

SKH Lam Kau Mow Secondary School
Evaluation of Annual Plan 2020-2021
School Theme: Act with Discipline, Strive for Improvement

Due to the pandemic, face-to-face lessons were suspended from time to time. The First term examination was cancelled and replaced by “Home Assignment”. Proportion of various assessments were adjusted to maintain more accurate assessment of students’ performance. In order to improve teaching and learning effectiveness, lesson arrangements were adjusted after consultation with teachers and students. As only half-day lessons could only be conducted for most of time during the years, each lesson was cut short to 30 minutes. Time for other learning experience such as assemblies, reading time and co-curricular activities were drastically reduced. Some large school functions such as the School Picnic, Sports Days, Open Days, S-miles Day were cancelled. F.1 interviews and Parents Night were conducted online. It was not until the post-examination period that some activities such as the Chinese Culture Week, Inter-house Quiz, Music Gala and Singing Contest could be held under special arrangement.

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

Target	Strategies	Evaluation
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.	Overall speaking, 90% and 85% of the students agreed that they had set both short-term and long-term goals for their studies respectively. There was some improvement when compared with two years ago in which the data was 83% and 74%.

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Target	Strategies	Evaluation
<p>Students get to know about their learning styles and can learn more effectively.</p>	<p>Workshops on learning skills are organized for F.1 and F.2 students. Learning skills are further reinforced in lessons and assignments.</p>	<p>The workshops on learning styles and learning skills were held only in the post-examination periods. The feedback was positive. 87% of the students reported that the workshop could help them learn more effectively. As face-to-face lessons for F.1-2 were not resumed for most of the year, teachers might have difficulties in reinforcing these learning skills during the year. Only around 57% of teachers reported that they often reinforced these learning skills in their lessons.</p>
<p>Improvement in students' self-discipline in their learning and time management</p>	<p>Message about importance of/ How to enhance Self-discipline will be disseminated in form periods.</p> <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>Most of the assemblies and form periods were cancelled during the year. However, the important message of self-discipline was well disseminated as most teachers reminded students about it from time to time throughout the year. 88% of teachers and 95% of students reported that the message about importance of self-discipline was well disseminated and received.</p> <p>80% of students reported that their time management skills were improved and 85% of students agreed that they had completed lesson preparation work before lessons. However, as lesson time was cut short to 30 minutes, only about 57% of the teachers reported that they had assigned preparation tasks for students before lessons.</p>

Target	Strategies	Evaluation
<p>Students can develop skills/ techniques and habits for self-directed learning and online lessons.</p>	<p>Pre-lesson preparation skills, discussion skills, presentation skills, note-taking skills and techniques in using online platforms are taught and trained from junior level so that students can be enhanced to be self-directed learners.</p>	<p>Over 90% of students reported that they could master the techniques in using the online platforms for learning. For self-directed learning skills, over 80%-87% students reported that their time management skills, presentation skills and discussion skills were improved. However, as there were not many presentation and discussion activities during online lessons, this self-evaluation might be a bit over-estimated.</p>
<p>Students can reduce their reliance on afterschool tuition outside school.</p>	<p>Parents and students are informed through talks/ assemblies/ form periods about adverse effects of over-reliance on afterschool tuition outside school. Teachers can help students strengthen their revision skills/ study skills.</p>	<p>Due to the pandemic, parents' talks, assemblies and after-school revision class could not be conducted. Teachers might not easily help students strengthen their study skills. As tutorial schools were also sometime closed during the pandemic, 82% of students reported that they had reduced their reliance on after school tuition.</p>
<p>Good T/S and S/S interaction during lessons/ online lessons.</p>	<p>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>	<p>Teachers found difficulties to structure various kind of activities in a 30 minute lesson/ online lessons. During online lessons, peer interaction was also limited. Still, over 84% of teachers tried hard to provide positive reinforcement and encourage students to participate in lessons. 86% of students agreed that T/S interaction was good. With the chat box function, even some quiet students attempted to ask questions during online lessons. 75% of students reported that they liked to raise questions during lessons.</p>

Target	Strategies	Evaluation
<p>Teachers are able to use appropriate teaching and assessment strategies for facilitating self-directed learning and online teaching.</p>	<p>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.</p>	<p>As the professional activities were provided mainly through online platforms, teachers signed up these courses more frequently. Most teachers preferred to attend courses on e-learning and National Security Education. There were not many professional programmes related with self-directed learning organized this year.</p>
<p>Life-wide learning experiences are integrated appropriately in curriculum in order to boost students' motivation to learn and to enhance in-depth learning.</p>	<p>Subject coordinators have integrated life-wide learning experiences in the curriculum appropriately.</p>	<p>Due to the social distancing measures, many life-wide learning activities were suspended.</p>
<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</p>	<p>Teachers equip themselves in employing e-learning/ new teaching strategies through attending seminars, workshops and peer learning activities</p> <p>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</p>	<p>Learning and teaching effectiveness through online teaching, as observed, were not as good as face-to-face lessons. Both teachers and students found themselves very tired watching the screen for the whole morning. Some teachers were not used to marking online assignments and they needed to print them out for marking.</p> <p>Teachers also complained that more students tended to hand in their assignments late.</p> <p>When face-to-face lessons resumed, teachers were ready to use e-learning activities in classrooms. 90% of teachers agreed that they had</p>

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<p>and teaching effectiveness.</p>	<p>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>implemented e-learning activities recommended in their scheme of work.</p> <p>The Wi-Fi in classroom might not be very reliable according to teachers' observation. Only 54% of the teachers agreed the Wi-Fi network could facilitate smooth implementation of E-learning.</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>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</p>	<p>Elements of STEAM education have been well integrated in subjects like Computer Literacy, D&T and Visual Arts. With the restructuring of CL curriculum to include new technologies, the students might be more well-prepared for making innovations as required in this innovative era.</p> <p>The QEF application on renovating the D&T room and implementation of STEAM education was approved. The renovation work was completed and most of the equipment were procured. However, some learning programmes were postponed due to the suspension of face-to-face lessons. The collaboration project with Poly U (School of Design) was smooth. Workshops for teachers and an assembly talk were held as scheduled.</p>

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	equipment to facilitate e-learning and online lessons. Teachers are encouraged to join seminars/ workshops in STEAM Education.	
Teachers and students can well adapted to using new teaching and learning modes in time of school suspension.	Work out feasible contingency plans to facilitate smooth running of online lessons. Further explore how online learning platforms can enhance learning effectiveness in normal teaching practice.	Lesson arrangements were adjusted after collecting students' and teachers' opinions so as to achieve better learning effectiveness. 78% of teachers agreed that these plans could facilitate smooth running of online lessons. However, the total lesson time, especially for the junior forms, was much shorter than that of the "normal" time. More long-term follow up measures were needed to tackle this problem.

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

Target	Strategies	Evaluation
To better cater 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	The system of dual form teachers were welcomed by students and teachers. Over 86% of the students and 72.5% of teachers agreed that it helped building up better understanding and trust among students and teachers.

Target	Strategies	Evaluation
<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>Students are resilient over adversity and supportive of each other.</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 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</p>	<p>These programmes could not be fully implemented. However, teachers tried their best to build up the caring culture in school. Sunshine calls, whatApps messages, etc. were employed during suspension of face-to-face lessons for pastoral care.</p> <p>Though the Sports Day and the Smiles Day could be held as scheduled, teachers involved adjusted the programmes so that students could taste new sports games in school and be more aware of the importance of physical fitness and wellness. 90% of the F.5 students enjoyed the new sports introduced to them during the New Sports Taster Day and 84% of F.1-F.4 students enjoyed the Physical Fitness Day. Class Fun time was arranged following the Physical Fitness Day so that students could have more interaction with their classmates.</p> <p>Though the Bridge Programme, Hand-in-hand programme and the leadership programme could not be held in full scale, these programmes were adapted and held as far as possible.</p>

Target	Strategies	Evaluation
<p>Improvement of students' wellness, mental health and spiritual well-being.</p>	<p>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 positive thinking mindset and spiritual well-being.</p> <p>In school/ online religious activities are developed by U Fire, an outsourced agent to promote religious atmosphere.</p>	<p>The Flying High Scheme sponsored by the Jockey Club was completed. Display about Olympic Games, assembly talk and the Physical Fitness tests and competition were held. These activities were well received. The Shuttle-cock Team was established as one of the school teams and became quite popular among students.</p> <p>The RE Committee, partnered with U-Fire, hosted a number of online assemblies and activities to boost learning spirits, especially for F.6 students. Activities were creative and could well utilized the online platforms for reaching out more students. Most of the activities were well-received by both teachers and students.</p>
<p>Good work and behavior are well acknowledged and reinforced.</p>	<p>The “Recognition Scheme” can provide a platform to acknowledge students' good behavior.</p> <p>Teachers are encouraged to give more</p>	<p>83% of the teachers agreed that the Scheme could reinforce good work and behavior and 94% of teachers reported that they gave more compliments to students than before.</p>

Target	Strategies	Evaluation
<p>Warm and harmonious campus and society</p> <p>Students have a strong sense of belonging to the school.</p>	<p>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 helps them strive for improvement and have a sense of belonging to school.</p>	<p>88% of the students agreed that communication with other stakeholders was good.</p> <p>87% of students agreed that their class spirit was good.</p> <p>90% of the students agreed that the T/S and S/S relationship was good.</p> <p>86% of the students agreed that their sense of belonging to the school was strong.</p> <p>As quite a number of co-curricular activities could not be resumed as normal, the requirements of All Round Development Scheme were adjusted. However, not many students could reach the Gold and Diamond Level.</p>

Major Concern: Succession Plan and Empowerment of Middle Managers

Target	Strategies	Evaluation
<p>Smooth succession of Principal leadership</p> <p>Vice Principals and middle management teams are empowered to lead and support both teaching and non-teaching staff.</p>	<p>Logistics for recruiting the new School Principal is established by the IMC.</p> <p>Vice Principals and middle management teams are delegated with leading tasks and better trained to shoulder administrative duties in school.</p>	<p>The recruitment of the New School Principal and the promotion of another Vice-principal and three SGM were conducted smoothly. With their rich experience, they could shoulder the management work and administrative duties very well.</p> <p>However, with some teachers opted for early retirement, the middle management team needed to take up more duties than expected.</p>