

S.K.H. LAM WOO MEMORIAL SECONDARY SCHOOL



Annual School Plan

2007-2008

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.

School Goals

Learning Hand in Hand, Striving to Transcend

1. Channel the school including staff and students towards clear, commonly shared goals that lead to the betterment of students.
2. Help students develop a global vision and have a better understanding of their community, Hong Kong and worldwide.
3. Help students explore their potential in academic ability and non-academic development.
4. Encourage students' learning to go beyond the classroom and formal lesson time.
5. Cultivate and equip students with the 9 generic skills to help them work within, and adapt to a rapidly changing employment, social and economic climate.
6. Cultivate positive values and attitudes to ensure students could play a contributory role in the community
7. Provide a broad curriculum (e.g. remedial class, high achievers class) to cater to students' learning diversities.
8. Provide students with a language rich environment so that they can become fully bi-literate & tri-lingual.
9. Maximize the use of IT to enhance the efficiency of teaching and learning.
10. Create opportunities for teachers to collaborate and conduct professional exchange.
11. Enhance the effectiveness of communication channels with the stakeholders of our school, including staff, parents, students and alumni.

Major Concerns (in order of priority)

1. Effective Learning and Teaching p.5
2. Enhancing EMI Learning and Teaching p.

Priority 1: Effective Learning & Teaching (2007-2008)

Area 1: Promoting effective teaching

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation*	People Responsible	Resources Required
1.1	Raising student involvement & motivation -V: Visual (effective use of IT) -P: Active mental & physical activity, teamwork, fun	07-09	i. students gaining more interest in learning; increase in learning motivation ii. students learn to learn together	i. Subject documents & meetings (PIE i.e. plan, implementation, evaluation,)	<ul style="list-style-type: none"> • Major Concern 1 Committee • ADS-PIE • SDC -PIE • All teachers 	TA's help in Processing survey data
1.2	Catering to learning diversity -Learning Diversity (QGII- Questioning, Grouping, Identification, Instruction) -questioning strategies to cater to LD -curriculum tailoring -design of assignments & assessments -group work -identifying students with LD -use of encouraging language ; of an appropriate level	07-09	iii. more student involvement in lessons iv. Different learning styles have been catered to in instruction & questioning v. equitable participation of all students	ii. APASO iii. Post-term course evaluation surveys iv. Lesson study /co-planning reports v. Peer Lesson observation		
1.3	Lesson study in subjects Economics, Geography, Physics	07-08				

<p>1.4</p>	<p>Staff development -Co-planning & lesson study -Questioning techniques -Participation /Grouping dynamics -Catering to LD in classroom context</p>	<p>07-08</p>		<p>vi. Inspection of assignments & assessment paper</p>		
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Area 2: Promoting effective learning

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation*	People Responsible	Resources Required
2.1	<p>Students develop & practise study skills</p> <ul style="list-style-type: none"> • jotting notes • concentration • time management 	07-08	<ul style="list-style-type: none"> -Elements included in subject documents & practised in lessons -Students develop good study skills -Students are aware of a repertoire of study skills (specific to subjects) 	<ul style="list-style-type: none"> i. Subject documents & meetings (PIE) (on study skills) ii. Post-term course evaluation surveys iii. Peer lesson observation 	<ul style="list-style-type: none"> • Major Concern 1 Committee • ADS • All subject panels • All teachers 	TA's help in processing survey data

Area 3. Providing prompt and constructive feedback

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation*	People Responsible	Resources Required
3.1	<p>Promptness in giving feedback</p> <ul style="list-style-type: none"> -workbook/exercises returned in 2 weeks' time -essays returned within 1 month 	07-09	<ul style="list-style-type: none"> -Elements included in subject documents & practised in marking assignments & lessons -Teachers giving prompt & constructive oral and written feedback in lessons & assignments (with dates of doing assignments & marking dates) 	<ul style="list-style-type: none"> i. Subject documents & meetings (PIE) (on promptness & type of feedback) ii. Stakeholders' survey iii. Post-term course evaluation surveys iv. Exercise inspection forms v. Lesson observation 	<ul style="list-style-type: none"> • Major Concern 1 Committee • ADS • All subject panels • All teachers 	TA's help in processing survey data
3.2	<p>Providing constructive feedback</p> <ul style="list-style-type: none"> -T-S conference for needy students - giving at least grades for exercises/workbook -giving grades & comments for essays - giving positive & encouraging comments in essays -developing standard-referenced assessment in assignments (optional) 	07-09				
3.3	<p>Explore & diversify modes of assessment</p> <ul style="list-style-type: none"> -peer assessment, self-assessment 	07-09				

Area 4: Using IT effectively in learning & teaching

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation*	People Responsible	Resources Required
4.1	<p>Teachers incorporating IT more actively in teaching :</p> <ul style="list-style-type: none"> -training teachers on the use of IT -introduce to staff updated visual resources -compile a list of across-the-subject visual resources 	07-08	<ul style="list-style-type: none"> • More self-learning packages on the schoolweb • IT is used more effectively in learning & teaching 	<ul style="list-style-type: none"> i. Subject documents & meetings (PIE) ii. IT Team PIE iii. IT course evaluation survey 	<ul style="list-style-type: none"> • Major Concern 1 Committee • ADS • IT Team • All subject panels • All teachers 	TA's help in processing survey data
4.2	<p>Interactive use of IT in lessons</p> <ul style="list-style-type: none"> -briefing staff on wireless network to facilitate learning outside classroom -subject panels continue to develop their choice: webpage, forum & eclassroom 	07-09				

Area 5: Developing Self-management Skills in Informal Curriculum

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation*	People Responsible	Resources Required
5.1	<p>Non-academic Development Division and related sections develop in students self-management skills</p> <ul style="list-style-type: none"> -stress management -time-management 	2007-2009	<ul style="list-style-type: none"> -Positive data reflected in APASO -Discipline Section -improving related behavioral data 	<ul style="list-style-type: none"> -APASO -NAD and SAC meetings 	All NAD sections & related committees	TA's help in processing survey data
5.2	<p>Non-academic Development Division and related sections develop leadership skills</p>	2007-2009				
5.3	<p>Form Coordination Committee</p> <ul style="list-style-type: none"> -promoting LAMWOOER qualities in F1-F7 -promoting in F4-F7 <ul style="list-style-type: none"> • stress management • time-management 	2007-2008	Positive data reflected in Survey conducted by Form Coordination Committee at the end of the school year	Survey on students' feedback conducted by Form Coordination Committee	<ul style="list-style-type: none"> -Form Coordination Committee -Form Teachers 	TA's help in processing survey data

Priority 2 : Enhancing EMI Learning and Teaching

Area 1 : Enhancing EMI Teaching

Tasks	Time scale	Success Criteria	Evaluation method	People Responsible	Resources Required
1.1 Nominate EMI teachers to take appropriate refreshers course, seminars or workshop regarding EMI teaching	07-09	At least 5 teachers each year participated related course	Questionnaire survey	AAS	Additional Support for EMI school
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)	07-09	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 and presentation skills workshop for teachers. <ul style="list-style-type: none"> • Covering IPA, consonants, vowels, stress, intonation, common errors, • Eight one-off workshops • 15 participants per term 	07-08	Participating teachers will have a better understanding of common pronunciation problems and will have shown improvement in the pronunciation. They also will have a better understanding of how to speak more effectively and will be able to speak more confidently & clearly.	Questionnaire to participants at the end of the course. Self-evaluation of progress by participants and instructor	EMI Coordinator, assisted by WPY	Eyespeak language-learning software, blank CDs

<p>1.4. IT teaching workshop for teachers (to assist teachers in using IT to enhance students use of English in learning).</p> <ul style="list-style-type: none"> Covering planning web-based teaching, designing webpages, basic HTML, getting the most out of e-class, encouraging interactive learning 3 one-off sessions to demonstrate the use of English software in Maths/Sci subjects 5-6 participants per term 	<p>07-08</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 internet</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</p>	<p>Time in the computer lab, e-classrooms for all participants, basic web-authoring software . Basic image-editing software e.g. Paint Shop Pro.</p>
<p>1.5 Hiring a service provider to train teachers on effective teaching skill for EMI subjects</p>	<p>07-08 Term 2</p>	<p>Participating teachers will have a better understanding of how to teach more efficiently in English</p>	<p>Teachers' feedback</p>	<p>WPY</p>	<p>Additional Fund for EMI school</p>
<p>1.6. Sharing sessions with teaching staff (Encourage teachers to participate in EMI development activities)</p>	<p>07-09</p>	<p>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.</p>	<p>Questionnaire survey</p>	<p>EMI Co-ordinator</p>	<p>TAs help in process questionnaire data</p>

Area 2: Enhancing EMI learning

Tasks	Time scale	Success Criteria	Evaluation method	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"> • Help students deal with specific language problems • Give students greater opportunity to use English 	07-09	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.)	07-09	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	07-09	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
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).	07-09	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

2.5 English Enrichment Program – 40 F3/4 students conduct promotional & fundraising campaigns for 3 outside organisation.	07 -08	Students learn about business English and develop critical thinking and teamwork skill	Questionnaire survey	EMI coordinator	Travelling Expenses
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Area 3: Providing a language rich (Eng) Environment for students

Tasks	Time scale	Success Criteria	Evaluation method	People Responsible	Resources Required
3.1 Enforcing the Language Policy	07-09	All PA, LED, Classroom, Board announcements are in English except subjects taught in Chinese and Religious activities	Questionnaire survey	MC 2 Committee	N/A
3.2. Open the English corner every school day at lunch and after school. Services will include: a small library of books and videos, games, computer workstations, discussion area, activities related to English Portfolio programme (e.g., book sharing and reading aloud)& consultations with EMI co-ordinator Purchase additional software, build up a school-owned video library	07-09	The majority of students in F.1-3 will have used the English corner at least twice during the academic year and will be satisfied with the services. At least 25% of the students in F4 & 6 will have used the English corner and will be satisfied with the service offered	Questionnaire to be administered to all students at the end of the academic year. Students borrowing records	EMI Co-ordinator , English Awards Scheme Teacher-in-Charge (CPC)	A TA is assigned to assist in English Corner during the lunch time, afternoon session and afterschool session.
3.3 Organise English Speaking Week in Oct & April - Using English in Form Assembly on ESD	07-08	50% students participated the ESD activities.	Questionnaire survey	MC2 Committee EAS Academic week(Apr)	Prizes for ESD

<p>3.4 Joining AFS Cultural Exchange Program</p> <p>An exchange student is placed in our school for 1 year. She is put in different classes for different subjects. During her free lesson, she attends Junior Form English Lesson to assist Oral lesson. She also participates ECA and assists in English Corner.</p>	<p>07-08</p>		<p>Questionnaire survey for concerned classes</p>	<p>MC2 committee</p>	<p>Free uniform, text book, exercise book for the exchange student. School fees, air-conditioning fee, printing etc are being waived. Host family to provide free accommodation & catering</p>
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