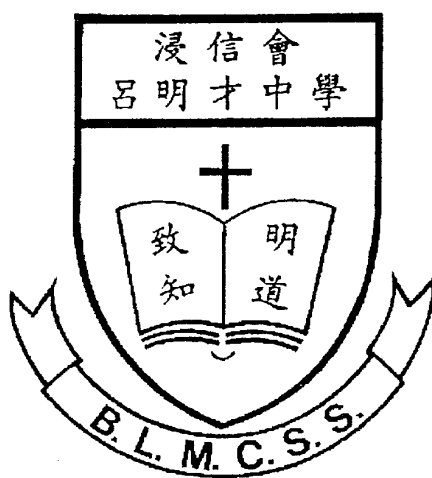


# Baptist Lui Ming Choi Secondary School

## 浸信會呂明才中學



## Annual School Plan

**(2013 - 2014)**

## 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 Incorporated 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 character. 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's world
- Integration between guidance / counseling and discipline
- Authentic student guidance through extra-curricular activities, building good teacher-student relationships
- Caring for students' needs and concerns in spiritual development
- Strive for better communication and cooperation with parents

# Baptist Lui Ming Choi Secondary School

## Annual School Plan

### (2013-2014)

## 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	- Students are able to be beware of the importance of a disciplined school life	<ul style="list-style-type: none"> <li>- Teachers' observation</li> <li>- Students' feedback</li> <li>- Questionnaire</li> </ul>	Whole year	Guidance and discipline team	
	- To develop a disciplined learning routine in academic and non-academic aspects by subject teachers and ECA teachers	- Students are aware of what constitute an appropriate relationship with their schoolmates		Whole year	<ul style="list-style-type: none"> <li>- Academic affairs team</li> <li>- Extra-curricular activities Team</li> </ul>	
	- To provide guidance to students about the social distance of different genders through weekly assemblies, CTPs and morning assemblies	- Teachers appreciate the workshops/ talks		Whole year	Life education team	
	- To impose suitable consequences towards misbehavior by enforcing school discipline rules on a whole school approach			Whole year	Guidance and discipline team	
	- To timely monitor, give feedback and regulate students' behavior with enhanced daily patrol duties, daily classroom discipline record and half-yearly school uniform checking measures.			Whole year	Guidance and discipline team	
	- To promote different strategies and skills of classroom management to teachers through talks and workshops			Staff development day	Staff Development Team	

## 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 develop a sense of achievement and satisfaction through disciplined academic and non-academic learning	- Low achievers show improvement in their performance in assignments and assessments	- Interview with the low achievers - Teachers' observation - Questionnaire	Whole year	- Academic affairs team - Extra-curricular activities Team	
	- To provide guidance to the low-achievers to build up a positive attitude and self-discipline towards learning	- Students show higher self-esteem		- Nov. - Second term	- Guidance and discipline team - Academic affairs team	
	- To foster student leaders to become better role models with values formation and rationales sharing about school rules	- Teachers appreciate the workshop/talk		Whole year	- Guidance and discipline team - Extra-curricular activities Team	
	- To equip colleagues' skills to help students internalize the value regarding self-discipline through conducting workshops and talks			Staff development day	- Staff Development Team	

## 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
3. 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 their performance in assignments and assessments	- Interview with the low achievers - Teachers' observation - Questionnaire	- Nov. - Second term	Guidance and discipline team  Academic affairs team	
	- To foster student leaders to become better role models with values formation and rationales sharing about school rules	- Students show higher self-esteem		Whole year	Guidance and discipline team  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 action on learning and assessment with suitable time management skills and timely feedback			Whole year	Peer support team	
2. Enhancing students' stress management skills	- To teach students the skills to handle stress through weekly assemblies and CTPs.	Students are able to handle the stress	<ul style="list-style-type: none"> <li>- Students' feedback</li> <li>- Teachers' observation</li> <li>- questionnaire</li> </ul>	Whole year	Life education team	
	- To guide and counsel students in stress-related life events in school such as internal assessments, public examinations and result release in both internal and external examinations.	Teachers are able to counsel students		Whole year	Careers and guidance team	
	- To equip colleagues with the necessary counseling skills regarding stress management through conducting workshops and talks			Staff development day	Staff Development 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. 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>	Second term	Campus development team	
	<ul style="list-style-type: none"> <li>- To negotiate classroom discipline rules in each junior form class</li> <li>- To understand the rationale behind the rules</li> </ul>			Whole year	Guidance and discipline team	
4. 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	<ul style="list-style-type: none"> <li>- Life education team</li> <li>- Careers and guidance team</li> </ul>	
	- To facilitate students to monitor and reflect on their own learning and life discipline by establishing concrete learning goals, taking discipline action, and reviewing their own performance through a personal growth portfolio and individual student planning			Whole year	<ul style="list-style-type: none"> <li>- Life education team</li> <li>- Careers and guidance team</li> </ul>	Personal growth portfolio



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

Targets/ Objectives	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 and the school website.</p> <p>1.3 To promote good books about servant-leadership through the reading scheme</p> <p>1.4 Sharing of celebrities through talks and assemblies</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 noticeboard.</p> <p>1.2 Count the hit rate of various presentations.</p> <p>1.3.1 Count the number of books borrowed from library. 1.3.2 Observe and record the books sharing related to servant-leadership</p> <p>1.4 Collect students’ feedback through facebook noticeboard.</p>	Principal & Vice-principals	<p>Arrangement of morning assemblies</p> <p>Funding for invited guests</p>
2. Promoting key values of a “LMC Servant-Leader”	<p>To document past experiences of BLMCSS in leadership such as</p> <p>2.1 Close up interviews of the first two principals, Students of the year as role models of servant-leaders</p> <p>2.2 Close up interviews and introduction of the student of the year and the related parties.</p>	<p>2.1 Core values and characteristics of a servant-leader can be drawn</p> <p>2.2a A more respectable student of the year 2.2b An outstanding community service student of the year.</p>	<p>2.1 Collect students’ feedback through Facebook and noticeboards.</p> <p>2.2.1 Count the hit rate of various public presentations. 2.2.2 Nomination can be made by fellow schoolmates.</p>	Public Relations & Publications Team	Video-shooting and editing resources
	2.3 Publication of the students’ experience in the Service Scheme	2.3 A better known principles of Service Scheme.	<p>2.3.1 Collect students’ feedback from personal reflection 2.3.2 Observe students’ behaviour towards Service Scheme.</p>	Life Education Team	Funding for publication

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

Targets/ Objectives	Possible Strategies	Success Criteria	Methods of Evaluation	People in charge	Resources Required
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 and training camps.	3.1 Meeting the training needs of student-leaders 3.2 Student-leaders can perform more effectively	3.1.1 Collect opinion from teachers and students 3.2.1 Collect students' and teachers' feedback	Working group	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	
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	5.1 Adopting mentor-mentee concepts in different communities or organizations within school. 5.2 Enhancing the culture of mentoring in school	5.1 Count the number of mentor-mentee connections made. 5.2 Observe the impact of mentor-mentee relationships within school	5.1.1 Staff Development 5.1.2 Extra-curricular Activities 5.1.3 Guidance and Discipline 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 and the Hong Kong Award for Young People.  6.2 To distribute information more effectively among the school  6.3 To subsidise student leaders to participate in off-campus leadership programmes.	6.1 Students are more willing to take part in these schemes.  6.2a Performance of students nominated. 6.2b The publicity of external leadership schemes.  6.3 Performance of students nominated.	6.1 Record the number of nominations and enquiries made.  6.2 Collect feedback from participants and the organizing parties.  6.3 Collect feedback from participants	Careers and Guidance Team  Extra-curricular Activities  Careers and Guidance Team	Contact with external organizations

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

Targets/ Objectives	Possible Strategies	Success Criteria	Methods of Evaluation	People in charge	Resources Required
7. Enhancing teachers mentoring skills	7.1 Staff training in leadership related topics such as coaching, mentoring and 7 habits.	7.1 Understanding of concepts in coaching and mentoring.  7.2 Increase teachers' awareness of putting mentoring into practice.	7.1 Questionnaires are collected after training sessions from teachers.  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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