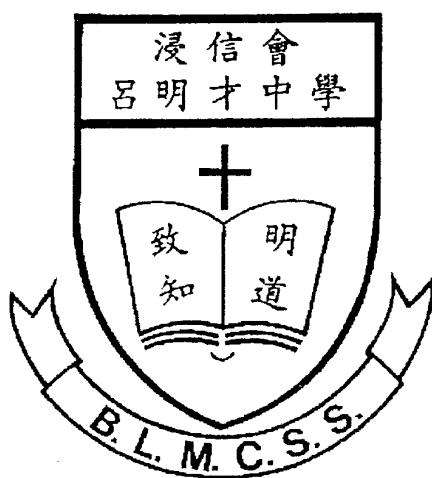


Baptist Lui Ming Choi Secondary School

浸信會呂明才中學



Annual School Plan

(2014 - 2015)

Baptist Lui Ming Choi Secondary School

Background

Baptist Lui Ming Choi Secondary School is a government-aided Christian co-educational grammar 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 activities 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 of guidance/counseling and discipline with a focus on group discipline and individual growth and counseling
 - ☞ Authentic student guidance through extra-curricular activities, building good teacher-student rapport
 - ☞ Care for students' needs for spiritual development
 - ☞ Focus on home-school cooperation and communication with parents

Baptist Lui Ming Choi Secondary School

Annual School Plan (2014-2015)

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"> - Students are able to beware of the importance of disciplined school life - Students are satisfied with the appropriate relationship with their schoolmates - Teachers appreciate the workshop/ talk 	<ul style="list-style-type: none"> - Teachers' observation - Students' feedback - Questionnaire 	Whole year	Guidance and discipline team	
	- To develop disciplined learning routine in academics and non-academics aspects by subject teachers and ECA teachers			Whole year	<ul style="list-style-type: none"> - Academic affairs team - Extra-curricular activities 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	

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 the performance of assignment and assessment	- Interview with the low achievers - Teachers' observation	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	- Questionnaire	- Nov. - Second term	- Guidance and discipline team - Academic affairs team	
	- To foster student leaders 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 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"> - Teachers' observation - Questionnaire 	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. 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"> - Students' feedback - Teachers' observation - questionnaire 	Whole year	Life education team	
	- 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.			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		

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"> - Students' feedback - Teachers' observation - questionnaire 	Second term	Campus development team	
	<ul style="list-style-type: none"> - To facilitate compromised classroom discipline rules in each classes of junior form - the value of the rules behind is introduced 			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"> - Teachers' observation - Questionnaire 	Whole year	<ul style="list-style-type: none"> - Life education team - 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	<ul style="list-style-type: none"> - Life education team - Careers and guidance team 	Personal growth portfolio

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

Core value: 非以役人 乃役於人 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, 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 noticeboard, 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 noticeboard, etc.</p>	Principal & Vice-principals	<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>2.2 Close up interviews and introduction of Outstanding Student Awards, 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</p> <p>2.2b A more honourable community of the outstanding students.</p>	<p>2.1 Collect students' feedback through facebook notice board, etc.</p> <p>2.2.1 Count the hit rate of various public presentations.</p> <p>2.2.2 Nomination can be made by fellow schoolmates.</p>	<p>Public Relations & Publications Team</p> <p>Public Relations & Publications Team</p>	<p>Video-shooting and editing resources</p>

Targets/ Objectives	Possible Strategies	Success Criteria	Methods of Evaluation	People in charge	Resources Required
2. Promoting key values of a "LMC Servant-Leader" cont'	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 2.3.2 Observe students' behaviour towards Service Scheme.	Life Education Team	Funding for publication
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.	3.1 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 relationship 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, the Hong Kong Award for Young People, etc 6.2 To distribute the information more effectively among the school 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. 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/ Working group Working group Careers and Guidance Team	Contact with external organizations

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, 7 habits, etc.	7.1 Understanding of concepts in coaching and mentoring. 7.2 Increase of teachers' awareness in putting mentoring in 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

Notes on Methods of evaluation:

The main methods used in evaluation of the plan are as follows:

1. Questionnaires
2. Observations of change in behaviours, values and attitudes
3. Students' feedback

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