

## SKH Lam Kau Mow Secondary School

## Annual Plan 2022-2023

School Motto: Acquiring knowledge and practising with determination 致知力行

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

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
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 process by setting short-term or long-term goals, planning, evaluating and writing progress reports in the student diary.	1.1.1 ≥70% of the students report that the learning progress report in the student diary can help them monitor their own learning process effectively.	Student and Teacher surveys (Questionnaires)	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, there should be regular checks of their work by subject teachers. Teachers can give appreciation and recognition of their work in order to motivate them to keep good learning habits.	1.1.2 ≥70% of the students report that they can develop good learning habits with this strategy.	Ditto	All subject teachers

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
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.	1.1.3 $\geq 70\%$ of the students report that the subject teachers have shared learning strategies and practical ways to master the subject content and concepts intermittently.	Teachers' review in subject panel meetings / committee meetings	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.	1.1.4 $\geq 70\%$ of the students reckon that more life-wide learning activities have been arranged to arouse their interests in learning, motivate them to learn and broaden their horizons.	Student and Teacher surveys (Questionnaires)	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.	1.1.5 $\geq 70\%$ of the students reckon that that the talk has let them learn more about self-directed learning and have some ideas how to learn independently outside the classroom.	Ditto	Day-2 Assembly Coordinator

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Evaluation Methods</b>	<b>Committee / Department / Teacher in Charge</b>
<p>1.1 Self-directed learning and good learning habits are strengthened</p>	<p>1.1.6 Assignments are given to students in order to assess if they have a good grasp of the learning skills.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>(a) Ask students to summarize a topic by using a flow chart, a table or a mind map;</li> <li>(b) Collect their notes for checking</li> <li>(c) Evaluate if more students take initiative to ask questions in class.</li> <li>(d) Give them a quiz to check if they have done pre-lesson preparations.</li> </ul>	<p>1.1.6 <math>\geq 70\%</math> of the students report that subject teachers have given them assignments to assess if they have a good grasp of the learning skills intermittently.</p>	<p>Student and Teacher surveys (Questionnaires)</p>	<p>All subject teachers</p>

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
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.	1.2.1 $\geq 70\%$ of the students reckon that the subject teachers have adopted different teaching strategies and assessment methods for them to cater for their different learning abilities.	Student and Teacher surveys (Questionnaires)	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)	1.2.2 $\geq 70\%$ of the students report that <i>some</i> tiered assessments and assignments for different levels of students have been given.	Ditto	Ditto
	1.2.3 More challenging or high-order-thinking questions are included in the assignments and assessments for stronger students.	1.2.3 $\geq 70\%$ of the students report that some high-order-thinking questions are included in the assignments and assessments.	Student and Teacher surveys (Questionnaires) and evaluation through the department / committee meetings	Ditto
	1.2.4 Students of different abilities are grouped strategically so that there will be stronger students guiding weaker students in a group.	1.2.4 $\geq 70\%$ of the students report that they are grouped for collaborative learning in lessons.	Ditto	Ditto

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
1.2 Students with diverse learning abilities can learn effectively	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.	1.2.5 $\geq 70\%$ of the students feel that they are safe and valued, and are not afraid of making mistakes.	Student and Teacher surveys (Questionnaires) and evaluation through the department / committee meetings	All subject teachers
	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.	1.2.6 $\geq 70\%$ of the students have had an opportunity to practice self-directed learning skills by learning a new thing during a long holiday.	Ditto	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.	1.2.7 A staff development programme has been organized to equip teachers with appropriate strategies for helping students of different learning abilities to learn effectively.	Teacher survey (Questionnaire)	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.	1.2.8 $\geq 70\%$ of the students reckon that some relevant class-time programmes or talks can make them believe that their talents can be developed by different means.	Student survey (Questionnaire) and evaluation in the committee meetings	LE and Day-2 Assembly Coordinator

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Evaluation Methods</b>	<b>Committee / Department / Teacher in Charge</b>
1.3 Student-centred pedagogies are employed in daily teaching	1.3.1 Think-pair-share collaborative learning strategy is adopted.	1.3.1 $\geq 70\%$ of students agree that they have formed groups and shared ideas for various subjects in lessons.	Student and teacher surveys (Questionnaires)	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.	1.3.2 $\geq 70\%$ of the students report that the subject teachers have conducted cooperative and collaborative group work in lessons.	Ditto	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.	1.3.3 $\geq 70\%$ of the students report that the subject teachers have conducted cooperative and collaborative group work in lessons.	Ditto	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.	1.3.4 $\geq 70\%$ of the students report that the subject teachers have given them chances to speak in groups or in front of the whole class.	Ditto	Ditto

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
1.3 Student-centred pedagogies are employed in daily teaching	1.3.5 A flipped-classroom approach is adopted on a trial basis (using one or two topics).	1.3.5 $\geq 20\%$ of the students report that the subject teachers have tried a flipped-classroom approach	Student survey (Questionnaire)	All subject teachers
	1.3.6 Collaborative lesson planning is implemented. Teachers would pair up and co-plan the teaching strategies and lessons with a focus on <b>student-centred pedagogies</b> . They would have classroom observation and evaluation afterwards.	1.3.6 All teachers have paired up and co-planned the teaching strategies and lessons with a focus on student-centred pedagogies.	Teacher survey (Questionnaire)	Ditto

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

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Evaluation Methods</b>	<b>Committee / Department / Teacher in Charge</b>
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.	2.1.1 $\geq 70\%$ of the students report that the subject teachers have shared learning strategies and practical ways to master the subject content and concepts intermittently.	Student and Teacher surveys (Questionnaires)	All subject teachers
	2.1.2 Think-pair-share collaborative learning strategy is adopted.	Repeated (1.3.1)	Student and Teacher surveys (Questionnaires)	Ditto
	2.1.3 More cooperative and collaborative group work is conducted in lessons.	2.1.3 $\geq 70\%$ of students agree that there has been group work for various subjects in lessons.	Student survey (Questionnaires)	Ditto
	2.1.4 Students are encouraged to take part in open competitions involving their creativity, collaboration and problem-solving skills.	2.1.4 $\geq 100$ students have taken part in open competitions involving their creativity, collaboration and problem-solving skills.	Student survey (Questionnaire)	Ditto
	2.1.5 Assignments / Projects that help enhance students' creativity, collaboration and problem-solving skills are given to them.	2.1.5 $\geq 70\%$ of teachers report that they have given assignments/projects that can enhance students' creativity, collaboration and problem-solving skills.	Teacher survey (Questionnaire)	Ditto



Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
2.1 Students have developed creativity, collaboration and problem solving skills	2.1.6 STEAM activities for F.1 and F.2 students are arranged on the OLE day.	2.1.6a STEAM activities for F.2 students were arranged on the OLE day. 2.1.6b Positive feedback from teachers concerned 2.1.6c ≥70% of student participants agree that they have learnt STEAM-related skills on the OLE day	Report of STEAM Society  Teacher survey (Questionnaire)  Student survey (Questionnaire)	STEAM Society
	2.1.7 The products of students are showcased in an Assembly/ through Campus TV/ in the school hall.	2.1.7a ≥1 campus TV programme have been held to showcase the products of students 2.1.7b ≥1 session have been held to let students introduce their products in an assembly or during lunch time	Report of Campus TV Team  Report of Assembly Coordinator	All subject teachers

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
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.	2.2.1 ≥1 Cross-curricular project(s) between D&T and VA departments for each junior form have been carried out.	Report from D&T and VA Departments	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.	2.2.2a ≥70% of CL, Mathematics and Science teachers agree that the course content has been well delivered to them. 2.2.2b CL, Mathematics and Science Departments have worked out the plan for adapting the course content in the subjects for the school year 2023-2024.	Teacher survey (Questionnaire)  Reports from Subject Coordinators	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.)	2.2.3 The curriculum of CL and VA has been revised to facilitate STEAM education.	Reports from D&T and VA Departments	CL & VA Departments

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

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Evaluation Methods</b>	<b>Committee / Department / Teacher in Charge</b>
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.	3.1.1 ≥70% of the students report that the regular Christian Assembly can help them develop Christian values.	Student and Teacher surveys (Questionnaires)	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.	3.1.2 ≥70% of the students report that the joint-school fellowship can help them learn more about Christian life.	Ditto	Ditto

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

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Evaluation Methods</b>	<b>Committee / Department / Teacher in Charge</b>
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.	3.2.1 There will be a brief report on the worthiness of the extension of the hand-in-hand programme to S2 and S3.	Student and Teacher surveys (Questionnaires)	LE
	3.2.2 Class-time Programme is revamped to enhance value education and students' character strengths.	3.2.2 ≥60% of the students report that the revamped Class-time Programme has helped them develop their character strengths.	Student and Teacher surveys (Questionnaires) Teachers' review in form meetings	Ditto
	3.2.3 Leadership Training Programme / Outward Bound is arranged for senior-form students who are taking the leading role.	3.2.3 ≥70% of the student who joined the Leadership Training Programme / Outward Bound report that the programme has enhanced their leadership skills.	Student and Teacher surveys (Questionnaires)	D&G
	3.2.4 Adventure-based camps are organised for junior-form students to develop in them risk-taking attitude and self-confidence.	3.2.4 ≥70% of the students who joined the adventure-based camps report that the camps have developed in them risk-taking attitude and self-confidence.	Student and Teacher surveys (Questionnaires)	LE and D&G
	3.2.5 The character strengths the school focuses on are promoted by any means necessary.	3.2.5 ≥60% of the students report that the Class Teachers have helped develop their character strengths the school focuses on.	Student and Teacher surveys (Questionnaires)	Class Teachers

3.2 Students have balanced whole-person development	3.2.6 Service-Learning Programme is organized for different levels of students (F.1 – F.5)	3.2.6≥70% of the students report that the Service-Learning Programme has helped increase their awareness of the society.	Student and Teacher surveys (Questionnaires)	LE and D&G
	3.2.7 Students are requested to set goals for the non-academic development.	3.2.7≥70% of the students report that the goal setting requirement for the non-academic development has helped reach their non-academic achievements.	Student and Teacher surveys (Questionnaires)	CCA
	3.2.8 'One student One Co-curricular Activity' Policy is adopted.	3.2.8≥70% of the students report that the 'One student One Co-curricular Activity' Policy helped them develop different interests and skills.	Student and Teacher surveys (Questionnaires)	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)	3.2.9≥70% of the students report that the activities have aroused their interests in learning, motivate them to learn independently and broaden their horizons.	Student and Teacher surveys (Questionnaires)	All subject teachers

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Evaluation Methods</b>	<b>Committee / Department / Teacher in Charge</b>
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.	3.3.1≥70% of the students report that the multi-purpose room has helped them learn Chinese culture, customs and traditions.	Student and Teacher surveys (Questionnaires)	Chinese Department
	3.3.2 More activities by the Chinese society are organized for students to learn more about Chinese culture.	3.3.2≥70% of the students report that the Chinese society has organized different activities for them to enhance their knowledge about the Chinese culture.	Student and Teacher surveys (Questionnaires)	Ditto
	3.3.3 Prayer sessions about the nation and HK are included in Day 2 or Day 7 assemblies.	3.3.3≥70% of the students report that the prayer sessions about nation and HK have increased their awareness of the nation and HK.	Student and Teacher surveys (Questionnaires)	RE Committee
	3.3.4 More short talks about the development of the nation are arranged during the flag raising ceremonies.	3.3.4≥70% of the students report that the short talks during the flag raising ceremonies have increased their sense of belonging to the nation.	Student and Teacher surveys (Questionnaires)	National Security Education (Informal curriculum)
	3.3.5 Implementation of measures to safeguard national security and promote national education are improved continuously	3.3.5The implementation of measures to safeguard national security and promote national education measures are improved continuously.	Teachers' review in National Security Education Committee meetings	Ditto

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
3.3 The sense of national identity is fostered	3.3.6 Exchange activities with our sister school in mainland China are organized.	3.3.6≥70% of the students report that participating in exchange programmes with our sister school has improved their understanding of the mainland society.	Student and Teacher surveys (Questionnaires)	National Security Education (Informal curriculum)
	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.	3.3.7≥70% of the students joined the China study tours report that the tour has let them understand better the development of STEAM education in the mainland, learn more about the Chinese culture and strengthen their national identity.	Student and Teacher surveys (Questionnaires)	Ditto
	3.3.8 The Chinese Culture Week is organized.	3.3.8≥70% of the students report that the Chinese Culture Week has enhanced their knowledge about the Chinese culture.	Student and Teacher surveys (Questionnaires)	Chinese Department