

S.K.H. LAM WOO MEMORIAL SECONDARY SCHOOL



Annual School Plan

**2008-2009**

## 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

### *Together Everyone Achieves More*

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)**

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| 1. Effective Learning and Teaching     | P.5 |
| 2. Enhancing EMI Learning and Teaching | P.8 |

**Priority 1: Effective Learning & Teaching***Together Everyone Achieves More***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> P: active mental & physical activity, teamwork, fun	2008 -2009	i. more student involvement in lessons	i. Subject documents & meetings ( <b>PIE i.e. plan, implementation evaluation, )</b>	<ul style="list-style-type: none"> <li>• Major Concern 1 Committee</li> <li>• ADS-PIE</li> <li>• All teachers</li> </ul>	TA's help in Processing survey data
1.2	<b>Catering to learning diversity (CIAQ)</b> -Collaborative work -Instruction(language, explanation, recycling) -A-assignments & assessments (design) -Q-questioning strategies to cater to LD	2008 -2009	ii. students of different learning abilities are catered to in the lessons iii. teachers learn better	ii. APASO iii. Post-term course evaluation surveys		
1.3	<b>Co-planning study &amp; lesson study</b> (lesson study/co-planning study meetings+ 2 peer lesson observation@ to be completed in March)	2008 -2009	questioning strategies	iv. Co-planning study reports		
1.4	<b>Staff development</b> -catering to students of lower abilities in the classroom context	2008- 2009	iv. teachers are more ready to learn from one another v. greater awareness of the strategies used to cater to LD	v. Peer Lesson observation vi. Inspection of assignments & assessment paper		

**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>
2.1	<b>Students develop &amp; practise study skills</b> <ul style="list-style-type: none"> <li>• jotting notes</li> <li>• pre-lesson preparation</li> <li>• post-lesson revision</li> </ul>	2008-2009	-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)	i. Subject documents & meetings (PIE) (on study skills) ii. Post-term course evaluation surveys iii. Peer 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

**Area 3. Providing prompt and constructive feedback**

	<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	<b>Promptness in giving feedback</b> -workbook/exercises returned in 2 weeks' time -essays returned within 1 month	2008-2009	-Elements included in subject documents & practised in marking assignments & lessons	i. Subject documents & meetings (PIE) (on promptness & type of feedback)	<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	<b>Providing constructive feedback</b> -giving grades & comments for essays - giving positive & encouraging comments in essays	2008-2009	-Teachers giving prompt & constructive oral and written feedback in lessons & assignments	ii. Stakeholders' survey iii. Post-term course evaluation surveys		
3.3	<b>Explore &amp; diversify</b> modes of assessment -peer assessment, self-assessment	2008-2009	( with dates of doing assignments & marking dates)	iv. Exercise inspection forms v. Lesson observation		

**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>	<b>Teachers incorporating IT more actively in teaching :</b> -compile a list of across-the-subject visual resources i.e. VOD	2008-2009	<ul style="list-style-type: none"> <li>• Improvement in subject webpage &amp; classrooms</li> <li>• More students develop a habit in self-access learning</li> </ul>	i. Subject documents & meetings (PIE) ii. IT Team PIE iii. survey on students in April iv. survey on teachers	<ul style="list-style-type: none"> <li>• Major Concern 1 Committee</li> <li>• AD</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>	<b>Interactive use of IT in lessons</b> -subject panels continue to develop their webpage & eclassroom by means of adding 2 additional features	2008-2009				

## Priority 2 : Enhancing EMI Learning and Teaching

### Area 1 : Enhancing EMI Teaching

Tasks	Success Criteria	Evaluation method	People Responsible	Resources Required
1.1 <b>Nominate EMI teachers</b> to take appropriate refreshers course, seminars or workshop regarding EMI teaching	At least 5 teachers each year participated related course	Questionnaire survey	AAS	Additional Support for EMI school
1.2 <b>One-to-one Professional Development Consultation</b> on Classroom Delivery Skills. The process will involve lesson observation and pre and post-lesson meetings. The consultation will focus on the following areas: <ul style="list-style-type: none"> <li>● Materials (Possible creation and use of supplementary materials that focus on language (e.g., vocabulary, text-types, etc).</li> <li>● Pronunciation, fluency and voice projection (Analysis of possible problems affecting communication and suggestions for follow-up work to improve pronunciation, voice projection).</li> <li>● Vocabulary Use</li> <li>● Communication strategies for asking questions, checking for understanding, giving instructions etc.</li> </ul>	6-8 content subject teachers who are willing to participate.	Feedback from participants	EMI co-ordinator	N/A

**Area 2: Enhancing EMI learning**

<b>Tasks</b>	<b>Success Criteria</b>	<b>Evaluation method</b>	<b>People Responsible</b>	<b>Resources Required</b>
<p>2.1. <b>English Clinic for students.</b> - Invite students to make arrangements and book a time in advance—can use the studio for meetings.</p> <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>	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. <b>Online database</b> (to provide students with access to sample texts, including reports and essays. etc.)	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. <b>Talks for students</b>	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. <b>Collect key vocabulary</b> 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).	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 <b>Studio Teams:</b> Students work on multimedia projects. For example, one team might work on a video of sports day highlights, a video of their own choice, a computer game testing science knowledge (thus making EMI learning more interactive) and a flash animation about Values. Studio teams will also help introduce software programmes to parents for their children's self-access learning (e.g., during parent's day)	Students skill & motivation in making multimedia projects should be increased.	Questionnaire survey	EMI coordinator +Ng Gavin	Additional Support for EMI school

**Area 3: Providing a language rich (Eng) environment for students**

Tasks	Success Criteria	Evaluation method	People Responsible	Resources Required
<p><b>3.1 Enforcing the Language Policy</b></p> <p>1. PA, LED Poster and bulletin board The language used should follow the school policy. For the class bulletin board, at least 50% should be in English. For the reminders written on the blackboard in the morning, teachers i/c should remind the helper to follow the school policy.</p> <p>2. Whole school assembly The worship part (Hymn singing and prayer) should be conducted in English. Speakers are encouraged to use English for their talk. For assemblies organized by school functional groups or teams, at least 50% of them should be in English ( except Religious activities or subjects taught in Chinese or PTH)</p> <p>3. Language used in the Office Counter The possibility of using English over the Office counter would be explored. ( e.g. getting the mobile phone, buying exercise book)</p>		Questionnaire survey	MC 2 Committee	N/A

<p><b>3.2. English Corner</b></p> <ul style="list-style-type: none"> <li>● 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 )&amp; consultations with EMI co-ordinator</li> <li>● Purchase additional software, build up a school-owned video library</li> <li>● More intensive training given to executives             <ul style="list-style-type: none"> <li>-Executives to be given more responsibility to oversee the EC</li> <li>- F6 students will be required to take up 3-4 shifts per academic year. One F6 student will be on duty for each</li> <li>-the EC will only be open if enough executives and helpers are present (one of each). The services offered will depend on the number of executives and helpers on duty (2 people = borrowing only, 3 = borrowing + visitors can do anything else inside the EC, 4 = visitors can also play games in the area behind the hall). This means the EC will NOT be open every day unless we have 8 executives and 20 helpers. Also, if the required helpers are absent, the EC will be closed WITHOUT notice..</li> </ul> </li> <li>● More special days (e.g., Girls Day, Senior Form students day) to limit the number students and encourage a wider range of videos.</li> <li>● There will stricter enforcement of guidelines regarding behaviour.</li> <li>● Different software programmes will be made available on different days</li> <li>● Music CDs (the items most prone to theft will be removed from their cases and kept behind the helper’s desk)</li> </ul>	<p>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.</p> <p>At least 25% of the students in F4 &amp; 6 will have used the English corner and will be satisfied with the service offered</p>	<p>Questionnaire to be administered to all students at the end of the academic year.</p> <p>Students borrowing records</p>	<p>EMI Co-ordinator , English Awards Scheme Teacher-in-Charge</p>	<p>TA assists in English Corner</p>
<p><b>3.3 Organise English Speaking Week together with EAS</b></p> <ul style="list-style-type: none"> <li>- Using English in Form Assembly on ESD</li> </ul>	<p>50% students participated the ESD activities.</p>	<p>Questionnaire survey</p>	<p>MC2 Committee EAS Academic week(Apr)</p>	<p>Prizes for ESD</p>

<p><b>3.4 Joining AFS Cultural Exchange Program</b>          An exchange student is placed in our school for 1 year. She is put in different classes for different subjects. She also participates ECA and assists in English Corner.</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 &amp; catering</p>
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