

SKH Lam Kau Mow Secondary School School Development Plan (2022-2025)

Major Concern 1: To promote effective learning and teaching (Domain2: Learning and Teaching)

Intended outcomes	Time Scale			Outline of Strategies	Parties concerned
	Y1	Y2	Y3		
1.1 Self-directed learning and good learning habits are strengthened	✓	✓	✓	1.1.1 Class-time Programmes are organized for students to learn how to monitor their own learning progress by setting short-term or long-term goals, planning, evaluating and writing progress reports in the Student Diary.	L&T and Class Teachers
	✓	✓	✓	1.1.2 Students are requested to do the following in order to develop good learning habits: (a) Pre-lesson preparations (b) Note-taking (c) Daily revision (d) Taking initiative to ask questions in lessons To ensure that students would follow, subject teachers should regularly check students' work and give appreciation and recognition in order to motivate them to keep good learning habits.	All subject teachers

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Intended outcomes	Time Scale			Outline of Strategies	Parties concerned
	Y1	Y2	Y3		
1.1 Self-directed learning and good learning habits are strengthened	✓	✓	✓	1.1.3 Learning strategies and practical ways to master the subject content and concepts are shared by subject teachers at the beginning of a new school term.	All subject teachers
	✓	✓	✓	1.1.4 More outside-the-classroom or life-wide learning activities are arranged to arouse students' interests in learning, motivate them to learn independently and broaden their horizons.	All subject teachers
	✓			1.1.5 A talk about self-directed learning for students to know how they can learn independently outside the classroom is arranged in a Day-2 assembly.	Day-2 Assembly Coordinator
	✓	✓	✓	1.1.6 Assignments are given to students in order to assess if they have a good grasp of the learning skills. Examples: (a)Ask students to summarize a topic by using a flow chart, a table or a mind map; (b)Collect their notes for checking (c)Evaluate if more students take initiative to ask questions in class. (d)Give them a quiz to check if they have done pre-lesson preparations.	All subject teachers

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Intended outcomes	Time Scale			Outline of Strategies	Parties concerned
	Y1	Y2	Y3		
1.2 Students with diverse learning abilities can learn effectively	✓	✓	✓	1.2.1 Different teaching strategies and assessment methods suitable for different learners are employed.	All subject teachers and Subject Heads
	✓	✓	✓	1.2.2 Tiered assessments and assignments for different levels of students are given so that weaker students manage to answer tough questions and gain a sense of satisfaction. (The weaker students can request to have tips or guidelines for tough questions in quizzes / tests / assignments)	Ditto
	✓	✓	✓	1.2.3 More challenging or high-order-thinking questions are included in the assignments and assessments for stronger students.	Ditto
	✓	✓	✓	1.2.4 Students of different abilities are grouped strategically so that there will be stronger students guiding weaker students in a group.	Ditto
	✓	✓	✓	1.2.5 An inclusive learning environment is created for students of diverse learning abilities so that students would not be afraid of making mistakes, and be able to give positive and constructive comments to each other.	Ditto
	✓	✓	✓	1.2.6 Students are required to practise self-directed learning skills by learning a new thing on their own during a long holiday. This would foster a growth mindset in students.	LE and Class Teachers
	✓			1.2.7 A staff development programme (Quality School Improvement Project by the CUHK) is organized to equip teachers with appropriate strategies for helping students of different learning abilities to learn effectively.	English and Mathematics Departments
	✓	✓	✓	1.2.8 Some relevant class-time programmes or talks are arranged in Day 2 Assembly to foster in students a growth mindset.	LE and Day-2 Assembly Coordinator

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Intended outcomes	Time Scale			Outline of Strategies	Parties concerned
	Y1	Y2	Y3		
1.3 Student-centred pedagogies are employed in daily teaching	✓	✓	✓	1.3.1 Think-pair-share collaborative learning strategy is adopted.	All subject teachers
	✓	✓	✓	1.3.2 More cooperative and collaborative group work is conducted in lessons to enhance their thinking, problem-solving and collaborative skills.	Ditto
	✓	✓	✓	1.3.3 Students are given more chances to assess their peers' classwork or assignments to reinforce what they have learned and enhance their collaborative skills.	Ditto
	✓	✓	✓	1.3.4 Students are given more chances to speak in groups or in front of the whole class to boost their presentation skills and build up their self-confidence.	Ditto
	✓			1.3.5 A flipped-classroom approach is adopted on a trial basis (using one or two topics).	Ditto
	✓	✓	✓	1.3.6 Collaborative lesson planning is implemented. Teachers would pair up and co-plan the teaching strategies and lessons with a focus on student-centred pedagogies . They would have classroom observation and evaluation afterwards.	Ditto

Major Concern 2: To enhance STEAM education (Domain 2: Learning and Teaching)

Intended outcomes	Time Scale			Outline of Strategies	Parties concerned
	Y1	Y2	Y3		
2.1 Students have developed creativity, collaboration and problem solving skills	✓	✓	✓	2.1.1 Learning strategies and practical ways to master the subject content and concepts are shared by subject teachers at the beginning of a new school term.	All subject teachers
	✓	✓	✓	2.1.2 Think-pair-share collaborative learning strategy is adopted.	Ditto
	✓	✓	✓	2.1.3 More cooperative and collaborative group work is conducted in lessons.	Ditto
	✓	✓	✓	2.1.4 Students are encouraged to take part in open competitions involving their creativity, collaboration and problem solving skills.	Ditto
	✓	✓	✓	2.1.5 Assignments / Projects that help enhance students’ creativity, collaboration and problem solving skills are given to them.	Ditto
	✓	✓	✓	2.1.6 STEAM activities for F.1 and F.2 students are arranged on the OLE day.	STEAM Society
	✓	✓	✓	2.1.7 The products of students are showcased in an Assembly/ through Campus TV/ in the school hall	Ditto
2.2 Students’ potential in STEAM subjects is unleashed	✓	✓	✓	2.2.1 Cross-curricular projects are carried out to unleash their potential for STEAM development.	D&T and VA Departments
	✓			2.2.2 A course devised by the CUHK for integrating STEAM elements to the subjects, CL, Mathematics and Science is adopted to equip them with appropriate STEAM knowledge and skills.	CL, Mathematics and Science Departments
	✓			2.2.3 The curriculum of related subjects is revised to facilitate STEAM education (IT Lab projects – VR apps, robotic arm, fin tech, etc.)	CL & VA Departments

Major Concern 3: To promote students’ social-emotional development (Domain 3: Student Support and School Ethos)

Intended outcomes	Time Scale			Outline of Strategies	Parties concerned
	Y1	Y2	Y3		
3.1 Christian values and character strengths are nurtured (Focused Christian values and character strengths: love, caring, resilience, risk-taking, self-confidence and self-worth)	✓	✓	✓	3.1.1 A regular Christian Assembly (on Day-7 morning) is introduced for promoting Christianity and instill in students Christian values e.g. love, faith, peace, etc.	RE
	✓	✓	✓	3.1.2 Joint-school fellowship is arranged to increase students’ exposure and the exchange of testimonies of their Christian life with peers of other schools, etc.	Ditto

Major Concern 3: To promote students’ social-emotional development (Domain 3: Student Support and School Ethos)

Intended outcomes	Time Scale			Outline of Strategies	Parties concerned
	Y1	Y2	Y3		
3.2 Students have balanced whole-person development	✓	✓	✓	3.2.1 The extension of the hand-in-hand Programme for S1 to S2 and S3 is to be discussed.	LE
	✓	✓	✓	3.2.2 Class-time Programme is revamped to enhance value education and students’ character strengths.	Ditto
	✓	✓	✓	3.2.3 Leadership Training Programme / Outward Bound is arranged for senior-form students who are taking the leading role.	D&G
	✓	✓	✓	3.2.4 Adventure-based camps are organised for junior-form students to develop in them risk-taking attitude and self-confidence.	LE and D&G
	✓	✓	✓	3.2.5 The character strengths the school focuses on are promoted by any means necessary.	Class Teachers
	✓	✓	✓	3.2.6 Service Learning Programme is organized for different levels of students (F.1 – F.5)	LE and D&G
	✓	✓	✓	3.2.7 Students are requested to set goals for the non-academic development.	CCA
	✓	✓	✓	3.2.8 ‘One student One Co-curricular Activity’ Policy is adopted.	Ditto
	✓	✓	✓	3.2.9 More outside-the-classroom or life-wide learning activities are arranged to arouse students’ interests in learning, motivate them to learn independently and broaden their horizons. (repeated)	All subject teachers

Major Concern 3: To promote students’ social-emotional development (Domain 3: Student Support and School Ethos)

Intended outcomes	Time Scale			Outline of Strategies	Parties concerned
	Y1	Y2	Y3		
3.3 The sense of national identity is fostered	✓			3.3.1 A multi-purpose room is set up for students to learn Chinese culture, customs and traditions.	Chinese Department
	✓	✓	✓	3.3.2 More activities by the Chinese society are organized for students to learn more about Chinese culture.	Ditto
	✓	✓	✓	3.3.3 Prayer sessions about the nation and HK are included in Day 2 or Day 7 assemblies.	RE
	✓	✓	✓	3.3.4 More short talks about the development of the nation are arranged during the flag raising ceremonies.	National Security Education (Informal curriculum)
	✓	✓	✓	3.3.5 Implementation of measures to safeguard national security and promote national education are improved continuously	Ditto
	✓	✓	✓	3.3.6 Exchange activities with our sister school in mainland China are organized.	Ditto
	✓	✓	✓	3.3.7 China study tours are organized for students to know more about the development of STEAM education in the mainland, learn more about the Chinese culture and strengthen their national identity.	Ditto
	✓	✓	✓	3.3.8 The Chinese Culture Week is organized.	Chinese Department