

SKH Lam Kau Mow Secondary School

Evaluation of Annual School Plan 2024-2025

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

Major Concern 1: To promote effective learning and teaching ((Domain 2: Learning and Teaching))

Targets	Implementation Strategies	Success Criteria	Achievements, Reflections and Suggestions
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. $\geq 80\%$ of students report that they practise self-directed learning cycle regularly: i. set learning goals	84.6% of students agreed that they practised self-directed learning cycle regularly. 72.0% of students agreed that they did lesson preparation regularly.
	1.1.2 Teachers continue to teach and strengthen 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) Asking questions in lessons	ii. engage in the learning process iii. modify learning methods and keep track of the learning process iv. evaluate learning	- Most teachers (68.3%) agreed that students did lesson preparation regularly, though the target of 70% had not been reached. 85.9% of students and 70.7% of teachers agreed that students took notes regularly. - For daily revision, only 63.8% of students agreed that they did it regularly, the percentage was lower than expected.
	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.	2. $\geq 70\%$ of students and teachers agree that students do lesson preparations regularly.	66.6% of students agreed that they took initiative to ask questions in lessons regularly however, only 48.7% of teachers agreed that their students did so. Both figures were lower than expected, reflecting that students had not yet built up a strong habit of asking questions. This might due to not having enough confidence and curiosity in their learning.
	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.	3. $\geq 70\%$ of students and teachers agree that students take	Moving forward, while students' good

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	1.1.5 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 ask questions in lessons. (d) check if students have done lesson preparations.	notes regularly. 4. $\geq 70\%$ of students report that they do daily revision regularly. 5. $\geq 70\%$ of students and teachers agree that students have built up the habit of asking questions in lessons.	learning habits have been strengthened, these must continue to be fostered in the coming academic year. Furthermore, more strategies should be implemented to raise students' competence and ownership of their learning.
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. $\geq 80\%$ of students agree that they can learn effectively in lessons.	● 86.1% of students agreed that they learned effectively in lessons. ● 86.0% of students agreed that assignments were challenging yet achievable. ● 88.2% of students agreed that they were able to give positive and constructive comments to others. ● 51.2% of teachers agreed that low achievers were becoming more confident in learning. ● 90.2% of teachers agreed that students with different abilities were able to complete their learning tasks and assignments with reasonable quality. ● 90.1% of students meeting the
	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)	2. $\geq 80\%$ of students agree that assignments are challenging yet achievable.	
	1.2.3 Teachers pair up to create at least one tiered assignment for different levels of students and submit it to the school by 18/12/2024.	3. $\geq 80\%$ of students agree that they are able to give positive and constructive comments to each other.	
	1.2.4 More challenging or high-order-thinking questions are included in the assignments and assessments for stronger students.	4. Low achievers are becoming more confident in	

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	1.2.5 Students of different abilities are grouped strategically so that there will be stronger students guiding weaker students in a group. 1.2.6 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. 1.2.7 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. 1.2.8 Some relevant class-time programmes or talks are arranged in Day 2 Assembly to foster in students a growth mindset. 1.2.9 Support programme is held for repeaters and low achievers to give them academic and emotional support. 1.2.10 Pedagogies that help develop students' sense of competence in learning are shared in staff meetings.	learning. 5. $\geq 80\%$ of teachers agree that students with different abilities are able to complete their learning tasks and assignments with reasonable quality. 6. $\geq 90\%$ of students meet the promotion criteria.	promotion criteria. The data above reflected that most students with various learning abilities could learn effectively in lessons. However, the low achievers still need more assistance to improve their academic performance and boost their confidence.
1.3 Students are more engaged in learning through student-centred	1.3.1 Think-pair-share collaborative learning strategy is adopted continuously. 1.3.2 More cooperative and collaborative group work is conducted in lessons to enhance students' thinking, problem-solving and collaborative skills.	1. $\geq 90\%$ of students and teachers agree that students are engaged in lessons. 2. $\geq 70\%$ of students and teachers agree	88.1% of students and 90.2 % of teachers agreed that students were engaged in lessons. 87.8% of students agreed that they had the ownership in learning, but only

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pedagogies in daily teaching	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.	that students have the ownership in learning.	58.5% of teachers agreed. ● The results showed that teachers had high expectations for students to be responsible, autonomous, and self-directed in their learning, and that they believed the students could perform at a higher level. ● It was suggested that student-centred pedagogies should be reinforced in the coming academic year.
	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.		
	1.3.5 A flipped-classroom approach is adopted on some topics.		

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

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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. $\geq 70\%$ of students report that their creative minds have been developed.	● 86.2% of students agreed that they had developed their creative minds. ● 90.7% of students agreed that they could collaborate with my classmates well. ● 87.3% of students agreed that they had mastered problem-solving skills. ● 87.5% of students agreed that they had the opportunity to showcase my learning outcomes. ● 58.5% of teachers agreed that students' creative minds had been developed. ● 85.3% of teachers agreed that students understood how to collaborate with their classmates. ● 68.3% of teachers agreed that students had mastered problem-solving skills. ● 83.0% of teachers agreed that students had the opportunity to showcase their learning outcomes. ● According to the results, students demonstrated development in creativity, collaboration, and problem-solving. From the teachers' perspective, there was room for further growth, particularly in
	2.1.2 Think-pair-share collaborative learning strategy is adopted.	2. $\geq 70\%$ of students report that they understand how to collaborate with classmates.	
	2.1.3 More cooperative and collaborative group work is conducted in lessons.	3. $\geq 70\%$ of students report that they have mastered problem-solving skills.	
	2.1.4 Students are encouraged to take part in open competitions involving their creativity, collaboration and problem-solving skills.	4. $\geq 70\%$ of students report that they have the opportunity to showcase their learning outcomes.	
	2.1.5 Assignments / Projects that help enhance students' creativity, collaboration and problem-solving skills are given to them.	5. Teachers reflect that students' creative minds have been developed.	
	2.1.6 The products of students are showcased in an Assembly/ through Campus TV/ in the school hall.	6. Teachers reflect that students understand how to collaborate with their classmates.	
		7. Teachers reflect that students have mastered problem-solving skills.	
		8. Teachers reflect that	

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		students have the opportunity to showcase their learning outcomes.	fostering greater creativity and more advanced problem-solving skills. To achieve this, it was recommended that students be provided with more experiential learning to widen their exposure.
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.	≥70% of students report that the following subjects help them develop their STEAM skills respectively: D&T, CL, Science subjects, and Mathematics. - Teachers reflect that some students' potential in STEAM is unleashed and most of them have strengthened their STEAM skills.	69.3% of the students who took D&T agreed that the subject helped them develop their STEAM skills. 71.4% of the students who took CL agreed that the subject helped them develop their STEAM skills. 84.0% of the students who took Science subjects agreed that the subjects helped them develop their STEAM skills. 79.4% of students agreed that Mathematics helped them develop their STEAM skills. 70.5% of the students who took VA agreed that the subject helped them develop their STEAM skills. - Departmental feedback indicated significant student growth across subjects. Science teachers reported that students had not only unleashed
	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.		
	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.		

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			their STEAM potential but also strengthened their related skills. Similarly, teachers in D&T and CL observed students successfully tackling assignments involving higher-order thinking. In Mathematics, teachers noted students' ability to integrate cross-disciplinary knowledge to analyze and solve problems.

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

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3.1 Christian values and character strengths are nurtured. (Focused Christian values and character strengths: love, caring, resilience, risk-taking,	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. $\geq 85\%$ of students report that they are more willing to try new things. 2. $\geq 85\%$ of students report that they care about other people. 3. $\geq 85\%$ of students report that they can see some positive qualities in	● 92.8% of students agreed that they were more willing to try new things. ● 92.5% of students agreed that they cared about other people. ● 92.1% of students agreed that they could see the positive qualities in themselves. ● 91.3% of students agreed that their positive values were strengthened. ● 74.3% of students agreed that their Christian values were strengthened.
	3.1.2 Religious activities like Christian fellowship, Gospel week, Bible Study groups are organized to nurture students' spiritual growth.		
	3.1.3 Joint-school fellowship is arranged to increase students' exposure and the exchange of testimonies of their Christian life with peers of other schools, etc.		

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self-confidence and self-worth)	3.1.4 Deepen the cooperation between the HKSKH Holy Spirit Church and school to nurture students' spiritual growth and strengthen Christian values.	themselves. 4. $\geq 75\%$ of students 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.	● In general, teachers in the Religious Education Committee agreed that Christian or positive values were strengthened among students.
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. $\geq 85\%$ of students report that they have enough chances to join different activities. 2. $\geq 85\%$ of students report that the outside-the-school activities have broadened their horizons. 3. $\geq 85\%$ of students report that they care about the community. 4. $\geq 85\%$ of students report that they are	● 92.3% of students agreed that they had enough chances to join different activities. ● 92.5% of students agreed that the outside-the-school activities had broadened their horizons. ● 91.8% of students agreed that they cared about the community ● 90.9% of students agreed that they were willing to contribute to the community. ● 89.3% of students agreed that they were used to planning before taking actions. ● Teachers from D&G, CCA, LE, Service Learning Committees agreed that the strategies could enhance a balanced development of students.
	3.2.2 Adventure-based camps are organised for junior-form students to develop in them a risk-taking attitude, self-confidence and team spirit.		
	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.		
	3.2.4 Students are requested to set goals for non-academic development to help them move forward.		
	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,		

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	including collaboration, communication, problem-solving and self-management skills.	willing to contribute to the community.	
	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)	5. $\geq 85\%$ 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.	
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. 3.3.2 Revamped Class-time Programme to enhance values education and students' character strengths is extended to S4. 3.3.3 The character strengths the school focuses on are promoted by any means necessary. 3.3.4 Class Spirit Cultivation Scheme is adopted at different levels to strengthen the bonding between students. 3.3.5 Students are arranged to join Peer Power-Student Gatekeeper Training Programme (EDB) to learn methods to maintain well-being and practical skills to care about peers in distress, thus to promote positive life	1. $\geq 85\%$ of students report that they have confidence in overcoming obstacles. 2. $\geq 85\%$ of students report that they keep a good relationship with peers. 3. $\geq 85\%$ of students agree that people are caring at school. 4. $\geq 85\%$ of students agree that the school	● 87.6% of students agreed that they were confident in overcoming obstacles. ● 91.9% of students agreed that they kept a good relationship with peers. ● 88.5% of students agreed that people were caring at school. ● 89.5% of students agreed that school was a safe place, both physically and psychologically, for learning. ● 88.4% of students agreed that they were more aware of the importance of doing sports regularly. ● The members of the student support committees agreed that positive life

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	attitudes and caring culture at school.	is a safe place, both physically and psychologically, for learning. 5. $\geq 70\%$ of students agree that they are more aware of the importance of doing sports regularly. 6. In the evaluation meetings of different committees concerned, teachers, in general, agree that the positive life attitudes and caring culture are strengthened.	attitudes and a caring culture have been reinforced. ● It was suggested that similar activities be continued in the coming year to strengthen this protective factor in students' development.
	3.3.6 Form periods and activities (e.g. Mental Health Days) related to mental health are arranged at different levels (F.1-F.6) to promote well-being.		
	3.3.7 Promotion of Sports Ambience in School Campaign is adopted to encourage students to do sports regularly to strengthen both their physical and mental health, as well as the positive attitude of perseverance.		
3.4 The sense of national identity is fostered.	3.4.1 Chinese Cultural Education Development Committee is set up to deepen students' understanding of Chinese culture through developing curriculum and organising various activities related to Chinese culture.	1. $\geq 80\%$ of students report that their understanding of Chinese culture has increased. 2. $\geq 80\%$ of students report that they are more concerned about the nation and Hong Kong. 3. $\geq 80\%$ of students indicate that their knowledge of mainland China has	● 90.2% of students agreed that their understanding of Chinese culture has increased. ● 90.7% of students agreed that they are more concerned about the nation and Hong Kong. ● 90.2% of students agreed that their knowledge of mainland China has grown. ● 87.7% of students agreed that they have a better understanding of the "STEAM"
	3.4.2 Prayer sessions about the nation and HK are included in Day 7 assemblies.		
	3.4.3 Short talks, presented by both students and teachers, about the development of the nation are continued to be arranged during the flag-raising ceremonies.		
	3.4.4 Implementation of measures to safeguard national security and promote national		

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	education are improved continuously.	grown.	development in mainland China.
	3.4.5 Exchange activities with our sister school in mainland China are organized.	4. $\geq 80\%$ of students report that they have a better understanding of the "STEAM" development in mainland China.	● 90.9% of students agreed that they have a deeper understanding of the culture in mainland China.
	3.4.6 Mainland study tours are organized for students to learn more about the development in the mainland, learn more about the Chinese culture and strengthen their national identity.	5. $\geq 80\%$ of students indicate that they have a deeper understanding of the culture in mainland China. 6. $\geq 80\%$ of students report an increase in their sense of national identity. 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.	● 88.9% of students agreed that their sense of national identity improves. ● 85.4% of teachers agreed that students' national identity recognition has increased. ● Teachers from the Chinese Department, the Chinese History Department, the National Security Education (National Flag raising) Committee and the National Security Education (Informal curriculum) Committee reflected that students' national identity recognition had increased.