

S.K.H. LAM WOO MEMORIAL SECONDARY SCHOOL



Annual School Plan

**2009-2010**

## 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.

**S.K.H. Lam Woo Memorial Secondary School**  
**Annual School Plan**  
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**Major Concerns**

- |                     |     |
|---------------------|-----|
| 1. Learn to Learn   | P.4 |
| 2. Learn to Respect | P.7 |

**1: Major Concern: Learn to Learn****Area 1: Promoting learning strategies//subject-specific study skills**

|     | <b>Strategies / Tasks</b>   | <b>Success Criteria</b>   | <b>Methods of Evaluation</b>  | <b>People Responsible</b>   | <b>Resources Required</b> |
|-----|---|---|---|---|---------------------------|
| 1.1 | Subject departments prepare a chart on study skills to be developed at different levels (1 skill each level for F1-F4, F6)  | <ul style="list-style-type: none"> <li>● Compilation of charts on study skills</li> <li>● Minutes of subject department explaining the strategies and evaluation</li> <li>● Over '4' rating in Course evaluation</li> </ul> | <ul style="list-style-type: none"> <li>● MC 1 evaluation meetings</li> <li>● Subject panel evaluation meetings</li> <li>● Course evaluation</li> <li>● APASO</li> </ul> | <ul style="list-style-type: none"> <li>● MC 1 Committee</li> <li>● Subject departments</li> </ul> | TA                        |
| 1.2 | Subject departments delineate strategies and evaluation used to develop 1 skill each level through the year (F1-3, F4, F6)  |   |   |   |                           |
| 1.3 | School promotes specific achieving strategies :choose 1 of the three achieving : note taking, pre-lesson preparation and post-lesson revision through related subject departments |   |   |   |                           |

**Area 2: Promoting skill-building in teaching**

|     | <b>Strategies / Tasks</b>   | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>  | <b>People Responsible</b>   | <b>Resources Required</b>  |
|-----|---|--|---|---|--|
| 2.1 | School-classroom observation workshops (30/11/09) to strengthen teachers' skills in conducting lesson observation | <ul style="list-style-type: none"> <li>● Teaching staff find the workshops useful</li> <li>● Better appreciative culture and constructive comments in peer lesson observation</li> </ul> | <ul style="list-style-type: none"> <li>● MC 1 evaluation meetings</li> <li>● Workshop evaluation survey</li> <li>● Course evaluation data</li> <li>● Subject department evaluation meeting</li> <li>● Peer lesson observation</li> <li>● APASO</li> </ul> | <ul style="list-style-type: none"> <li>● MC1 Committee</li> <li>● Mr Archie McGlynn</li> <li>● Subject departments</li> </ul> | <ul style="list-style-type: none"> <li>● \$10,000</li> <li>● TA</li> </ul> |
| 2.2 | School- course evaluation focusing on related teaching of study skills  | Over '4' rating in course evaluation   |   |   |  |
| 2.3 | Subject- peer lesson observation focusing on related teaching of study skills                                     | Over '5' rating in peer lesson evaluation  |   |   |  |

**Area 3: Promoting eLearning**

|     | <b>Strategies / Tasks</b>                     | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>   | <b>People Responsible</b>   | <b>Resources Required</b>   |
|-----|---|--|--|---|---|
| 3.1 | Familiarise staff with the use of smartboards | <ul style="list-style-type: none"> <li>● Positive response to introductory session</li> <li>● Response provided by D &amp; T, CIT and Physics</li> <li>● Positive responses from teachers who have used the smartboards</li> </ul> | <ul style="list-style-type: none"> <li>● IT Team evaluation meeting</li> <li>● Subject evaluation meetings: D &amp; T, CIT &amp; Physics</li> <li>● Other subject evaluation meetings</li> </ul> | <ul style="list-style-type: none"> <li>● CHY, YLK</li> <li>● Subject departments</li> </ul> | <ul style="list-style-type: none"> <li>● IT Team</li> <li>● Lab technicians</li> <li>● Smartboards</li> </ul> |

**Area 4: Accelerate Learning (for low achievers in F1 and F2)**

|     | <b>Strategies / Tasks</b>  | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>   | <b>People Responsible</b>   | <b>Resources Required</b>  |
|-----|--|--|--|---|--|
| 4.1 | Identification of low achievers –after 1 <sup>st</sup> internal assessment | <ul style="list-style-type: none"> <li>● Improvements observed in students identified</li> <li>● Feedback from students</li> </ul> | <ul style="list-style-type: none"> <li>● MC1 evaluation meetings</li> <li>● LTS evaluation meetings</li> </ul> | <ul style="list-style-type: none"> <li>● MC1 Committee</li> <li>● LTS Committee</li> <li>● Form teachers</li> <li>● Form Teachers' Coordination Committee</li> <li>● Eng/Math Subject meetings</li> </ul> | <ul style="list-style-type: none"> <li>● \$15,000</li> <li>● CLF, HCP</li> <li>● TA</li> <li>● classrooms</li> </ul> |
| 4.2 | 2009 Christmas tuition for low achievers in F1, F2 (Eng, Math)             |  |  |   |  |
| 4.3 | Summer tuition for F1, F2 (Eng, Math)                                      |  |  |   |  |
| 4.4 | Exchange programs for students with other schools                          | Students improve in attitude and incentive towards learning  | <ul style="list-style-type: none"> <li>● Exam results</li> <li>● Form teachers' observation</li> </ul>         |   |  |

**Area 5: Restructuring Academic Division to effectuate better learning & teaching**

|     | <b>Strategies / Tasks</b> | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>   | <b>People Responsible</b> | <b>Resources Required</b> |
|-----|---------------------------|--|--|---------------------------|---------------------------|
| 5.1 | Better division of labour | Units & Sections under Academic Division can perform effectively | <ul style="list-style-type: none"> <li>● MC1 evaluation meetings</li> <li>● CAS and LTS evaluation meetings</li> </ul> | MC1 Committee             | ///                       |
| 5.2 | Streamline workflow       | Coordination of work is smoothed                                 |  |                           |                           |

**2: Major Concern: Learn to Respect****Area 1: Enhancing students' awareness and understanding of respect for oneself, the others and the society**

|     | <b>Strategies / Tasks</b>   | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>  | <b>People Responsible</b>   | <b>Resources Required</b>   |
|-----|---|--|---|---|---|
| 1.1 | Subject departments incorporate the various virtues and values in the subject curriculum by refining the scheme of work (F1-3, F4, F6)  | <ul style="list-style-type: none"> <li>● Scheme of work of subject department infusing the values</li> <li>● Minutes of subject department explaining the teaching of values</li> <li>● Over '4' rating in Course evaluation</li> </ul>  | <ul style="list-style-type: none"> <li>● MC2 evaluation meetings</li> <li>● Subject panel evaluation meetings</li> <li>● Course evaluation</li> </ul> | <ul style="list-style-type: none"> <li>● MC2 Committee</li> <li>● Subject departments</li> </ul>        | TA  |
| 1.2 | Subject departments, especially languages subjects, RE and LS, adopt teaching and learning activities to teach these virtues and values (F1-3, F4, F6)  |  |   |   |   |
| 1.3 | <p>School promotes the specific values through informal curriculum</p> <ul style="list-style-type: none"> <li>● Involve both teachers and students in formulating rules or code of behavior pertaining to the virtues in staff meeting and FT periods respectively</li> <li>● All pastoral care sections / committees / teams align and implement their program plan in line with the various virtues and values</li> <li>● Develop students' good virtues and related values through teaching and activities in FT periods curriculum</li> <li>● Arouse students' awareness of the importance of the various virtues and values through School Assemblies and Form Morning Assemblies</li> <li>● To promote students' respect through reading program</li> </ul> | <ul style="list-style-type: none"> <li>● Section program plans explain clearly plans to develop and evaluate their implementation plan</li> <li>● Display of class rules or code of behavior in classroom</li> <li>● Schedules of School Assemblies, FT periods and Form Morning Assemblies have incorporated the values</li> <li>● Over '4' rating in Evaluation</li> </ul> | <ul style="list-style-type: none"> <li>● MC2 evaluation meetings</li> <li>● Section or Unit evaluation meetings</li> </ul>                            | <ul style="list-style-type: none"> <li>● MC2 Committee</li> <li>● Related Sections and Teams</li> </ul> | <ul style="list-style-type: none"> <li>● TA</li> <li>● External bodies</li> <li>● Funding for books and etc.</li> </ul> |

**Area 2: Enabling students to practice respect and the related values through the daily School Life**

|     | <b>Strategies / Tasks</b>  | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>   | <b>People Responsible</b>  | <b>Resources Required</b>  |
|-----|--|--|--|--|--|
| 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"> <li>● Teaching staff are concerned with the proper behavior of students</li> <li>● Students show improvement in their behaviour and attitudes</li> <li>● Over “4” rating in related survey</li> </ul> | <ul style="list-style-type: none"> <li>● MC2 evaluation meetings</li> <li>● Evaluation surveys</li> <li>● Form Coordination Meetings</li> <li>● Feedbacks from alumni</li> </ul> | <ul style="list-style-type: none"> <li>● MC2 Committee</li> <li>● FCC</li> <li>● All teachers and staff, especially FTs</li> <li>● Alumni</li> </ul> | <ul style="list-style-type: none"> <li>● Funding for programs</li> <li>● TA</li> </ul> |
| 2.2 | To develop students’ responsibility and discipline by maintaining a good and clean classroom learning environment through the Classroom Cleanliness Campaign |  |  |  |  |
| 2.3 | To foster a caring culture through a Pilot Mentoring Scheme by Alumni  |  |  |  |  |

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

|     | <b>Strategies / Tasks</b>  | <b>Success Criteria</b>  | <b>Methods of Evaluation</b>   | <b>People Responsible</b>   | <b>Resources Required</b>  |
|-----|--|--|--|---|--|
| 3.1 | Strengthen teachers’ and parents’ role in cultivating students’ good virtues and values through talks and training workshops | <ul style="list-style-type: none"> <li>● Positive response to talks or training workshops</li> <li>● Better work of the Student leaders</li> <li>● Over “4” rating in related surveys</li> </ul> | <ul style="list-style-type: none"> <li>● MC2 evaluation meetings</li> <li>● Surveys</li> </ul> | <ul style="list-style-type: none"> <li>● MC2 Committee</li> <li>● PTA</li> <li>● Service providers</li> </ul> | <ul style="list-style-type: none"> <li>● Speaker Fee or program fee</li> <li>● TA</li> </ul> |
| 3.2 | Develop students’ good virtues and values through various leadership training programs (F.3, F.4 and F.6 students)           |  |  |   |  |
| 3.3 | To rally external resources to provide further training or opportunities for teachers and students                           |  |  |   |  |

**Area 4: Building a more supportive school environment for implementing value education**

|     | <b>Strategies / Tasks</b>  | <b>Success Criteria</b>   | <b>Methods of Evaluation</b>   | <b>People Responsible</b>  | <b>Resources Required</b>   |
|-----|--|---|--|--|---|
| 4.1 | To promote and cultivate students good virtues and values via educational programs, e.g. posting wisdom words, Slogan Competition and etc. | <ul style="list-style-type: none"> <li>● More students are awarded</li> <li>● Feedback from students</li> </ul> | <ul style="list-style-type: none"> <li>● MC2 evaluation meetings</li> <li>● Teachers' comments on students' performance</li> </ul> | <ul style="list-style-type: none"> <li>● MC2 Committee</li> <li>● FCC</li> <li>● Form teachers</li> <li>● F.6 student leaders</li> </ul> | <ul style="list-style-type: none"> <li>● Funding for award schemes</li> <li>● TA</li> </ul> |
| 4.2 | To encourage and equip F.6 students to be role models of the School to the fellow schoolmates  |   |  |  |   |
| 4.3 | To disseminate students' good practices through the publication of an year-end magazine  |   |  |  |   |
| 4.4 | To better promote and implement the existing award schemes of the School, e.g. Lamwoer Award   |   |  |  |   |

**Area 5: Better alignment or trimming of non-academic activities for more effective implementation of value education**

|     | <b>Strategies / Tasks</b>   | <b>Success Criteria</b>   | <b>Methods of Evaluation</b>  | <b>People Responsible</b>   | <b>Resources Required</b> |
|-----|---|---|---|---|---------------------------|
| 5.1 | Meetings with MC1 to facilitate communication and collaboration in the implementation of MC1 and MC2  | <ul style="list-style-type: none"> <li>● Smooth implementation of MC1 and MC2</li> <li>● Units and Sections under Non-Academic Division can perform effectively</li> <li>● The student team work effectively</li> </ul> | <ul style="list-style-type: none"> <li>● MC1 and Mc2 evaluation meetings</li> <li>● Units and Sections evaluation meetings</li> <li>● Feedbacks from student teams</li> </ul> | <ul style="list-style-type: none"> <li>● MC2 Committee</li> <li>● Student Team</li> </ul> | Nil                       |
| 5.2 | Meetings with academic and non-academic sections to formulate the annual school schedule of activities  |   |   |   |                           |
| 5.3 | Form a student team for MC2 (one representative from each of the 5 pastoral care sections) to help in the implementation of the various activities of MC2 |   |   |   |                           |