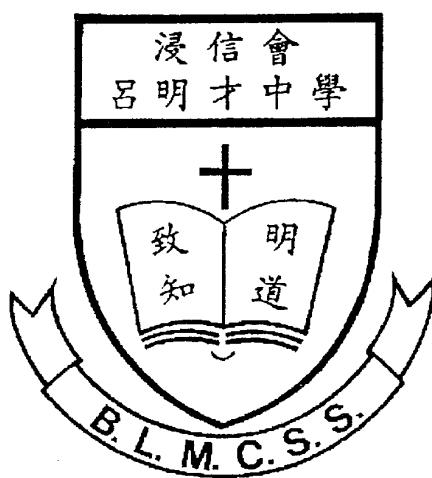


# Baptist Lui Ming Choi Secondary School

浸信會呂明才中學



## Annual School Plan

**(2012 - 2013)**

## 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

# Baptist Lui Ming Choi Secondary School

## Annual School Plan (2012-2013)

### Major Concerns

#### 1. ***Self-Discipline***

From school discipline to students' self-discipline

#### 2. ***Self-Management***

Leader-in-me with effective self-management skills

#### 3. ***Servant Leader***

To serve but not to be served

## Major Concern **1 : Self-Discipline** - From school discipline to students' self-discipline

| Targets  | Strategies   | Success Criteria  | Methods of Evaluation   | Time Scale     | People in charge                  | Resources Required |
|--|--|---|---|----------------|-----------------------------------|--------------------|
| 1. Developing disciplined learning and life routine, focusing on whole school settlement | - 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 | <ul style="list-style-type: none"> <li>- Students are able to beware of the importance of disciplined school life</li> <li>- Students are satisfied with the appropriate relationship with their schoolmates</li> <li>- Parents appreciate the workshop/talk</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers' observation</li> <li>- Questionnaire</li> <li>- Parents' feedback</li> </ul> | Whole year     | Guidance and discipline team      |                    |
|  | - To provide guidance to students about the social distance of different genders through weekly assemblies, CTPs and morning assemblies  |   |   | Whole year     | Life education team               |                    |
|  | - To impose suitable consequences towards misbehaviors by executing school discipline rules in a whole school approach   |   |   | Whole year     | Guidance and discipline team      |                    |
|  | - To monitor, feedback and regulate students' behaviors timely with enhanced daily patrol duties, daily classroom discipline record, half-yearly school uniform checking measures.                 |   |   | Whole year     | Guidance and discipline team      |                    |
|  | - To promote different strategies and skills of life discipline to parents through talks and workshops   |   |   | Parents' night | Parents association working group |                    |

## Major Concern **1 : Self-Discipline** - From school discipline to students' self-discipline

| Targets   | Strategies  | Success Criteria   | Methods of Evaluation   | Time Scale              | People in charge   | Resources Required |
|---|---|--|---|-------------------------|--|--------------------|
| 2. Internalizing the value of self-discipline, focusing on personal development | - To provide guidance to the low-achievers to build up a positive attitude and self-discipline towards learning       | - Low achievers show improvement in the performance of assignment and assessment | - Interview with the low achievers<br>- Teachers' observation | - Nov.<br>- Second term | Guidance and discipline team<br><br>Academic affairs team            |                    |
|   | - To foster student leaders become better role models with values formation and rationales sharing about school rules | - Students show higher self-esteem   | - Questionnaire   | Whole year              | Guidance and discipline team<br><br>Extra-curricular activities Team |                    |

## Major Concern 2 : Self-Management - Leader-in-me with effective self-management skills

| Targets  | Strategies  | Success Criteria   | Methods of Evaluation  | Time Scale | People in charge             | Resources Required |
|--|---|--|--|------------|------------------------------|--------------------|
| 1. Enhancing students' time management skills    | - To promote different strategies and skills of time management through morning and weekly assemblies as well as Class Teacher Periods (CTPs)                                       | Students are able to manage their studies and activities | <ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Questionnaire</li> </ul>                             | Whole year | Life education team          |                    |
|  | - To facilitate students to take actions on learning and assessment with suitable time management skills and timely feedbacks   |  |  | Whole year | Peer support team            |                    |
| 2. Promoting student-driven classroom management | - To strengthen students' sense of belonging through cleaning and taking care of their own classrooms   | Students have a sense of belonging to their classes      | <ul style="list-style-type: none"> <li>Students' feedback</li> <li>Teachers' observation</li> <li>questionnaire</li> </ul> | Whole year | Campus development team      |                    |
|  | - To facilitate compromised classroom discipline rules in each classes of junior form <ul style="list-style-type: none"> <li>the value of the rules behind is introduced</li> </ul> |  |  | Whole year | Guidance and discipline team |                    |

## Major Concern 2 : Self-Management - Leader-in-me with effective self-management skills

| Targets   | Strategies  | Success Criteria                        | Methods of Evaluation  | Time Scale | People in charge                                     | Resources Required        |
|---|---|---|--|------------|--|---------------------------|
| 3. Enhancing students' life and career planning | - To raise students' awareness of their interests and personal goals through morning assemblies, weekly assemblies and careers day  | Students are more motivated in learning | <ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Questionnaire</li> </ul> | Whole year | Life education team<br><br>Careers and guidance team |                           |
|   | - 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 |   |  | Whole year | Life education team<br><br>Careers and guidance team | Personal growth portfolio |

## Major Concern 3 : Servant Leader – To serve but not to be served

| Targets   | Possible Strategies  | Success Criteria  | Methods of Evaluation   | People in charge                     | Resources Required  |
|---|--|---|---|--------------------------------------|---|
| 1. Establishing a culture of servant-leadership   | <p>1.1 To promote concepts and core values of servant-leadership through morning assemblies</p> <p>1.2 To promote role-models of servant-leader through display board, school website, etc.</p> <p>1.3 To promote good books about servant-leadership through reading scheme</p> <p>1.4 Sharing of Celebrities through talks, assemblies, etc.</p> | <p>1.1 Students feedback on servant-leadership</p> <p>1.2 Attitude towards servant hood</p> <p>1.3 Build up interests in knowing and sharing about servant-leadership</p> <p>1.4 Students' participation and attitudes towards different role-models of servant-leaders</p> | <p>1.1 Collect students' feedback through facebook notice board, etc.</p> <p>1.2 Count the hit rate of various presentations.</p> <p>1.3.1 Count the number of books borrowed from library.</p> <p>1.3.2 Observe and record the books sharing related to servant-leadership</p> <p>1.4 Collect students' feedback through facebook notice board, etc.</p> | Administrative council               | <p>Arrangement on morning assemblies</p> <p>Funding for inviting guests</p> |
| 2. Promoting key values of a "LMC Servant Leader" | <p>To document past experiences of BLMCSS in leaderships such as</p> <p>2.1 Close up interviews of the first two principals, Students of the year etc as role models of servant-leaders</p>  | <p>2.1 Core values and characteristics of a servant-leader can be drawn</p>   | <p>2.1 Collect students' feedback through facebook notice board, etc.</p>   | Public Relations & Publications Team | Video-shooting and editing resources  |



## Major Concern 3 : Servant Leader – To serve but not to be served

| Targets   | Possible Strategies   | Success Criteria   | Methods of Evaluation  | People in charge                     | Resources Required   |
|---|---|--|--|--------------------------------------|--|
| 2. Promoting key values of a “LMC Servant Leader” | 2.2 Close up interviews and introduction of student of the year and the related parties.  | 2.2a A more respectable student of the year<br>2.2b A more honourable community of the student of the year.            | 2.2.1 Count the hit rate of various public presentations.<br>2.2.2 Nomination can be made by fellow schoolmates.       | Public Relations & Publications Team | Funding for publication                                    |
|   | 2.3 Publication of the experience in Service Scheme   | 2.3 A better known principles of Service Scheme.   | 2.3.1 Collect students’ feedback from personal reflection<br>2.3.2 Observe students’ behaviour towards Service Scheme. | Life Education Team                  | Funding for publication                                    |
| 3. Developing student leaders                     | 3.1 Review the selection mechanism of Student of the year and Award of Outstanding leadership such as selection criteria, method, publicity, etc. | 3.1a The prizes are more recognized and respected by the whole school.<br>3.1b A more transparent selection procedure. | 3.1.1 Collect opinion of the selection criteria from the school<br>3.1.2 Collect students’ feedback                    | Extra-curricular Activities Team     | Funding for training and outsourcing external organization |
| 4. Enhancing students’ reflection on services     | 4.1 To reflect through year-end “Individual Student Planning” evaluation  | 4.1 A deeper reflection made by students   | 4.1 Teachers’ feedback on their reflection   | Careers and Guidance Team            |  |

### Major Concern 3 : Servant Leader – To serve but not to be served

| Targets   | Possible Strategies   | Success Criteria  | Methods of Evaluation  | People in charge   | Resources Required                                   |
|---|---|---|--|--|--|
| 5. Establishing mentoring relationship among LMCers     | 5.1 To promote school-based mentorship concepts/ schemes<br><br>5.1.1 Teacher-student<br>5.1.2 Predecessor-successor<br>5.1.3 Senior-Junior form<br>5.1.4 Teacher-teacher   | 5.1 Adopting mentor-mentee concepts in different communities or organizations within school.<br><br>5.2 Enhancing the culture of mentoring in school  | 5.1 Count the number of mentor-mentee connections made.<br><br>5.2 Observe the impact of mentor-mentee relationship within school  | 5.1.1 Staff Development<br>5.1.2 Extra-curricular Activities<br>5.1.3 Guidance and Discipline<br>5.1.4 Staff Development |  |
| 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<br><br>6.2 To distribute the information more effectively among the school<br><br>6.3 To subsidise student leaders to participate in off-gifted leadership programmes. | 6.1 Students are more willing to take part in these schemes.<br><br>6.2a Performance of students nominated.<br>6.2b The publicity of external leadership schemes.<br><br>6.3 Performance of students nominated. | 6.1 Record the number of nominations and enquiries made.<br><br>6.2 Collect feedback from participants and the organizing parties.<br><br>6.3 Collect feedback from participants | Careers and Guidance Team<br><br>Extra-curricular Activities<br><br>Careers and Guidance Team                            | Contact with external organizations                  |
| 7. Enhancing teachers mentoring skills                  | 7.1 Staff training in leadership related topics such as coaching, mentoring, 7 habits, etc.   | 7.1 Understanding of concepts in coaching and mentoring.<br><br>7.2 Increase of teachers' awareness in putting mentoring in practice.   | 7.1 Questionnaires are collected after training sessions from teachers.<br><br>7.2 Questionnaires are collected to evaluate the execution of all leadership programmes.          | Staff Development Team   | Funding for inviting trainers in coaching, mentoring |

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