

SKH LAM WOO MEMORIAL SECONDARY SCHOOL



Annual School Plan 2017 / 2018

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
(2017-2018)

Major Concerns

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| 1. Lifelong Learning | P.4 |
| 2. Flourishing Life | P.6 |

Major Concern 1: Lifelong Learning

Target 1: cultivating good learning attitude, skill and habits for lifelong learning (focus on the elements SNAP: Skill building, Note-taking, Active participation and Persistence)

	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	More than half subjects initiated subject-specific note-taking skills, more than half students using advanced skills	Scrutiny of documents / department meetings / lesson observation / course evaluation	17-18	CSC (Form Coordinator)	Collaboration of Form Teachers
1.2	Strengthening Note-taking skills: towards subject based note-taking skill and revising notes			17-18	All teachers	
1.3	Completion and subject-based study skill booklet and the application of the skills in learning and teaching			17-18	Panel heads	
1.4	Sharing by alumni / teachers / education professionals in the morning assemblies on study skill, attitude and attitude: F.1: Note-taking skills in adaptation program and morning assemblies F.2 &3 Talk on Career and Life Planning matter (Intended speaker: Alumnus Chan Chun Ho / Cheng Wing Kin) F.4: Talk on persistence (Leung King Nam) F.5 & 6: Talk on habits, attitude and skill for HKDSE (Chan Ka Long & So Kwok Wai, CAS & CS)	Majority of the students found the morning assemblies useful to their learning and CLP	Observation / Form Teacher meeting / informal interview with the students	17-18	Form Coordinators, F.1,4 (WKT) F.2 (LKF) F.3 (LKL) F.5 (CHY) F.6 (CHY&SSW)	
1.5	<ul style="list-style-type: none"> ■ Structured Reading To Learn lessons to cultivate good reading habits for F.1& F.4 ■ Towards Reading Across Curriculum (contextual and meaningful reading): RAC activities ■ Restructure the reading lessons in F.1, F.2 for STEM elements (F.1-2 IS); F.3 and F.5 for CLP elements 	<ul style="list-style-type: none"> ■ More than 70% of students found CLP and STEM readings useful ■ 5 or more subjects integrate RAC in their curriculum 	Scrutiny of documents / department meetings / lesson observation / course evaluation	17-18	YKF (RPT) Concerned, LKF Subject panels	

Target 2: Effective lessons (focus on the elements Help: High-order thinking, Engagement, Leveled questions and Positive atmosphere)

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1	Structured co-planning--lesson observation--evaluation cycle (2 times) with emphasis on HELP	Each department have 2-4 co-planning meetings, 2-4 lesson observations in 1617 & 1718 Majority of teachers find the sharing useful All subjects completed their e-learning tasks in the forms assigned	1. Scrutiny of documents 2. Survey from some of the activities 3. Course Evaluation, peer lesson observation and appraisal	17-18	CAS, AES and panel heads	
2.2	Boost professional exchange: ■ sharing by subject departments on implementation of HELP ■ open classroom			17-18	CHY,	
2.3	Use of evaluation tools (course evaluation & lesson observations) to strengthen learning and teaching effectiveness: emphasize on HELP			17-18	LSC and WKT	
2.4	Deepening on the implementation of e-learning Lifelong Learning through mobile devices / Flipped lesson / pre-lesson / online peer assessments / online discussions / apps for interactive learning etc : at least three subjects will conduct e-learning activities for each form			17-18	SAMS, CHY and panel heads	STEM funding for mobile devices (Around \$140K)

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	Panel Heads (Hist, Econ, ICT) CSM / SHPC	
1.2	Talk on Flourishing Life (PERMA Model) <ul style="list-style-type: none"> - Morning Assembly (S.1 only) - School Assembly (S.2 – S.6) 			Nov ~ Jun (align with QEF)	AWC / St. James Settlement	MC2
1.3	Flourishing Teens Project (LW Life PAD programme)			CFG / St. James Settlement	MC2	
1.4	VIA characters enhancement programme <ul style="list-style-type: none"> - Morning Assembly (S.2 – S.6) - School Assembly (S.2 – S.6) 			CSF / 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	Workshops on Careers & Life Planning Education	<ul style="list-style-type: none"> ● >80% agree on concept ● Taught in 	<ul style="list-style-type: none"> ● Survey ● Scrutiny of documents 	Nov ~ May (align with QEF)	SSW / St. James Settlement	Life Planning Ed Fund

2.2	Infuse the meaning of “Engagement” in lessons	lessons	<ul style="list-style-type: none"> ● and records ● Course evaluation 	Whole year	Panel Heads (Home Econ, Visual Arts, PE, Chinese, Geog, LAC, Computer) FSW, CWY / DS CSM / SHPC	
2.3	Flourishing Teens Project (LW Life PAD)			Whole year	CFG / St. James Settlement	MC2

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 CSM / SHPC	
3.2	Workshops on Interpersonal Relationship and Team Building (Careers & Life Planning Education)			Dec ~ May (align with QEF)	SSW / St. James Settlement	Life Planning Ed Fund
3.3	Learning social skills in lessons			Whole year	Panel Heads (Home Econ, Visual Arts, Phy, Chem Bio, IS)	
3.4	Flourishing Teens Project (LW Life PAD) (GRIT & positive relationships)*			Whole year	CFG / St. James Settlement	MC2

*from evaluation 16/17

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 PAD 	<ul style="list-style-type: none"> ● Survey ● Scrutiny of documents and records 	Whole year	LCK / ECS	
4.2	Flourishing Teens Project (LW Life PAD)			Whole year	CFG / St. James Settlement	MC2
4.3	VIA characters enhancement programme - Morning Assembly (S.2 – S.6) - School Assembly (S.2 – S.6)			Whole year	AWC / CSF / St. James Settlement	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	LSK / SAS	
5.3	Flourishing Teens Project (LW Life PAD) Thanksgiving on personal life & GRIT)*			Whole year	CFG / St. James Settlement	MC2

*from evaluation 16/17

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 	<ul style="list-style-type: none"> ● Survey 	Whole year	CFG, MCS /	PTA

		on concept	● Scrutiny of documents and records		Religious Education Resource Centre	
6.2	Group / Individual Counselling			Whole year	CFG, MCS / Religious Education Resource Centre	PTA
6.3	VIA characters enhancement programme - Parents Talk - Parent workshops			Whole year	AWC / CSF / St. James Settlement	MC2

Working Partners**Flourishing Teens Project**

- 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 = The optimistic child 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

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)