

SKH LAM WOO MEMORIAL SECONDARY SCHOOL



Annual School Plan 2024 - 2025

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 (2024-2025)

Major Concerns

- Learning Means P.4
- Lamwoosers' Wellness P.7

Major Concern 1: Learning Means

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resources Required
1. Cultivate students to establish diverse learning methodologies	1.1 Reading: Arrange more reading activities with breadth and depth. a. Book promotion with subjects. Good book report will be shown in Pulse. b. Reading circles c. Digital promotions in G/F	<ul style="list-style-type: none"> - Students are more interested in different learning means. - Students have more skills to learn from different learning means. 	<ul style="list-style-type: none"> - SHS and APASO - Scrutiny of documents and records - Feedback from students, parents and teachers 	24/25: Try out some activities, e.g. small reading circles.	<ul style="list-style-type: none"> - WKT - YWY 	<ul style="list-style-type: none"> - Teachers may need to attend workshops to equip themselves from latest AI technologies and other pedagogies. - Need a LTD assistant to help organise some learning experiences.
	1.2 AI: Introduce a variety of means to utilize AI to help students learn.			<ul style="list-style-type: none"> - WKT - Panel Heads - Subject teachers 	<p>24/25: Panel heads and teachers explore the use of AI and acquire relevant knowledge.</p> <p>25/26: Begin implementing activities or changes in learning modes or assessments using AI.</p>	

	1.3 Others: Encourage students to learn through diverse different experiences, e.g. experiential learning, interdisciplinary collaborations, online courses, mentorship, visits and outing etc.			<p>24/25: Panel heads are encouraged to provide various learning experiences. LTD will offer support if needed.</p>	<ul style="list-style-type: none"> - WKT - Panel Heads - Subject teachers 	
2. Inspire students to rethink the meaning of learning	2.1 Talks and lessons: Make use of assemblies and form teacher periods to stimulate students to rethink the meaning of learning.	<ul style="list-style-type: none"> - Students gain a clearer direction and positive vision regarding the processes and outcomes of learning, and develop better motivations and attitudes toward assignments and assessments. 	<ul style="list-style-type: none"> - SHS and APASO - Scrutiny of documents and records - Feedback from students, parents and teachers 	<p>24/25: Invite speakers to assemblies and review the contents of form teacher periods.</p>	<ul style="list-style-type: none"> - WKT - PHM (MCES) 	<ul style="list-style-type: none"> - Assembly time slots - Fee for speakers - Budget for book purchase
	<p>2.2 Assignments and assessments: Instill correct values and expectations regarding assignments and assessment.</p> <p>a. Design more meaningful and inspiring assignments.</p> <p>b. Remind students of the purpose of assignments, e.g. how to use AI as a learning aid rather than tool for plagiarism.</p>			<p>24/25: Panel heads and teachers review the current assignments and assessment modes.</p> <p>25/26: Begin implementing more meaningful and inspiring assignments.</p>	<ul style="list-style-type: none"> - WKT - Subject teachers 	

				Conduct talks in form assemblies and have more discussions in various meetings to align among teachers.		
	2.3 Scholastic atmosphere: Use posters around campus and library books to promote values related to learning.			24/25: Design posters (digital or printed) and purchase new books	- WKT - LTD assistant	

Major Concern 2: Lamwoos' Wellness

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resources Required
1. Physical Health - Enhance students' knowledge and awareness of maintaining physical fitness, proper nutrition, and healthy lifestyle habits	1.1 To integrate health literacy into the subject curriculum to enhance students' physical well-being. 1.2 To organise physical challenges, sports competitions and recreational activities such as Teacher-student Fun Day. 1.3 To promote and encourage the healthy eating habits through various means such as Home Economics, Physical Education, Student Health Promotion Committee, etc. 1.4 To guide students to review and adopt healthy daily routines.	<ul style="list-style-type: none"> - More students have developed healthy lifestyle habits or increased their awareness in related areas. - Positive response in the related domain of stakeholder survey, APASO-III and school-based survey - Positive feedback from students and teachers - Active participation in related activities 	<ul style="list-style-type: none"> - Scrutiny of documents and records - Feedback from students and teachers - Surveys 	<ul style="list-style-type: none"> - Whole year 	<ul style="list-style-type: none"> - CSM - SSW - Section and Panel Heads - Form Coordinators and Form Teachers - SU - SHPC - Ad hoc Tuck Shop Committee - PTA 	<ul style="list-style-type: none"> - Financial support - External organisations support

<p>2. Mental Health</p> <ul style="list-style-type: none"> - Foster students' development of a growth mindset, effective self and stress management skills, and overall psychological well-being 	<p>2.1 To incorporate positive thinking, perseverance, growth mindset, and self-care skills in formal lessons, assemblies, and other school events.</p> <p>2.2 To organise various activities and tours to broaden students' life experiences.</p> <p>2.3 To collaborate with universities, PTA, and other NGOs to promote the mental health in school.</p>	<ul style="list-style-type: none"> - Students can have a better understanding and manage their mental health, develop essential self-management skills, and build effective stress coping mechanisms - Positive response in the related domain of stakeholder survey, APASO-III and school-based survey - Active participation in related activities - Positive feedback from students and teachers 	<ul style="list-style-type: none"> - Scrutiny of documents and records - Feedback from students, teachers and external organisations - Surveys 	<ul style="list-style-type: none"> - Whole year 	<ul style="list-style-type: none"> - PHM - SSW - YCW - Section, Panel, and Committees Heads - Form Coordinators and Form Teachers 	<ul style="list-style-type: none"> - Financial support - NGO support - Tertiary Institution support
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<p>3. Social Health</p> <ul style="list-style-type: none"> - Foster benevolence, empathy, and unity among students, enabling them to contribute constructively to school, society, and country 	<p>3.1 To enhance peer support, including benevolence, empathy, and unity among students.</p> <p>3.2 To provide students with ample opportunities in voluntary work.</p> <p>3.3 To enhance students' sense of national identity and safeguard national security.</p>	<ul style="list-style-type: none"> - More students to be involved in social service - Students' sense of belonging and national identity have been elevated - Positive response in the related domain of stakeholder survey, APASO-III and school-based survey - Active participation in related activities - Positive feedback from students and teachers 	<ul style="list-style-type: none"> - Scrutiny of documents and records - Feedback from students and teachers - Surveys 	<ul style="list-style-type: none"> - Whole year 	<ul style="list-style-type: none"> - PHM - LCK - SSW - YCW - Section and Panel Heads - Form Coordinators and Form Teachers 	<ul style="list-style-type: none"> - Financial support - EDB support - NGO support
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<p>4. Spiritual Health</p> <ul style="list-style-type: none"> - Cultivate students' Christ-like Character 	<p>4.1 To organise religious activities such as worships, fellowship, Gospel Week, Gospel camp, and RE lessons to deepen students' knowledge of Christian belief.</p> <p>4.2 To encourage students to be devoted and to serve.</p>	<ul style="list-style-type: none"> - Students' comprehension and appreciation of Christianity have been enhanced and possess the character of Christ - Positive response in the related domain of stakeholder survey, APASO-III and school-based survey - Active participation in activities - Positive feedback from students and teachers 	<ul style="list-style-type: none"> - Scrutiny of documents and records - Feedback from students and teachers - Surveys 	<ul style="list-style-type: none"> - Whole year 	<ul style="list-style-type: none"> - CWK - SFG - Religious Education Committee - RS Teachers 	<ul style="list-style-type: none"> - Financial support - Church support
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