

SKH Lam Kau Mow Secondary School

Evaluation of Annual Plan 2019-2020

School Theme: Act with Discipline, Strive for Improvement

Due to the social unrest and the pandemic, school was suspended from February to May 2020. Learning and Teaching at school were disturbed and a lot of planned school functions were cancelled. The F.6 students could not attend the Mock Examination and their Graduation Ceremony was delayed. The total school days for other forms ranged from only 93 to 105 days (including examination days). Starting from March 2020, students were requested to learn at home, doing lesson preparation/ watching videos and/or finishing homework assigned by teachers. Online lessons were carried out from April until school resumption shortly before the final examination. As school suspension took place again just after the examination, school activities during the post-examination period were all cancelled. The Term-end Ceremony was not held. As a result, the normal year end evaluation questionnaires for teachers and students were not done. Instead, a questionnaire was set for both teachers and students to understand their feedback on school strategies during school suspension and the effectiveness of “Learning at Home”.

Major Concern: Further Enhance Students to be Self-Directed Learners and Problem-solvers with effective learning habits and problem solving skills

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.	At the beginning of the first term, form teachers as well as career teachers requested students 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.	Workshops on learning skills are organized for F.1 and F.2 students. Learning skills are further reinforced in lessons and assignments.	Learning skills workshops for F.1 was completed and students opined that they helped them build useful learning habits. Over 80% of students agreed that their note-taking and time management skills improved. Learning skills workshops for F.2 could only be done online, which was not very desirable, during the post-examination period. Still, over 80% of students agreed that their memorizing skills had improved.

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Target	Strategies	Evaluation
<p>Improvement in students' self-discipline in their learning and time management.</p>	<p>Message about importance of/ How to enhance self-discipline will be disseminated in form periods and assemblies this year.</p> <p>Time management skills will be nurtured and emphasized.</p> <p>Precise and guided lesson preparation tasks (if appropriate) should be assigned to students to facilitate self-directed learning.</p>	<p>As quite a large number of school assemblies and form periods were cancelled, the message about self-discipline might not be well disseminated as expected.</p> <p>From the data of the teachers' questionnaires, about 60% of our teachers believed that students performed better in self-regulated learning after the long period of school suspension. More than 70% of our teachers were not satisfied about students' punctuality in handing in homework and about 90% of the teachers thought that students needed to be monitored very closely during real-time online lessons.</p> <p>From the students' point of view, however, over 88% of students believed that they completed their assignments on time and they did their assignments seriously. More than 76% of the students opined that they were self-disciplined well on their studies when learning at home. About 74% of students believed that they became more able self-regulated learners after school suspension.</p> <p>Assigning lesson preparation tasks became learning routines for many subjects, especially in the Language and Humanities KLAs. During the school suspension period, teachers were requested to give students concrete instructions about lesson preparation assignments to facilitate learning at home.</p>

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Target	Strategies	Evaluation
Students can develop skills/ habits for self-directed learning such as note-taking skills and readjusting their learning strategies upon reflection.	Pre-lesson preparation skills, discussion skills, presentation skills and note-taking skills etc. are taught and trained from junior level so that students can become self-directed learners.	Only some training could be done in the first term. These skills could not be reinforced due to the prolonged school suspension in the second term. Even when school resumed for a short time in May, teachers could only lecture so as to catch up the syllabi for examination. Moreover, no discussion and presentation could be done by students to avoid spread of disease.
Students can reduce their reliance on afterschool tuition outside school.	Parents and students are informed through talks/ assemblies/ form periods about adverse effects of over-reliance on afterschool tuition outside school. Teachers can help students strengthen their revision skills/ study skills.	Planned work was not done.
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.	Online lessons did not allow close T/S and S/S interaction. Teachers found it difficult to monitor students' behavior through the screen. Students' participation e.g. through group discussion was also restricted when teaching was conducted online. It was recommended that students show themselves through camera during online lessons.
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 appropriate	Teachers showed good effort in adjusting their teaching strategies during school suspension. Online marking was used and teachers could provide more immediate feedback to students when compared to traditional exercise

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Target	Strategies	Evaluation
facilitating self-directed learning.	teaching and assessment strategies for facilitating self-directed learning.	book marking.
Life-wide learning experiences are integrated appropriately in the curriculum in order to boost students' motivation to learn and to enhance in-depth learning.	Subject coordinators discuss with their panel members when and how to integrate life-wide learning experiences in the curriculum appropriately.	A large proportion of planned life-wide learning activities were cancelled due to school suspension.
<p>Teachers can appropriately use various kinds of teaching strategies to boost students' learning motivation and learning effectiveness, including e-learning and co-operative learning.</p> <p>E-learning/ cooperative learning can improve students' learning motivation and enhance learning and teaching effectiveness.</p>	<p>Staff development programmes on how to enhance self-directed learning and improve students' motivation are organized.</p> <p>Teachers equip themselves in employing e-learning/ new teaching strategies through attending seminars, workshops and peer learning activities.</p> <p>Subject coordinators facilitate peer sharing on e-learning.</p> <p>E-learning activities/ cooperative learning should be incorporated in their scheme of work/ curriculum guide whenever appropriate.</p>	<p>The staff development programme on self-directed learning was successfully held and was well received by teachers.</p> <p>Through peer learning, teachers equipped themselves with abilities to teach through online platforms. They learned how to use new apps and how to give feedback and mark assignments through Google Classroom. Data from the teachers' questionnaires showed that over 93% of teachers believed that they would use more e-learning tools for teaching in the future.</p> <p>E-learning activities were incorporated in the curriculum in most subjects. Due to school suspension, most teachers became more competent at using apps for teaching.</p>

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Target	Strategies	Evaluation
	<p>The Wi-Fi system and the electronic devices for e-learning are to be regularly maintained to allow smooth implementation of e-learning.</p>	<p>iPads were procured so as to facilitate “learning at home”. However, teachers opined that the Wi-Fi network at school was not reliable enough to support online teaching and needed to be improved.</p>
<p>Students are given opportunities to learn new technologies and enhance their creativity, which can equip them to be problem-solvers in the future.</p>	<p>Elements of STEAM education are integrated in curricula of different subjects, especially in Science, Computer Studies, Mathematics, D&T and Visual Arts.</p> <p>Restructure the D&T curriculum to include new technologies necessary to promote STEAM education.</p> <p>Students are encouraged to join STEAM-related open competitions.</p> <p>To apply for QEF for renovating the D&T Room into a STEAM Laboratory/ Maker Space to facilitate STEAM education.</p> <p>New computers and related teaching equipment are to be procured and used in lessons.</p>	<p>The progress of STEAM education was slowed down due to school suspension. Some cross curriculum projects could not be carried out. However, some students, through working and learning at home, could still join some open competitions and got remarkable results.</p> <p>The D&T curriculum was restructured and students could use CAD/CAM in STEAM projects.</p> <p>To cater for students’ needs, D&T and HE would become elective subjects in F.3 in 2020. Students who were more interested in STEAM education would be better nurtured under the new F.3 D&T curriculum.</p> <p>The QEF project was approved in August 2020 and the renovation work would start in October.</p> <p>Computers in the MMLC were replaced by new ones.</p> <p>Nearly 80% of the teachers were provided with iPads for teaching. It was expected that all teachers could have them for teaching in the coming year.</p>

Target	Strategies	Evaluation
	Teachers are encouraged to join seminars/ workshops in STEAM education.	Though a lot of seminars/ workshops were cancelled, teachers were still able to join webinars related to STEAM education.

Major Concern: Build Up Students’ Self-esteem and Resilience

Target	Strategies	Evaluation
<p>Students are more confident in stretching their potentials in various areas.</p> <p>Students are more confident in stepping out of their comfort zones.</p> <p>Students have a greater sense of achievement.</p> <p>Building up positive thinking mindset and adopt a proactive and optimistic attitude towards life.</p>	<p>Student support programmes are reviewed and restructured with a focus to build students’ self-esteem and resilience.</p> <p>Talks, form period teaching materials will be prepared for disseminating core moral values (with special focus on the school theme).</p> <p>Coordination of class/ form activities aiming at building team spirit, physical fitness and wellness.</p> <p>Launching a whole-school distance Run Programme (S-miles) to help students set goal for themselves, build up class spirit and a sense of achievement.</p>	<p>It was done and two major programmes were planned: The S-miles Day and the Smart Teen Programme.</p> <p>Some were held during the first term, though not as scheduled. In response to the social unrest in Oct and Nov, the school needed to deal with class boycott activities and to care for students who were emotionally disturbed.</p> <p>Talks and form periods in the second terms were unable to be held during school suspension. Teachers tried their best to connect with students online to check their wellness.</p> <p>A welcoming programme was designed when students could come back to school in May. It was well received.</p> <p>The S-miles Day was successfully held and it would become one of the school annual events.</p>

Target	Strategies	Evaluation
<p>Students are resilient over adversity and supportive of each other.</p> <p>Improvement of students' wellness, mental health and spiritual well-being.</p>	<p>The Bridge Programme, Hand in Hand Counselling Scheme, Iron Man, Smart Teens Programme, leadership programme, volunteer service programmes, etc, will be held to build up a sense of gratitude, a supportive peer culture and enhance students' abilities to cope with pressure and adversity.</p> <p>The additional social worker will focus on handling cases related to mental health.</p> <p>"Breathing Exercise" will be introduced to F.5 students during form period.</p> <p>Students are encouraged by PE teachers to do more regular exercises. The Flying High Scheme, sponsored by the Jockey Club, will be implemented.</p> <p>Religious activities are organized to promote a positive thinking mindset and spiritual well-being.</p>	<p>These programmes were carried out, though some of them could not be completed. The Adventure Camp of the Smart Teens Programme received very good feedback but the follow up programme could not be held due to the school suspension. The Volunteer programme was also partially completed.</p> <p>The additional social worker helped a lot in handling cases especially during time of social unrest. With two social workers, they could help form teachers to conduct more programmes related to mental wellness.</p> <p>The F.5 "Breathing Exercise" was introduced during form period, though only half of the students found it good enough. Teachers found it suitable for students and the programme would be improved to suit students' needs.</p> <p>The Flying High Scheme was partially completed. A talk was delivered during an assembly and a shuttlecock team was formed. However, all activities in the second term were suspended. The scheme would be carried on next year.</p> <p>Some planned activities, such as the Religious Week, the Easter Service, etc. could not be done during the school suspension. Still, messages about positive thinking were sent to teachers and students through e-class and Instagram during the school suspension.</p>

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Target	Strategies	Evaluation
<p>Good work and behavior are well acknowledged and reinforced.</p>	<p>The “Recognition Scheme” can provide a platform to acknowledge students’ good behavior.</p>	<p>The “Recognition Scheme” provided a very good platform where teachers could recognize students’ good behavior especially during the school suspension period. 129 students got letters of appreciation and 30 of them were awarded merits.</p>
<p>Warm and harmonious campus and society.</p>	<p>Teachers are encouraged to give more compliments whenever students do well and make improvements in different aspects.</p> <p>Through continuous reinforcement in school, students can learn how to be respectful of others and can be more receptive to different opinions.</p> <p>More channels for communication are provided to students with other stakeholders.</p>	<p>More teachers, when compared to last year, acknowledged students’ good behavior under the “Recognition Scheme”.</p> <p>This was emphasized in many T/S dialogues especially during the time of social unrest.</p> <p>During the school suspension, these communication channels did not function very well.</p>
<p>Students have a strong sense of belonging to the school.</p>	<p>Class management work is to be emphasized in order to build good T/S and S/S relationships.</p>	<p>Class management work could be only done to a certain extent. As school was suspended for a long time in the second term, bonding among F.1-F.4 classes was not strong. Bonding in F.5 and F.6 classes were comparatively stronger as they knew each other well. More class management work needs to be done in 2020-2021 to help build a strong sense of belonging to school.</p>

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Target	Strategies	Evaluation
	Encourage students to join the All Round Development Scheme which helps them strive for improvement and have a sense of belonging to school.	With the cancellation of many co-curricular activities, many students were unable to complete requirements under the All Round Development Scheme. It was decided to allow students going for the Gold Award and the Diamond Award to complete the outstanding items until December 2020.