SKH Lam Kau Mow Secondary School

Evaluation of School Annual Plan 2018-2019

School Theme: Hold Fast to Your Ideals, Press on Toward Your Goals

Major Concern: Enhancing Students into Self-Directed Learners

Target	Strategies	Evaluation
Students are able to set reasonable short-term and long-term goals for their studies.	Students are taught and encouraged by their form/ subject teachers/ career teachers to set short-term and long-term goals for their studies.	Overall speaking, 83% and 74% of students agreed that they set short-term goals and long-term goals, respectively. 73% of them reported that they worked hard to achieve their short-term goals, especially. Comparatively speaking, lower rates were found in the F.3 group, in which slightly more than 60% and 70% set their long-term goals and their short-term goals, respectively. Attention to the causes of the problem and measures to be taken are needed to raise F.4 students' awareness of the importance of setting goals.
Students get to know about their learning styles and can learn more effectively.	Workshops on learning skills are organized for F.1 students. Learning skills are further reinforced in lessons and assignments.	The performance of the service provider of the learning skills workshops was not satisfactory and the quality was hampered by the inexperienced coaches. This service provider would not be used in the coming summer bridge programme. Only around 60% of the teachers reported that they reinforced learning skills in lessons and assignments, which was not satisfactory. There would be more discussion in the subject coordinators' meeting to see how these measures could be better implemented.
Students can make good use of lesson preparation work for	Precise and guided lesson preparation tasks (if appropriate) should be	Over 67% of the teachers reported that they assigned preparation tasks (if appropriate) to students before lessons.

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learning.	assigned to students to facilitate self-directed learning.	Over 70% of the students reported that they did lesson preparation work.
Students can develop skills/ habits for self-directed learning.	Time management skills, discussion skills, presentation skills and note-taking skills, etc. are taught from junior level so that students can become self-directed learners.	About 77% of the students reported that their self-directed learning habits were enhanced. More improvements were found in presentation skills and discussion skills. On average, 71% of students have improved in their time-management skills, with the lowest in the F.5 group. It might be the fact that they could hardly manage their time when they had more frequent assessments and most of them attended tutorials outside school hours.
Good T/S and S/S interaction during lessons.	Various kind of activities are structured in lessons to get students actively involved in their learning. Students are encouraged to raise questions during lessons. Positive reinforcements and feedback are appropriately given in lessons to encourage students' participation in their learning.	Overall speaking, more than 75% of the students agreed that their lessons were structured with various kinds of activities. For the F.1 group, the percentage reached 90%. 88% of the students agreed that T/S and S/S interaction is good. Only 57% of the students agreed that they like to raise questions during lessons. There was still room for improvement, especially for F.3 and F.4 groups in which the percentage was below 50%. 83% of the teachers reported that positive reinforcements and feedback were appropriately given.
Teachers are able to use appropriate teaching and assessment strategies for	Through participating in various kinds of professional development programmes, teachers are able to use	Only 44% of the teachers attended seminars, carried out peer learning activities, read books about self-directed learning. This could be further strengthened, especially in the coming year as there would be more new

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facilitating self-directed learning.	appropriate teaching and assessment strategies for facilitating self-directed learning.	teachers joining the teaching team.
Teachers are equipped with skills to adopt e-learning in their teaching. E-learning can improve students' learning motivation and enhance learning and teaching effectiveness.	The Subject Coordinators' Committee drafts policies on and supervises the implementation of e-learning. Subject coordinators facilitate peer sharing on e-learning. Teachers attend seminars and workshops on e-learning organized by other institutes. E-learning activities should be incorporated in their scheme of work/ curriculum guide whenever appropriate. The Wi-Fi system and the electronic devices for e-learning are to be regularly maintained to allow smooth implementation of e-learning.	E-learning has been promoted in the last two years, either by organizing school development workshops or encouraging teachers to join training courses provided by the EDB or other institutes. Subject coordinators were requested to set relevant e-learning activities in their scheme of work and carry out peer learning on e-learning. 77% of the teachers reported that these peer learning activities were useful and 73 % of the teachers had implemented the e-learning activities recommended in the scheme of work. The Principal reported that many more e-learning activities were conducted during class observation when compared with the past. Feedback on these e-learning activities were also discussed in the post-observation meetings and subject coordinators' meeting. From the term-end questionnaires, about 75% of the teachers agreed that e-learning activities could improve students' motivation to learn. However, only 55% of teachers reported that e-learning activities could enable them to monitor students' learning progress. This might be due to the fact that not all e-learning apps could collect data for students' learning progress.

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		Only 65% of the teachers made more use of iPad for interactive e-learning compared to the previous year. There was room for improvement, especially if more iPads could be provided to teachers. 69% of the teachers agreed that the Wi-Fi system and the electronic devices could facilitate smooth implementation of e-learning. The school already applied for a QEF for upgrading computer devices and if approved, e-learning could be implemented more effectively.
Teachers and students are able to assess data for better tracking of students' progress and adjusting their teaching and learning strategies.	Teachers make use of the student data analysis system for better tracking of students' progress and adjusting their teaching and learning strategies.	Though a briefing session was held for introducing the student data analysis system, only 47% of the teachers reported that they were familiar with the use of the data analysis system. It was found that form teachers were more eager to learn how the system functioned, especially when they had to meet parents. It was suggested that subject coordinators could use the system during their subject meetings so that all teachers could be familiar with the system and could make use of the system to track students' progress.

Major Concern: Building a caring and Supportive community in LKM

Target	Strategies	Evaluation
Positive thinking prevails among staff and students. Students and teachers are resilient over adversity and supportive of each other.	Co-organize activities with the HKFYG to implement a QEF project on wellness (for the second year) so as to build in resilience and improve social and emotional management skills. The core values, Ideals and Perseverance, are to be promoted through talks, form period materials and school activities. The Bridge Programme, Hand-in-hand Counselling Scheme, leadership programme, etc. are regular programmes to build a supportive peer culture and to enhance students' abilities to cope with pressure and adversity.	Feedback from various activities of the QEF project was positive. Over 80% of the participants agreed that the programme helped them improve their social and emotional management skills. 65% of the teachers and 78% of the students agreed that the two core values were fostered through talks, form period materials and school activities. The difference might be the fact that some of the teachers were not form teachers and they might not be familiar with the activities carried out during form time for fostering these core values. Over 95% of the students joining the Bridge Programmes agreed that the programmes helped them build a supportive peer culture and cope with pressure. Other programmes such as Hand-in Hand Counselling Scheme and leadership training programmes were also well received. The index on negative feeling in APASO has continuously declined from 1.97 in 2017 to 1.87 in 2019 for junior forms. However, in senior forms, the index on negative feeling in APASO dropped from 2.11 to 2.01 in 2018 but rose again to 2.07 in 2019. This might be due to the fact that more intensive programmes for building in resilience and tackling adversity were implemented in the junior forms.
	Peer Mediators can serve to help solve conflicts among F.1 students.	The pilot Peer Mediator Programme was suspended as the trained student mediators could not spare adequate time for this programme.

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Good work and behavior are well acknowledged and reinforced.	The "Recognition Scheme" can provide a platform to acknowledge students' good behavior. Teachers are encouraged to give more compliments whenever students do well and make improvements in different aspects.	Only 65% of the teachers agreed that the Scheme could reinforce good work and behavior. More fine-tuning of the programme could be made so that students' good behavior could be recognized and their self-esteem enhanced. 83% of the teachers agreed that they gave more compliments to students than before.
Higher participation rates in school functions and activities. Warm and harmonious campus with a good student-teacher relationship. Students can unleash their potentials and have a stronger sense of achievement. Students and teachers have a strong sense of belonging to the school.	Class management work is to be emphasized in order to build good T/S and S/S relationships. The Campus TV can be a platform for promoting school activities, unleashing students' potentials. Students are provided with more chances to participate in open competitions in order to unleash their potentials.	85% of the students agreed that their class spirit was good. 88% of the students agreed that the T/S and S/S relationships were good. 81% of the students liked the Campus TV broadcast but only 46% of teachers reported that it could help promote school activities and unleash students' potentials. The Campus TV Committee collected feedback from teachers and made suggestions in their evaluation meetings. These suggestions would be followed up. 67% of the students joined at least one open competition and 89% of them agreed that these competitions could help unleash their potentials.

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Caring and supportive teaching team.	Activities organized by the Staff Club can foster social bonds among staff members.	54% of the staff agreed that activities held by the staff club helped foster social bonds among staff members.
Staff are equipped with better conflict management skills.	Staff are provided with opportunities to join seminars and workshops on conflict management skills.	Only 6% of the staff were enrolled in seminars and workshops on conflict management skills. This might be the fact that there were very few training courses on conflict management skills provided by the EDB this year. With the full promotion of e-learning, SEN and STEM education, teachers tended to put their priorities in attending these training courses instead of those in conflict management.
Good communication and teamwork among different stakeholders.	Meetings, forums and social gatherings among different stakeholders are held regularly to ensure timely formal and informal communication with the school.	Students and parents reflected that there were good channels of communication with the school. Most of the issues, especially on school facilities, were followed up. Some issues on school curriculum needed deeper discussion and would be dealt with in the coming year. On the other hand, only half of the teachers agreed that the communication with the school was good. It might be due to the recent restructuring of school organization. This issue would be further discussed in the coming year to ensure good communication and teamwork for teachers.
Parent-school collaboration on nurturing positive values for students.	Collaboration with the PTA in organizing activities such as talks, outings, etc. on nurturing positive values for students.	Relevant activities were held and were well received. (A more detailed evaluation on these activities was available in their meeting records)
Church-school collaboration on nurturing values of Love	Collaboration with Holy Spirit Church in organizing visits, talks, services, etc.	Relevant activities were held and were well received.

Target	Strategies	Evaluation
and Care.	on nurturing values of Love and Care.	(A more detailed evaluation on these activities was available in their meeting records)
Students and teachers are good servants to the community and to our God.	Students and teachers are provided with opportunities to serve the community through activities organized by service groups, such as Girl Guides, Scouts, St. John Cadets, Volunteers Service Group, EQ Ambassadors, Christian Fellowship, etc. Flag selling and blood donation activities are regularly organized to raise students' concern about people in need. Religious activities help promote a supportive atmosphere.	Relevant activities were held and were well received. (A more detailed evaluation on these activities was available in their meeting records) Relevant activities were held and were well received. (A more detailed evaluation on these activities was available in their meeting records) Relevant activities were held and were well received. (A more detailed evaluation on these activities was available in their meeting records)

Major Concern: Strengthening administrative and management efficiency and effectiveness

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School organization structure with better administration efficiency. Good succession planning. Efficient recording and accurate reporting of data relating to the use of eClass systems, including e-discipline, e-enrollment, e-portfolio, etc.	The new school organization structure can function well. Let middle managers take up more administrative duties so that leadership can be distributed. Briefing sessions are held to familiarize teachers and staff in using the systems. Staff responsible for the systems keep a close monitoring on the systems from time to time if any fine-tuning is needed.	Heads of functional groups could closely coordinate for both routine work and adhoc tasks. For the two Vice Principals, as they had swapped their major duties this year, they still needed more time to adapt to all the work under their supervision. The work transition upon teachers' retirement was smooth. Briefing sessions were held and teachers in charge helped liaise timely with the firm for problems arising. About 82% of the teachers reported that these eClass system functioned well in recording and reporting students' data.