

SKH Lam Kau Mow Secondary School

Holistic Review

1. Effectiveness of the previous School Development Plan (2016-2019)

Major Concerns	Extent of targets achieved	Follow-up actions
1. Enhancing Students into Self-directed Learners	Partly Achieved	More in-depth measures will be taken to further enhance students to be self-directed learners.
2. Building a Caring and Supportive Community in LKM	Mostly Achieved	Incorporated as routine work through formal and informal curricular activities and class management work.
3. Strengthening administrative and management efficiency and effectiveness	Almost Fully Achieved	More time is needed for teachers taking up new duties and using new electronic systems to adapt themselves to their work environment. With more hands-on experience, the administrative and management efficiency/ effectiveness can be assured.

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 has clear vision and mission for school development. The school's core values have been well established and recognized. • The IMC renders strong support to the school in terms of manpower and resources. Different stakeholders of the IMC have built up strong sense of trust and cooperation with the Principal. • Distributed leadership has been well practiced and there is a strong middle management team. • Functional groups have been reorganized into two domains, under supervision of two Vice Principals. Planning work can be more effective. • The PIE culture has been established. 	<ul style="list-style-type: none"> • The decision making process can be made more transparent. • Channels of communication among teachers can be further strengthened. • There is still room for improvement for advisory and monitoring work from Vice Principals on various functional groups. • Programmes/ work with low effectiveness should be suspended/ stopped. • Teachers' administrative work can be further reduced to provide more room for teachers to enhance teaching effectiveness.
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. • Panel Chairs are dedicated in their work and administer their departments well. They get rapport from their colleagues. • 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"> • New middle managers need some time to adapt themselves for supervisory duties. More mentorship from Principal and senior teachers can facilitate smooth transition of work. • Teachers should be more informed about the new framework of teachers' professional development. • More professional development and peer sharing for teachers on STEAM education and e-learning should be promoted and facilitated.
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. • Learners' diversity has been catered for through medium class teaching, enrichment classes, remedial classes, etc. • The school has a clear assessment system and various modes of assessment are used to evaluate students' performance. • Teachers give constructive feedback to students to facilitate assessment for learning. 	<ul style="list-style-type: none"> • Senior form curriculum can be more timely adjusted in accordance with students' preference for elective subjects. • Teachers can make better use of the data analysis system in order to track students' progress for further improvement. • Cater for learners' diversity through designing appropriate learning activities and designing appropriate assignments. • Restructure the D&T and Computer Literacy curricula so as to enhance implementation of STEAM education.

PI Areas	Major Strengths	Areas for Improvement
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. • Lessons are mostly well-prepared with clear learning objectives. Learning activities are conducted smoothly and classroom routines are well established. • 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 and problem solvers. • More opportunities for students to collaborate and share ideas with their peers and display their learning outcomes in lessons. • Students should be trained to be more confident and more outspoken in lessons. • To adopt e-learning when appropriate in order to enhance teaching effectiveness, arouse students' motivation and encourage students' participation. • To implement STEAM education in school curriculum.
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 a whole person development. • Career guidance programmes are arranged at different developmental stages so that students are more aware of the importance of life planning. Mentorship programmes, visits, taster work programmes enrich students' experience in career mapping. • Value education is fostered through various student support groups and life-wide learning activities. • A good range of CCA and life-wide learning programmes to unleash students' potentials. • The Holy Spirit Church provides the school with great support in fostering a religious atmosphere. 	<ul style="list-style-type: none"> • Build up positive thinking mindset and adopt a proactive and optimistic attitude towards life. • Improve students' wellness and mental health. • Further strengthen class management work to build teamwork and a sense of belonging. • Equip teachers with career counselling skills.
6. Partnership	<ul style="list-style-type: none"> • Home-school communication and cooperation are 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. • Church-school collaboration helps foster a 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"> • More communication and co-operation with parents of problem students. • More parent education for improving parenting skills.

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> Students are friendly, modest and polite. They demonstrate a conscientious attitude towards learning and respect their teachers. They have a strong sense of belonging to school. Student leaders are responsible and show initiative and commitment in school activities. 	<ul style="list-style-type: none"> Build up students' self-esteem and train students to be more confident. Help students adopt a proactive and optimistic attitude towards life. Positive reinforcement of good behaviors. Enhance students' self-discipline.
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 competitions. 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 2019, more than 86% of our graduates met the general entrance requirements of UGC-funded institutions and more than 88% got offers in the JUPAS. 	<ul style="list-style-type: none"> To arrange more life-wide learning opportunities in the curriculum. To provide more chances for students to join open competitions. To create more favourable learning environment to allow students to pursue higher academic achievements.

3. SWOT Analysis

Our Strengths

- The school vision and the school core values are commonly shared among different stakeholders.
- The establishment of IMC in 2017 has enabled greater participation of different stakeholders in school management, enhancing transparency and accountability.
- The school sponsoring body is enthusiastic in providing support in new educational endeavors as well as in coordinating administration work with EDB.
- The PIE cycle, which facilitates self-evaluation and enhance school improvement has been established as a common practice for school policy making.
- Collaborative culture among teaching staff has been strong. They are aware of the needs of keeping abreast of educational changes and tuning of appropriate teaching pedagogies for catering for learners' diversities.
- Teachers take initiatives to unleash students' potentials.
- There is a good rapport among students and teachers.
- Students are generally modest and polite. They demonstrate a conscientious attitude towards learning and respect their teachers. The

academic and non-academic performance of students are good.

9. The school has a strong foundation in Arts Education. Students' achievements in Visual Arts and Music are particularly outstanding.
10. Mutual understanding and trust have been established among teachers and parents. The PTA runs effectively as a channel between the school and parents. Parent volunteers also help much in relieving teachers' workload and establishing positive school image.
11. Alumni support, in terms of expertise and resource, has been strong. Many of them can be role models for students and they are willing to share their experiences with their fellow students.
12. Collaboration with the Holy Spirit Church and the social welfare organizations of Sheng Kung Hui helps promote the religious atmosphere in school.
13. With generous donations from the Lam family, new facilities such as Campus TV Studio and STEM Hub, have been set up.

Our Weaknesses

1. Learners' diversity, in terms of learning abilities and motivation, is still great. There is room for improvement in their learning skills, habits and attitudes.
2. With the shrinking teaching staff in the last three years, teachers have to shoulder more administrative duties. Some middle managers also need to adapt to new posts when some senior teachers retire.
3. With the drop of the F.1 population in the past few years, the number of students in our school dropped to around 750. Some school teams and CCA cannot recruit enough number of students for open competitions. Some have to be closed. Students may not have the opportunities to unleash their potentials or nurture their interests.
4. It takes time for all teachers to receive adequate training in catering for students of special education needs and e-learning.
5. Some students are not good at goal setting and reflection. Their skills in self-directed learning need to be enhanced.

Our Opportunities

1. The government has recently provided ample resources to all aided schools for improving education such as provision of all-graduate teaching force, two social workers per secondary school, a SEN Coordinator and a School Executive Officer. The EDB also started providing us with concurrent subsidy for Reading to Learn and air-conditioning. The QEF has reserved two million dollars for each secondary school for carrying out school-based new educational endeavors.
2. With the retirement of some teachers, more promotion posts can be available. Together with the all-graduate teaching force policy, staff morale can be enhanced.
3. The F.1 population in Shatin District is becoming more stable and may slightly increase in the coming years.
4. With the 4-class structure, the school space can be more flexibly used for holding other learning activities.

5. The T-standard, T-sharing and T-applause proposed by the COTAP (Committee on Professional Development of Teachers and Principals) have provided a framework for teachers' professional development. Teachers are also better acknowledged of their achievements and better informed about their paths for professional development.

Our Challenges

1. The school faces keen competition from DSS schools in terms of space, facilities, manpower and curriculum.
2. Teachers may be overloaded with administrative work arising from the use of additional resources for new educational endeavors.
3. With more and more junior students attending private tutorial classes, students may become over-dependent on rehearsing past papers. They may not develop their learning skills and habits. Some of them are even overloaded with extra assignments from their tutors.
4. 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.
5. With the popularity of net games and electronic gadgets, students may be distracted from their studies, sports activities and other learning experiences.
6. Manpower support from the Holy Spirit Church, if more reliably available, can better enhance the promotion of a religious atmosphere in school.

4. School Development Plan 2019-2022

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
Further enhance students to be self-directed learners and problem solvers with effective learning habits and problem-solving skills.	<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. • Improvement in students' self-discipline in their learning and time management. • Students can develop skills/ habits for self-directed learning such as note-taking skills and readjusting their learning strategies upon reflection. • Students can reduce their reliance on afterschool tuition outside school. 	✓	✓	✓	<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 and F.2 students. Through concrete arrangement in curriculum planning, these learning skills are further reinforced in lessons and assignments. • Precise and guided lesson preparation tasks should be assigned to students to facilitate self-directed learning. • Time management skills, discussion skills and presentation skills, etc. are taught and trained from junior level so that students can be enhanced to be self-directed learners. • Self-discipline is set as the school theme for 2019-2021 so that more talks and activities related can be organized to help students build up good learning habits. • Students and parents are informed of various ways the school and parents can help instead of relying on tuition outside school. • Enhancing students' peer support in learning.

<ul style="list-style-type: none"> • Good T/S and S/S interaction during lessons. • Life-wide learning experiences are integrated appropriately in curriculum in order to boost students' motivation to learn and to enhance in-depth learning. 	✓	✓	✓	<ul style="list-style-type: none"> • Various kinds of activities are structured in lessons to get students actively involved in their learning. • Positive reinforcement and feedback are appropriately given in lessons to encourage students' participation in their learning. • Curriculum being reviewed and life-wide learning activities are integrated into school-based curriculum. • Resources, including manpower, for life-wide learning activities can be allocated appropriately and in a cost-effective way.
<ul style="list-style-type: none"> • Teachers are able to use appropriate teaching and assessment strategies for facilitating self-directed learning. • Teachers can appropriately use various kinds of teaching strategies to boost students' learning motivation and learning effectiveness, including e-learning and co-operative learning. • Teachers are familiar with the SDAS for tracking students' progress so that teaching strategies can be timely adjusted for greater teaching effectiveness. • Teacher learning communities are commonly established in all subject departments. 	✓	✓	✓	<ul style="list-style-type: none"> • Through participating in various kinds of professional development programmes, teachers are able to use appropriate teaching and assessment strategies for facilitating self-directed learning. • Staff development programmes on how to enhance self-directed learning and improve students' motivation are organized. • Teachers equip themselves in employing e-learning/new teaching strategies through attending seminars, workshops and peer learning activities. • Teachers share among themselves good teaching practices and what they find useful in seminars and workshops. • Teachers are encouraged to use the SDAS for monitoring students' progress and identifying effective teaching strategies. • Wi-Fi system and iPads are regularly maintained to allow smooth implementation of e-learning.

	<ul style="list-style-type: none"> Students are given opportunities to learn new technologies and enhance their creativities which can equip them to be problem solvers in the future. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> Elements of STEAM education are integrated in curricula of different subjects, especially in Science, Computer, Mathematics, D&T and Visual Arts. The D&T and Computer Literacy curricula are restructured to include new technologies necessary to promote STEAM education. More co-curricular collaboration among various subjects so that STEAM education can be better implemented. The D&T Room is to be renovated into a STEAM Laboratory/ Maker Space to facilitate STEAM education. New computers and equipment are to be procured and used effectively in lessons. Students are encouraged to join activities/ competitions related to STEAM education. Teachers are encouraged to join seminars/ workshops in STEAM education.
<p>Build up students' self-esteem and resilience</p>	<ul style="list-style-type: none"> Students are more confident in stretching their potentials in various areas. Students are more confident in stepping out of their comfort zones. Students have a greater sense of achievement. Building up of positive thinking mindset and adopt a proactive and optimistic attitude towards life. Students are resilient over adversity and supportive of each other. Improvement of students' wellness and mental 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> To establish a clear and comprehensive framework for student support programmes so that the work for student support can be more effectively accomplished. Talks, form period materials and life-wide learning activities will be arranged, with a focus to build up students' esteem, resilience and a positive mindset. Coordination of class/ form activities aiming at building students' team spirit, physical fitness and wellness. Launching the S-miles Programme to help students set goals for themselves, build up class spirit and foster a sense of belonging.

	health.				<ul style="list-style-type: none"> • The Bridge Programme, Hand-in-hand Counselling Scheme, Iron Man Programme, Smart Teens, leadership programme, etc. are regular programmes to build a supportive peer culture and to enhance students' abilities to cope with pressure and adversity. • New initiatives such as "Breathing Exercises" are introduced to help students reduce pressure and anxiety. • The additional social worker is deployed to handle cases related to mental health and to improve students' wellness.
	<ul style="list-style-type: none"> • Good work and behavior are well acknowledged and reinforced. • Build up trust and harmony in campus. • Students and teachers have a strong sense of belonging to the school. 	✓	✓	✓	<ul style="list-style-type: none"> • The "Recognition Scheme" continues to acknowledge students' good behavior. • Teachers are encouraged to give more compliments whenever students do well and make improvements in different aspects. • More channels for recognizing students' good work and achievements are to be set up. • More channels of communication are provided to students to voice out their opinions. • Students are provided with more chances to participate in open competitions in order to unleash their potentials. • More programmes on building resilience are arranged through social workers.