

SKH LAM WOO MEMORIAL SECONDARY SCHOOL



Annual School Plan 2016 / 2017

SKH Lam Woo Memorial Secondary School

Mission Statement

Keeping in step with the spirit of Jesus Christ our Lord, it is our mission to provide students with an all-round education aimed at excellence in spiritual, ethical, intellectual, physical, inter-personal and aesthetic development.

We aim at cultivating our students with the qualities of a LAMWOOER: leadership, ardour, modesty, wisdom, optimism, originality, empathy and responsibility.

SKH Lam Woo Memorial Secondary School
Annual School Plan
(2016-2017)

Major Concerns

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| 1. Lifelong Learning | P.4 |
| 2. Flourishing Life | P.6 |

Major Concern 1: Lifelong Learning

Target 1: cultivating good learning attitude, skill and habits for lifelong learning (focus on the elements SNAP: Skill building, Note-taking, Active participation and Persistence)

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1	F.1 & F.2 peer mentorship program to cultivate good learning habits	Majority of F.1 & 2 mentors and mentees, music and sports team members involved find the program beneficial	1. Surveys 2. Scrutiny of documents from Form Coordinators and academic sections	16-17	YCW	
1.2	F.1-F.5 Peer mentorship program to enhance learning in school sport and music teams (Utilizing the strong bond between the school team members to exert positive influence on the peers)			16-17	LSM, LKW Sport and music heads, CHY	
1.3	Sharing by alumni / teachers / education professionals in the morning assemblies on study skill and attitude: F.1: Note-taking skills in adaptation program and morning assemblies F.2 & 3: Effective use of time for lifelong learning (by Wong Wai Yin, alumnus) F.3: Talk on Persistence (Cheung Chi Hang, alumnus) F.4: Talk on learning habit and persistence (Au Ka Chun, alumnus) F.5 & 6: Talk on habits, attitude and skill for HKDSE (Ip Cho Yin)	Majority of the students in the concerned forms find the talk(s) beneficial in developing lifelong learning habits Majority or the teachers for reading lessons agree that the measures help strengthen students' learning habit	3. Course Evaluation	16-17	Form Coordinators, AES WKT CHY MCS	
1.4	More structured Reading To Learn lessons to cultivate good reading habits 1.4.1 Students fill in reading log to build a good reading habit 1.4.2 All students share their reflections from reading to extend reading beyond campus 1.4.3 Collaborations of reading promotion committee with subjects to enrich reading programs			16-17	YKF (RPT)	

Target 2: Effective lessons (focus on the elements Help: High-order thinking, Engagement, Leveled questions and Positive atmosphere)

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1	Structured co-planning-lesson observation-evaluation cycle	Each department have 2-4 co-planning meetings, 2-4 lesson observations in 1617 & 1718	1. Scrutiny of documents 2. Survey from some of the activities 3. Course Evaluation, peer lesson observation and appraisal	16-18	CAS, AES and panel heads	
2.2	Boost professional exchange: ■ sharing by subject departments on implementation of HELP ■ open classroom			16-18	CHY, LLL (for SDC)	
2.3	Unify the focus of all formal and informal appraisals: HELP (include course evaluation, peer lesson observation and appraisal form)	Majority of teachers find the sharing useful		16-18	LSC and WKT	
2.4	Boost effective lessons through Mobile Learning and STEM projects F.1: Self-directed Learning in Science through e-learning (University-school Support Program led by HKU) F.1: Peer assessment of essays through e-platform (English and Chinese) F.3: STEM program by D&T and C.L.	Majority of participating teachers find STEM / e-learning effective in boosting HELP More than 5 subjects conduct Mobile Learning in some lessons		16-17	SAMS, CHY and panel heads	
2.5	Encourage students engage in more lifelong learning activities related to the subject by arranging sharing and submitting portfolio or products			16-18	Panel heads	

Major Concern 2: Flourishing Life

Target 1: Positive Emotion

- 1.1 to enable students to develop a stronger understanding of their emotions and those of others.
- 1.2 to create opportunities for our school community to experience and savor positive emotions such as VIA characters (e.g. Kindness, gratitude, forgiveness, love)
- 1.3 to encourage all students to be able to initiate, experience, extend, and build up positive emotions in their lives.

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1	Infuse Positive thinking in lessons	<ul style="list-style-type: none"> ● Taught in lessons ● >80% agree on positive thinking 	<ul style="list-style-type: none"> ● Survey ● Scrutiny of documents and records ● Course evaluation 	Whole year	Panel Heads (Chinese History, History, Economics) CSM / SHPC	
1.2	Talk on Flourishing Life (PERMA Model) <ul style="list-style-type: none"> - Morning Assembly (S.1 only) - School Assembly (S.2 – S.6) 			Sept ~ Feb	AWC / St. James Settlement	MC2
1.3	Flourishing Teens Project (LW Life PAD programme)				CFG / St. James Settlement	MC2
1.4	VIA characters enhancement programme <ul style="list-style-type: none"> - Morning Assembly (S.2 – S.6) - School Assembly (S.2 – S.6) 				CSF / St. James Settlement	MC2

Target 2: Engagement

- 2.1 to help students experience complete immersion in activities through understanding the nature of engagement, the pathways to it, and the impact it has on individual well-being.
- 2.2 to find sources of interest and passion in their lives.
- 2.3 to facilitate students to identify their strengths, as to let them consciously engaging in work and activities that make them feel most confident, productive and valuable.

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1	Workshops on Careers & Life Planning Education	<ul style="list-style-type: none"> ● >80% agree on concept 	<ul style="list-style-type: none"> ● Survey ● Scrutiny of 	Sept ~ Mar	SSW / St. James Settlement	Life Planning Ed Fund

2.2	Infuse the meaning of “Engagement” in lessons	<ul style="list-style-type: none"> ● Taught in lessons 	<ul style="list-style-type: none"> ● documents and records ● Course evaluation 	Whole year	Panel Heads (Home Econ, Visual Arts, PE, Chinese, Geog, LAC, Computer) FSW, CWY / DS CSM / SHPC	
2.3	Flourishing Teens Project (LW Life PAD)			Whole year	CFG / St. James Settlement	MC2

Target 3: Relationships

3.1 to facilitate students explore the importance of connectedness and strong relationships for well-being.

3.2 to develop social and emotional skills that nourish their relationships with the self and the others.

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1	Big Brother Big Sister Scheme	<ul style="list-style-type: none"> ● >80% agree on concept 	<ul style="list-style-type: none"> ● Survey 	Whole year	WPL / GS CSM / SHPC	
3.2	Workshops on Interpersonal Relationship and Team Building (Careers & Life Planning Education)	<ul style="list-style-type: none"> ● Taught in lessons 	<ul style="list-style-type: none"> ● Scrutiny of documents and records 	Nov ~ Apr	SSW / St. James Settlement	Life Planning Ed Fund
3.3	Learning social skills in lessons		<ul style="list-style-type: none"> ● Feedback from BBBS ● Course evaluation 	Whole year	Panel Heads (Home Econ, Visual Arts, Phy, Chem Bio, IS)	
3.4	Flourishing Teens Project (LW Life PAD)			Whole year	CFG / St. James Settlement	MC2

Target 4: Meaning

4.1 to explore students’ understanding, belief, and serving something greater than the self and willingly engaging in activities for the benefit of others.

4.2 to encourage students to draw on their character strengths (mainly VIA characters) in ways that contribute to the welfare of others and the greater community.

4.3 to help students recognize that belonging to a supportive school community is a strong pathway to meaningfulness and well-being.

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
4.1	Social services	<ul style="list-style-type: none"> ● >80% agree on concept ● Complete the PAD 	<ul style="list-style-type: none"> ● Survey ● Scrutiny of documents and records 	Whole year	LCK / ECS	
4.2	Flourishing Teens Project (LW Life PAD)			Whole year	CFG / St. James Settlement	MC2
4.3	VIA characters enhancement programme - Morning Assembly (S.2 – S.6) - School Assembly (S.2 – S.6)			Whole year	AWC / CSF / St. James Settlement	MC2

Target 5: Accomplishment

5.1 to help students appreciate their effort and consolidate the experience in the learning process.

5.2 to help students to be thankful to God and other parties involved in the achievement.

5.3 to develop students for self-cultivation so as to strive for goals those are both highly rewarding to the self and beneficial to the greater community.

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
5.1	Activities on Thanksgiving and Christian Life	<ul style="list-style-type: none"> ● >80% agree on concept 	<ul style="list-style-type: none"> ● Survey ● Scrutiny of documents and records 	Whole year	CSC, CFG / SKH The Church of the Epiphany	
5.2	Leadership Trainings			Whole year	LSK / SAS	
5.3	Flourishing Teens Project (LW Life PAD)			Whole year	CFG / St. James Settlement	MC2

Target 6: Teacher training and parent education

6.1 By working together with PTA, the rationales of promoting accountability, commitment, respect others and autonomy are brought to the awareness of parents.

6.2 Teachers are led to have more reflection and insight over educating the students on VIA characters and PERMA models.

	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
6.1	Parents Talk	<ul style="list-style-type: none"> ● >80% agree on concept 	<ul style="list-style-type: none"> ● Survey ● Scrutiny of documents and records 	Whole year	CFG, MCS / Religious Education Resource Centre	PTA

6.2	Group / Individual Counselling			Whole year	CFG, MCS / Religious Education Resource Centre	PTA
6.3	VIA characters enhancement programme - Parents Talk - Parent workshops			Whole year	AWC / CSF / St. James Settlement	MC2

Working Partners**Flourishing Teens Project**

- HKSKH The Church of the Epiphany 聖公會基督顯現堂
- St. James Settlement 聖雅各福群會
- Rachel Club
- Religious Education Resource Centre

Remark

PERMA model is a simple theory of well-being which is developed by Professor Martin Seligman. (Positive Psychologist),

Reference

Martin E.P. Seligman (2011) Flourish : a new understanding of happiness and well-being. London : Nicholas Brealey.

Martin E. P. Seligman; 洪莉譯 (2013) 一生受用的快樂技巧：幫助孩子建造心中穩固堅定的樂觀金字塔 = The optimistic child 遠流出版事業

Martin E.P. Seligman 著；洪蘭譯. (2012) 邁向圓滿：掌握幸福的科學方法

http://www.ycni.org/downloads/PfY/SWard_Paper.pdf (Flourishing Youth)

<http://positivepsychologymelbourne.com.au/PERMA-model/> (PERMA Model)

<http://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/documents/unleashing-wellbeing-ppt.pdf> (PERMA Model)

http://www6.cityu.edu.hk/ss_posed/content.aspx?lang=zh&title=13 (PERMA Model Chinese version)

http://www6.cityu.edu.hk/ss_posed/content.aspx?lang=zh&title=12 (VIA Classification of character strength – Chinese version)