

SKH LAM WOO MEMORIAL SECONDARY SCHOOL



School Development Plan 2021 - 2024

SKH Lam Woo Memorial Secondary School

School Development Plan

(2021-2024)

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|---------------------------------------|------|
| 1. School Motto and Mission Statement | P.3 |
| 2. School Goals | P.4 |
| 3. Holistic Review | P.5 |
| 4. Major Concerns | |
| ➤ Be the light and Be enlightened | P.11 |
| ➤ With love, We shine | P.12 |

SKH Lam Woo Memorial Secondary School

School Motto

The Truth Will Make You Free.

(John 8:32)

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.

School Goals

1. Channel the school including staff and students towards clear, commonly shared goals that lead to the betterment of students.
2. Help students develop a global vision and have a better understanding of their community, Hong Kong and worldwide.
3. Help students explore their potential in academic ability and non-academic development.
4. Encourage students' learning to go beyond the classroom and formal lesson time.
5. Cultivate and equip students with the nine generic skills to help them work within, and adapt to a rapidly changing employment, social and economic climate.
6. Cultivate positive values and attitudes to ensure students could play a contributory role in the community
7. Provide a broad curriculum (e.g. remedial class, high achievers class) to cater to students' learning diversities.
8. Provide students with a language rich environment so that they can become fully bi-literate & tri-lingual.
9. Maximize the use of information technology to enhance the efficiency of teaching and learning.
10. Create opportunities for teachers to collaborate and conduct professional exchange.
11. Enhance the effectiveness of communication channels with the stakeholders of our school, including staff, parents, students and alumni.

Holistic Review

Major Concern 1: Intrinsic Motivation in Learning and Teaching

Areas	Extent of targets achieved	Follow-up Actions	Remarks
<p>1. Leap across the Line (Enjoy knowledge in versatile and scholastic atmosphere)</p> <p>1.1 STEM promotion: 3-tier development</p> <p>1.1.1 Tier 1: Whole school approach - Equip every students with basic Coding technique.</p> <p>1.1.2 Tier 2: Able student development - Encourage students to involve in Competitions and workshops.</p> <p>1.1.3 Tier 3: Elite student development - Explore opportunities to cooperate with Company in technologies.</p> <p>1.1.4 STEM Room preparation</p> <p>1.2 Create a TED Talk style platform for students to learn and share</p> <p>1.3 Organize a Master Lecture Series to allow students to learn from scholars</p>	<p>1.1.1 fully achieved</p> <p>1.1.2 largely achieved</p> <p>1.1.3 largely achieved</p> <p>1.1.4 largely achieved</p> <p>1.2 largely achieved</p> <p>1.3 not yet achieved</p>	<p>1.1.1 The programmes are now fully embedded in the formal curriculum in CL and Mathematics.</p> <p>1.1.2 In spite of COVID-19, students have participated various activities and competitions and won some major awards. More opportunities are expected in the future.</p> <p>1.1.3 The A.I. course by Dr. CHAN Ho and a wooden trolley workshop for our future STEM room helped our students to connect their knowledge to STEM development. Students are ready to more challenging opportunities.</p> <p>1.1.4 HKD1.2M QEF was approved to establish STEM room, and is expected to complete in September 2021.</p>	

		<p>1.2 The T-talk will be restarted after COVID-19.</p> <p>1.3 Due to the COVID-19, the whole series is postponed. We will invite the 4 speakers later after COVID-19.</p>	
<p>2. Keep abreast the Time (Equip teachers with up-to-date pedagogical knowledge)</p> <p>2.1 School level - Using data to improve teaching</p> <p>2.1.1 HKDSE regression analysis report by teachers – a school-based analysis of HKDSE results for different subjects and teaching groups</p> <p>2.1.2 Predicted grade analysis – allowing teachers to better understand the performance in HKDSE</p> <p>2.2 Subject level - Subject-based Development Plan</p> <p>2.3 Individual level – Subject Book Reading</p> <p>2.4 Catering School Suspension</p>	<p>2.1.1 largely achieved</p> <p>2.1.2 largely achieved</p> <p>2.2 partly achieved</p> <p>2.3 largely achieved</p> <p>2.4 largely achieved</p>	<p>2.1 The tools will be continued to provide to colleagues.</p> <p>2.2 The plan is much affected by the COVID-19. Similar scheme with more specifically-defined targets may be carried out in the future.</p> <p>2.3 Some colleagues have picked up the interest in reading. Will discuss with library to provide more good books and opportunities to read.</p> <p>2.4 Systems are developed to ensure prompt actions for different COVID-19 situations.</p>	

Major Concern 2: Flourishing Life of Positive Education

Areas	Extent of targets achieved	Follow-up Actions	Remarks
1. Positive Emotion 1.1 Infuse Positive thinking in lessons 1.2 Talk on Flourishing Life (PERMA Model) 1.3 Flourishing Teens Project 1.4 VIA characters enhancement programme	1.1 Partly achieved 1.2 Largely achieved 1.3 Changed to QEF Project 1.4 Changed to QEF Project	1.1 More systematic lesson planning will be formed to be carried out in Form Teacher Period. 1.2 Talk about growth mindset will be launched in Form Assembly or School Assembly. 1.3 Will apply another QEF Project related to character building. 1.4 Will apply another QEF Project related to character building.	
2. Engagement 2.1 Workshops on Careers & Life Planning education 2.2 Infuse the meaning of “Engagement” in lessons 2.3 Flourishing Teens Project (LW Life PAD)	2.1 Largely achieved 2.2 Partly achieved 2.3 Changed to QEF Project	2.1 Incorporate as routine program in CS 2.2 Incorporate in lessons as routine practice 2.3 Will apply another QEF Project related to character building	
3. Relationships 3.1 Big Brother Big Sister Scheme 3.2 Workshops on Interpersonal Relationship and Team Building (Careers & Life Planning Education) 3.3 Learning social skills in lessons 3.4 Flourishing Teens Project (LW Life PAD)	3.1 Largely achieved 3.2 Partly achieved 3.3 Partly achieved 3.4 Changed to QEF Project	3.1 Incorporate as routine program in GS 3.2 Incorporate as routine program in CS 3.3 Incorporate in lessons as routine practice	

		3.4 Will apply another QEF Project related to character building	
4. Meaning 4.1 Social services 4.2 Flourishing Teens Project (LW Life PAD) 4.3 VIA characters enhancement programme	4.1 Largely achieved 4.2 Changed to QEF Project 4.3 Changed to QEF Project	4.1 Incorporate as routine program in EAS 4.2 Will apply another QEF Project related to character building 4.3 Will apply another QEF Project related to character building	
5. Accomplishment 5.1 Activities on Thanksgiving and Christian Life 5.2 Leadership Trainings 5.3 Flourishing Teens Project (LW Life PAD)	5.1 Partly achieved 5.2 Unachieved 5.3 Changed to QEF Project	5.1 Incorporate as routine program in RS 5.2 Systematic leadership programme will be designed 5.3 Will apply another QEF Project related to character building	
6. Teacher training and parent education 6.1 Parents Talk 6.2 Group / Individual Counselling 6.3 VIA characters enhancement programme	6.1 Largely achieved 6.2 Partly achieved 6.3 Changed to QEF Project	6.1 Incorporate as routine program in PTA 6.2 Incorporate as routine program in GS 6.3 Will apply another QEF Project related to character building	

Major Concern 3: Nurturing Leadership and Enhancing Personal Development of Students

Areas	Extent of targets achieved	Follow-up Actions
<p>1. To create more opportunities for students of different abilities to stretch their potential</p> <p>1.1 Nurturing future leaders: cultivating leadership for students in different ability spectrum by forming junior prefect team</p> <p>1.2 Enhancing leadership and confidence through organizing and representing school in various events</p> <p>1.3 Restructure Form Assemblies to offer a better platform to practice leadership</p>	<p>1.1 Slightly achieved</p> <p>1.2 Slightly achieved</p> <p>1.3 Partly achieved</p>	<p>1.1. Incorporate as routine program</p> <p>1.2. Incorporate as routine program</p> <p>1.3. Continue in the next Major Concern</p>
<p>2. To provide strategic training to develop characters as leaders</p> <p>2.1 Offer training camp to develop values, attitude and skills of Post I and II leaders</p> <p>2.2 Offer training workshop or day camp to develop values, attitude and skills of Post III and IV leaders</p>	<p>2.1 Slightly achieved</p> <p>2.2 Slightly achieved</p>	<p>2.1 Due to the COVID-19, some training programmes were suspended; resume the programmes after whole-day class resumption.</p> <p>2.2 Due to the COVID-19, some training programmes were suspended; resume the programmes after whole-day class resumption.</p>
<p>3. To enhance the effectiveness to cater for students with special developmental needs</p> <p>3.1 Restructure the workflow to have joint effort to cater for students with special developmental needs</p> <ul style="list-style-type: none"> ➤ SEN students ➤ Students with other special developmental needs 	<p>3.1 Fully achieved</p>	<p>3.1 Incorporate as routine program</p>

Major Concern 4: Improving Administrative Work Efficiency

Areas	Extent of targets achieved	Follow-up Actions	Remarks
<p>1. Strengthen the communications between S and T, T and T, and P and T through electronic platforms</p> <p>1.1 To promote the use of eNotice and eCircular in the eClass system to enhance the communications among different stakeholders and to create a green campus</p> <p>1.2 To enhance the contents and the interaction of the school website to provide up-to-date school information for promotion</p> <p>1.3 To implement the eBooking system to facilitate the booking process for organizing activities</p> <p>1.4 To introduce the ePayment system to reduce unnecessary administration time for staff and to simplify workflow of handling payment items</p> <p>1.5 To introduce the eAttendance system to strengthen the home-school communication</p>	<p>1.1 Fully achieved</p> <p>1.2 Fully achieved</p> <p>1.3 Fully achieved</p> <p>1.4 Fully achieved</p> <p>1.5 Slightly achieved</p>	<p>1.1. Adopt as the usual practice</p> <p>1.2. Adopt as the usual practice</p> <p>1.3. Adopt as the usual practice</p> <p>1.4. Adopt as the usual practice</p> <p>1.5. Explore other means of taking attendance other than Google Sheet</p>	
<p>2. Enhance the efficiency of financial management</p> <p>2.1 To review the budgets and expenditures of different units regularly</p> <p>2.2 To conduct the school-based procurement activities in accordance with different financial limits</p>	<p>2.1 Fully achieved</p> <p>2.2 Fully achieved</p>	<p>2.1 Adopt as the usual practice</p> <p>2.2 Form an ad-hoc committee including different stakeholders for each tender Set out the assessment criteria and marking scheme</p>	

School Development Plan (2021-2024)

Major Concern 1: Be the light and Be enlightened

Targets	Time Scale			A General Outline of Strategies
	21/22	22/23	23/24	
1. Unleashing our potentials	✓	✓	✓	1.1 General Education 1.1.1 Phase 1: After school and post exam 1.1.2 Phase 2: In F.5 curriculum 1.2 Developing a talent pool 1.3 Academic support for students' development 1.4 STEM Room 1.5 T Talk Two
2. Embracing the paradigm shift	✓	✓	✓	2.1 Equipping the panel heads 2.1.1 Planning the need of own panel, equip the ability in evaluation lessons teaching. 2.1.2 Adopting new pedagogy through professional exchanges and expositions. 2.2 Assisting panel members to grow

Major Concern 2: With love, We shine

Targets	Time Scale			A General Outline of Strategies
	21/22	22/23	23/24	
1. Love Cultivation-Building up a loving atmosphere in school in order to enhance the relationships among teachers and students	✓	✓	✓	1.1 Enhancement of Form Coordination
	✓	✓	✓	1.2 Enrichment of FT/Reading period
	✓	✓	✓	1.3 Pilot scheme of Proactive Class Management in F.1
	✓	✓	✓	1.4 Pilot scheme of Class Spirit Building in F.4
	✓	✓	✓	1.5 Elderly Academy under Labour and Welfare Bureau
	✓	✓	✓	1.6 Kids4Kids Fund - Global Program
	✓	✓	✓	1.7 Pilot scheme of Head Post Team
	✓	✓	✓	1.8 Service Team held by different sections
2. Growth Mindset-nurturing students with ever-changing mindset which make students accept impossibilities	✓	✓	✓	2.1 Reinforcement of value education in School Assembly
	✓	✓	✓	2.2 Reinforcement of value education in Form Assembly
	✓	✓	✓	2.3 Re-promotion of the values of LAMWOOER
	✓	✓	✓	2.4 Pilot scheme of LAMWOOER of the year
	✓	✓	✓	2.5 Pilot scheme of Head Post Leadership Program
	✓	✓	✓	2.6 Pilot scheme of whole F.1 Leadership Program
		✓	✓	2.7 Future development of leadership for half of F.2
			✓	2.8 Future development of leadership for ¼ of F.3