SKH Lam Kau Mow Secondary School
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 Methods	Teacher in Charge
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. ≥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 ≥75% of the teachers report that they reinforce learning skills in lessons and assignments.	Student survey (Questionnaire) Checking scheme of work	Mr. Chan KW Subject coordinators
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 emphasized. 3. Precise and guided lesson preparation tasks should be assigned to students to facilitate self-directed learning.	1. Form periods about self-discipline have been held and ≥70% of teachers and students report that the message is well disseminated. 2. ≥75% of the students report that their time management skills have improved. 3. ≥70% of the teachers report that they have assigned preparation tasks (if appropriate) to students before lessons. 4. ≥70% of the students report that they complete lesson preparation work before lessons.	Student and Teacher surveys (Questionnaire) Teachers' review in subject meeting	Mr. Chan KW Subject coordinators

Target	Strategies	Success Criteria	Evaluation Methods	Teacher in Charge
1.3 Good T/S and S/S interaction during lessons/ online lessons.	1. Various kinds of activities are structured in lessons to get students actively involved in their learning. 2. Students are encouraged to raise questions during lessons. 3. Positive reinforcements and feedback are appropriately given in lessons to encourage students' participation in their learning. 4. Students are to pair up to discuss high-order thinking questions in lessons. 5. Let students express their ideas to enhance their presentation skills so as to build up their self-confidence.	1. (i) ≥80% of the students agree that their lessons are structured with various kinds of activities. (ii) ≥75% of the students agree that T/S and S/S interaction is good. 2. ≥60% of the students agree that they like to raise questions during lessons. 3. ≥80% of the students report that positive reinforcements and feedback are appropriately given. 4. ≥60% of the students report that they form discussion groups for various subjects in lessons 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.	Student survey (questionnaire) Teachers' review in subject meeting Lesson observation	Subject coordinators All teachers

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1.4 Students can develop skills and habits for self-directed learning and online lessons.	**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.	≥70% of the teachers and students report that students' self-directed learning habits are enhanced.	Teacher survey (Questionnaire) Teachers' review in subject meeting	Mr. Chan KW Subject coordinators
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.	Teacher survey (Questionnaire) Teachers' reflection on their teaching	Ms. Karin Lam All teachers
1.6 Teachers can appropriately use various kinds of teaching strategies to boost students' learning motivation and learning	1. Teachers equip themselves in employing e-learning/ new teaching strategies through attending seminars, workshops and peer learning activities. 2. Subject coordinators facilitate peer sharing on e-learning.	1. ≥80% of the teachers report that students' learning motivation is good during the lessons/ online lessons. 2. ≥80% of the teachers report that they have attended seminars/ workshops/ peer learning sessions on e-learning or new teaching strategies. 3. ≥70% of the students report that they have used e-learning and cooperative activities in class.	Student and Teacher surveys (Questionnaires) Questionnaires for staff development programmes	Mr. Chan KW and Subject coordinators

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effectiveness, including e-learning and co-operative learning.	*3.* E-learning activities/ cooperative learning should be incorporated in their scheme of work/ curriculum guide whenever appropriate. 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.	4. ≥70% of the teachers agree that the Wi-Fi system and the electronic devices can facilitate their work.	Staff training records (CPD records) Subject meeting report Review of the School Administration & Improvement Committee	IT Committee
1.7 Students are given opportunities to learn new technologies and enhance their creativity which can equip them to be problem-solvers in the future.	1. Elements of STEAM education are integrated in curricula of different subjects, especially in Science, Computer Literacy, Mathematics, D&T and Visual Arts. 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	1. (i) Elements of STEAM education were integrated in various curricula. (ii) Collaborative work across the curricula receives positive feedback from teachers. 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	Review of school curricula Review of the F.3 students' performance in D&T Statistics and report provided by the STEAM coordinator	Mr. Wong WK and subject coordinators S1-S3 Science teachers

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	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.	students are interested in STEAM project in general. 5. ≥70% of the staff's computers were upgraded. 6. Teachers involved in STEAM education have joined these seminars and workshops.	and junior-form Science teachers Report from SAC E-Services records	IT Committee Mr. Chan KW
1.8 Implementation of National Security Education (NSE)	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. *Refer to the following document for details:* *Work Plan on Implementation of Measure to Safeguard National Security and* *Promote National Education 2021-2022*	1. The seminar was well received and ≥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.	Teacher survey (Questionnaire) after the staff development session Teaching schedules	Ms. Karin Lam NSE committee

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

Target	Strategies	Success Criteria	Evaluation Methods	Teacher in Charge
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	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.	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.	Student survey (Questionnaire)	Life Education Committee, Campus TV Discipline and Guidance Committee
2.2 To foster students' self-confidence, caring relationships and the ability to handle emotional problems	1. F2 Iron Man Programme 2. "Breathing Exercise" Class will be held in F.5 form-period. 3. Form-period Programme about feelings and emotion will be held for F.1 to F.4 students.	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. 2. ≥70% of the F.5 students regard that the "Breathing Exercise" Class is effective for helping them assuage their emotions. 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.	Student survey (Questionnaire)	Life Education Committee Discipline and Guidance Committee Co-curricular Activities Committee

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2.2 To foster students' self-confidence, caring relationships and the ability to handle emotional problems	4. The educational psychologists will teach F.6 students how to cope with exam stress using one of the form-periods. 5. Organizing different extra-curricular activities to enhance students' leadership skills and self-confidence.	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. 5. ≥70% of the students who help organize different extra-curricular activities can build up their self-confidence and leadership skills.	Review by the Co-curricular Activities Committee	
2.3 To foster empathy in students so that they would accept individual differences and develop caring relationships with others	1. Form-period Programme promoting inclusion will be held for F.1 to F.5 students for them 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.	1. ≥80% of the students involved regard that the form-period programme let them have a better understanding of individual differences and limitations. 2. ≥80% of the students involved regard that the Service Learning Programme let them have a better understanding of the needy people.	Student survey (Questionnaire) Review by the teachers concerned	Discipline and Guidance Committee

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

Target	Strategies	Success Criteria	Evaluation Methods	Teacher in Charge
To build up positive and supportive work relationships in the teaching staff with shared vision to develop students' potentials in various aspects	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.	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.	Teacher Survey (Questionnaire)	Principal and Vice Principals