

SKH Lam Kau Mow Secondary School

Questionnaires for evaluation of Annual Plan 2021-2022

School Theme: We grow with faith and hope; We soar with love and effort 因信存望 敦愛篤行

Major Concern 1: Further Enhance Students to be Self-Directed Learners and promote National Security Education

Target	Strategies	Success Criteria	Evaluation
1.1 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.	1. $\geq 80\%$ of the students reported that the workshops can help them learn more effectively. 2. Teachers concerned have been briefed how these learning skills can be fostered in classwork or homework assignment and $\geq 75\%$ of the teachers report that they reinforce learning skills in lessons and assignments.	1. More than 80% of students agreed that the workshop could help them acquire learning skills such as note-taking and memorization skills etc. 2. 68.1% of teachers expressed that they <i>trained</i> students' learning skills (such as graphic organizers, mind map, note-taking skills, etc.) <u>in classwork and/or home assignments</u> , and 63.8 %, <i>reinforced</i> students' learning skills <u>in lesson time</u> . <u>The target set in the success criteria cannot be completely accomplished. This item will be included in the ASP (2022-2023) and all subject teachers are requested to further push forward this strategy.</u>
1.2 Improvement in students' self-discipline in their learning and time management.	1. Message about importance of/ how to enhance self-discipline will be disseminated in form periods. 2. Time management skills will be nurtured and	1. Form periods about self-discipline have been held and $\geq 70\%$ of teachers and students report that the message is well disseminated. 2. $\geq 75\%$ of the students report that their time management skills have improved.	1. 92.7% of students and 76.6% of teachers agreed that students' learning skills were reinforced (such as graphic organizers, mind map, note-taking skills, etc.) by using them in lesson time. 2. 81.8% of students agreed that their time management skills were improved in this school year. 3. 53.2% of teachers agreed that they assigned preparation tasks to students before lessons. <u>In the coming school year,</u>

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	<p>emphasized.</p> <p>3. Precise and guided lesson preparation tasks should be assigned to students to facilitate self-directed learning.</p>	<p>3. $\geq 70\%$ of the teachers report that they have assigned preparation tasks (if appropriate) to students before lessons.</p> <p>4. $\geq 70\%$ of the students report that they complete lesson preparation work before lessons.</p>	<p><u>all subject teachers will request students to do preparation tasks (whenever appropriate). This strategy is included in the new ASP and further pushed forward.</u></p> <p>4. 88.7% of students agreed that pre-lesson tasks were useful for more in-depth learning. <u>Though they find this strategy useful, they need to put it into practice according to the teachers' view above.</u></p>
1.3 Good T/S and S/S interaction during lessons/ online lessons.	<p>1. Various kinds of activities are structured in lessons to get students actively involved in their learning.</p> <p>2. Students are encouraged to raise questions during lessons.</p> <p>3. Positive reinforcements and feedback are appropriately given in lessons to encourage students' participation in their learning.</p> <p>4. Students are to pair up to</p>	<p>1. (i) $\geq 80\%$ of the students agree that their lessons are structured with various kinds of activities. (ii) $\geq 75\%$ of the students agree that T/S and S/S interaction is good.</p> <p>2. $\geq 60\%$ of the students agree that they like to raise questions during lessons.</p> <p>3. $\geq 80\%$ of the students report that positive reinforcements and feedback are appropriately given.</p>	<p>1.(i) 91.1% of students agreed that lessons have been mostly structured with learning activities. (ii) 93.5% of students agreed that the teacher-student and student-student interaction in lessons were good.</p> <p>2. 75.0% of students liked to raise questions in lessons for better understanding.</p> <p>3. 91.3% of students and 87.2% of teachers believed that positive reinforcements and feedback were appropriately given in lessons.</p> <p>4. 88.7% of students have discussed high-order thinking questions for various subjects in lessons.</p>

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	<p>discuss high-order thinking questions in lessons.</p> <p>5. Let students express their ideas to enhance their presentation skills so as to build up their self-confidence.</p>	<p>4. ≥60% of the students report that they form discussion groups for various subjects in lessons</p> <p>5. (i)≥70% of the students agree that they have chances to answer questions or do presentations. (ii)≥70% of the students agree that more chances for expressing their ideas in class can build up their self-confidence.</p>	<p>5. (i) 92.5% of students agreed that they had chances to do presentations for various subjects in lessons. (ii) 85.1% of students agreed that their self-confidence was enhanced as there were more chances for them to express their ideas in class.</p>
<p>1.4 Students can develop skills and habits for self-directed learning and online lessons.</p>	<p>Pre-lesson preparation skills, presentation skills, note-taking skills (self-directed learning habits) on using online platforms are taught and trained from junior level so that students can be enhanced to be self-directed learners.</p>	<p>≥70% of the teachers and students report that students' self-directed learning habits are enhanced.</p>	<p>1. 83.6% of students set a long term goal for themselves this school year. 2. 91.5% of students set a short term goal for their studies this school year. 3. 86.9% of students believed that their presentation skills were improved. 4. 87.5% of students made reflection from time to time on how well they learned. 5. 90.9% of students could master the techniques on using online platform for learning. 6. 63.8% of teachers agreed that students' self-directed</p>

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			learning habits were enhanced. <u>The target set in the success criteria cannot be completely accomplished. This item will be included in the ASP (2022-2023) and all subject teachers are requested to further push forward this strategy.</u>
1.5 Teachers are able to use appropriate teaching and assessment strategies for facilitating self-directed learning and online teaching.	Through participating in various kinds of professional development programmes, teachers are able to use appropriate teaching and assessment strategies for facilitating self-directed learning and online teaching.	These professional development programmes have been held and are positively received.	<ol style="list-style-type: none"> 1. 66.0% of teachers attended seminars/ peer learning activities about self-directed learning this school year. 2. 89.4% of teachers thought that they were able to use appropriate teaching and assessment strategies for facilitating self-directed learning and online teaching.
1.6 Teachers can appropriately use various kinds of teaching strategies to	<ol style="list-style-type: none"> 1. Teachers equip themselves in employing e-learning/ new teaching strategies through attending seminars, 	<ol style="list-style-type: none"> 1. ≥80% of the teachers report that students' learning motivation is good during the lessons/ online lessons. 2. ≥80% of the teachers report 	<ol style="list-style-type: none"> 1. 87.2% of teachers agreed that students' learning motivation was good during lessons. 2. 74.5% of teachers attended seminars/ workshops/peer learning activities on e-learning or new teaching strategies this school year.

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<p>boost students' learning motivation and learning effectiveness, including e-learning and co-operative learning.</p>	<p>workshops and peer learning activities.</p> <p>2. Subject coordinators facilitate peer sharing on e-learning.</p> <p>3. E-learning activities/ cooperative learning should be incorporated in their scheme of work/ curriculum guide whenever appropriate.</p> <p>4. The Wi-Fi system and the electronic devices for e-learning are to be regularly maintained and improved to allow smooth implementation of e-learning.</p>	<p>that they have attended seminars/ workshops/ peer learning sessions on e-learning or new teaching strategies.</p> <p>3. ≥70% of the students report that they have used e-learning and cooperative activities in class.</p> <p>4. ≥70% of the teachers agree that the Wi-Fi system and the electronic devices can facilitate their work.</p>	<p>3. 93.3% of students agreed that teachers used e-learning and cooperative activities in class.</p> <p>4. Only 48.9% of teachers thought that the school WiFi system and the electronic devices could facilitate smooth implementation of e-learning. <u>The school WiFi system should be reviewed and improved as this would hinder the e-Learning development of the school e.g. BYOD</u></p>
<p>1.7 Students are given opportunities to learn new technologies and</p>	<p>1. Elements of STEAM education are integrated in curricula of different subjects, especially in Science, Computer</p>	<p>1. (i) Elements of STEAM education were integrated in various curricula.</p> <p>(ii) Collaborative work across</p>	<p>1. (i) The D&T curriculum was reviewed and the following elements will be integrated into it: CAD/CAM, Design thinking and 3D modelling. The CL curriculum was also reviewed and the new</p>

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<p>enhance their creativity which can equip them to be problem-solvers in the future.</p>	<p>Literacy, Mathematics, D&T and Visual Arts.</p> <ol style="list-style-type: none"> 2. Restructure the CL curriculum to include new technologies necessary to promote STEAM education. 3. Collaboration with Poly U (School of Design) and workshops can be provided for students. 4. The project-based learning for promoting STEAM education is integrated into the junior-form Science curriculum. 5. Upgrading of staff's computers to facilitate efficiency. 6. Teachers are encouraged to join seminars/workshops in STEAM education. 	<p>the curricula receives positive feedback from teachers.</p> <ol style="list-style-type: none"> 2. D&T teacher reports that students' capacity for STEAM education is further enhanced, and the CL has been restructured to implement STEAM education. 3. Collaboration programme with Poly U can be smoothly implemented and continues to receive positive feedback from students and teachers. 4. Junior-form Science teachers regard that the students are interested in STEAM project in general. 5. $\geq 70\%$ of the staff's computers were upgraded. 6. Teachers involved in STEAM education have joined these seminars and workshops. 	<p>elements added included coding, web page design, animation, design thinking and 2D design.</p> <p>(ii) $>90\%$ of teachers gave positive comments about the collaborative work across the curricula.</p> <ol style="list-style-type: none"> 2. <u>All</u> F.3 students submitted their Design Portfolios making use of CAD/CAM, 3D printing, 2D & 3D design software and other tools to finish testing and realization. Through the portfolio, students' design-thinking skills, collaboration skills, communication skills, problem solving skills and creativity were enhanced. 3. $> 90\%$ of students and teachers involved gave positive comments on the collaboration programme. In general, students learned lots of knowledge and skills in the STEAM fields. 4. Junior-form Science teachers all regarded that the students were interested in STEAM project in general. 5. More than 90% of the staff's computers were upgraded. 6. <u>All</u> teachers involved in STEAM education joined the seminars and workshops learning different skills related to STEAM education.

Target	Strategies	Success Criteria	Evaluation
1.8 Implementation of National Security Education (NSE)	<ol style="list-style-type: none"> 1. Organizing staff development sessions to let teachers have a better understanding of NSE and learn how to implement NSE effectively. 2. Integrating NSE into related curricula according to the requirements of EDB. <p><i>Refer to the following document for details: Work Plan on Implementation of Measure to Safeguard National Security and Promote National Education 2021-2022</i></p>	<ol style="list-style-type: none"> 1. The seminar was well received and $\geq 70\%$ of the teachers agreed that they have a better understanding of NSE and learn how to implement NSE. 2. Some NSE topics were integrated into the curricula of related subjects. 	<ol style="list-style-type: none"> 1. A seminar introducing the National Security Law was hosted by Professor Albert So, a practising solicitor, on 27 October 2021. About 90% of teachers agreed that the seminar achieved its objectives and the content was practical. A seminar aiming to help teachers better understand NSE and how to implement NSE effectively was hosted by the EDB on 27 October. More than 70% of teachers agreed that the session fulfilled its objectives. 2. Some NSE topics were integrated into the curricula all related subjects, almost all subjects.

Major Concern 2: To Foster Self-confidence and Caring Relationships

Target	Strategies	Success Criteria	Evaluation
<p>2.1 To develop in students positive values - perseverance and caring for others in line with the school theme (We grow with faith and hope; we soar with love and effort)</p>	<ol style="list-style-type: none"> 1. Making video clips delivering the messages of the school theme that will be broadcasted in Class Time. 2. A programme namely “Cheering for you” for S1 students will be held in the first term to let them do self-evaluation and set goals in order to improve themselves in the second term. 	<ol style="list-style-type: none"> 1. ≥75% of the students agree that they learned the positive values of perseverance and caring for others from these video clips. 2. ≥70% of the students agree that’s self-evaluation and setting goals in the first term can help them improve themselves in the second term. 	<ol style="list-style-type: none"> 1. 94.3% of students agreed that positive values of perseverance and caring for others were well disseminated in video clips 2. 88.1% of students agreed that self-evaluation and setting goals in the first term could help them improve themselves in the second term.
<p>2.2 To foster students’ self-confidence, caring relationships and the ability to handle emotional</p>	<ol style="list-style-type: none"> 1. F2 Iron Man Programme 2. “Breathing Exercise” Class will be held in F.5 form-period. 3. Form-period 	<ol style="list-style-type: none"> 1. ≥75% of the F.2 students agree that the programme helps build up better understanding and trust among students, build their self-confidence and assuage their emotions. 	<ol style="list-style-type: none"> 1. 79.8% of F2 students agreed that Iron Man Programme helped build up better understanding and trust among us. 78.8% of F2 students agreed that Iron Man Programme helped build up self-confidence and assuage emotions.

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<p>problems</p> <p>2.2 To foster students' self-confidence, caring relationships and the ability to handle emotional problems</p>	<p>Programme about feelings and emotion will be held for F.1 to F.4 students.</p> <p>4. The educational psychologists will teach F.6 students how to cope with exam stress using one of the form-periods.</p> <p>5. Organizing different extra-curricular activities to enhance students' leadership skills and self-confidence.</p>	<p>2. ≥70% of the F.5 students regard that the "Breathing Exercise" Class is effective for helping them assuage their emotions.</p> <p>3. ≥70% of the F.1 – F.4 students regard that the form-period programme can let them learn how to observe, accept and control their emotions.</p> <p>4. ≥70% of F.6 students regard that they are capable of coping with exam stress after learning the skills taught by the educational psychiatrist.</p> <p>5. ≥70% of the students who help organize different extra-curricular activities can build up their self-confidence and leadership skills.</p>	<p>2. 81.0% of F.5 students agree that the breathing exercise can boost relaxation and reduce anxiety.</p> <p>3. 90.3% of students agreed that form-period programme can let me learn how to observe, accept and control their emotions.</p> <p>4. From the screening survey, S6 students reported <u>moderate level of stress</u> on average. According to the educational psychiatrist, most of them were capable of coping exam stress. The top three stressors identified were <u>the career path, time limit and self-expectation</u>.</p> <p>5. 91.1% of students agreed that organizing different extra-curricular activities for them could build up their self-confidence and leadership skills.</p>
<p>2.3 To foster empathy in students so that they would accept individual</p>	<p>1. Form-period Programme promoting inclusion will be held for F.1 to F.5 students for them</p>	<p>1. ≥80% of the students involved regard that the form-period programme let them have a better understanding of individual differences and limitations.</p>	<p>1. 92.1% of students agreed that form-period programme could let me have a better understanding of individual differences and limitations.</p>

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differences and develop caring relationships with others	to learn acceptance and appreciation of diversity. 2. Service Learning Programme for F.2 and F.3 students to let them learn the needs of different people e.g. the elderly and the disabled and the intellectually-disabled.	2. ≥80% of the students involved regard that the Service Learning Programme let them have a better understanding of the needy people.	2. 85.4% of F.2 and F.3 students agreed that the Service Learning Programme let me have a better understanding of the needy people.

Major Concern 3: To build up a positive and supportive work relationships

Target	Strategies	Success Criteria	Evaluation
To build up positive and supportive work relationships in the teaching staff with shared vision to develop students' potentials in various aspects	<ol style="list-style-type: none"> 1. Collection of teachers' opinions before laying down new policies 2. Sharing by the Principal or Vice principals about the rationales behind before the implementation of new policies / strategies. 	<ol style="list-style-type: none"> 1. ≥70% regard the teachers' opinions are considered before a new policy is laid down. 2. ≥70% regard that before a new policy is implemented, the principal or Vice Principals have explained the rationales behind. 	<ol style="list-style-type: none"> 1. 61.7% of teachers agreed that teachers' opinions were considered before a new policy is laid down. 2. 80.9% of teachers agreed that the principal or vice principals explained the rationales behind before a new policy was implemented.

About students' personal development

64% (323) of students have joined at least one open competition outside school.

84.8% (428) of students have joined at least one extra-curricular activity in school.

65% (328) of students have joined a uniform group or social services activities this year.

84.7% of students agreed that the S-miles Day helped build up class spirit.

80.9% of teachers agreed that the S-miles Day helped build up class spirit.

83.3% of students agreed that the S-miles Day helped build up a sense of achievement.

72.3% of teachers agreed that the S-miles Day helped build up a sense of achievement.

About teachers' development and communication within the school

66.0% of teachers agreed that the peer collaboration among subject teachers was useful.

72.3% of teachers agreed that there were good channels of communication within the school.

About school suspension period

78.7% of teachers agreed that contingency plans could facilitate smooth running of online lessons during the school suspension.

59.6% of teachers agreed that class period in the Easter Holiday helped relieve pressure of students.

76.6% of teachers agreed that sunshine calls in the Easter Holiday improved the communication between the school and parents.

85.1% of teachers have attended subject-based peer learning sessions within this school year.