolweb</li> <li>• IT is used more effectively in learning &amp; teaching</li> </ul>	<ul style="list-style-type: none"> <li>i. Subject documents &amp; meetings (PIE)</li> <li>ii. IT Team PIE</li> <li>iii. IT course evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• Major Concern 1 Committee</li> <li>• ADS</li> <li>• IT Team</li> <li>• All subject panels</li> <li>• All teachers</li> </ul>	TA's help in processing survey data
<b>4.2</b>	<p><b>Interactive use</b> of IT in lessons</p> <ul style="list-style-type: none"> <li>-briefing staff on wireless network to facilitate learning outside classroom</li> <li>-subject panels continue to develop their choice: webpage, forum &amp; eclassroom</li> </ul>	2007-2009				

**Area 5: Developing Problem-solving and Self-management Skills in Informal Curriculum**

	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<b>5.1</b>	<b>Non-academic Development</b> <b>Division and related sections</b> <b>develop in students</b> <b>self-management skills</b> -stress management -preserving emotional stability -time-management -building up self-esteem -cultivating healthy lifestyle	2006-2009	-Positive data reflected in APASO -Discipline Section -improving related behavioral data	-APASO -NAD and SAC meetings	All NAD sections & related committees	TA's help in processing survey data
<b>5.2</b>	<b>Non-academic Development</b> <b>Division and related sections</b> <b>develop in students</b> <b>problem-solving skills</b> -resolving conflicts - resolving problems	2007-2009				

<p><b>5.3</b></p>	<p><b>Form Coordination Committee</b>  <b>-promoting in F1</b></p> <ul style="list-style-type: none"> <li>• Optimism</li> <li>• Responsibility</li> </ul> <p><b>-promoting in F2 and F3</b></p> <ul style="list-style-type: none"> <li>• Ardour in learning</li> <li>• Empathy in helping resolve conflicts</li> <li>• Originality</li> </ul> <p><b>-promoting in F4-F7</b></p> <ul style="list-style-type: none"> <li>• stress management</li> <li>• preserving emotional stability</li> <li>• time-management</li> <li>• building up self-esteem</li> <li>• revisiting essential values &amp; attitudes</li> </ul>	<p>2006-2007</p>	<p>Positive data reflected in Survey conducted by Form Coordination Committee at the end of the school year</p>	<p>Survey on students' feedback conducted by Form Coordination Committee</p>	<p>-Form Coordination Committee                      -Form Teachers</p>	<p>TA's help in processing survey data</p>
	<p><b>-promoting in F1-F7</b>  <b>Self-management, problem-solving skills, LAMWOOER values &amp; attributes</b></p>	<p>2007-2009</p>				

**Priority 2: Enhancing EMI Learning and Teaching****Area 1 : Enhancing EMI Teaching**

	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
1.1	Nominate EMI teachers to take refreshers course, seminars or workshop regarding EMI teaching	2006-2009	At least 5 teachers each year participated related course	Questionnaire survey	AAS	Staff Development Fund
1.2	Co-Development of materials (to help subject teachers develop materials and activities that make help students learn and practise using English while learning the subject content)	2006-2009	At least one unit of materials is to be prepared each term. With the new materials, students should use English more actively in the subject classroom	Feedback from subject teachers	EMI Co-ordinator and participating subject teachers	N/A
1.3	Pronunciation workshop for teachers (to assist teachers in improving their English pronunciation) <ul style="list-style-type: none"> <li>Covering IPA, consonants, vowels, fluency, linking, stress, intonation, common errors, teaching pronunciation of subject-specific vocabulary</li> <li>Eight one-hour biweekly sessions</li> <li>Six participants per term</li> </ul>	2006-2007 (Term 1) 2007-2008 (Term 1)	Participating teachers will have a better understanding of common English pronunciation problems and will have shown improvement in the pronunciation	Questionnaire to be administered to participants at the end of the course.  Self-evaluation of progress by participants and instructor	EMI Coordinator, assisted by WPY & WSY	Eyespeak language-learning software, blank CDs

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1.4	<p>IT teaching workshop for teachers (to assist teachers in creating web-based activities and materials to enhance students use of English in learning).</p> <ul style="list-style-type: none"> <li>Covering planning web-based teaching, designing webpages, basic HTML, getting the most out of e-class, encouraging interactive learning</li> <li>Eight one-hour biweekly sessions</li> <li>5-6 participants per term</li> <li>Covering IPA, consonants, vowels, fluency, linking, stress, intonation, and common errors. Teaching pronunciation of subject-specific vocabulary.</li> </ul>	<p>2006-2007 (Term 2) 2008-2009 (Term 1)</p>	<p>Participating teachers will have a better understanding of how to plan and implement IT- related teaching and learning activities.</p> <p>The teachers will be able to develop a substantial online component to enhance to teaching of one use the</p>	<p>Questionnaire to be administered to participants at the end of the course.</p> <p>Self and peer evaluation of progress by participants</p>	<p>EMI Coordinator, assisted by WPY and WSY</p>	<p>Time in the computer lab, e-classrooms for all participants, basic web-authoring software such as Dreamweaver and Flash. Basic image-editing software such as Paint Shop Pro.</p>
1.5	<p>Public speaking and presentation skills workshop for teachers (to help teachers become more confident and proficient in speaking in English)</p> <ul style="list-style-type: none"> <li>Focusing on preparation and delivery</li> <li>Eight one-hour biweekly sessions</li> <li>5-6 participants per class</li> <li>Teachers' participations counted as CPD</li> </ul>	<p>2007-2008 (Term 2) 2008-2009 (Term2)</p>	<p>Participating teachers will have a better understanding of how to speak more effectively in the classroom.</p> <p>Participating teachers will be able to speak more confidently and clearly.</p>	<p>Questionnaire to be administered to participants at the end of the course.</p> <p>Self and peer evaluation of progress by participants</p>	<p>EMI Co-ordinator, assisted by WPY</p>	<p>digital video camera, blank video-disks</p>
1.6	<p>Hiring a service provider to teach F1-F.4 poetry component in LLC subject</p>	<p>2006-2007 (Term 2)</p>	<p>Participating teachers will have a better understanding of how to teach poetry</p>	<p>Teachers' feedback</p>	<p>WSY</p>	<p>EMB fund -</p>

1.7	Sharing sessions with teaching staff (Encourage teachers to participate in EMI development activities)	2006-2009	At least one per year on topics such as principles of bilingual education and co-development of materials. Staff will have a better understanding of the subject of the talk.	Questionnaire survey	EMI Co-ordinator	TAs help in process questionnaire data
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### Area 2: Enhancing EMI learning

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.1	English Clinic for students. The EMI co-ordinator will be available for 1 lunch period and 1 after-school session each week to give language-related advice to students <ul style="list-style-type: none"> <li>• Help students deal with specific language problems</li> <li>• Give students greater opportunity to use English</li> </ul>	2006-2009	Students are more willing to speak with a native speaker	Part of the English corner questionnaire will cover the English clinic.	EMI Co-ordinator	Photocopies
2.2	Online database (to provide students with access to sample texts, including reports and essays. etc.)	2006-2009	At least three texts uploaded per term each year	Feedback from participating teachers	EMI Co-ordinator and participating subject teachers	Model texts and feedback from teachers
2.3	Talks for students	2006-2009	At least two each year on topics such as AL & HKCEE compositions. Mnemonic strategies, etc. Students will have a better understanding of the subject of the talk.	Questionnaire survey	EMI Co-ordinator	TAs help in process questionnaire data

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2.4	Collect key vocabulary from subject teachers for dictations and distribute the list to English teachers for dictation purposes before the test and exams (to help students improve their spelling).	2006-2007: F.3 2007-2008: F.2 2008-2009: F.1	Students spelling in subject areas should show improvement	Survey by content subject teachers to determine if students' spelling has improved	EMI Co-ordinator, Subject teachers	N/A
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**Area 3: Providing a language rich (Eng) Environment for students**

	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
3.1	Enforcing the Language Policy	2006-2009	All PA, LED, Classroom, Board announcements are in English except subjects taught in Chinese and Religious activities	Questionnaire survey	MC 2 Committee	N/A

