



School Development Plan

5-school-year period
(2018/19 - 2022/23)



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 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 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)

Educational beliefs:

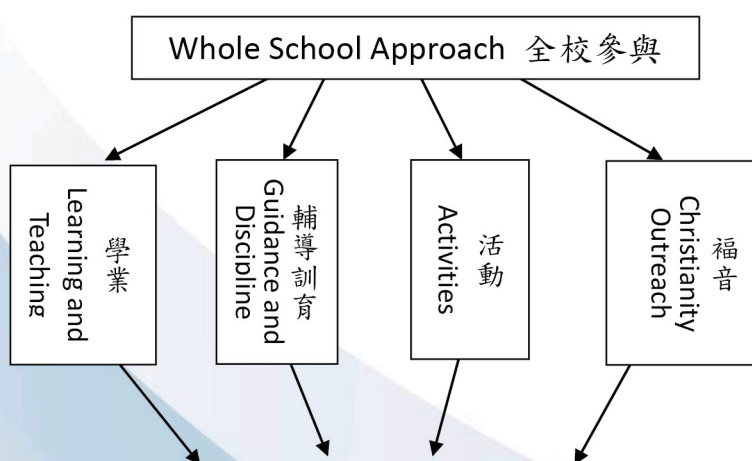
- ✧ Equal emphasis on academic attainment, moral and life education, spiritual formation and activities which constitute the 'Four Pillars' of the basis of a whole-person development of the school
- ✧ Students' active learning and thinking, knowledge construction and personal talent development, offering 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

Our goals

To oneself	:	To establish a healthy and positive self-image
To family	:	To be devoted, thoughtful and considerate
To studies and careers	:	To be earnest and responsible
To people	:	To be cooperative and build a harmonious relationship
To society	:	To participate with enthusiasm and deliver positive influence
To nation	:	To be faithful and committed
To the world and mankind	:	To show genuine concerns
To God	:	To maintain 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 and 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 (physically, mentally and spiritually), studies and careers, people, society, nation, 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

Form	Spiritual Education	Intellectual, Physical, and Aesthetic Education	Moral and Social Education
F.1	* Understand the existence of God * Introduce the life of Jesus and important events * Gospel (knowing the constraints of man)	* Acquire study skills for different subjects * Establish an effective learning routine * Encourage extensive reading * Emphasize thorough comprehension * Develop self-efficacy * Develop skills in various aesthetic aspects and cultivate an aesthetic sense * Provide physical fitness training * Gain exposure to and acquire the skills of different types of athletics and ballgames	* Refine, conduct and comport oneself in a well-disciplined manner * Dedicate oneself to a rich campus life * Build up a sense of achievement * Develop and maintain good life routine and habits
F.2	* Understand the relationship between faith and individual	* Promote active learning * Encourage extensive reading * Emphasize thorough comprehension and analysis * Cultivate an interest in learning * Enhance self-learning ability * Develop skills in various aesthetic aspects and cultivate an aesthetic sense * Provide physical fitness training * Gain exposure to and acquire the skills of different types of athletics and ballgames	* Build up confidence and a healthy and positive self-image * Cultivate a sense of responsibility * Maintain a harmonious relationship with others (including peers, teachers and family)

Form	Spiritual Education	Intellectual, Physical, and Aesthetic Education	Moral and Social Education
F.3	* In quest of God, seek and experience His existence	* Understand one's potential, build on strengths, improve on areas of weakness and pursue balanced development * Emphasize thorough comprehension, analysis, and applications * Encourage extensive reading * Provide physical fitness training * Gain exposure to and acquire the skills of different types of athletics and ballgames	* Enhance independence and self-discipline, including emotion management * Hold fast to what is good under the influence of popular culture * Respect others
F.4	* Deepen the faith * Give testimonies of a life of faith * Learn to walk with and commit to God	* Master study skills for different subjects and techniques on constructing knowledge * Cultivate a studious learning attitude * Be a serious and earnest learner * Put knowledge into practice	* Be willing to serve and commit to the school and community * Nurture leadership qualities * Broaden horizons and enrich minds
F.5-6	* Introspect oneself (own sense and faith) * Commit to God	* Develop independent thinking, decision-making skills, problem-solving skills and creativity * Develop skills in various aesthetic aspects and cultivate an aesthetic sense * Gain exposure to and acquire the skills of a wider variety of physical activities * Develop a regular exercise habit	* Be faithful to the school, the family and the country * Commit oneself to the country and the world * Be able to get along with people in the community * Formulate action plans for own future, on further studies, careers and family * Nurture the fullness of life by developing the courage to uphold ethical values and a sense of commitment

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Team / Department
Major Concern: (1) Skill-based Learning and Teaching for the future 能力為本的學與教			
1.1 4Cs Skill and Learning Self-reliance in classrooms 4Cs includes <u>C</u> ritical Thinking and Problem Solving, <u>C</u> ommunication & Media Fluency, <u>C</u> reativity and Innovation, <u>C</u> ollaboration (Teamwork and Leadership)	Partly Achieved	1. Implementing in F.1-2 (18-19), F.1-3 (19-20) 2. Aiming at attaining the objective and drawing the conclusion in every lesson, plus getting students' learning reflections upon completion of a unit 3. Establishing the TFT committee to monitor, supervise and evaluate the development process. 4. Developing teachers with ● Science of 4Cs and regulated learning (learning reflection) skills ● Micro-teaching / facilitating skills	Academic Affair Team Panel heads
1.2 <u>C</u>omputing & ICT Fluency Information Literacy (access and evaluate information, use and manage information) ICT Literacy (apply technology effectively)	Partly Achieved	Introducing the BYOD scheme : Students will be allowed to use electronic devices (notebook computer) on campus on voluntary basis in 6 years for educational purposes. Preparation, policy-making, support measures, consultation, Planning ● Trial 1 (e.g. 2 classes) ● Trial 2 (e.g. 2 forms)	IT in education Team Panel heads
1.3 <u>C</u>areer & Life Planning Flexibility & Adaptability, Adapt to Change, Be Flexible, Manage projects and produce results	Achieved	1. Introducing "Career Mentor Scheme": (F.5 2 nd term + F.6 : academic and career guidance by subject teachers in groups of not more than 12) 2. Promoting Life-wide Learning activities with career education in subjects	Career and Guidance Team Panel heads

Major Concerns	Extent of targets achieved	Follow-up action	Team / Department
Major Concern: (2) Professional Learning Community 專業學習社群			
2.1 Creating time and space for teachers and students	Achieved	1. Introducing time-management tactics for F.1-2 students 2. Enhancing study skills for F.1-2 students 3. Timely reviewing the workloads of both teachers and students and initiating measures and changes to create more time and space for them.	Administrative Council Life Education Team Academic Affair Team
2.2 Professional Development and Interflow within school	Achieved	1. Promoting subject-based collaborative lesson studies (18-19, F.1; 19-20 : F.1-2 ; 20-21 : F.1-3) in each form 2. Establishing open-classroom culture 3. Enhancing appraisal class visits with pre-lesson meeting, class visit and post-lesson meeting 4. Promoting knowledge management and sharing within subjects and in school 5. Developing teachers with skills of ■ Lesson observation (議課、評課) ■ Knowledge management	Staff Development Team Panel heads
2.3 Professional Development and Interflow beyond school	Partly achieved	1. Joining the HKAHSS Self-regulated learning Festival (open classrooms and professional talks) 2. Connecting with secondary schools nearby and/or in different districts. 3. Connecting with universities and professional bodies in teaching. 4. Joining Sister-school schemes	Staff Development Team Panel heads Public Relation and Publication Team

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	● Adopting a humanistic approach, the school has clear vision, mission and goals for school development. ● The school succeeds in eliciting support from other stakeholders, such as parents and alumni in running related activities, putting the whole-school approach in practice. ● With the setting up of the School Development Unit under the Administrative Council, a mechanism to coordinate the work on SSE including data collection and analysis, discussion sessions, and staff development to enhance teachers' awareness of self-evaluation is in place. ● Amid an atmosphere of trust and respect, distributed leadership is well practised in the school such that school operations are well managed at different levels including IMC, Principal & vice-principals and the middle managers.	● The decision-making process should be made more transparent. ● The SSE mechanism should be further strengthened for the continuous development of the school. ● More empowerment of the middle managers to execute and implement as well as the evaluation of the overall effectiveness of student services and L&T should be given. ● Enhancement of the effectiveness of the staff appraisal system should be made. ● More deliberate attention should be given to the directional planning on L&T.
2. Professional Leadership	● 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 teacher population are Christians, the school has provided a supportive environment for staff's personal and spiritual growth.	● Acknowledgement of teachers' performance should be enhanced, especially for the young teachers. ● Peer observation within and across panels needs to be strengthened for the exchange of information and ideas and enhancement of professional development on teaching strategies. ● To accelerate L&T development, more professional sharing, at both the departmental and school levels, on learning and teaching strategies has to be deliberately arranged. ● Comments and suggestions requested by students and parents are not well considered by the school. Proper channels and appropriate responses towards them should be developed.
3. Curriculum and Assessment	● Curriculum planning is underpinned by the school mission to provide an all-round education based on Christian values. A curriculum with equal emphasis on academic attainment, life education, and spiritual formation is practised in the school, which helps to provide broad and balanced learning experiences to all students. ● The LAC Committee has enhanced the smooth implementation of EMI of the school. Immense focus has been put in the development of an English-rich environment in school. ● The school has a clear assessment system which includes the use of both summative and continuous assessment to assess student learning outcome. Varied modes of assessment are used to assess students' performance in projects, homework, class participation, etc. ● School Report Card and Student Learning Profile give students and parents a comprehensive profile of student performance.	● Strategic planning with a framework of targeted skills and measures for different levels could be formulated in the curriculum to equip students with skills for self-directed learning. ● Comprehensive support with curriculum enhancement should be given to gifted students. ● English environment can be further enriched to cultivate students' habit of using English in their daily life. ● Teachers' professional training and sharing on curriculum adaptation and pedagogy to meet the needs of individual students

4. Student Learning and Teaching	● Teachers are experienced with strong professional knowledge. They are friendly, approachable, displaying a committed and responsible attitude toward teaching. ● Lessons were 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 was 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 is very positive. They are highly attentive and could stay on-task during lessons. They often complete their assignments seriously.	● Interactive learning environment with constructive and specific feedback to facilitate active learning, critical thinking, creativity and problem solving, especially for the higher achievers or the gifted should be provided. ● More opportunity for students to apply their knowledge and skills, to collaborate and share ideas with peers in the learning process, and to display learning outcomes should be provided during lessons. ● Promotion of active self-directed learning with appropriate pre-lesson, in-lesson and post-lesson learning experiences and activities should be made. ● Further enhancement of teachers' strategies to cater for learner difference in the classroom is needed.
5. Student Support	● 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. ● 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) and life-wide learning programmes is offered to cater for students' diverse needs and interests. The effectiveness of ECAs is evaluated with in-depth reflection. ● The school has rendered aptly support to the new comers, lower-achievers and SEN students. The integrated education has been effectively put in place. ● A range of programmes has been organised to establish a culture of servant-leadership in the school. These arrangements have provided valuable learning experiences of students and helps broaden their horizons and enhance their leadership attributes. ● Parents show great support to the school. They participate actively in parents' night, interest groups, parents' fellowship and various volunteer services.	● Further facilitating environment for broadening their horizons and extending their potential to the fullest is needed. ● Enhancing school-based pull-out and off-site gifted programmes for multiple intelligences should be stressed. ● More support to lessen the anxiety of students in public examination should be given.

6. Partnership	● 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 students 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.	● Community networks should be established and responses should be given to fulfil their needs. ● With the support by the professionals in the IMC, collaboration with tertiary institutes could be further developed to enhance professional development in L&T. ● 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 should be provided.
7. Attitude and Behaviour	● 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.	● Self-management with high motivation and proactivity, strategic planning and effective reflective practices should be developed. ● Positive attitudes towards challenges and risks with passion and courage should be adopted.
8. Participation and Achievement	● Students are highly motivated to learn and are self-disciplined. 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 take up different leadership roles, render support to the junior form counterparts and organize activities to enrich the school life. ● In the past three years, both the percentage of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses were well above the territory averages of day school students. ● Student leaders demonstrate high leadership quality and are able to take care of junior students; they serve as good models. ● Students showed outstanding performance in mathematics, science, sports, drama, robotics, Red Cross and bridge competitions. They get awards and merits ,being Hong Kong representatives in competitions.	● Proper use of computer or electronic devices is to be encouraged and promoted especially in lower forms. ● Participation of students in uniform groups is to be further enhanced. ● Life-wide learning in country-wise and international levels is to be promoted. ● Striving for breakthroughs in academics in terms of DSE results and value-added performances should be made. ● Students should be further trained to be out-spoken and confident to express ideas and discuss with others in an appropriate way.

SWOT Analysis

Our Strengths (Internal Audit) 1. Sharing a common vision and mission, the School and staff work with a common 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. The School is blessed with capable teachers and students. A benign interaction and a strong bond between students and teachers has been established. 3. A curriculum for all students was 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. 4. Appropriate staffing is found. Three vice-principals oversee the academic, personal and social, and careers development of students. 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.	5. Guidance and Discipline Team offers effective and efficient responsive services to students with problems such as SEN, behavior problems, depressed and academically at risk. 6. A wide range of academic societies, service groups, interest clubs and sports teams are available for students, thereby developing their potentials and leadership. 7. Fruitful learning experiences inside and outside school and a caring environment are provided for the task of their crystallization in the stage of exploration. 8. Students respect teachers and they tend to follow instructions of the school. The academic and non-academic performance and achievement is well above the territory average. 9. 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. 10. Whole-person and whole-school approach in guidance and counseling is adopted. Teachers have strong beliefs to facilitate student development other than academic performance. 11. Class-teacher policy is strong and effective. Caring and loving atmosphere in class was easily found along all forms. 12. There will be a big improvement in the learning environment on school campus with the new-annex building, modified special rooms and updated facilities.
Our Weaknesses (Internal Audit) 1. The diversity of student abilities is becoming larger and teachers find it difficult to cater individual needs of students both in and outside classrooms. 2. As the number of students decreases in the past few years due to the drop of population in Hong Kong, there is an increasing number of conflicts among ECAs for the same number of ECAs remains. 3. The high-stake public examination makes students and teachers focus too much on academics and there is a decrease in participation and performance in activities. 4. Owing to the abrupt changes in the economic situation, more students are deprived of the opportunities in joining life-wide learning activities. 5. The regular activities and functions held can be better streamlined and coordinated to enhance efficiency and cost-effectiveness. 6. 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.	7. Students are, in general, lack of management skills including time management, project learning, wealth management and study skills. 8. 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.

Our Opportunities (External Audit) 1. The government has provided quite a lot of resources to the school such as increasing the number of regular teachers, introducing SEN Coordinator, providing concurrent subsidy for air-conditioning. Also, the QEF has reserved HKD 2,000,000 for each school to carry out new educational initiatives from 2018-2020. 2. There will be an increasing number of S1 students in the coming 2 to 4 years. 3. The Implementation of NSS requires teachers to review their pedagogies and assessment methods and to have great collaboration. 4. 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 provide a platform of need for individual student planning ISP with lots of reflective practices. 5. 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. 6. As observed, an increasing number of students is motivated to participate in OLE activities under the implementation of SLP. Also, there is an increasing number of programmes provided by local NGOs and companies.	7. The implementation of OLE offers a curriculum-based design of lessons, activities and programmes to all students in a coherent way. 8. The school is linked with two nominated primary schools of high reputation. 9. Members of the Tolo Harbour Rotary Club has provided 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 specialization and implementation in their careers development. The school may highly focus on their stage of crystallization indeed. 11. External professional support and funding are available for school development. 12. The Parent Association has enhanced parents' understanding of the school and strengthened communication. 13. A sustainable and well-managed Alumni entity constantly seeks to provide value-added opportunities and services to the programmes.
Our Threats (External Audit) 1. 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. 2. Hong Kong students in general are under stress from parents, friends and society in dealing with studies and choice making. 3. Workplace changes a lot in terms of both opportunities and nature in the context of globalization. 4. Students are facing challenges upon the use of information technology such as smart phones and the Internet. The appropriate use of IT is addressed. 5. Attending external tutorial classes is a very popular phenomenon in Hong Kong. Students may spend too much time on it. 6. Generally, the society upholds the values of fast-responding, effectiveness and efficiency. Students may underestimate the importance of goal-setting and planning which to them is rather distant. 7. A keen competition with DSS schools and international schools in terms of facilities and curriculum.	8. Parents tend to focus on academic development of their children only with a little concern on their career development. 9. The society tends to uphold a singular but dominant value of judgment in career choice and offer very limited categories 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. 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. 10. Workloads of teachers are huge in facing 334 initiatives such as HKDSE, new syllabus, SBA, OLE, SLP and JUPAS system.

Major Concerns for 2018-2023

Teach for Tomorrow

Learn for Tomorrow

為未來而教。為未來而學

Major Concern: (1) Skill-based Learning and Teaching for the future 能力為本的學與教

Targets/Objectives	Possible Strategies	Time Scale				
		18-19	19-20	20-21	21-22	22-23
1.1 4Cs Skill and Learning Self-reliance in classrooms 4Cs includes <u>C</u> ritical Thinking and Problem Solving, <u>C</u> ommunication & Media Fluency, <u>C</u> reativity and Innovation, <u>C</u> ollaboration (Teamwork and Leadership)	(1) Develop and enhance “To learn, To Think and Collaborate & To Express” (學思達), “Flip-the-classroom”, “Self-Regulated Learning (SRL)”, “STEM” and “Collaborative Learning” among subjects concerned in the school curriculum ● Increase the coverage of implementation in terms of lesson time, level and content. ● Enhance the teachers’ capacity in teaching profession ● Upgrade the effectiveness and efficiency of teaching and learning of subject contents and the 4Cs. (2) Encourage innovative learning/teaching strategies at subject level. (3) Establish Teach-for-Tomorrow (TFT) committee to monitor, supervise and evaluate the development process. (4) Enhance school facilities and administrative support measures to facilitate learning and teaching of 4Cs and SRL. (5) Develop competence-based curricula	✓	✓	✓	✓	✓
1.2 Gifted Education	(1) Promote off-site gifted programmes (2) Promote pull-out activities and programmes through various subjects and ECAs (3) Appreciate and recognize the gifted students in academic domains					✓
1.3 Computing & ICT Fluency Information Literacy (access and evaluate information, use and manage information) ICT Literacy (apply technology effectively)	(1) Promote and enhance the curriculum of information literacy among subjects (2) Enhance computing and ICT skills in learning and research in subjects (3) Promote appropriate use of IT in daily lives in ICT and Discipline and Guidance Team (4) Promote BYOD (Bring Your Own Device) to cultivate a learning environment with ICT	✓				
1.4 Career & Life Planning Flexibility & Adaptability, Adapt to Change, Be Flexible, Manage projects and produce results	(1) Introduce Career Mentor Scheme with career guidance and life planning in whole-school approach. (2) Promote life-wide learning activities with career education in subjects	✓	✓	✓	✓	✓
1.5 Cross-cultural Understanding	(1) Enhance study tours in term of popularity, breadth and depth and integrate the content with service learning and career education. (2) Cultivate the cross-cultural understanding and promote exchange experiences with ASF, NET, CNET and exchange students (3) Optimize English and Liberal Studies curriculum with elements of cross-cultural understanding. (4) Introduce other languages (5) Join sister-school schemes	✓	✓	✓	✓	✓

Major Concern: (2) Professional Learning Community 專業學習社群

Targets/Objectives	Possible Strategies	Time Scale				
		18-19	19-20	20-21	21-22	22-23
2.1 Creating time and space for teachers and students	(1) Improve the effectiveness of school administrative work to increase the preparation time for teaching	✓	✓	✓	✓	✓
	(2) Improve the effectiveness of student learning activities and provide more space and time for different modes of student learning	✓	✓	✓	✓	✓
2.2 Professional Development and Interflow within school	(1) Promote subject-based collaborative lesson studies (18-19 : F.1; 19-20 F.1-2; 20-21 F.1-3) in each form	✓	✓	✓	✓	✓
	(2) Establish open-classroom culture focusing on teachers' strategies and students' learning	✓	✓	✓	✓	✓
	(3) Enhance the effectiveness of class visits with pre-lesson meeting, class and post-lesson meeting.	✓	✓	✓	✓	✓
	(4) Promote knowledge management and sharing within the subject and in school	✓	✓	✓	✓	✓
2.3 Professional Development and Interflow beyond school	(1) Connect with secondary schools nearby and /or in different districts	✓	✓	✓	✓	✓
	(2) Connect with universities.	✓	✓			
	(3) Connect with professional agents in teaching.	✓	✓	✓	✓	✓
	(4) Promote professional training courses from EDB and other teaching communities	✓	✓	✓	✓	✓

Key changes :

- (i) A paradigm shift from Teaching to Learning (Who), Mainly Knowledge to Balanced Knowledge-and-Skill (What)
- (ii) L&T reform on teaching strategies and methods (How)

END