SKH Lam Kau Mow Secondary School
Annual Plan Evaluation 2023-2024

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

Major Concern 1: To promote effective learning and teaching (Domain2: Learning and Teaching)

Target	Strategies	Success Criteria	Achievements, Reflection 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. 1.1.2 Teachers teach 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) Taking the initiative to ask questions in lessons	1. ≥70% of students report that they practise self-directed learning cycle regularly: i. set learning goals ii. engage in the learning process iii. modify learning methods and keep track of the learning process iv. evaluate learning 2. ≥70% of students and teachers agree that students do lesson preparations regularly. 3. ≥70% of students and teachers agree that students take notes regularly. 4. ≥70% of students report that they do daily revision regularly.	• 82.5% of students agreed that they practiced self-directed learning cycle regularly. • 73.6% of students agreed that they did lesson preparation regularly, but only 52.8% of teachers agreed. • 84.8% of students agreed that they take notes regularly, but only 63.9% of teachers agreed. • 63.3% of students reported that they did daily revision regularly. The target of 70% had not been met. • 65.9% of students agreed that they took initiative to ask questions in lessons regularly, but only 41.6% of teachers agreed. The target of 70& had not been

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1.1 Self-directed learning and good learning habits are strengthened	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. 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. 1.1.5 A talk about self-directed learning for students to know how they can learn independently outside the classroom is arranged in a Day-2 assembly.	5. ≥70% of students and teachers agree that students take initiative to ask questions in lessons regularly.	met. • It was suggested that the implementation of the strategies to help students build up good learning habits should be reinforced in the coming year. In particular, teachers should think of more different ways to encourage students to raise questions in lessons to facilitate thinking and learning.

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1.1 Self-directed learning and good learning habits are strengthened	1.1.6 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 take initiative to ask questions in class. (d) check if students have done lesson preparations.		

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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. ≥70% of students agree that they can learn effectively in lessons. 2. ≥70% of students agree that assignments are challenging yet achievable.	• 87.1% of students agreed that they learned effectively in lessons. • 85.6% of students agreed that assignments were challenging yet achievable.
	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)	4 ≥70% of students agree that they are able to give positive and constructive comments to each other. 5. Teachers reflect that low achievers are becoming more confident in learning. 6. ≥70% of teachers agree that students with different abilities are able to complete their learning tasks and assignments with reasonable quality. 7. ≥90% of students meet the promotion criteria.	• 88.8% of students agreed that they were able to give positive and constructive comments to others. • Less than 50% of teachers agreed that low achievers were becoming more confident in learning. Teachers could explore the details or the intensity of the strategy implementation, and adjust accordingly.
	1.2.3 More challenging or high-order-thinking questions are included in the assignments and assessments for stronger students.		• 86.2% of teachers agreed that students with different abilities were able to complete their learning tasks and assignments with reasonable quality.
	1.2.4 Students of different abilities are grouped strategically so that there will be stronger students guiding weaker students in a group.		• 85.1% of students met the promotion criteria. The target of 90% had not been

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1.2 Students with diverse learning abilities can learn effectively	1.2.5 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. 1.2.6 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. 1.2.7 Some relevant class-time programmes or talks are arranged in Day 2 Assembly to foster in students a growth mindset. 1.2.8 Support programme is held for repeaters and low achievers to give them academic and emotional support.		met. • As it was believed that the adoption of tiered assignments was a good way to cater for learner diversity and thus raise learning and teaching effectiveness and help students with different learning abilities, especially lower achievers, to build up confidence in learning, it was suggested the practice should be reinforced in the coming year. • It was also suggested that pedagogies that helped develop students' sense of competence in learning could be shared among teachers in the coming year for professional development.

Target	Strategies	Success Criteria	Achievements, Reflection and Suggestions
1.3 Students are more engaged in learning through student-centred pedagogies in daily teaching	1.3.1 Think-pair-share collaborative learning strategy is adopted. 1.3.2 More cooperative and collaborative group work is conducted in lessons to enhance students' thinking, problem-solving and collaborative skills. 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. 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. ≥70% of students and teachers agree that students are engaged in lessons. 2. ≥70% of students and teachers agree that students have the ownership in learning.	• 90.5% of students agreed that they were engaged in lessons while 97.2% of teachers agreed. • 87.5% of students agreed that they had the ownership in learning while 72.3% of teachers agreed. • It was suggested that all the good practices of student- centered pedagogies should be kept.

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1.3 Students are more engaged in learning through student-centred pedagogies in daily teaching	1.3.5 A flipped-classroom approach is adopted on some topics.		
	1.3.6 Teachers pair up and have lesson observation with a focus on student-centred pedagogies.		

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

Target	Strategies	Success Criteria	Achievements, Reflection and Suggestions
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. 2.1.2 Think-pair-share collaborative learning strategy is adopted. 2.1.3 More cooperative and collaborative group work is conducted in lessons. 2.1.4 Students are encouraged to take part in open competitions involving their creativity, collaboration and problem-solving skills. 2.1.5 Assignments / Projects that help enhance students' creativity, collaboration and problem-solving skills are given to them.	1. ≥ 70% of students report that their creative minds have been developed. 2. ≥ 70% of students report that they understand how to collaborate with classmates. 3. ≥ 70% of students report that they have mastered problem-solving skills. 4. ≥ 70% of students report that they have the opportunity to showcase their learning outcomes. 5. Teachers reflect that students' creative minds have been developed. 6. Teachers reflect that students understand how to collaborate with their classmates. 7. Teachers reflect that	• 68.1% of students reported that they had developed their creative minds through STEAM education, however only 44.5% of teachers opined that students' creative minds had been developed. The target of 70% had not been met. • 90.5% of students reported that they could collaborate with their classmates well while 83.3% of teachers reflected that students understood how to collaborate with others. • 71.9% of students reported that they mastered problem-solving skills through STEAM education, but only 66.7% of teachers agreed. • 86.1% of students reported that they had the opportunity to showcase their learning outcomes and the same percentage of teachers agreed. • Some strategies were effective for building students' generic skills related to STEAM education but may not

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	2.1.6 The products of students are showcased in an Assembly/ through Campus TV/ in the school hall.	students have mastered problem-solving skills. 8. Teachers reflect that students have the opportunity to showcase their learning outcomes.	effectively develop students' creative minds. This could influence teachers' opinions. According to the teachers in charge and the students involved, those who participated in the STEAM competitions could enhance students' creativity, collaboration, and problem-solving skills.
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. 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.	1. ≥70% of students report that the following subjects help them develop their STEAM skills respectively: D&T, CL, Science subjects, and Mathematics. 2. Teachers reflect that some students' potential in STEAM is unleashed and most of	• 74.9% of students agreed that D&T helped develop their STEAM skills. The target of 70% had not been met. • 74.6% of students agreed that CL helped develop their STEAM skills. The target of 70% had not been met. • 78.2% of students agreed that Science subjects helped develop their STEAM

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	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.	them have strengthened their STEAM skills.	skills. • 75.0% of students agreed that Mathematics helped develop their STEAM skills. • 74.3% of students agreed that VA helped develop their STEAM skills. The target of 70% had not been met. • The students were required to submit a group project utilizing their STEAM skills in the D&T and ICT lessons. All of them were expected to have learned these skills. The percentage of students who agreed that the lessons helped develop their STEAM skills was expected to be higher. It is suggested that the teachers explain and highlight the STEAM skills covered during the lessons.

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

Target	Strategies	Success Criteria	Achievements, Reflection and Suggestions
3.1 Christian values and character strengths are nurtured. (Focused Christian values and character strengths: love, caring, resilience, risk-taking, self-confidence and self-worth)	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. 3.1.2 Joint-school fellowship is arranged to increase students' exposure and the exchange of testimonies of their Christian life with peers of other schools, etc.	1. ≥75% of students report that they are more willing to try new things. 2. ≥75% of students report that they care about other people. 3. ≥75% of students report that they can see some positive qualities in themselves. 4. ≥75% of teachers 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.	• 88.6% of students reported that they were more willing to try new things. • 91.4% of students reported that they cared about other people. • 90.5% of students reported that they could see some positive qualities in themselves. • 87.6% of students agreed that their positive values were strengthened. • 74.6% of students agreed that their Christian values were strengthened. • In general, teachers in the RE evaluation meeting agreed that Christian/ positive value were strengthened among students. • To further instill in students Christian values, it was suggested that more religious activities could be organized and the cooperation between HKSKH Holy Spirit Church could be deepened.

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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. ≥75% of students report that they have enough chances to join different activities.	• 92.6% of students reported that they had enough chances to join different activities.
	3.2.2 Adventure-based camps are organised for junior-form students to develop in them a risk-taking attitude and self-confidence.	2. ≥75% of students report that the outside-the-school activities have broadened their horizons.	• 88.4% of students reported that the outside-the-school activities had broadened their horizon.
	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. ≥75% of students report that they care about the community. 4. ≥75% of students report that they are willing to contribute to the community.	• 89.8% of students reported that they cared about the community • 88.6% of students reported that they were willing to contribute to the community.
	3.2.4 Students are requested to set goals for non-academic development to help them move forward.	5. ≥75% of students report that they are used to planning before taking actions. 6. In the evaluation meetings	• 86.9% of students reported that they were used to planning before taking actions. • In the CCA evaluation meeting, teachers reported that the year's strategies positively impacted student development.

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	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, including collaboration, communication, problem-solving and self-management skills.	of different committees concerned, teachers, in general, believe that the strategies can enhance a balanced development of students.	The Leadership Training Programme effectively cultivated school leaders, enhancing students' confidence and responsibility. Additionally, the 'One Student One Co-curricular Activity' Policy ensured student participation in various activities, promoting a holistic educational experience.
	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)		• It was suggested that all the good practices should be kept.
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.	1. ≥75% of students report that they have confidence in overcoming obstacles.	• 86.2% of students reported that they had confidence in overcoming obstacles.
	3.3.2 Revamped Class-time Programme to enhance values education and students' character strengths is extended to S2 and S3.	2. ≥75% of students report that they keep a good relationship with peers.	• 89.4% of students reported that they kept a good relationship with peers.
		3. ≥75% of students agree that people are caring at school.	• 88.9% of students agreed that people were caring at school.
	3.3.3 The character strengths the school focuses on are promoted by any means necessary.	4. ≥75% of students agree that the school is a safe	• 87.3% of students agreed that the school was a safe place, both physically and psychologically, for learning.
			• In the evaluation meetings of Life

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	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 Pupil Ambassador Scheme 2023-24 (EDB) to help promote positive life attitudes at school. 3.3.6 Form periods and activities related to mental health are arranged at different levels (F.1-F.6) to promote well-being.	place, both physically and psychologically, for learning. 5. In the evaluation meetings of different committees concerned, teachers, in general, agree that the positive life attitudes and caring culture are strengthened.	Education Committee and Discipline and Guidance Committee, teachers agreed that the positive life attitudes and caring culture were strengthened. • It was suggested that all the good practices should be kept. • As students' mental health and physical health were both important to students' growth, it was suggested that more sports activities should be organized to help students build up the habit of working out regularly.
3.4 The sense of national identity is fostered.	3.4.1 A variety of activities are organized for students to gain a deeper understanding of Chinese culture. 3.4.2 Prayer sessions about the nation and HK are included in Day 7 assemblies.	1. ≥ 70% of students report that their understanding of Chinese culture has increased. 2. ≥ 70% of students report that they are more concerned about the nation and Hong	• 87.4% of students reported that their understanding of Chinese culture increased. • 88.0% of students reported that they were more concerned about the nation and Hong Kong. • 87.5% of students indicated that their

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	3.4.3 More short talks, presented by both students and teachers, about the development of the nation are arranged during the flag-raising ceremonies. 3.4.4 Implementation of measures to safeguard national security and promote national education are improved continuously 3.4.5 Exchange activities with our sister school in mainland China are organized.	Kong. 3. ≥ 70% of students indicate that their knowledge of mainland China has grown. 4. ≥70% of students report that they have a better understanding of the "STEAM" development in mainland China. 5. ≥ 70% of students indicate that they have a deeper understanding of the culture in mainland China.	knowledge of mainland China had grown. • 80.3% of students reported that they had a better understanding of the "STEAM" development in mainland China. • 88.6% of students indicated that they had a deeper understanding of the culture in mainland China. • 87.8% of students reported an increase in their sense of national identity. • Teachers from the Chinese Department, Chinese History Department, RE Committee, and National Security

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	3.4.6 Mainland study tours are organized for students to learn more about the development of STEAM education in the mainland, learn more about the Chinese culture and strengthen their national identity.	6. ≥ 70% 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.	Education Committee reported that their activities/curriculum enhanced students' recognition of national identity. • It was suggested that all the good practices should be kept. • It was also suggested students' understanding of Chinese culture could be deepened through the Chinese curriculum and organizing activities related to Chinese culture in a systematic way.