SKH Lam Kau Mow Secondary School
Annual Plan 2023-2024
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. ≥70% of students report that they practise self-directed learning cycle regularly: i. set learning goals ii. engage in the learning process iii. modify learning methods and keep track of the learning process iv. evaluate learning	Student and Teacher surveys (Questionnaires)	L&T and Class Teachers
	1.1.2 Teachers teach the following learning skills or practices, and require students to follow them in order to establish good learning habits: (a) Lesson preparations (b) Note-taking (c) Daily revision (d) Taking the initiative to ask questions in lessons	2. ≥70% of students and teachers agree that students do lesson preparations regularly. 3. ≥70% of students and teachers agree that students take notes regularly. 4. ≥70% of students report that they do daily revision regularly. 5. ≥70% of students and		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.	teachers agree that students take initiative to ask questions in lessons regularly.		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 and L&T

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in charge
1.1 Self-directed learning and good learning habits are strengthened	1.1.6 To facilitate the development of learning skills among students, teachers should (a) check if graphic organizers such as flow charts, tables and mind maps are used in assignments. (b) check students' notes. (c) ensure students take initiative to ask questions in class. (d) check if students have done lesson preparations.			All subject teachers

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. ≥70% of students agree that they can learn effectively in lessons. 2. ≥70% of students agree that assignments are challenging yet achievable. 4 ≥70% of students agree that they are able to give positive and constructive comments to each other. 5. Teachers reflect that low achievers are becoming more confident in learning. 6. ≥70% of teachers agree that students with different abilities are able to complete their learning tasks and assignments with reasonable quality. 7. ≥90% of students meet the promotion criteria.	Student and Teacher surveys (Questionnaires) Teachers' observation Feedback of low achievers	All subject teachers and Subject Heads
	1.2.2 Tiered assessments and assignments for different levels of students are adopted so as to help weaker students manage to answer challenging questions. (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

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.			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.			LE and Class Teachers
	1.2.7 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
	1.2.8 Support programme is held for repeaters and low achievers to give them academic and emotional support.			VP and L&T

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in charge
1.3 Students are more engaged in learning through student-centred pedagogies in daily teaching	1.3.1 Think-pair-share collaborative learning strategy is adopted.	1. ≥70% of students and teachers agree that students are engaged in lessons. 2. ≥70% of students and teachers agree that students have the ownership in learning.	Student and teacher surveys (Questionnaires)	All subject teachers
	1.3.2 More cooperative and collaborative group work is conducted in lessons to enhance students' 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

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in charge
1.3 Students are more engaged in learning through student-centred pedagogies in daily teaching	1.3.5 A flipped-classroom approach is adopted on some topics.			All subject teachers
	1.3.6 Teachers pair up and have lesson observation with a focus on student-centred pedagogies.			Ditto

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

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
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.	1. ≥ 70% of students report that their creative minds have been developed. 2. ≥ 70% of students report that they understand how to collaborate with classmates. 3. ≥ 70% of students report that they have mastered problem-solving skills. 4. ≥ 70% of students report that they have the opportunity to showcase their learning outcomes. 5. Teachers reflect that students' creative minds have been developed. 6. Teachers reflect that students understand how to collaborate with their classmates.	Student surveys (Questionnaires) STEAM Society / Audiovisual Team / Assembly Coordination committee review meetings	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

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
	2.1.6 The products of students are showcased in an Assembly/ through Campus TV/ in the school hall.	7. Teachers reflect that students have mastered problem-solving skills. 8. Teachers reflect that students have the opportunity to showcase their learning outcomes.		STEAM Society
				All subject teachers
2.2 Students' potential in STEAM subjects is unleashed	2.2.1 Cross-curricular projects are carried out to unleash students' potential for STEAM development.	1. ≥70% of students report that the following subjects help them develop their STEAM skills respectively: D&T, CL, Science subjects, and Mathematics. 2. Teachers reflect that some students' potential in STEAM is unleashed and most of them have strengthened their STEAM skills.	Student surveys (Questionnaires) D&T / Visual Arts / CL / Science / Mathematics Departments review meetings	STEAM related subject Departments
	2.2.2 CUHK Jockey Club AI for the Future Project for integrating STEAM elements to CL and D&T is adopted to equip students with appropriate STEAM knowledge and skills.			CL, D&T Departments
	2.2.3 The curriculum of related subjects is revised to facilitate STEAM education such as adopting Project with Nan Fung Group in CL curriculum.			CL Department

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

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
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 taken charge by teachers and students and is held for promoting Christianity and instilling in students Christian values e.g. love, faith, peace, etc.	1. ≥75%of students report that they are more willing to try new things. 2. ≥75%of students report that they care about other people. 3. ≥75%of students report that they can see some positive qualities in themselves. 4. ≥75%of teachers agree that Christian/ positive values are strengthened among students. 5. In general teachers in the RE evaluation meeting agree that Christian/ positive values are strengthened among students.	Student and Teacher surveys (Questionnaires) Teachers' review in the RE evaluation meeting	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.			RE

Target	Strategies		Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
3.2 Students have a balanced development through engaging in different activities.	3.2.1	Leadership Training Programme is arranged for students who are taking the leading role to enhance their leadership and communication skills.	1. ≥75% of students report that they have enough chances to join different activities. 2. ≥75% of students report that the outside-the-school activities have broadened their horizons. 3. ≥75% of students report that they care about the community. 4. ≥75% of students report that they are willing to contribute to the community. 5. ≥75% of students report that they are used to planning before taking actions. 6. In the evaluation meetings of different committees concerned, teachers, in general, believe that the strategies can enhance a balanced development of students.	Student and Teacher surveys (Questionnaires) Teachers' review in form meetings Teachers' review in the evaluation meetings of different committees concerned	D&G and CCA
	3.2.2	Adventure-based camps are organised for junior-form students to develop in them a risk-taking attitude and self-confidence.			LE
	3.2.3	Service-Learning Programme is organized for different levels of students (F.1 – F.5) to raise their awareness of societal needs, while increasing their self-esteem and well-being.			Service Learning committee
	3.2.4	Students are requested to set goals for non-academic development to help them move forward.			CCA
	3.2.5	'One Student One Co-curricular Activity' Policy is adopted for F.1-F.3 students to allow them to develop various generic skills, including collaboration, communication, problem-solving and self-management skills.			CCA

Target	Strategies	Success Criteria	Evaluation Methods	Committee / Department / Teacher in Charge
	3.2.6 More outside-the-classroom or life-wide learning activities are arranged to arouse students' interest in learning, motivate them to learn independently and broaden their horizons. (repeated)			All subject teachers
3.3 Positive life attitudes and caring culture are strengthened	3.3.1 Hand-in-hand Programme is arranged to provide F.1 students support to adapt to the school environment.	1. ≥75% of students report that they have confidence in overcoming obstacles.	Student and Teacher surveys (Questionnaires)	LE
	3.3.2 Revamped Class-time Programme to enhance values education and students' character strengths is extended to S2 and S3.	2. ≥75% of students report that they keep a good relationship with peers. 3. ≥75% of students agree that people are caring at school.	Teachers' review in form meetings	VP, LE, D&G, Careers and SEN committee
	3.3.3 The character strengths the school focuses on are promoted by any means necessary.	4. ≥75% of students agree that the school is a safe place, both physically and psychologically, for learning.	Teachers' review in the evaluation meetings of different committees concerned	Class Teachers
	3.3.4 Class Spirit Cultivation Scheme is adopted at different levels to strengthen the bonding between students.	5. In the evaluation meetings of different committees concerned, teachers, in general, agree that the positive life attitudes and caring		LE

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	3.3.5 Students are arranged to join Pupil Ambassador Scheme 2023-24 (EDB) to help promote positive life attitudes at school.	culture are strengthened.		D&G
	3.3.6 Form periods and activities related to mental health are arranged at different levels (F.1-F.6) to promote well-being.			D&G
3.4 The sense of national identity is fostered.	3.4.1 A variety of activities are organized for students to gain a deeper understanding of Chinese culture.	1. ≥ 70% of students report that their understanding of Chinese culture has increased. 2. ≥ 70% of students report that they are more concerned about the nation and Hong Kong. 3. ≥ 70% of students indicate that their knowledge of mainland China has grown.	Student surveys (Questionnaires) Chinese Department / Chinese History Department / Chinese Society / RE Committee / National Security Education (National	Chinese Department, Chinese History Department, and Chinese Society
	3.4.2 Prayer sessions about the nation and HK are included in Day 7 assemblies.			RE Committee

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	3.4.3 More short talks, presented by both students and teachers, about the development of the nation are arranged during the flag-raising ceremonies.	4. ≥70% of students report that they have a better understanding of the "STEAM" development in mainland China.	Flag raising) / National Security Education (Informal curriculum) review meetings	National Security Education (National Flag raising)
	3.4.4 Implementation of measures to safeguard national security and promote national education are improved continuously	5. ≥ 70% of students indicate that they have a deeper understanding of the culture in mainland China. 6. ≥ 70% of students report an increase in their sense of national identity.		National Security Education (Informal curriculum)
	3.4.5 Exchange activities with our sister school in mainland China are organized.	7. Teachers of the Chinese Department / Chinese History Department / RE Committee / National Security Education (National Flag raising) / National Security Education (Informal curriculum) reflected that students' national identity recognition has increased.		National Security Education (Informal curriculum)
	3.4.6 Mainland study tours are organized for students to learn more about the development of STEAM education in the mainland, learn more about the Chinese culture and strengthen their national identity.			National Security Education (Informal curriculum) & CSD Department