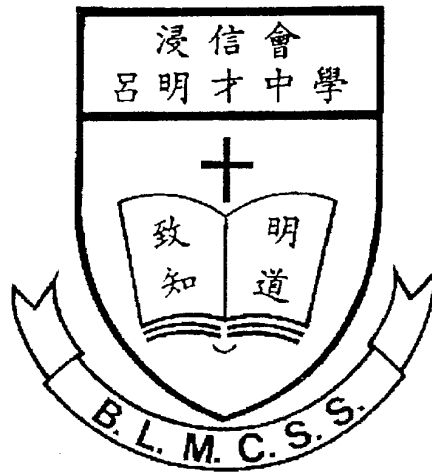


Baptist Lui Ming Choi Secondary School

浸信會呂明才中學



School Development Plan

3-school-year period

(2012 - 2015)

Baptist Lui Ming Choi Secondary School

Background

Baptist Lui Ming Choi Secondary School is a government-aided English grammar co-educational school run by the Baptist Convention of Hong Kong (funded by Lui Ming Choi Foundation) since 1978. The Incorporate Management Committee has been established since 2008.

School Mission

Our mission is to provide an all-round education based on Christian values that nurture individual lives and build characters. Embracing our philosophy of 'holistic education' in proclamation and service, we are committed to the provision of a comprehensive range of quality education services. We believe that all students can develop to their full capacity by nurturing their moral, intellectual, physical, social, aesthetic and spiritual skills, knowledge and attitude.

School Motto

Understanding God's teachings to become wise and intellectual (明道致知)

Educational Vision

To build a highly effective **School for Tomorrow**

To transform our students into **Servant Leaders on the cutting edge**

(建立高效能未來學習社群 培養走在前沿的僕人式領袖)

Our Educational Values and Beliefs

2W : Whole-person development (全人發展)

Whole school approach (全校參與)

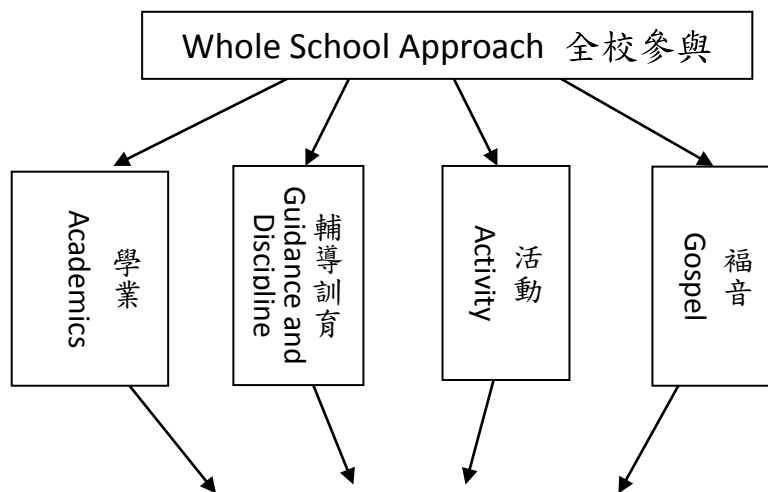
- Equal emphasis on academic attainment, moral and life education, spiritual formation and activity which constitute the "Four Pillars" of the basis of a whole-person development of the school
- Students' active learning and thinking, knowledge construction and personal talent development, offering multiple learning opportunities for tomorrow world
- Integration between guidance / counseling and discipline
- Authentic student guidance through extra-curricular activities, building good teacher-student relationship
- Caring students' needs and concerns on spiritual development
- Strive for better communication and cooperation with parents

Our goals

To oneself : A Healthy and positive self-image
 To family : Devoted and thoughtful
 To studies and careers : Ernest and responsible
 To people : Harmonious and cooperative
 To society : Active and positive participation
 To country : Faithful and committed
 To the world and mankind : Genuine concerns
 To God : A responsive and undying belief

對自己－ 建立健康、正確形象
 對家庭－ 委身投入，享天倫之樂，分擔憂患
 對學業和工作－ 認真而有承擔
 對人－ 建立和諧協調的關係
 對社會－ 積極參與及具正面影響力
 對國家民族－ 有感情，有憂戚與共的情懷
 對世界和人類－ 有衷誠的關注
 對神－ 有回應，作永恆的紮根

Concept map for 2W



Whole-person Development 學生全人發展

Academic development, Personal & Social development and Career development
 學業發展、個人及群性發展、事業發展

moral, intellectual, physical, social, aesthetic and spiritual education
 德、智、體、群、美、靈六育

To : self, family, studies and careers, people, society, country, world and mankind, and God
 對: 自己(身心靈)、家庭、學業和工作、人際、社會、國家民族、世界和人類、神

Our educational objectives

Level	Spiritual education	intellectual, physical, and aesthetic education	Moral and Social education
F.1	<ul style="list-style-type: none"> * Understand the existence of God * Introduce the life of Jesus life and important events * Gospel (knowing the constraints of man) 	<ul style="list-style-type: none"> * Acquire study strategies and skills for different subjects * Establish a regular daily effective learning routine * Encourage extensive reading * Emphasis deep-learning * Develop self-efficacy * Develop aesthetic sense and be able to appreciate and create different art work. * Fitness Training * Develop an interest and skills in physical activities 	<ul style="list-style-type: none"> * Refine, conduct and comport oneself in a proper manner * Become fully engaged in and enjoy a rich campus life * Create joy and satisfaction * Develop and maintain a good life routine and style
F.2	<ul style="list-style-type: none"> * Understand the relationship between faith and individual 	<ul style="list-style-type: none"> * Enhance self-learning * Encourage extensive reading * Emphasis deep-learning and analysis * Cultivate an interest in learning * Enhance self-learning ability * Develop aesthetic sense and be able to appreciate and create different artwork. * Fitness Training * Develop an interest and skills in physical activities. 	<ul style="list-style-type: none"> * Build up confidence, self-esteem, sincerity, perseverance, kindness, integrity, and dignity. * Reinforce and cultivate sense of responsibility * Able to perform one's social roles (e.g. son, daughter, parent, spouse, friend, colleague, neighbour and citizen) effectively, comfortably with pleasure without harming others.
F.3	<ul style="list-style-type: none"> * In quest of God experiencing His existence. 	<ul style="list-style-type: none"> * Develop potentials, build on strengths, improve on areas of weakness and enhance balanced development * Emphasis deep-learning, analysis and applications * Encourage extensive reading * Fitness Training * Develop an interest and skills in physical activities. 	<ul style="list-style-type: none"> * Student autonomy and self discipline and self management including emotion management * Hold fast to what is good * Respect others
F.4	<ul style="list-style-type: none"> * Deepen the faith * Testimonies of a life of faith * Learn to walk with and commit to God. 	<ul style="list-style-type: none"> * Master study strategies and skills for different subjects and skills on constructing knowledge * Cultivate a studious learning attitude * Be an earnest learner * Put knowledge into practice * Able to think independently , question, solve problems and create * Develop aesthetic sense and skills and be able to appreciate and create different artwork. * Develop an interest and skills in physical activities. * Develop a regular exercise habit 	<ul style="list-style-type: none"> * Willing to serve the school and the community * Nurture leadership qualities * Broadening horizons and enriching minds
F.5-6	<ul style="list-style-type: none"> * Introspect oneself (sense and faith) * Commit to God 	<ul style="list-style-type: none"> * Be an earnest learner * Put knowledge into practice * Able to think independently , question, solve problems and create * Develop aesthetic sense and skills and be able to appreciate and create different artwork. * Develop an interest and skills in physical activities. * Develop a regular exercise habit 	<ul style="list-style-type: none"> * Faithful to school, family and country * Commitments to the country and the world * Develop satisfying relations with others, and having respect and tolerance for those with different opinions and beliefs. * Formulate action plans on study, further studies, family and potential careers * Nurture fullness of life and social conscious , courage commit to the good and ready to serve

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Team / Department
1 : Caring Campus			
(1) Formulating class rules	Partly achieved	Some of the classes may not have time to set up the rules or some classes were not able to maintain the rules.	Guidance and Discipline Team
(2) Care of new students (F.2-F.3)	Fully Achieved	Keep	Guidance and Discipline Team
(3) Talk on “Caring Campus” at staff retreat	Fully Achieved	MODIFY. The talk was good while all SEN types should be introduced to all staff. Teachers should also be encouraged to join the training held by EDB in the coming school years.	(NEW) Integrated Education Team
(4) Leadership training for Caring Campus	Fully Achieved	MODIFY. The school should fit the dates of the training into the busy schedule of the senior form students.	Guidance and Discipline Team
(5) Training for Peer Support Scheme tutors	Fully Achieved	MODIFY. The school should fit the dates of the training into the busy schedule of the senior form students.	Guidance and Discipline Team
(6) Form Association ball games activity with teachers/parents’ participation	Fully Achieved	Keep	Form and Alumni Association working group
(8) Festive activities (e.g. celebration of Mid Festivals, Tuen Ng Festival and Teachers’ Day)	Fully Achieved	Keep	Parents Association working group
(9) Care for F.6 and F.7 graduates	Fully Achieved	MODIFY. Only focus on F.6	Careers and Guidance Team

Major Concerns	Extent of targets achieved	Follow-up action	Team / Department
(10) Alumni's sharing	Fully Achieved	Keep	Careers and Guidance Team
(11) Thanksgiving day arranged by PTA and SU	Partly achieved	MODIFY. All activities will be carried in the 2 nd term.	Guidance and Discipline Team
(12) Care of SEN schoolmates	Fully Achieved	Keep	(NEW) Integrated Education Team
(13) Care of F.1 students	Fully Achieved	Keep	Guidance and Discipline Team
(14) Care of students with learning difficulties	Fully Achieved	Keep	(NEW) Integrated Education Team
(15) Fund-raising flea market for Mainland students	Fully Achieved	Keep.	Civic education department
(16) Visit to homes for the elderly, special schools, schools in the Mainland	Fully Achieved	MODIFY. Training for students before the service should be improved, such as how to start a conversation with the elderly.	Life Education Team
(17) "Love is Power" series in assemblies with students, teachers and parents' sharing	Fully Achieved	Remove	-----
(18) "No Bullying" scheme incorporated in Civic Education syllabus or assemblies	Fully Achieved	Keep	Civic education department
(19) Related theme-based Talks and Workshops for Parents Education	Fully Achieved	Modify. The focus on keeping a warm atmosphere of the family should be emphasized.	Parents Association working group
(21) Caring cards to teachers and students by the end of school term	Fully Achieved	Keep	Life education team
(22) "Love Your Neighbors" Related theme-based social community service such as visit "cancer clinic", elderly center, and blindness school with gift and love.	Fully Achieved	Keep	(NEW) Integrated Education Team

Major Concerns	Extent of targets achieved	Follow-up action	Team / Department
2 : SEX EDUCATION			
(1) Cognition : To pass on correct knowledge about sex.	Fully Achieved	KEEP	Life Education Team
(2) Values : To cultivate students with sound values and attitude towards sex, such as care, equality, dignity, respect, pledge and responsibility, etc.	Full Achieved	KEEP	Life Education Team
(3) Skills : To develop analytical and critical thinking skills so as to enable students to deal with problems regarding sex in a autonomous and sensible way.	Partly achieved	MODIFY	Life Education Team

Major Concerns	Extent of targets achieved	Follow-up action	Team / Department
3 : BROADENING HORIZONS			
(1) Books purchase and borrowing service	Partly achieved	MODIFY. More books related social issues will be purchased in next year.	Liberal Studies Department
(2) Display boards about current affairs	Fully Achieved	Keep	
(3) Book fair	Fully Achieved	Keep	
(4) Provide teachers with the latest CPD information	Fully Achieved	Keep	
(5) Students' comment of social issues in LS magazine.	Partly achieved	MODIFY. The incentives and skills can be improved.	
(6) Study Tour: Taiwan and Singapore	Fully Achieved	Keep	(NEW) Study tour committee
(7) Social issues debate	Fully Achieved	Keep	Liberal Studies Department
(8) Weekly assembly	Fully Achieved	Keep	
(9) LS Society	Partly achieved	MODIFY. Leadership training should be improved.	
(10) Encourage students to participate in extramural activities	Fully Achieved	Keep	
(11) Participate in Oxfam and HKCSS learning activities	Fully Achieved	Keep	
(12) Participate in talks organized by various external organizations	Fully Achieved	Keep	
(13) Top 10 News Stories Election	Fully Achieved	Keep	

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ● Adopting a humanistic approach, the school has clear vision, mission and goals for school development. ● There is a clear management structure with the Administrative Council playing a leading role in decision and policy making. ● The IMC shows a good understanding of school performance and progress, and demonstrate full supports and trust to the Principal and the senior managers. 	<ul style="list-style-type: none"> ● More empowerment of the middle managers to execute and implement. ● More prominent coordinating and monitoring role of the three vice-principals, polishing the existing practices and inviting new initiatives. ● Enhancement of the effectiveness of the staff appraisal system ● Further strengthening the SSE mechanism for school continuous development
2. Professional Leadership	<ul style="list-style-type: none"> ● Being visionary, dedicated and appreciative, the Principal led his staff to formulate appropriate plans and measures to meet the challenges of curriculum reforms. ● Coupled with strong professional knowledge and experience in administration, the three vice-principals are capable of assisting the Principal for school development. They are always ready to provide guidance and support to their colleagues. ● Panel Chairs are conscientious and administer their departments well. The best of them provide strong curriculum leadership and support for their teams. ● With the strong religious background of the school and the fact that the majority of teachers population are Christians, staff development programs organized by the Staff Development Team put great emphasis on religious programmes and professional development echoing annual major concerns. 	<ul style="list-style-type: none"> ● Strategic and comprehensive financial management ● Stronger collaboration amongst teams and departments, adopting a broader, cross-school perspective, at school level
3. Curriculum and Assessment	<ul style="list-style-type: none"> ● Curriculum planning is in close alignment with the school goal of whole-person development. The school curriculum is generally broad and balanced with due emphasis on the moral, intellectual, physical, social, aesthetic and spiritual development of students. ● The school addresses the issue of learner diversity through appropriate measure including streaming at junior secondary level and split class teaching of English at S1 and S2 for remedial purpose. In addition, subject teachers strive to enrich the curriculum for more able classes and/or students. ● The school has a clear assessment system which includes the use of both summative and continuous assessment to assess student 	<ul style="list-style-type: none"> ● Closer coordination across EMI subjects and English department, creating an English-rich environment to offer purposeful and authentic use of English on campus ● Teachers' professional training and sharing on curriculum adaptation and pedagogy to meet the needs of individual students ● Comprehensive supports for gifted students with curriculum enhancement ● Effective use of assessment data for curriculum planning and effectiveness of learning and teaching.

	<p>learning outcome. Varied modes of assessment are used to assess students' performance in projects, homework, class participation, etc.</p> <ul style="list-style-type: none"> ● School Report Card and Student Learning Profile give students and parents a comprehensive profile of student performance. 	
<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> ● Teachers are experienced with strong professional knowledge. They are friendly, approachable, displaying a committed and responsible attitude toward teaching. ● Lessons are mostly well-prepared with clear objectives. The presentation and demonstration skills of teachers were good and lessons were presented in clear, concise and systematic manners. Information technology is effectively used to sustain students' interest and motivation, and to facilitate learning. ● Praises and encouragement to sustain student motivation and to boost their self-confidence were commonly noted. ● The learning attitude of students was very positive. They were highly attentive and could stay on-task during lessons. 	<ul style="list-style-type: none"> ● Interactive learning environment with constructive and specific feedback to facilitate active learning, critical thinking, creativity and problem solving, especially for the higher achievers or gifted. ● Promotion of active self-directed learning with appropriate pre-lesson, in-lesson and post-lesson learning experiences and activities ● Further enhancement of teachers' strategies to cater for learner difference in the classroom
<p>5. Student Support</p>	<ul style="list-style-type: none"> ● The school has a well-defined student support framework. Well organized programmes aligned with the yearly theme are launched and they are suitably evaluate collaboration across groups and subject panels to put forth the yearly theme. ● The school takes a proactive role in offering individual guidance to misbehaved students to make improvement. Teachers with shared vision are committed to develop students' self-respect and full potential. Students are trained to be self-disciplined with teachers' trust. ● Values education is effectively implemented through Civic Education and Religious Studies, GAP and class teacher periods. In addition, life planning is extended to S6 and incorporated in the English curriculum so as to promote students' understanding of their aptitude and career orientation. Mentorship Scheme and Service Learning Scheme further enhances their knowledge and participation in workplace and social services. ● A good range of extra-curricular activities (ECA) is offered to cater for students' diverse needs and interests. The effectiveness of ECAs is evaluated with in-depth reflection. ● With religious mission, the school has built up a harmonious school culture which has facilitated the cultivation of a shared vision and a strong sense of belonging among all stakeholders. 	<ul style="list-style-type: none"> ● Further facilitating environment for broadening their horizons and extending their potential to the fullest ● Enhancing school-based pull-out and off-site gifted programmes for multiple intelligences ● Leadership training and development

<p>6. Partnership</p>	<ul style="list-style-type: none"> ● The school has created a culture of openness and trust with parents. Multiple channels of communication are maintained through various interfaces like Regular Form-parent-nights, tea gatherings, parents' education programmes and school's websites, etc. ● The Parents Association was established over 20 years and a number of members are actively involved in school activities, displaying a strong sense of belonging. ● The neighbouring church, Shatin Baptist Church, provides venues for learning activities which help to solve the problem of shortage of space, and is generous in setting up scholarships for students. ● The school-business partnership programme with the Rotary Club, receiving overseas cultural exchange student and the sister-school scheme with one Beijing secondary school are all evidence to provide opportunities for students to enrich their learning experiences. ● The Alumni Association has been established as a resourceful asset to the school. Members of the Association are particularly enthusiastic in sharing their experience in career talks for graduates, rendering coaching and tutoring services for their fellow schoolmates regularly. 	<ul style="list-style-type: none"> ● Actively establishing close relationship with outside organizations to enhance further school development. ● More platforms for parents and alumni to feedback and participate in the school management ● Establishing community network and responding to the needs
<p>7. Attitude and Behaviour</p>	<ul style="list-style-type: none"> ● In the campus with easily-discerned religious elements everywhere, there is reciprocal trust and understanding between school administration and staff. ● Teachers are devoted and adopt a serious attitude towards teaching. ● Students enjoy a close relationship with both their teachers and peers. They enjoy mutual trust and acceptance. ● Senior form students demonstrate good role model qualities and are effective in guiding their junior counterparts. 	<ul style="list-style-type: none"> ● Self-management with high motivation and proactivity, strategic planning and effective reflective practices ● Positive attitudes towards challenges and risks with passion and courage
<p>8. Participation and Achievement</p>	<ul style="list-style-type: none"> ● Students are highly motivated to learn and are self-discipline. They engage themselves in learning activities independently. They have high expectation, exhibit confidence in themselves and strive for academic excellence. ● Students are civic-minded and willing to participate in community services. They display enthusiasm in extra-curricular activities. The senior form students actively 	<ul style="list-style-type: none"> ● More out-spoken and confident to express ideas and discuss with others in an appropriate way. ● Life-wide learning in country-wise and international levels ● Striving for excellence in various public examinations

take up different leadership roles, render support to the junior form counterparts and organize activities to enrich the school life.

- The percentage of students with 14 or above points in the best 6 subjects in the HKCEE was significantly above the territory average of day-school students. In comparison with schools with similar S1 intake, the school's performance in the best 6 subject was good. As to students' performance in the HKALE or HKDSE, the percentages of students meeting the minimum entrance requirements for local degree courses were well above the territory averages in the past three year.
- Students participate actively in a wide range of cultural, physical and aesthetic territory-wide competitions. They perform very well and have won numerous awards in a variety of fields, including speech, music, dance, sports and other academic competitions.

SWOT Analysis

<p>Our Strengths (Internal Audit)</p> <ol style="list-style-type: none"> 1. Sharing with a common vision and mission, the School and staff work with a united purpose in personal and professional harmony to provide an appropriate and happy learning environment in which students can be guided and extended in a proper way. 2. Appropriate staffing is found. Three vice-principals oversee the academic, personal and social, and careers development of students. And functional teams and subject departments such as life education team, guidance and discipline team, ECA team, careers and guidance team, RE department, Civic Ed and Liberal Studies Department work well in personal and social domains. 3. The School is blessed with capable teachers and students. A benign interaction and a strong bond between students and teachers. 4. Guidance and discipline team offers effective and efficient responsive service such as SEN, behavior problems, depressed, academically at risk and discipline defects. 5. A wide range of academic societies, service groups, interest clubs and sports teams are available for students thereby develop their potentials and leadership. 	<ol style="list-style-type: none"> 6. The close ties with our Parent Association and Alumni Association allow the School to accomplish further and much more with the support of parents and alumni. 7. Whole-person and whole-school approach in guidance and counseling is adopted. And teachers have strong beliefs to facilitate student development other than academic. 8. Class-teacher policy is strong and effective. Caring and loving atmosphere in class was easily found along all forms. 9. A curriculum for all students were developed and implemented by different teachers such as class teachers, RE teachers, and careers teachers, Civic Ed teachers as well as Life Ed teacher-in-charge both in regular timetable slots and after school in an attempt to cater students' need in personal and social development in the areas of Sex education, Wealth management, Moral Education, Civic Education and Life Education. 10. Fruitful learning experiences inside and outside school and a caring environment are provided for the task of their crystallization in the stage of exploration. 11. Students respect teachers and they tend to follow instructions from the school. The academic and non-academic performance and achievement is well above the territory average.
<p>Our Weaknesses (Internal Audit)</p> <ol style="list-style-type: none"> 1. The limited space in the School is one major constraint that might restrict the scope of many school programs. 2. The learning atmosphere on the whole is as good as expected but some students seem lack initiative in their learning. 3. To meet its goals of developing students into all-round individuals, it is not easy for some teachers who are not trained counsellors to comprehend the value of discipline and guidance. 4. Owing to the abrupt changes in the economic situation, more students are deprived of the opportunities in joining life-wide learning activities. 	<ol style="list-style-type: none"> 5. The regular activities and functions held can be better streamlined and coordinated to enhance efficiency and cost-effectiveness. 6. Students are, in general, lack of management skills including time, project and wealth and study skills. 7. They are not very reflective. They found it difficult to complete goal-setting and planning. They are not very creative indeed. Also, their problem solving skills require sharpening. 8. Not much emphasis is put on the specification and implementation of career development.

Our Opportunities (External Audit)

1. The Implementation of NSS requires teachers to review their pedagogies and assessment methods and to have great collaboration.
2. In the new 334 curriculum, careers-related education in OLE and SLP are two of the important initiatives. Also, F.3 streaming guidance and careers education become far more essential and vital in secondary schools. These provides a platform of need for individual student planning ISP with lots of reflective practices.
3. SLP is one of the evidence for their NSS learning in the application of universities entrance in HK. Students have to prepare their own SLPs and write a self-account for their past and further studies.
4. As observed, increasing number of students is motivated to participate in OLE activities under the implementation of SLP. Also, there is an increasing number of programme provided by local NGOs and companies.
5. The implementation of OLE offers a curriculum-based design of lessons, activities and programmes to all students in a coherent way.

6. External professional support and funding are available for school development.
7. The Parent Association has enhanced parents' understanding of the school and strengthened communication.
8. A sustainable and well-managed Alumni entity which constantly seeks to provide value-added opportunities and services to the programmes.
9. Members of the Tolo Harbour Rotary Club provides professional and personal development opportunities and sharing for students, which brings great values and benefits to students.
10. Faculty-based admission in universities offers a chance for students to go through a longer period of specification and implementation in their careers development. The school may highly focus on their stage of crystallization indeed.

Our Threats (External Audit)

1. Workplace changes a lot in terms of both opportunities and nature in the context of globalization.
2. Generally, the society upheld the values of fast-responding, effectiveness and efficiency. Students may underestimate the importance of goal-setting and planning which to them is rather rosy.
3. A keen competition with DSS schools and international schools in terms of facilities and curriculum.
4. Frequent complaints about students spending too much time on extra-curricular activities were received during the year. For some students, they may find it thorny when attending to one thing without losing track of another thing.
5. Parents tend to focus on academic development of their children only with a little concern on their career development.
6. The society tends to uphold a singular but dominant value of judgment in career choice and offer very limited areas of occupations. This inhibits diversities of students' competencies and interests. Students, parents and even teachers may treat ISP useless as all students are 'forced' to choose more or less the same finally.

7. Mass media influence threatens Chinese culture including the prevalence of violence and sex. In fact, the mass media are sending lots of wrong messages about sex promoting nudity to teenagers.
8. Only 14500 students will be allowed to continue their studies in degree programmes at universities in HK after 2012. A lot of them have to consider sub-degree programmes indeed.
9. Children in HK nowadays are usually over-protected by their parents and are not very proactive and responsible for their decision making in careers and further studies.
10. Some students are under stress from parents, friends and society in dealing with studies and choice making.
11. Workloads of teachers are huge in front of 334 initiatives such as HKDSE, new syllabus, SBA, OLE, SLP and JUPAS system.

Major Concerns for 2012-2015

1. **SELF-DISCIPLINE** (自律) - From School discipline to Students' Self-discipline
2. **SELF MANAGEMENT** (自我管理) - Leader-in-me with effective self-management skills
3. **SERVANT LEADER TO LEAD AND INFLUENCE** (僕人式領袖) – To serve but not to be served

Major Concern: **1 SELF-DISCIPLINE** - From School discipline to Students' Self-discipline

BLMCSS (2012-2015)

Targets/Objectives	Possible Strategies	Time Scale		
		12-13	13-14	14-15
1. Developing disciplined learning and life routine, focusing on whole school settlement	1.1 To arouse students' awareness of the importance of discipline, school rules and good learning and life routine through morning assemblies, orientation / familiarization day and discipline camp	✓	✓	✓
	1.2 To develop disciplined learning routine in academics and non-academics aspects by subject teachers and ECA teachers		✓	✓
	1.3 To provide guidance to students about the social distance of different genders through weekly assemblies, CTPs and morning assemblies	✓	✓	✓
	1.4 To impose suitable consequences towards misbehaviors by executing school discipline rules in a whole school approach	✓	✓	✓
	1.5 To monitor, feedback and regulate students' behaviors timely with enhanced daily patrol duties, daily classroom discipline record, half-yearly school uniform checking measures.	✓	✓	✓
	1.6 To promote different strategies and skills of classroom management to teachers through talks and workshops		✓	
	1.7 To promote different strategies and skills of life discipline to parents through talks and workshops	✓		
2. Internalizing the value of self-discipline, focusing on personal development	2.1 To develop a sense of achievement and satisfaction through disciplined academic and non-academic learning		✓	✓
	2.2 To provide guidance to the low-achievers to build up a positive attitude and self-discipline towards learning	✓	✓	✓
	2.3 To foster student leaders become better role models with values formation and rationales sharing about school rules	✓	✓	✓
	2.4 To equip colleagues' skills to help students internalize the value regarding self-discipline through conducting workshops and talks		✓	✓

Major Concern 2 : SELF MANAGEMENT - Leader-in-me with effective self-management skills

BLMCSS (2012-2015)

Targets/Objectives	Possible Strategies	Time Scale		
		12-13	13-14	14-15
1. Enhancing students' time management skills	1.1 To promote different strategies and skills of time management through morning and weekly assemblies as well as Class Teacher Periods (CTPs)	✓	✓	
	1.2 To facilitate students to take actions on learning and assessment with suitable time management skills and timely feedbacks		✓	✓
2. Enhancing students' stress management skills	2.1 To teach students the skills to handle stress through weekly assemblies and CTPs.		✓	✓
	2.2 To guide and counsel students in stress-related life events in school such as internal assessment, public examination and result release in both internal and external examinations.		✓	✓
	2.3 To equip colleagues with the necessary counseling skills regarding stress management through conducting workshops and talks		✓	✓
3. Promoting student-driven classroom management	3.1 To strengthen students' sense of belonging through cleaning and taking care of their own classrooms	✓		
	3.2 To facilitate compromised classroom discipline rules in each class of junior form	✓		
4. Enhancing students' life and career planning	4.1 To facilitate students to monitor and reflect on their own learning and life discipline by establishing concrete learning goals, taking disciplined actions, and reviewing on their performance through a personal growth portfolio and individual student planning	✓	✓	
	4.2 To raise students' awareness of their interests and personal goals through organizing a number of career planning lessons and morning as well as weekly assemblies	✓		

Major Concern 3: SERVANT LEADER TO LEAD AND INFLUENCE – To serve but not to be served

BLMCSS (2012-2015)

Targets/ Objectives	Possible Strategies	Time scale		
		12-13	13-14	14-15
1. Establishing a culture of servant-leadership	1.1 To promote concepts and core values of servant-leadership through morning assemblies 1.2 To promote role-models of servant-leader through display board, school website, etc. 1.3 To promote good books about servant-leadership through reading scheme 1.4 Sharing of Celebrities through talks, assemblies, etc.	✓	✓	✓
2. Promoting key values of a “LMC Servant-Leader”	To document past experiences of BLMCSS in leaderships such as 2.1 Close up interviews of the first two principals, Students of the year etc as role models of servant-leaders 2.2 Close up interviews and introduction of student of the year and the related parties. 2.3 Documentaries of students taking part in Service Scheme 2.4 Publication of the experience in Service Scheme	✓	✓	✓
3. Developing student leaders	3.1 To review the training needs of student leaders in various parties 3.2 To provide suitable training for student leaders through workshops, training camps, etc. 3.3 Sharing of student leaders (Morning assemblies, Campus TV, Day F, etc.) 3.4 Review the selection mechanism of Student of the year and Award of Outstanding leadership such as selection criteria, method, publicity, etc.	✓	✓	✓
4. Enhancing students’ reflection in services	4.1 To reflect through year-end Individual Students Planning evaluation	✓	✓	✓
5. Establishing mentoring relationship among LMCers	5.1 To promote school-based mentorship concepts/ schemes 5.1.1 Teacher-student 5.1.2 Predecessor-successor 5.1.3 Senior-Junior form 5.1.4 Teacher-teacher	✓	✓	✓
6. Further Developing student’s potential in leadership	6.1 To nominate students to take part in other leadership schemes such as outward bound, the Hong Kong Award for Young People, etc 6.2 To distribute the information more effectively among the school 6.3 To subsidize student leaders to participate in off-gifted leadership programmes.	✓	✓	✓
7. Enhancing teachers mentoring skills	7.1 Staff training in leadership related topics such as coaching, mentoring, 7 habits, etc.	✓	✓	✓

END