Baptist Lui Ming Choi secondary School

Annual School Plan (2022-2023)

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Major Concerns

1. **Skill-based Learning and Teaching for the future**

能力為本的學與教

- Active learning 自主學習
- 7Cs (Critical thinking and Problem Solving 明辨性思維及解難, Collaboration 協作, Creativity and Innovation 創意及創作 and Communication and Media Literacy 溝通及傳媒素養, Computing & ICT Fluency 電腦及 ICT 素養, Career & Life Planning 生涯工作與人生規劃, Cross-cultural Understanding 跨文化理解)
- Teaching effectiveness 教學效能

2. **Professional Learning Community**

專業學習社群

- Participatory Reflection and Action 實踐反思及行動
- Knowledge Management 知識管理 (Creating, Exchanging and Sharing 創新、交流、共享)

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required

1.1 **4Cs Skills and Learning Self-reliance in classrooms**
 	
4Cs include **C**ritical Thinking and Problem Solving, **C**ommunication & Media Fluency, **C**reativity and Innovation, **C**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.
	
	a. Increase the coverage of implementation in terms of lesson time, level and content.
	   (i) Level: F.1-3
	   (ii) Contents: new chapter / section / unit in each level every year
	   (iii) Lesson time: Balance between teacher-centered and student-centered learning activities
	
	b. Enhance teachers' skills in teaching through applying
	   (i) 4Cs and self-regulated learning such as metacognition and learning reflection
	   (ii) Micro-teaching skills and learning facilitating skills
	
	c. Increase the effectiveness and efficiency of teaching and learning of subject contents and the 4Cs.
	   (i) Aim at attaining the objectives and drawing the conclusion in every lesson, plus getting students' learning reflections upon completion of a unit
	   (ii) Develop a set of standards and progressive objectives for 4Cs skills and Learning Self-reliance
	   (iii) Integrate 4Cs skills in the subject curricula.
		a1: All subject panels propose plans in the scheme of work for F.1-3.
		a2. Teachers implement the proposed plans in class.
		a3. More than 30% of the lesson is student-centered.
		
		b1. All teachers master the concept of science of collaborative learning and self-regulated learning well.
		b2. 70% of teachers master micro-teaching and learning facilitating skills
		
		c1. In over 30% of lessons, teachers will implement it accordingly.
			a1. Review of the scheme of work of subjects
			a2. Class visits and reports from subject heads
			a3. Class visits and observation
			
			b. Collect comments through questionnaires after staff development activities and year-end teachers' survey.
			
			c1. Class visits and reports from subject heads
			c2. Class visits and observation
				Whole year
				
				SDD in 2021-22
				
				Whole year
					Ho Hau Lai Subject Heads	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	d. L&T development Unit supports as follows: Working Objectives (i) To work closely with community partners for the better use of the IT resources in school and in the community (ii) To establish a good IT culture and promote diverse modes of learning (iii) To develop a creative and vibrant learning environment in school (iv) To assist teachers in enhancing learning and teaching effectiveness (v) To enhance student learning	d1. At least 1 open lesson/training of new L&T tools/methods will be provided by the unit. d2. Teachers obtain the news and training information of innovative L&T provided throughout the year.	d1. Open lessons/training. d2. L & T resources on a website for teachers	Whole year		
4Cs Skill and Learning Self-reliance in classrooms 4Cs include **C**ritical Thinking and Problem Solving, **C**ommunication & Media Fluency, **C**reativity and Innovation, **C**ollaboration (Teamwork and Leadership)	(2) Encourage innovative learning strategies at subject level: (e.g. e-Learning, Self-learning, Collaborative learning, Inquiry-based learning, STEM or STEAM, Read-to-Write Strategy, etc.) Blended learning in the prolonged epidemic condition and even in the normal circumstances	1. All subject panels propose plans in the scheme of work 2. Teachers implement the proposed plans in class 3. Students master the strategies 4. At least one scheme/event of entrepreneurship	1. Review of the scheme of work of subjects Class visits and reports from subject heads 2. Class visits and 3. observation	Whole year	**Ho Hai Lai** Subject Heads	
	(3) Enhance school facilities and administrative support measures to facilitate learning and teaching of 4Cs and SRL. School facilities and arrangements a. Renovate Room 207 to become a classroom with the latest smart blackboard b. Renovate the 1/F garden c. Establish the smart greenhouse d. Introduce activity facilities to the common area between the new annex and the old wing e. Renovate the computer room for effective teaching and learning f. Renovate School Hall for better air conditioning and a new floor for student activities g. Establish QR codes to introduce school facilities h. Establish smart school to enhance conservation of energy and save workload of staff for device management	a. The completed Room 207 with smart blackboard b. The completed 1/F garden c. The established smart greenhouse d. The completed new activities facilities in the common area e. The computer room is renovated with new furniture and setting f. School Hall is renovated with new air conditioning system and new floor g. Some QR codes with the relevant content are placed at the facilities h. Smart devices are installed to classrooms and special rooms such as School Hall	a. Room 207 is renovated. b. 1/F garden is renovated. c. Smart greenhouse is established d. New facilities are added. e. The computer room is completed. f. School Hall is renovated. g. QR codes and the content are prepared and settled at the facilities h. Smart devices are installed in classrooms and special rooms	a. 8/2022 b. 10/2022 c. 9/2022 d. 10/2022 e. 8/2022 f. 12/2022 g. Whole year h. Whole year	**Ngan Shiu Hei** Campus development and facilities management team,	School fund Donation EDB

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	(4) Develop skill-based learning curriculum a. F.1-3 Cross-subject Maker curriculum in DT/VA/CL. b. F.5 English: Reading Across Curriculum c. F.1-F.6 Chinese: Speaking and communication d. F.4 CS: Critical thinking and debating skills e. F.1-6 Archery Inclusive curriculum (i) Archery Skills Development a. Archery will be taught in F.1 to F.6 P. E. lessons with the help of professional coaches. b. Build a school team for students who are interested and talented in archery. (ii) Science Subject Understand the scientific concepts related to archery, such as energy change in archery and the effect of air friction in archery. (iii) Provide a platform for SEN students to exercise and enhance their concentration, communication skills and self-reflection.	a. Students complete a project on a theme they decide. b. Research is done through reading and viewing materials from different sources. c. Presentations, public speaking, and debates will be done in all forms. d. Students apply critical thinking skills, creativity and different perspectives in making decisions and judgments on social issues in lessons or debate competitions. e. (i) ● Students understand the basic techniques, rules of archery, safety precautions and the usage of archery equipment. ● Development of team spirits. ● Consolidate the basic techniques, master advanced skills of archery. (ii) ● F.1 students can point out the energy change in archery that the potential energy is changed to kinetic energy. ● F.2 students can explain how air resistance slows down the arrow and how gravity changes the path of the arrow. (iii) ● At least 15 SEN students participate in the course. ● At least 80% SEN students are satisfied with the course.	a. Project assessment, surveys, and focus interviews b. Discussions or individual presentations on the researched topic c. Class visits and observation, analysis of the intended curriculum d. Class visits and observation, analysis of the intended curriculum e. (i) ● Teachers' observation, students' survey and feedback before and after lessons ● Students' survey and feedback ● Compare the result and performance of inter-house/ inter-class competitions. (ii) ● Students complete the worksheet about energy. ● Students complete the worksheet about force. (iii) ● Teachers' observation, students' survey and feedback before and after lessons. ● Students' survey and feedback	whole year whole year whole year whole year 7/2022-11/2023	**Ho Hai Lai** Lee Ka Ming STEM committee Chew Pi Yun Library & Reading Promotion committee Yip Wai Shan Kan Wing Tung Wong Wing Yan Ngan Shiu Hei Chau Fung Mei	Library Grant LWL grant and QEF

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.2 **Gifted Education**	(1) Promote off-site gifted programmes a. Develop the school-based talent pool	(1) a1. At least 45 students (i.e. about 5% of the whole school) are newly nominated by the teachers to the talent pool. (1) a2. 70% of the students in the talent pool are invited to join the off-site gifted programmes.	(1)a1. Number of the students in the talent pool (1)a2. Number of teachers who have nominated the students (1)a3. Teachers' feedback	Whole year	Tang Ka Ho Gifted Education Committee	DLG / CEG
	b. Construct a Google site providing information about gifted education	(1) b1. The Google site is well known by the teachers and the students. (1) b2. Information (e.g. new off-site programmes) provided in the google site is updated at least weekly.	(1)b1. Website traffic data of the Google site (1)b2. Feedback of students and teachers			
	c. Nominate the potential students to join the gifted programmes	(1)c1. At least 20 off-site gifted programmes are promoted to the students. (1) c2. At least 20 students participate in the systematic off-site gifted programmes courses.	(1)c1. Number of the off-site gifted programmes promoted (1)c2. Number of the students involved in the programmes (1)c3. Questionnaires set to collect participants' feedback after the programme or activity			
	(2) Promote pull-out gifted activities and programmes through various subjects and ECAs.	(2) Each KLA provides at least one pull-out gifted activities or programmes for the gifted students in the curriculum or ECA.	(2)1. Number of pull-out gifted programmes provided (2)2. Teachers' observation and feedback (2)3. Feedback of participants	Whole year	Subject Heads ECA Advisors	DLG/ CEG / LWL
	(3) Appreciate and recognize the gifted students in academic domains. a. Renew students' report cards b. Establish the honour roll	(3) a. Outstanding subjects are highlighted in the students' report cards. (3) b. Top students or high achievers in each form are recognized in the honour roll annually.	(3)1. Teachers' observation and feedback (3)2. Feedback of students and parents	(1) Jan 2023 (2) July 2023	Academic Affair Team	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.3 **Computing & ICT Fluency** Information Literacy (access and evaluate information, use and manage information) ICT Literacy (apply technology effectively)	(1) Enhance computing and ICT skills in learning and research in subjects i.e. Information Literacy, STEM / STEAM, etc. a. Apply IT Innovation Lab project to upgrade the hardware and arrange extra IT courses for students. b. Make use of Maker Lab to promote STEM. c. Cultivate student's STEM literacy through cross-subject STEM activities. d. Encourage students to join external STEM competitions.	a. 1. Provide pull-out gifted programmes for IT talented students. 2. Build a programming team for students. b. Open Maker Lab to students after school for STEM. c. Promote cross-subject STEM activities. d. Join external STEM competitions.	a. 1. Apply for the IT Innovation Lab for the funding of the courses and involve at least 40 students. b. Open at least 1 day per week for students. c. At least 3 cross-subject STEM activities in school d. Join at least 3 external STEM competitions which involve at least 15 students.	Whole year	**Ho Hau Lai** **Ngan Shiu Hei** ICT, STEM and science Subject Heads	IT Innovation Lab project fund
	(2) Promote appropriate use of IT in daily lives in ICT department and Discipline and Guidance Team a. Students' knowledge of effective and ethical use of technology b. Parents' knowledge of e-Learning	a. 1. Assembly for students about proper use of IT devices 2. Embed IL in CVED b. Parents' talk for better understanding of e-Learning	a. 1. Number of assemblies for students about the use of IT devices. 2. Complete the IL content in CVED. b. Arrange Parents' talk for better understanding of e-Learning.	Whole year	**Ngan Shiu Hei** ICT Department Guidance and Discipline team	CITG
	(3) Promote BYOD (Bring Your Own Device) to cultivate a learning environment with ICT **For students and parents** a. Impose supportive measures for students to ensure all students are eligible for e-Learning. b. Establish WiFi environment for students. c. Allow students to use devices in lesson for learning purpose with teacher's permission. d. BYOD will be applied to all F.1 students. **For teachers** e. Provide hardware support for teachers to conduct e-Learning. f. Explore different e-Learning ideas. g. Set up rules for BYOD students in campus.	a. (1) Apply QEF to provide tablet PC for students in need and provide necessary software and accessories for students. (2) Provide daily WiFi password for students and provide WiFi in the library and Maker Lab for students. (3) Provide unique WiFi for BYOD devices. b. Establish application procedures for students to apply for BYOD. c. Policy for using tablets in school is established. d. All F.1 students have their own device for learning. e. Provide tablet PCs for teachers. f. Share e-Learning ideas with teachers through workshops, email, newsletters, etc. g. Formulate BYOD policies in collaboration with the Discipline and Guidance Team.	a. 1. Apply QEF for F.1 students. 2. Provide the school office and other technical support with QEF devices. b. 1. Provide daily WiFi password for teachers to share with students in need. 2. Register BYOD devices and provide unique WiFi. c. Students can apply for BYOD. d. 1. Set up procedures to enroll BYOD devices 2. Set up rules for BYOD classes. 3. Modify teaching strategies for BYOD e. 1. Provide tablet PC for all teachers. 2. Provide a smart blackboard to try different teaching strategies. f. Share e-Learning ideas with teachers. g. Impose the campus wide BYOD rules.	Whole year	**Ngan Shiu Hei** Subject Heads, Campus development and facilities management Team, Pedagogy unit, Guidance and Discipline Team	QEF CITG

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
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 a whole-school approach. (a) Continue to consolidate teachers' awareness and understanding of career and life planning with other student support groups by providing different programmes, activities, etc. in school. (b) Collaboration should be enhanced among career mentors via various exchanges of information since they have specific strengths and knowledge in JUPAS applications and scoring systems as well as different work fields. (c) Enhance the collaboration with care and subject teachers who work as students' counselors or career mentors while reducing F.6 class teachers' workload. (d) F.6 class teachers, subject teachers, career teachers, social workers and F.6 students could participate in the scheme on a voluntary basis. Each class teacher who requests assistance would be partnered with career and/or subject teachers, depending on the subject combination. (e) Career mentors would counsel students on at least two occasions: before students submit their application for admission in December and before they modify their programme choices in July. (f) Career mentors would offer advice on students' JUPAS options. F. 6 class teachers would need to counsel students on their self-accounts. (g) The team continues to equip career mentors with counseling skills in addition to information concerning multiple pathways including local and overseas studies and different occupations via shared drives and various modes of communication.	(a) Build up a high level of co-operation, collegiality and collaboration amongst teaching staff. (b) Build up a high level of co-operation, collegiality and collaboration amongst teaching staff. (c) (i) At least 70% of students are satisfied with the measures. (c) (ii) At least 70% of participating F.6 class teachers are satisfied with the arrangement and assistance provided. (d) A set of support measures and points to note will be summarized for review and further implementation. (e) A set of support measures and points to note will be summarized for review and further implementation. (f) A set of support measures and points to note will be summarized for review and further implementation. (g) A set of support measures and points to note will be summarized for review and further implementation.	(a) Teachers' observation & feedback in evaluation meetings (b) Students' survey (c) Teachers' survey	Whole year	Lam Chau Lan	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Career & Life Planning	(2) Promote life-wide learning activities with career education through various subjects and teams. (a) Subject and career teachers could invite more professionals from various tertiary institutions, fields or NGOs to school to give talks, workshops, etc. so as to introduce students to different programmes and workplaces. (b) Subject and career teachers encourage students to join visits, job-shadowing and internship programmes run by the EDB / various NGOs or organize them in order to equip students with more practical or hands-on career-related experiences and knowledge in various workplaces and academic disciplines. (c) Subject and career teachers could invite alumni from different professional fields to provide students with life planning and career guidance support.	(a) (i) Students understand their own career and academic aspirations. (ii) Students foster positive attitudes towards learning. (iii) Students acquire insights and knowledge in different workplaces. (b) (i) Students acquire up-to-date career information, essential skills and precise pathways of different occupations and workplaces. (ii) Students have a better understanding of themselves and prepare themselves as lifelong learners. (iii) Students recognize work values and ethics. (c) (i) Students find purposes in life, set goals and take action to achieve them. (c) (ii) Students recognize work values and ethics. (iii) Students make wise and informed career decisions with reference to students' interests, abilities and orientations.	(a) APASO regarding time management, academic monitoring, goal setting, expectation on career and goals of life (b) Teachers' observation and feedback in evaluation meetings (c) Questionnaires set to collect participants' feedback after each programme / activity (d) Teachers' surveys (e) Feedback of participants and / or social workers	Whole year	Lam Chau Lan Leung Shuk Ling Subject heads Team leaders	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.5 **Cross-cultural Understanding**	(1) Enhance study tours in terms of popularity, breadth and depth and integrate the content with service learning and career education. ● The number of study tours and students involved: (2022-2023) 1-2: 180 ● Areas: Mainland China, Taiwan, Japan, Korea or Singapore ● Enhance the depth of cultural exchange with deeper interflow such as homestay accommodation or building closer relationships. ● Service learning such as doing community service, making visits to NGOs and career-related visits such as visits to universities and workplaces will be integrated into the tours. (i) Add the above elements in all study tours. (ii) Organise study tours in collaboration with the Career and Guidance Team. (iii) Organise Service Trips with the Christian Outreach Team.	a. The number of participants of the study tours meets 80% of the target quota. b. Explore new places for study tours. c. Keep in touch with overseas schools. d. Enhance career guidance and social service elements in study tours. e. Plan study tours to Mainland for fulfilling the CSD requirement.	a. Collect data from study tour participants. b. Collect feedback from study tour participants. c. Collect feedback from overseas schools. d. Collect feedback from study tour participants.	Whole year	Kan Wing Tung Study Tour committee Career and Guidance Team	LWL grant CS grant Shirley Ngai Education Fund Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme Senior Secondary School Students Exchange Programme Subvention Scheme
	(2) Cultivate cross-cultural understanding and promote exchange experiences with ASF, NET, CNET and exchange students. ● Sharing and cross-cultural activities by ASF exchange students, CNET and NET. ● AFS Culture Day ● Exchange programmes (both in and out) ● Joining cross-cultural youth conferences	● Exchange student(s), CNET, NET share at least twice in the morning assembly and Ming Dao regarding cultural understanding. ● At least one student joins the out-going exchange programme if possible. ● Over 20 students join the cross-cultural day by AFS ● At least 6 students join youth conferences or programs held by AFS	● Frequency of sharing ● Number of in-coming and out-going exchange students ● Number of participants in the ASF culture day, programs and youth conference	Whole year	Chan Kar Man English Department	DLG Shirley Ngai Education Fund Donation

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Cross-cultural Understanding	(3) Optimize English, Citizenship and Social development and Liberal Studies curriculum with elements of cross- cultural understanding. (2019-23) **(2019-20)** ● Add more elements/information about other countries into the syllabus. ● Create more chances for junior form students to get in touch with people around the world. ● Curriculum changes in F.1-3 mainly ● Include global perspectives on issues like environmental protection (F.2), Jobs (F.3), charity and poverty (F.4 and 5). **(2020-21)** ● Curriculum changes in F.4-6 mainly ● More multicultural community tours to be conducted ● Sharing by minority groups (South Asian communities) ● More activities to be conducted with CNET and Chatteris outside classrooms **(2021-23)** ● Add more elements about different cultures into the Other Learning Experience (OLE) curriculum of Citizenship and Social Development ● More multicultural community tours to be conducted	a. Review the curriculum and subject activities related to cross cultural understanding. b. Collect teachers' comments on curriculum changes.	a. Review of the scheme of work b. Common preparation meetings for curriculum development	Whole year	Chew Pi Yun Kan Wing Tung English and LS departments	
	(4) Introduce other languages (2019-23) Introduce 1-2 Language courses as ECA activities (e.g. Japanese, French, German, Spanish, etc.)	a. Introduce Japanese language courses in ECA (i.e. Japanese Club) b. Introduce other languages such as French / German / Spanish in ECA (i.e. Europe Club) c. DSE language courses including Japanese, Spanish and French and network programmes	a. Review the effectiveness of the course in term of students' attendance, participation and engagement as well as language proficiency. b. Number of languages Introduced c. (i) Number of students taking the course and the DSE exam (ii) Passing rate and DSE results (iii) Students' feedback	Whole year Sep 2022	Yeung Tat Ming ECA team Ho Hau Lai Tang Ka Ho	
	(5) Join sister-school scheme (2021-23) Due to COVID-19, we have decided to postpone the plan of joining the scheme in 2021-2022. However, a closer look into the sharing of experience of the scheme will be taken.	/	/	/	Lai Kin Publication and PR team	Grant for the sister school scheme

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
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 a. Meetings b. Administrative support measures (i) Optimize the F.1 registration process. (ii) F.1 Orientation for students and parents	a. ● First staff meeting can be finished in a morning session. ● All staff meetings can be finished within 1.5 hours. ● At least 70% of teachers realize more time for lesson preparation resulting from the adoption of the measures. b. (i) Use Google Form in the F.1 registration process and reconstruct the process. (ii) Ensure F.1 parents and students are familiar with the school culture.	a. ● Length of staff meetings recorded ● Year-end teachers' survey and observation ● Feedback from teachers b. (i) The use of Google Form to collect new students' information for new F.1 registration (ii) ● All F.1 parents know how to use eClass parent's notice and understand the school policy. ● All F.1 students know how to use school email, Zoom and Google Chat to handle learning matters.	Whole year 7/2023 9/2022	Wan Ka Kit Ngan Shiu Hei Student Admission unit	
	(2) Improve the effectiveness of student learning activities and provide more space and time for different modes of student learning. ● Assignments ● Uniform tests and quizzes ● ECA participation	a. Reduction of the quantity of conventional assignments b. Improvement of the quality of students' assignments	a. Homework questionnaires and APASO regarding learning and assignments b1. Subject reports b2. Feedback from students	Whole year	**Ho Hau Lai Kwok Yin Wai Ngan Shiu Hei**	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.2 **Professional Development and Interflow within school**	*(1)* Promote subject-based *collaborative* lesson studies (F.1-3) in each form ● Review topics that students have difficulties in learning. ● Improve the teaching strategies developed. ● Develop new teaching strategies. ● Organize a pilot team of Collaborative Lesson Studies to develop better lesson plans to enhance learning effectiveness as the exemplary for the teachers.	a. Remind subject heads to monitor the progress. b. Subject teachers of the same form work in groups to develop teaching strategies, facilitate peer observation and modify the teaching strategies. c. Create lesson plans in 4 subjects through collaborative lesson studies.	a. Review minutes of subject meetings. b. Review the lesson plans created by collaborative lesson studies. c. Review the lesson plans created by collaborative lesson studies.	Whole year	**Ho Hau Lai** Subject heads	
	(2) Establish open-classroom culture focusing on teachers' strategies and students' learning ● 2020-21: 15 teachers ● 2021-2022: 6 teachers ● 2022-2023: 10 teachers	10 teachers are willing to open their classrooms to other teachers.	Collect information from teachers.	Whole year	**Ho Hau Lai** **Ngan Shiu Hei**	
	(3) Enhance the effectiveness of class visits with pre-lesson meetings, class and post-lesson meetings. ● Panel head appraisal class visits ● Subject teacher appraisal class visits ● Post-lesson meetings after open classroom	● All new teachers and those having appraisal go through the new class visit practice.Teachers' feedback	● Frequency of pre- and post-meetings	Oct–Nov 2021 Feb-May 2022	Wan Ka Kit Ho Hau Lai Subject heads	
	(4) Promoting knowledge management and sharing within the subject and in school ● Increase the number of departments joining the professional sharing. ● Offer sharing sessions on Staff Development Days. ● Promote knowledge management with Google for Education. ● Promote concepts of knowledge management among middle managers.	● The number of sharing held at subject levels ● Use of Google platform ● Staff Development Days/events	● Frequency of professional sharing in subject and school levels ● Feedback from teachers' subject reports	Sep 2022 -Aug 2023	Wan Ka Kit Ngan Shiu Hei Ho Hau Lai Subject heads Team leaders	

Targets		Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.3 **Professional Development and Interflow beyond school**	(1)	Connect with secondary schools nearby and /or in different districts ● Join the SRL festival of the HKAHSS. ● Open classrooms to secondary schools nearby. ● Build learning circles with secondary schools of the same banding in different districts. ● Promote subject-based connections among teachers.	● The number of open classrooms held ● Sustainability of passing on good practices ● Quality of professional sharing	● Frequency of professional sharing in subject and school levels ● Feedback from teachers ● Subject reports	Whole year	Ho Hau Lai Subject heads Team leaders	
	(2)	Connect with professional bodies in teaching. ● Join related professional bodies Bei Shan Tang **(北山堂).** ● Take part in events organized by professional bodies.	● Benefits of joining professional bodies ● Transfer of knowledge from other professional practices	● Teachers' sharing ● Professional training ● Feedback from teachers	Whole year	Ho Hau Lai	
	(3)	Promote professional training courses from EDB and other teaching communities.	At least 40% of teachers participate in professional training relating to major concerns of the school. The school participates in one EDB professional programme. ● Update and disseminate information on a regular basis.	● Teachers' training records and teachers' survey ● Feedback from teachers ● Send training information to teachers through email regularly	Whole year	Ngan Shiu Hei	

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