

SKH Lam Kau Mow Secondary School

Holistic Review

1. Effectiveness of the previous School Development Plan (2013-2016)

Major Concerns	Extent of targets achieved	Follow-up actions
1. Enhancing teaching and learning effectiveness.	Partly Achieved	Enhancing students as self-directed learners will be made one of the major concerns in the next School Development Plan.
2. Nurturing positive values and attitudes	Mostly Achieved	Incorporated as routine work through formal and informal curricular activities and class management work.
3. Fostering sustainable school development	Mostly Achieved	Incorporated as routine work through constant school maintenance, renovation work, updates of teaching facilities and manpower planning.

2. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> The School Management Committee renders strong support to the school in terms of manpower and resources. Members have built up strong sense of trust and cooperation with the Principal. 	<ul style="list-style-type: none"> Smooth transition from SMC to IMC. Improve efficiency of administrative work to provide more room for teachers to enhance teaching.
2. Professional Leadership	<ul style="list-style-type: none"> There is good collaboration among the Principal and Vice-principals. Leadership is well distributed among panel chairs and heads of functional groups. The working relationships among teachers are harmonious. Teachers are stable and experienced and are willing to share good teaching practices. There is ongoing professional development among teachers for enhancing effectiveness of learning and teaching. 	<ul style="list-style-type: none"> Re-organize the functional groups in order to improve communication among staff and planning of school policies. Further empower the middle managers to foster leadership at different levels.
3. Curriculum and Assessment	<ul style="list-style-type: none"> The school offers a broad curriculum and a wide range of extra-curricular activities to enrich learning experiences of students at both senior and junior secondary levels. It constantly adjusts its provision and provides an adequate range of elective subjects in the senior secondary curriculum. Learners' diversity has been catered for through medium class teaching, enrichment classes, remedial classes etc. 	<ul style="list-style-type: none"> To enhance data analysis work in order to track students' progress for further improvement. Cater for learners' diversity through designing appropriate learning activities and designing appropriate assignments.
4. Student Learning and Teaching	<ul style="list-style-type: none"> Teachers are mostly experienced and they possess good subject knowledge. Collaboration in lesson preparation for enhancing teaching effectiveness is common. Learning activities are conducted smoothly and classroom routines are well-established. Teacher-student relationships are good. Students are generally attentive and willing to respond in lessons. They show good learning attitude and are able to apply the knowledge learnt to carry out the learning tasks with good performance. 	<ul style="list-style-type: none"> Enhance students' as self-directed learners. Improve students' learning skills and learning habits. Teachers should set higher expectations for students and set more challenging tasks for students to develop their skills as self-directed learners. Students should be trained to be more confident and more out-spoken in lessons. To explore and adopt e-learning when appropriate in order to enhance teaching effectiveness.
5. Student Support	<ul style="list-style-type: none"> The school makes good effort to provide timely pastoral care services, specific programmes to address personal and social needs of junior and senior form students. Leadership programmes, the All-round Development programmes, etc. help foster whole person development. Career guidance programmes are arranged at different developmental stages so that students are more aware of the importance of life planning. 	<ul style="list-style-type: none"> Nurture positive thinking. Take measures to reduce students' anxiety. Further promote career education by enhancing career planning skills and knowledge of all teachers.
6. Partnership	<ul style="list-style-type: none"> Home-School communication and cooperation is strong. Parents are supportive and appreciative of the school's effort in nurturing their children. Alumni support, in terms of expertise and resources, is becoming strong. 	<ul style="list-style-type: none"> More communication and co-operation with parents of problem students.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • Church-school collaboration helps foster religious atmosphere and provides more manpower for religious education. • The school also maintains good networking with the community and external organizations. They offer professional development opportunities for teachers and ample opportunities for students to enrich students' learning experiences beyond classrooms. 	<ul style="list-style-type: none"> • Seek more support for better implementation of e-learning.
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Students are friendly, modest and self-disciplined. They demonstrate a conscientious attitude towards learning and respect their teachers. They have strong sense of belonging to school. Student leaders are responsible and show initiative and commitment in school activities. 	<ul style="list-style-type: none"> • More can be done to improve learning motivation of less able students, to rectify misbehavior such as late submission of assignments, being late to school, etc. • Students should be trained to be more proactive in planning and more reflective in evaluation. • Positive reinforcement of good behaviors.
8. Participation and Achievement	<ul style="list-style-type: none"> • Students are keen to participate in a wide range of physical, aesthetic and academic activities and competition. They have made impressive achievements in Speech and Music Festivals, Sports, Creative writing and Mathematics Competitions. • Most students are able to achieve good results in HKDSE Examinations. In 2016, more than 90% of our graduates met the general entrance requirements of UGC-funded institutions and more than 76% got offers in the JUPAS. 	<ul style="list-style-type: none"> • To provide more chances for students to join open competitions. • To create a more favourable learning environment to allow students to pursue higher academic achievements..

3. SWOT Analysis

Our Strengths

- The school vision is clear and the school core values are shared among different stakeholders.
- The school sponsoring body is enthusiastic in its educational endeavors, providing the school ample support and operating space.
- The school emphasizes self-evaluation work and the 'Plan-Implementation-Evaluation' cycle is a common practice for policy making and for school improvement.
- The teaching staff is experienced and aware of the need for professional development. The collaborative culture is strong and the school has become a learning community.
- There is a good rapport among students and teachers.

- Mutual understanding and trust have been established among teachers and parents. The PTA runs effectively as a channel between the school and parents. It also aligns with the school in the promotion of all round education.
- Alumni support, in terms of expertise and resources, is becoming strong. Many of them can be role models for students and they are willing to share their experiences with their fellow students.
- School buildings are constantly renovated and facilities updated to provide a quality and comfortable learning and working environment for students and teachers.

Our Weaknesses

- Learners' diversity, in terms of learning abilities and motivation, is still great. There is room for improvement in their learning skills, habits and attitudes.
- Some students are weak in self-management skills and are too self-centred. They may face difficulties in both learning and keeping discipline.
- With the shrinking teaching staff under the VOCSS in the coming years, teachers' workload is expected to increase. There is little room for new teaching endeavors and expanding counselling services.
- The issue with over-ranked teachers (under the VOCSS), surplus laboratory technicians and contract staff are expected to continue for the next three years. It brings great anxiety to the school management.
- Some senior teachers are going to retire in the coming years. This will be a great loss to school in terms of rich teaching and administrative experience.
- Not all teachers receive adequate training in catering for students of special education needs.

Our Opportunities

- The turning of the SSCSG and CLPG into two regular teaching posts has provided contract staff with a stable working environment and it improves their morale.
- With provision of school-based support service from EDB and other tertiary institutes, teachers become more reflective in their teaching and they are more willing to try out new teaching pedagogies.
- With the resources provided by the EDB for the implementation of e-learning, the school can promote e-learning in a more efficient way.
- As the importance of Other Learning Experiences and Career Education to student development is better recognized in the society, more government organizations, NGOs and even private firms are willing to provide relevant programmes to widen students' horizons.
- With the F.1 population becoming more stable after 2016, the gap of learners' diversity is expected to stop widening.
- As the class size of the junior forms remains to be around 30-32, no further splitting of classes will be made in F.4-F.6. This will reduce the total amount of teaching load for teachers.
- With the 4-class structure, the school space is comparatively larger. Some of the space can be more flexibly used for holding activities for other

learning experiences.

- The establishment of the IMC in the near future provides a platform for different stakeholders of the school to give opinions about school affairs and development. This improves transparency and accountability of school management.

Our Challenges

- The school faces very keen competition from DSS schools and international schools in terms of space, facilities and curriculum.
- Students nowadays face great challenges upon the use of smartphones and social media. Some students may become addicted to net games and spend too little time in their studies. They have low motivation in participating in extra-curricular activities too.
- Attending tutorial classes becomes more popular even in junior forms. Some students depend too much on private tuition and they cannot develop their learning skills and habits. They are also overloaded with extra assignments from their tutors.
- The DSE and its curriculum pose great pressure to students. Students' anxiety is generally at high level. This adversely affects their studies and achievements.
- Students are deeply influenced by social trends and values promulgated by the mass media. It has become increasingly challenging for teachers to counsel and promote values education to students.

4. School Development Plan (2016-2019)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. Helping students to become self-directed learners	<ul style="list-style-type: none"> Students are able to set reasonable short term and long-term goals for their studies. Students get to know about their learning styles and can learn more effectively. Students can make good use of lesson preparation work for learning. Students can develop skills/habits for self-directed learning such as time management skills. 	✓	✓	✓	<ul style="list-style-type: none"> Students are trained to set short-term and long-term goals for their studies through school-based life planning curriculum. Workshops on learning styles and learning skills are organized for all F.1 students. These learning skills are further reinforced in lessons and assignments. Precise and guided lesson preparation tasks are assigned to students to facilitate self-directed learning. Time management skills, discussion skills and presentation skills, etc. are covered at junior levels to help students become self-directed learners.
	<ul style="list-style-type: none"> Good T/S and S/S interaction during lessons. Teachers are able to use appropriate teaching and assessment strategies for facilitating self-directed learning. 	✓	✓	✓	<ul style="list-style-type: none"> Various kinds of activities are structured in lessons to get students actively involved in their learning. Positive reinforcements and feedback are appropriately given in lessons to encourage students' participation in their learning. Through participating in various kinds of professional development programmes, teachers are able to use appropriate teaching and assessment strategies for facilitating self-directed learning.

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
	<ul style="list-style-type: none"> 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. 	✓	✓	✓	<ul style="list-style-type: none"> An e-learning Committee, comprising representatives from different KLA, is set up to supervise the implementation of e-learning. Two staff development programmes on e-learning will be held in 16-17. Teachers attend seminars and workshops on e-learning organized by institutes. At least one peer learning activity on e-learning should be held by each department. The Wi-Fi system is to be regularly maintained to allow smooth implementation of e-learning.
	<ul style="list-style-type: none"> Teachers and students are able to assess data for better tracking of students' progress and adjusting teaching and learning strategies. 	✓	✓	✓	<ul style="list-style-type: none"> A student data analysis system is installed for better tracking of students' progress and adjusting teaching and learning strategies.

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
2. Building a caring, positive and supportive community in LKM	<ul style="list-style-type: none"> • Positive thinking prevails among staff and students. • Students and teachers are resilient over adversity and supportive of each other. 	✓	✓	✓	<ul style="list-style-type: none"> • Positive thinking is promoted through talks, form periods and school activities. • Activities aiming at building a caring and supportive community are sponsored. • The Bridge Programme, Hand-in-hand Peer Counselling Scheme, Iron Man Programme. Leadership programme, etc. are regular programmes to build a supportive peer culture and to enhance students' abilities to cope with pressure and adversity.
	<ul style="list-style-type: none"> • Good work and behavior are well acknowledged and reinforced. • Higher participation rates in school functions and activities. • Students can unleash their potentials and have a stronger sense of achievement. • Warm and harmonious campus with a good student-teacher relationship. • Students and teachers have a strong sense of belonging to the school. 	✓	✓	✓	<ul style="list-style-type: none"> • A "Recognition Scheme" is launched for acknowledging students' good behavior. • Teachers are encouraged to give more compliments whenever students do well and make improvements in different aspects. • Class management work is to be emphasized in order to build good T/S and S/S relationships. • School functions such as the 35th Anniversary Celebration Events can help foster a sense of belonging for both teachers and students. • Students are provided with more chances to participate in open competitions in order to unleash their potentials.

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
	<ul style="list-style-type: none"> • Caring and supportive teaching team. • Staff are equipped with better conflict management skills. 	✓	✓	✓	<ul style="list-style-type: none"> • Staff club is reformed and more activities will be held for fostering social bonds among staff. • The School-based Conflict Management Project was launched in Sept. 2016. Staff are provided with more opportunities to join seminars and workshops on conflict management skills.
	<ul style="list-style-type: none"> • Good communication and team work among different stakeholders. • Parent-School collaboration on nurturing positive values for students. • Church-school collaboration on nurturing values of Love and Care. 	✓	✓	✓	<ul style="list-style-type: none"> • Meetings, forums and social gatherings among different stakeholders are held regularly to ensure timely formal and informal communication with the school. • Collaboration with the PTA in organizing activities such as talks, service for the needy, etc. on nurturing positive values for students. • Collaboration with Holy Spirit Church in organizing visits, talks, services, etc. on nurturing values of Love and Care.
	<ul style="list-style-type: none"> • Students and teachers are good servants to the community and to Our God 	✓	✓	✓	<ul style="list-style-type: none"> • 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.

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
3. Strengthening administrative and management efficiency and effectiveness	<ul style="list-style-type: none"> School organization structure with better administration efficiency Good succession planning 	✓	✓	✓	<ul style="list-style-type: none"> Reorganize the duties of functional groups. Let middle managers take up more administrative duties so that leadership can be distributed.
	<ul style="list-style-type: none"> Smooth transition from SMC to IMC 	✓	✓		<ul style="list-style-type: none"> Make good use of the experience of other SKH schools
	<ul style="list-style-type: none"> Improve administrative efficiency to reduce teachers' load. 	✓	✓	✓	<ul style="list-style-type: none"> Make good use of the Administrative Grant in improving administrative efficiency. e.g. use of Parent app.