

SKH Lam Kau Mow Secondary School

Annual Plan 2020-2021

School Theme: Act with Discipline, Strive for Improvement

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

Target	Strategies	Success Criteria	Evaluation Methods	Teacher in Charge
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.	≥75% of the students reported that they set short-term and long-term goals for their studies.	Year-end questionnaires	Mr. Chan KW Mr. Wong KC
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 have been organized and ≥75% of the students reported that the workshops can help them learn more effectively. Teachers have been briefed about how these learning skills can be fostered in classwork or homework assignments. ≥75% of the teachers report that they reinforce learning skills in lessons and assignments.	Year-end questionnaires Checking scheme of work	Mr. Chan KW Subject coordinators
Improvement in students' self-discipline in their learning and time management.	Message about importance of/ how to enhance self-discipline will be disseminated in form periods.	Form periods about self-discipline have been held and ≥70% of teachers and students report that the message is well disseminated.	Year-end questionnaires Teachers' review in	Mr. Chan KW

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	<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>≥70% of the students report that their time management skills have improved.</p> <p>≥70% of the teachers report that they have assigned preparation tasks (if appropriate) to students before lessons.</p> <p>≥70% of the students report that they complete lesson preparation work before lessons.</p>	subject meeting	Subject coordinators
Students can develop skills/ techniques and habits for self-directed learning and online lessons.	Pre-lesson preparation skills, discussion skills, presentation skills, note-taking skills and techniques on using online platforms are taught and trained from junior level so that students can be enhanced to be self-directed learners.	<p>≥75% of the students report that their self-directed learning habits are enhanced.</p> <p>≥90% of the students report that they can master the techniques on using online platform for learning.</p>	<p>Year-end questionnaires</p> <p>Teachers' review in subject meeting</p>	<p>Mr. Chan</p> <p>KW</p> <p>CL teachers</p> <p>Subject coordinators</p>
Students can reduce their reliance on afterschool tuition outside school.	<p>Parents and students are informed through talks/ assemblies/ form periods about adverse effects of over-reliance on afterschool tuition outside school.</p> <p>Teachers can help students strengthen their revision skills/ study skills.</p>	<p>These talks have been held.</p> <p>≥50% of students (those used to have afterschool tuition outside school) report that they will reduce their reliance on afterschool tuition.</p>	<p>Feedback from parents and students</p> <p>Reports from form teachers</p>	<p>Mr. Chan</p> <p>KW</p>

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Good T/S and S/S interaction during lessons/ online 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.	<p>≥75% of the students agree that their lessons are structured with various kinds of activities.</p> <p>≥75% of the students agree that T/S and S/S interaction is good.</p> <p>≥60% of the students agree that they like to raise questions during lessons.</p> <p>≥80% of the teachers report that positive reinforcements and feedback are appropriately given.</p>	<p>Year-end questionnaires</p> <p>Teachers' review in subject meeting</p> <p>Lesson observation</p>	<p>Subject coordinators</p> <p>All teachers</p>
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.	<p>Year-end questionnaires</p> <p>Teachers' reflection on their teaching</p>	<p>Ms. Karin Lam</p> <p>All teachers</p>
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 have integrated life-wide learning experiences in the curriculum appropriately.	<p>≥75% of the subject departments have carried out life-wide learning activities to enhance in-depth learning.</p> <p>Life-wide learning activities are held with positive feedback from students.</p> <p>Adequate resources are allocated to various subjects for these life-wide learning activities.</p>	Teachers' review of these activities in subject meetings	Subject coordinators

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<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>Teachers equip themselves in employing e-learning/ new teaching strategies through attending seminars, workshops and peer learning activities. 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 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>≥80% of the teachers report that students' learning motivation is good during the lessons/ online lessons.</p> <p>≥80% of the teachers report that they have attended seminars/ workshops/ peer learning sessions on e-learning or new teaching strategies.</p> <p>≥80% of the teachers report that they have used e-learning activities recommended in their scheme of work.</p> <p>≥70% of the teachers agree that the Wi-Fi system and the electronic devices can facilitate smooth implementation of e-learning.</p>	<p>Year-end questionnaires</p> <p>Questionnaires for staff development programmes</p> <p>Staff training records</p> <p>CPD records</p> <p>Subject meeting report</p> <p>Review of the School Administration Committee</p>	<p>Mr. Chan KW and Subject coordinators</p> <p>Ms. Woo HY</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 Literacy, Mathematics, D&T and Visual Arts.</p> <p>Streaming of students in D&T and HE in F.3.</p>	<p>Elements of STEAM education were integrated in various curricula if appropriate.</p> <p>Collaborative work across the curricula receives positive feedback from teachers.</p> <p>D&T teacher reports that students' capacity for STEAM education is enhanced.</p>	<p>Review of school curricula</p> <p>Review of the F.3 students'</p>	<p>Mr. Wong WK and subject coordinators</p>

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	<p>Restructure the CL curriculum to include new technologies necessary to promote STEAM education.</p> <p>Collaborate with Poly U (School of Design) so that workshops, scientific investigation tasks can be provided to students.</p> <p>Follow up of the renovation work of the D&T Room into a STEAM Laboratory/ Maker Space.</p> <p>Procure new computers and related teaching equipment to facilitate e-learning and online lessons.</p> <p>Teachers are encouraged to join seminars/ workshops in STEAM education.</p>	<p>The CL curriculum has been restructured to implement STEAM education.</p> <p>Collaboration programme with Poly U can be smoothly implemented and receive positive feedback from students and teachers.</p> <p>The renovation work can be completed on schedule.</p> <p>The equipment is procured and used effectively for students' learning.</p> <p>Teachers involved in STEAM education have joined these seminars and workshops</p>	<p>performance in D&T</p> <p>Statistics and report provided by the STEAM coordinator</p> <p>Report from SAC</p> <p>E-Services records</p>	<p>Ms Woo HY</p> <p>Mr. Chan KW</p>
<p>Teachers and students can adapt well to using new teaching and learning modes during school suspension.</p>	<p>Work out feasible contingency plans to facilitate smooth running of online lessons.</p> <p>Further explore how online learning platforms can enhance learning effectiveness in normal teaching practices.</p>	<p>≥70% of the teachers report that these plans can facilitate smooth running of online lessons during the school suspension.</p> <p>Subject coordinators have discussed with teachers how online learning platforms can enhance learning effectiveness normal teaching practices.</p>	<p>Feedback from teachers and review in SASIC</p> <p>Review in subject meetings</p>	<p>Mr. Chan KW</p> <p>Subject coordinators</p>

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

Target	Strategies	Success Criteria	Evaluation Methods	Teacher in Charge
To better cater for the needs of the senior form students who may be more emotionally affected by social unrest or under examination pressure.	The system of dual form teachers is implemented in F.4 and F.5	≥70% of the students and form teachers agree that the policy helps building up better understanding and trust among students and teachers.	Form Meeting review	Coordinators of form meeting
<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>The S-miles Day is held.</p> <p>The Bridge Programme, Hand-in hand counselling Scheme, leadership programme, volunteer service</p>	<p>≥80% of form teachers agree that the materials are useful and effective to disseminate these values and ≥80% of the students like the activities.</p> <p>Related class/ form activities have been held with positive feedback.</p> <p>The S-miles Day is well-received and ≥70% of the students joining the programme agreed that it helps build up class spirit and a sense of achievement.</p>	<p>Follow-up work by SASIC</p> <p>Year-end Questionnaires</p> <p>APASO survey</p> <p>Review in Life Education Committee and SASIC</p> <p>Review of various programmes held by different groups</p>	<p>Mr. Ng WC</p> <p>Ms. Rebecca Chan,</p> <p>Mr. Lee Bun,</p> <p>Ms. Li, Mr. Wong TS and Ms. Fong WM</p>

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<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>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 in F.5 during form period.</p> <p>Students are encouraged to do more regular exercises by PE teachers and by implementing the Flying High Scheme sponsored by the Jockey Club.</p> <p>Religious activities are organized to promote a positive thinking mindset and spiritual well-being.</p> <p>In school/ online religious activities are developed by U Fire, an outsourced agent to promote a religious atmosphere.</p>	<p>These activities were held and received positive feedback.</p> <p>The index on negative feeling in APASO has declined.</p> <p>Student cases related to mental health can be timely handled.</p> <p>≥70% of the F.5 students agree that the breathing exercise can boost relaxation and reduce anxiety.</p> <p>≥70% of the students agree that they are more aware of the importance of regular exercise to their health.</p> <p>≥70% of the students agree that the Flying High Scheme helps them explore their strengths in various kinds of sports.</p> <p>These religious activities receive positive feedback from participants.</p>	<p>Feedback from PE teachers and students</p>	

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<p>Good work and behavior are well acknowledged and reinforced.</p> <p>Warm and harmonious campus and society.</p> <p>Students have a strong sense of belonging to the school.</p>	<p>The “Recognition Scheme” can provide a platform to acknowledge students’ good behavior.</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>Class management work is to be emphasized in order to build good T/S and S/S relationships.</p> <p>Encourage students to join the All Round Development Scheme which</p>	<p>≥70% of the teachers agree that the Scheme could reinforce good work and behavior.</p> <p>≥80% of the teachers agree that they give more compliments to students than before.</p> <p>≥70% of the students agree that they are receptive to different opinions.</p> <p>≥70% of the students agree that communication with other stakeholders is good.</p> <p>≥80% of the students agree that their class spirit is good.</p> <p>≥80% of the students agree that the T/S and S/S relationships are good.</p> <p>≥70% of the students agree that they have strong sense of belonging to the school.</p>	<p>Year-end Questionnaires</p>	<p>Ms. Rebecca Chan, Ms. Li</p>

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	helps them strive for improvement and have a sense of belonging to the school.	More than 100 students are awarded under the All Round Development scheme.		

Major Concern: Succession Plan and Empowerment of Middle Managers

Target	Strategies	Success Criteria	Evaluation Methods	Teacher in Charge
Smooth succession of Principal leadership. Vice Principals and middle management teams are empowered to lead and support both teaching and non-teaching staff.	Logistics for recruiting the new School Principal is established by the IMC. Vice Principals and middle management teams are delegated with leading tasks and better trained to shoulder administrative duties in school.	Logistics are followed up and recruitment procedures are done on schedule. Vice Principals and middle managers agree that they are familiar with the school vision, missions and policy making processes. Members of middle management attended training courses related to school administration, curriculum leadership, school management and improvement, etc.	IMC report Review meeting of SASIC CPD records of teachers	Principal and Vice Principals