



Baptist Lui Ming Choi Secondary School

Evaluation of School Development Plan (Major Concerns)

2010-2011

Evaluation of Annual School Plan (2010-2011)

Major Concern I: Broadening Horizons

1. In-house promotion

Strategies	Success Indicator	Evaluation
(1) Books purchase and borrowing service	Students are able to acquire the knowledge	Done. More books related social issues will be purchased in next year.
(2) Display boards about current affairs	Students' awareness of social issues	Done.
(3) Book fair	Students showing interest in reading	Done.
(4) Provide teachers with the latest CPD information	Teachers' higher awareness of social issues	Done.
(5) Issue discussion board	Students' awareness of social issues Quality of comments	Students' comments towards social issues were posted in LS magazine.
(6) Study Tour to Taiwan	Students are willing to share their experience and able foster a deeper understanding of the Taiwan culture and society	Done. Students concerned shared their experience through assemblies and publications.
(7) Weekly assembly	Students expressing awareness of the social issues	Done. Some NGOs were invited to share their working experience.
(8) LS Society	Leadership training	Done.

2. Issue Concerned: Promoting Extramural activities

Strategies	Success Indicator	Evaluation
(1) Encourage students to participate in extramural activities sponsored by various organizations	Students expressing awareness and understanding of current affairs and societal changes and development	Done. Students were willing to participate in extramural competitions and activities.
(2) Participate in Oxfam interactive learning activities	Students taking the lead in serving the society	Done. All F.2 students joined the role-play game.
(3) Participate in talks organized by various external organizations	Students better understanding the society	Done. More than a hundred students joined seminars organized by various external organizations.
(4) Top 10 News Stories Election	Students expressing awareness of current affairs	Done.

Major Concern II: Sex Education

Strategies	Timetable	Success Indicator	Evaluation
(1) Related theme-based morning assemblies	OCT 10-MAY 11 (app. 4- 5 times)	Majority of the targeted students have positive feedback towards the activities arranged.	Completed. The feedback was positive.
(2) Talks and workshops by the involvement with external agencies and specialists including End Child Sexual Abuse Foundation, Mother's choice and Touch Counseling Centre	Sex Education Week in MAR 2011	Majority of the targeted students express awareness and understanding of the major concepts of the various domains of sex education Students are able to develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework. Sex is no longer a taboo subject and a healthier and more responsible attitude toward sex is implanted.	<u>Form 1 – Sexual Harassment & Sexual Curiosity Talk</u> ➤ It was the first time to have both boys and girls attend the workshops together so as to let them learn about the thoughts and feelings of the opposite gender. ➤ The workshop was conducted by Ms. Chan WY and Mr. Kwok YW. Positive feedback was received. <u>Form 2 – Sex Education Workshop by Atty Ching</u> ➤ Since the content was not suitable for Form 2 students and the speaker usually required longer time for both her presentation and Q & A session, the team would look for another speaker for the workshop next year. ➤ Students benefited greatly from their class teacher's personal experience and sharing though time seemed to be insufficient.
(3) Related theme-based class teacher periods	SEP 10-MAY 11	Majority of the targeted students are able to identify the values embedded in particular life events. Students are able to develop proper beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.	➤ Since the content was not suitable for Form 2 students and the speaker usually required longer time for both her presentation and Q & A session, the team would look for another speaker for the workshop next year. ➤ Students benefited greatly from their class teacher's personal experience and sharing though time seemed to be insufficient. <u>Form 3 - The talk on "Pornographic Culture in Mass Media" given by The Society for Truth and Light".</u> ➤ The talk was good but the speaker's delivery skill was a bit weak. <u>Form 4</u> ➤ The weekly assemblies by Mother's Choice and class teacher period on "Be a Responsible Lover" were both good with positive feedback. ➤ As for the talk on "Homosexual Myth", it was not as good as expected and the team would look for another organization next year. <u>Form 7</u> ➤ "Beauty and Health Workshop" for Form 7 girls was canceled as the speaker was sick.

Strategies	Timetable	Success Indicator	Evaluation
(4) Collaborate with Parents Association and external organizations implementing a workshop for couples offering a perspective and tools to enhance and deepen the relationship	Sex Education Week in MAR 2011	Parents are able to develop a committed relationship.	Completed. The feedback was positive.
(5) Display boards and notice boards about sex education	Sex Education Week in MAR 2011 OCT 10-MAY 11 (if necessary)	Majority of the students concerned have positive feedback towards the activities arranged.	No display board was borrowed from the Family Planning Association as the content was not appropriate and whether students would be interested was also considered.
(6) Collaborate with Staff Development Team implementing comprehensive school-based sex education workshops about sex education for teachers	Staff Development Days as scheduled	Teachers are able to deliver accurate sex and moral education and concepts to students.	Completed. The feedback was positive.

Overall evaluation:

1. From the end of year survey, teachers concerned agreed that the strategies had been fully implemented.
2. They also agreed that the current curriculum had been comprehensive.

Overall recommendation:

1. In the process of implementing the activities, we understand what makes sex education a success is attributed to the co-operation with different educational organizations and partnerships.

Major Concern III: Caring Campus

1. Issue Concerned: Sense of belonging to the class/ the school

Strategies	Timetable	Success Indicator	Evaluation
(1) Formulating class rules	Sep 10	Students are able to adapt to the school life and have a sense of belonging to the class	Completed. It was suggested more promotion with additional supporting materials given to class teachers should be done next year.
(2) Care for F.1 students	Start from Aug 10		Students concerned were able to adapt to their new campus life. It was agreed that the Peer Support Scheme had particularly helped most F.1 students experience the support from senior students. They felt better and released at the beginning of the school term.
(3) Talk on “Caring Campus” at retreat	Aug 10		
(4) To foster the bonding of teachers	Whole year		The Staff Development Team had contributed a lot of effort into fostering the bonding among teachers - no matter via teaching workshops, teacher’s cell group activities or SOS prayer groups. It was reported that teachers concerned had enjoyed teaching in the school.

2. Issue Concerned: Leadership training for Caring Campus

Strategies	Timetable	Success Indicator	Evaluation
(1) Training Day for Caring Campus Ambassadors (CCA)	Oct10	Student leaders are willing and able to take up the role of Caring Campus Ambassadors.	Completed. F.1 to F.3 ambassadors had successfully promoted the culture of "Love Your Neighbor". It was suggested more training should be given.
(2) Training for Peer Support Scheme tutors	Aug 10		Completed. The training was well planned. Students concerned agreed that various communication skills and the positive attitude on caring and helping others had been strengthened.

3. Issue Concerned: Better teacher-student relationship

Strategies	Timetable	Success Indicator	Evaluation
(1) Form Association fund-raising ball games activities with teachers and parents' participation	Jun 11	Activities for students and teachers are completed successfully.	The F1.and F.2 ball games activities was a successful fund-raising event and most F.1 and F2 students and teachers had attended the activity. It is evidence for the good relationship between teachers and students.
(2) Festive activities (e.g. celebration of Christmas Party, Teachers' Day)	Throughout the year		Almost completed. Festive activities such as Teachers' Day and Christmas Party had been organized. Parents' Association had presented some fruit and morning sharing to express gratitude towards school staff. Parents' Association had successfully organized a Christmas Party and there were over 200 parents and students participating in this joyful event.
(3) Care for F.5 and F.7 graduates	Jan 11/ Mar 11 Mar/11		Completed.
(4) Alumni's sharing	Dec/10 and Apr/11		The Alumni Day 2011, which provided a platform to both alumni and teachers to share and communicate with each other, was a huge success. Careers Day held on the same day was also a great success. Over 100 alumni came back and shared their working experience with F.4-7 students. It was reported over 90% of respondents had found the sharing useful and meaningful.
(5) Thanksgiving day to be arranged by PTA and SU			

4. Issue Concerned: Care for schoolmates

Strategies	Timetable	Success Indicator	Evaluation
(1) Care for SEN schoolmates (students with special educational needs)	Aug 10	SEN students feel support from fellow schoolmates.	Almost completed with the concerted effort of class teachers, parents, the social worker and the SEN working group. Most SEN students felt support from fellow schoolmates.
(2) Care for F.1 students	Throughout the year	Weaker students show improvement in their studies. Students show higher self-esteem.	Weaker students showed gradual improvement in their studies. Students showed higher self-esteem. They could accept who they were and they expressed that they had enjoyed studying in school.
(3) Care for students with lower learning abilities	Throughout the year	Parents of SEN students are satisfied with the support given by the school.	All parents of SEN students were satisfied with the support rendered by the school.
(4) Care for F.5 and F.7 graduates	Jan 11/Mar 11	F.5 and F.7 students feel that the school is caring.	Most F.5 and F.7 students felt they had been loved and found the School caring.

5. Issue Concerned: Care for the community

Strategies	Timetable	Success Indicator	Evaluation
(1) Visits to homes for the elderly, special schools, schools in the Mainland	By Christmas 11 or during CNY in 2011	Students are eager to serve the community.	Participants including over 40 students and their parents joining the mainland visit and caring tour had shared that they had learnt more about the needy and they were more willing to help others.
(2) Fund-raising flea market for mainland students	Feb 11		A flea market was successfully held by the F.1 and F.2 form associations and over \$22130.7 was raised.

6. Issue Moral education

Strategies	Timetable	Success Indicator	Evaluation
(1) “Love is Power” series in assemblies with teachers’ and parents’ sharing	Throughout the year	Students can appreciate the power of love and the importance of a caring campus.	F.1 and F.2 Civic Education lessons promoted the anti-bullying message. Most students agreed that the message “Love is Power” had been well-received. The attempt was worthwhile and the strategies would be further developed.
(2) “No Bullying” scheme incorporated in Civic Education syllabus or assemblies			
(3) “Caring Campus” programmes by Campus TV			
(4) Form teacher periods and weekly assemblies with the theme “Love Yourself. Love Your Neighbors”			

7. Parents Education

Strategies	Timetable	Success Indicator	Ways to Measure
(1) Talks and Workshops	Throughout the year	Parents can appreciate the power of love and the importance of a caring campus.	Parents appreciated most talks especially the talk on Parents Night titled “Love is Power”. An article about the importance of the love and care in a family was published in the parents' newsletter.

Overall Evaluation

1. Almost all the planned measures were carried out successfully.
2. Different team members contributed much effort and time on designing and carrying out the caring culture activities.
3. The effect is hard to be measured while most students, teachers and parents concerned agreed that it was worthwhile to promote the caring culture at school.
4. Service teams such as Caring Campus Ambassadors and Peers Support Scheme helped a lot in promoting a caring campus.

Overall recommendation

1. It is advisable to expand the Caring Ambassador Team including F.1 to F.3 students.
2. It is advisable to provide more supportive materials for class teachers on how to build a strong bonding and class rules.
3. Workshops on catering for students with special educational needs should be organized for tutors and ambassadors in the coming year.