

SKH LAM WOO MEMORIAL SECONDARY SCHOOL



School Development Plan 2024 - 2027

SKH Lam Woo Memorial Secondary School

School Development Plan

(2024-2027)

1. School Motto and Mission Statement	P.3
2. School Goals	P.4
3. Holistic Review	P.5
4. Major Concerns	P.11

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

a. Effectiveness of the School Development Plan in the cycle of 2021/2022 – 2023/2024

Major Concern and target	Extent of the targets achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<p>Major Concern 1: Be the light and Be enlightened</p> <p>Targets:</p> <p>1. <i>Unleashing our potentials</i> (Open up students horizons and excel in their strengths)</p>	Fully achieved	<ul style="list-style-type: none"> - General Education: incorporated in General Education subject (department) - Talent Pool: incorporated in LTD - Support for students development needs: incorporated in LTD, GS and social workers - STEM Room: incorporated in STEAM team - T Talk: incorporated in LTD 	
<p>2. <i>Embracing the paradigm shift</i> (Equip panel heads as leaders in subject development)</p>	Largely accomplished	<ul style="list-style-type: none"> - Equip panel heads: incorporated in LTD and Staff Development Committee - Adopting new pedagogy (BYOD part): incorporated in LTD 	

		<ul style="list-style-type: none"> - Assisting panel members: incorporated in IT team (about e-teaching) and a part of major concern in next development cycle (about enhancement on exercise). 	
<p>Major Concern 2: With love, We shine Targets: 1. Love Cultivation - Building up a loving atmosphere in school to enhance the relationships among teachers and students. 1.1 To cultivate students’ positive values and attitudes 1.2 To enhance peer support among students</p>	<p>Largely accomplished Largely accomplished</p>	<ul style="list-style-type: none"> - It is essential to continually promote value education and regularly update learning and teaching materials. - It is remarkable that both students and teachers gave significantly lower ratings (3.29 and 3.62 out of 5, respectively) for students' ability to practice a healthy lifestyle in the stakeholder survey. Following the teachers' meeting, we hope that all stakeholders in the school will continue to collaborate to establish a healthy, balanced, positive, and caring environment for the growth and development of students, particularly to assist them in improving their time management and self-care skills. - Overall, our students have a fulfilling school life and are generally satisfied with their social interactions and learning experiences. The school will continue to pay attention to the emotional needs of students and assist 	

		them in managing stress.	
<p>2. Potential Exploration - Providing students with ample opportunities to excel their potentials and strengths</p> <p>2.1 To develop students' leadership skills</p> <p>2.2 To encourage and strengthen students' engagement in community service</p>	<p>Largely accomplished</p> <p>Fully achieved</p>	<ul style="list-style-type: none"> - To nurture future leaders and promote the LAMWOOER spirit, we should invite more students to take on leadership roles and share their experiences during the leadership training camps and assemblies. - To promote the social well-being of students and encourage them to pay greater attention to social needs and national development, we should continue to provide ample opportunities for them to engage in community service and organise study or exchange tours related to China to broaden their horizons. 	

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

Based on reflections from staff members regarding the seven learning goals during Staff Development Day and findings from various forms of evidence including APASO, the Stakeholder Survey, KPM, course evaluations, HKDSE results, teacher observations, and parents' feedback. The school has conducted a comprehensive self-evaluation. This assessment focuses on how effectively the school is fostering whole-person development and lifelong learning among our students.

Overall, our students have performed admirably in achieving the seven learning goals:

There is a notable positive sense of national identity among students, cultivated through various formal and informal activities. These include but not limited to subject activities, school assemblies, form assemblies, form teacher periods, National Week events, visits, C&SD study tours, and sister school tours. The school has effectively promoted a strong sense of national identity.

In addition to pleasing performance in the HKDSE and external competitions in music, sports, and STEM, students have developed a broad knowledge base across both academic and non-academic disciplines. This has been supported by the General Education programme for Form 5 students, more than 50 extra-curricular activities and school teams, cultural exchange tours, and other learning initiatives. The school has provided substantial exposure to broaden students' knowledge, enhance their comprehensive abilities, and facilitate their whole-person development.

The school places a strong emphasis on training students to be biliterate and trilingual. Students demonstrate satisfactory fluency in Chinese, English, and Putonghua, as evidenced by participation in language-related activities organised by the English Award Scheme and Chinese Activity Promotion Team, as well as external competitions such as the Speech Festival and debating contests. Additionally, courses in other languages such as French, German, Japanese, and Korean are offered based on students' interests and needs.

Students have shown strong collaboration, critical thinking, and creativity through various group projects, BYOD and STEM activities, T talks and presentations. Their engagement in these activities showcases their ability to work effectively in teams, brainstorm innovative solutions, and communicate ideas clearly. In particular, students have excelled in information literacy, displaying proficiency in utilizing diverse resources. They are adept at employing AI tools and conducting thorough online research to support their learning endeavors.

The school has made commendable efforts to collaborate with partners and stakeholders in implementing a curriculum focused on career planning and life skills education. Events such as Workshops on interest skills, introduction to application of overseas universities, University Taster Programmes, Alumni Careers Sharing Day, the OSA Mentorship Programme, and sharing from professionals and alumni during form assemblies, etc. help students explore their interests and academic orientations.

The Physical Education Department, Guidance Section, Special Education Needs Committee, Student Health Promotion Committee, and social workers have organised a wide range of physical activities and wellness programmes such as Workshop on mindfulness, Sports Week, Teacher-student Fun Day, etc. to support students' overall health and well-being.

The school has worked diligently to provide a broad and balanced curriculum, incorporating various life-wide learning activities to broaden students' horizons and develop their lifelong learning skills. A diverse range of subjects, extra-curricular activities, community services such as the Lam Woo Elder Academy, Kids4Kids, 'Eye Learn, I Care' Programme organised by CUHK, cultural exchange programmes, and other learning opportunities are offered to facilitate students' whole-person development.

The school management is deeply committed to the continuous improvement and development of programmes for students. Regular meetings among senior teachers are held to report on, review, and evaluate the effectiveness of various initiatives tailored to meet the diverse needs and interests of our students.

Section heads and subject heads actively engage in similar practices, aligning their departmental goals with the overall vision of the school. The Learning and Teaching head and subject heads effectively oversee the subject panels through regular meetings, lesson observations and exercise book inspection to keep on reviewing students' performance and facilitating the implementation of appropriate follow-up measures.

Additionally, the school benefits from the expertise of social workers, other professionals, and external organisations. These partnerships enrich the educational experience by offering a range of comprehensive educational programmes that cater to various aspects of students' development, including emotional well-being, social skills, and academic growth.

The Joint School Staff Development Day allowed staff members to share ideas and best practices, enhancing their professional growth and improving the quality of education. The school encourages professional exchanges with other schools to stay updated on the latest educational trends and teaching strategies. Through workshops and collaborative projects, teachers gain fresh insights that can be applied in their classrooms.

In summary, the school is dedicated to fostering an environment of continuous improvement and development, ensuring that all programmes are aligned with the mission of nurturing students' whole-person development and equipping them with the skills necessary for lifelong learning.

c. How Can My School Be Better

In order to enhance the whole-person development and lifelong learning of students, the school has identified several key areas for improvement:

1. Focus on enhancing students' language skills, particularly in reading comprehension and written articulation. This initiative aims to create a more consistent level of performance across junior and senior forms, ensuring that all students can communicate effectively and excel in their academic pursuits.
2. Prioritize the cultivation of essential generic skills, including self-management, time management, communication, and social awareness. By improving these skills, students will be better equipped for lifelong learning and will experience smoother transitions into higher education and the workforce.
3. Tackle the ethical and moral issues concerning the effective use of AI in learning and teaching.
4. Explore more opportunities for interdisciplinary collaboration. By integrating knowledge across subjects, students can develop a broader understanding of complex topics and enhance their comprehensive abilities. This approach will also strengthen their foundational skills in language and content knowledge.
5. Encourage students to take a more proactive role in search for the meaning of learning, defining their own goals and interests, and helping them to engage meaningfully in their personal and academic journeys.
6. Promote students' physical and mental wellness. This includes promoting better sleep hygiene, encouraging regular physical activity, and addressing issues related to excessive electronic device usage.

Major Concerns of the 2024-2027 School Development Cycle

Based on the above holistic review of school performance, the major concerns in order of priority are:

Major Concern 1: Learning Means

Major Concern 2: Lamwoosers' Wellness

School Development Plan (2024-2027)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
Major Concern 1: Learning Means	1. Cultivate students to establish diverse learning methodologies	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	1.1 Reading - Promotion of books and reading activities with subjects and groups - Book reports in Pulse - Reading circles - Promotion through digital board 1.2 AI - Panel heads investigate the possibility of applying AI for students' learning. - Subject teachers implement some AI in some learning activities. - The school instills ethics and attitude in using AI via subjects and other programmes.	✓ National and Global Identity ✓ Breadth of Knowledge ✓ Language Proficiency ✓ Generic Skills ✓ Information Literacy ✓ Life Planning ✓ Healthy Lifestyle

	<p>2. Inspire students to rethink the meaning of learning</p>	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p>	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p>	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p>	<p>1.3 Others (diverse different experiences)</p> <ul style="list-style-type: none"> - Experiential learning - STEAM activities - Interdisciplinary collaborations - visits and outing <p>2.1 Talks and lessons</p> <ul style="list-style-type: none"> - School assemblies - Form assemblies - T-talk <p>2.2 Assignment and assessments</p> <ul style="list-style-type: none"> - To redesign assignment to induce interest and meaningfulness of learning. - To remind students of the purpose of assignments through discussion, form teacher periods and assemblies. <p>2.3 Scholastic atmosphere</p> <ul style="list-style-type: none"> - General Education - Library books and posters promotion 	
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<p>Major Concern 2: Lamwoopers' Wellness – Enhancing students' Physical, Mental, Social Well-being, and Spiritual Health</p>	<p>1. Physical Health – Enhance students' knowledge and awareness of maintaining physical fitness, proper nutrition, and healthy lifestyle habits</p> <p>2. Mental Health – Foster students' development of a growth mindset, effective self and stress management skills, and overall psychological well-being</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>1.1 To integrate health literacy into the subject curriculum to enhance students' physical well-being.</p> <p>1.2 To organise physical challenges, sports competitions and recreational activities.</p> <p>1.3 To promote and encourage the healthy eating habits through various means.</p> <p>1.4 To guide students to review and adopt healthy daily routines.</p> <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>	<ul style="list-style-type: none"> - National and Global Identity - Breadth of Knowledge - Generic Skills - Information Literacy - Life Planning - Healthy Lifestyle
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			✓	✓	2.3 To collaborate with universities, PTA, and other NGOs to promote the mental health in school.	
	3. Social Health – Foster benevolence, empathy, and unity among students, enabling them to contribute constructively to school, society, and country	✓	✓	✓	3.1 To enhance peer support, including benevolence, empathy, and unity among students.	
		✓	✓	✓	3.2 To provide students with ample opportunities in voluntary work.	
		✓	✓	✓	3.3 To enhance students’ sense of national identity and safeguard national security.	
	4. Spiritual Health – Cultivate students’ Christ-like Character	✓	✓	✓	4.1 To organise religious activities such as worships, fellowship, Gospel Week, Gospel camp, and RE lessons to deepen students’ knowledge of Christian belief.	
		✓	✓	✓	4.2 To encourage students to be devoted and to serve.	