

# Baptist Lui Ming Choi Secondary School Annual School Plan (2025-2026)

20250815 V4 (Proofread)

## **Major Concerns**

### 1: Healthy Campus

Students are becoming healthier and stronger physically, psychologically, socially and spiritually.

## 2: Learning Community

Students are becoming more motivated (想學), engaged (肯學), and strategic (會學) in learning, and will possess higher metacognitive abilities (能學).

## 3: Serving School

Students are becoming servant leaders for the school, the community, the country and the world.

### Major Concern: (1) Healthy Campus

Students are becoming healthier and stronger physically, psychologically, socially and spiritually.

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	TIC & Parties concerned	Resources Required
Physical Health Students demonstrate strong critical thinking skills in health literacy, as evidenced by their ability to maintain adequate sleep and leisure time, consume appropriate nutrition, engage in regular exercise, and achieve excellent levels of physical fitness.  Psychological Health Students exhibit a growth mindset and are capable of managing stress effectively through various strategies. They possess strong emotional regulation skills, allowing them to express their emotions appropriately.  Social Health Students exhibit strong interpersonal skills that foster respect for others and enable them to effectively resolve conflicts and reconcile tensions and dilemmas. They also possess a heightened sense of responsibility.  Spiritual Health Students experience a sense of purpose and meaning in their lives and possess the ability to envision their future development and accomplishments.	(1) Provide Health Literacy and Social-Emotional Learning (SEL) for all subjects in the school curriculum by  a. promoting the importance of healthy habits and integrating Health Literacy (Intellectual, Emotional, Volitional and Practical Dimensions 知情意行) in the school curriculum, including getting adequate sleep, eating nutritious foods, practicing good hygiene, maintaining a good living routine, enjoying leisure time, and keeping fit.  • 2025-26 Focus: Leisure and Sport • Parent education workshops to guide families in fostering healthy sleep habits at home, including setting consistent bedtime routines and limiting screen time.  b. Social-emotional learning (SEL) should be enhanced to help students develop and apply essential social, emotional, and related skills, attitudes, behaviors, and values in their everyday social lives. As part of this initiative, the school may consider implementing Compassionate Systems as a pilot scheme on a relatively small scale to explore its effectiveness.	plans and evaluated with their success criteria.  Elements of Health Literacy and Social-Emotional Learning are included in both the syllabus and scheme of work.  Outcomes  Physical Health  1. The Q-value of the number of hours of sleep, Physical exercise, Self-reported Health Status, Breakfast Habit, Vision (Outdoor Activity Hours), and Self-concept (Physical Activities) is larger than 115.  2. More than 3.5 in the students' and parents' views on a healthy lifestyle	Implementation  Subject assessments (Test and Examination) and observations  Subject/team-based student surveys  Annual report and minutes of the subjects and teams  Outcomes  Physical Health APASO SHS survey (Student: item 16, and Parent: item 6)  KPM 24	Whole year	HL Ho Subject heads YW Kwok SL Leung Team leaders	LWL, CEG, DLG
	(2) Create more free time and space for staff members and involve all staff members and parents with resources and opportunities to support students' well-being.  a. To encourage greater participation before school, specific actions should be implemented, such as increasing bike parking spaces, allowing girls who cycle to school to wear PE uniforms, and leading students to run along the Shing Mun River.  b. Sports Attire Wednesday and Friday for Students and Staff  c. During recess, lunch, and after school, we can utilize the basketball court on the 5th floor, hall, auditorium, or other suitable areas to encourage students to participate in more physical activities.  d. More opportunities for teachers to participate in sports activities together with students such as teacher-student basketball competitions and class-based river running.	3. The percentage of students within the acceptable weight range is more than 80% in boys and girls.  Psychological Health 1. The Q-value of the Emotion, Affect (Positive Affect), Affect (No Negative Affect), Affect (O Academic Anxiety), Affect (No Anxiety and Depressive Symptoms) is larger than 115 for both senior and junior forms.  2. A decrease in the number of cases handled by the social workers	Psychological Health  APASO  Annual report by social workers	Whole year	YW Kwok SH Ngan CDFM team Guidance and Discipline Team ECA team Form Association	One-off Grant fo Mental Health at School One-off Grant fo Mental Health o Parents and Students

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	TIC & Parties concerned	Resources Required
	(3) Promote mental health, positive education and a growth mindset by:  a. Hosting a Wellness Week to promote and raise students' awareness of healthy living  b. Wellness Day will be held at the beginning of each month to raise students' awareness of their emotions and to care for themselves through various activities.  c. Organizing workshops/talks for students to promote an atmosphere of gratitude and a growth mindset  d. Moving forward, the Continuous Assessment (CA) arrangement will be modified to highlight students' achievements and progress while reducing the impact of comparisons. Additionally, we will continue to instill a growth mindset in students, and it will be incorporated into the Class Teacher Period (CTP).	Social Health  1. More than 4.0 in parents' view on helping their children resolve problems related to growing up, such as those related to physical and mental development, making friends and studies, etc.  2. The Q-value of the Satisfaction	Social Health  SHS (Parent: item 7)  APASO  Annual report by social workers	Whole year	<u>SL Leung</u> SH Ngan	CEG, LWL One-off Grant for Mental Health at School
	(4) MVPA60 Scheme and Interclass sport-related competitions or activities  a. We will continue to organize more interclass simple sport activities during lunchtime or post-exam period as these events have been well-received and encourage physical activity among students.  b. Interclass long-distance running during PE lesson c. To explore the use of the apps for the smart bikes in order to encourage students to use it.  d. The MVPA60 scheme will be integrated into the Physical Education (PE) curriculum as a requirement or as part of the Continuous Assessment (CA) marks, encouraging students to engage in at least 60 minutes of medicate to be incouraged activity delity.	least 1 close friend according to the raw data of APASO (ver02 Q4)  4. A decrease in cases by the social workers	Spiritual Health  • APASO	Whole year	YW Kwok WY Wong FM Lam	MVPS 60 one-off Grant CEG, LWL, DLG
	(5) Create green, clean and safe open spaces for recreational and relaxing environments to promote reading and enhance interest in sports, music and VA.  a. Curriculum-Integrated Planting on 1/F podium, allowing students to grow ingredients that they can then use in their cooking under Home Economics curriculum.  b. Establish planting courses for students to grow different kinds of vegetables and fruits.  c. The ECA "Green Campus" was expanded to recruit more students to participate in. "Green Campus" and "(EGG) are the ECA which promote planting and green lifestyle and make use of the existing smart green houses. Recruit more students to participate in and broaden the content of this scheme which encourages the students to become green ambassadors in the school.  d. Extend the Chill Zone to the interior area next to the control room of the Auditorium.  e. Install more bicycle parking lots to promote cycling.	<ol> <li>The Q-value of the Satisfaction (Meaning in Life) is larger than 115.</li> <li>More than 4.0 in the students' and parents' views on life skills and planning</li> </ol>	SHS (Student: Item 22; Parent: Item 11)	Whole year	SH Ngan CDFM team	EOEBG School Fund

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	TIC & Parties concerned	Resources Required
	<ul> <li>Further develop a sustainable and enriched Career Mentor Scheme for senior form students which he them experience a sense of purpose and meaning it their lives.         <ul> <li>All teaching staff members will be career mentors (CM) in the coming academic year. All F.6 student must join the Scheme.</li> <li>Ensure all teachers are well-prepared to be career mentors by organizing sharing sessions, workshops and talks.</li> <li>Recruit CM Leaders who will share their knowledge and experience with career mentors.</li> <li>Promote books related to work and careers in the library.</li> <li>More job shadowing programmes will be promoted to students.</li> </ul> </li> </ul>	l <mark>ps</mark> n		Whole year	<u>CL Lam</u> Careers and Guidance Team	LWL Library Grant
	(7) Enhancing class management  Effective class management with strong involvement of Class Associations and Form Associations to build positi relationships, maximize student engagement, foster a sense of community, and encourage students' responsibility and accountability. Classroom Cleaning Campaign may be considered later.			Whole year	<u>FM Lam</u> Form Association	EOEBG

#### Major Concern: (2) Learning Community HL Ho, SH Ngan, WY Lee, KH Tang\*\*

Students are becoming more motivated (想學), engaged (肯學), and strategic (會學) in learning, and will possess higher metacognitive abilities (能學).

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	TIC & Parties concerned	Resources Required
More motivated to learn Students learn happily and with great interest.  More engaged in learning Students participate more actively in classroom activities. More students participate in reading and enjoy it.	(1) Gifted Education and Talent Development  a. Promote off-site gifted programmes  i. Develop the school-based centralized talent pool. ii. Construct a Google site providing information about gifted education. iii. Nominate the potential students to become members of the associations of gifted students and join the gifted programme, such as HKAGE, The HKU Academy for the	Implementation All implementation strategies indicated are carried out well in the subjects and teams concerned according to their plans and evaluated with their success criteria.	Implementation  Subject assessments (Test and Examination) and observations  Subject/team-based student surveys  Annual report and minutes of the subjects and teams	Whole year		
More strategic in learning Students demonstrate strong self-management skills (time and wealth) and self-learning strategies.  More reflective in learning Students have the habit of reflecting on their learning and possess strong SRL abilities and metacognitive skills.	Talented, CTY, Johns Hopkins University, and other gifted programmes in different institutes.  iv. School-based talent pool will be further developed so that the records of the students in the previous years can be accumulated and hence the talent pool can be sustained. The nomination process will be adjusted. Study the possibility to include the non-academic domains (Art, Sports, Leadership etc.) in the talent pool.  v. The community of the gifted students will be further developed to cater to the specific needs of them and share the experience and information of the gifted activities.	Outcomes (Qualitative)  1. Students demonstrate mastery of self-learning strategies in classroom learning.  2. Students play active roles in their learning and excel at academics, leadership, aesthetics and sports.  3. More opportunities for students to apply their knowledge and	departments	Whole year	KH Tang Gifted Education Committee	DLG, LWL, EOEBG
X	<ul> <li>b. Promote pull-out enrichment programs and activities through various subjects and ECA to explore their interests and talents outside of the regular curriculum.</li> <li>i. English and Chinese KLAs: Public Speaking (Communication and Media Literacy)</li> <li>ii. Mathematics and Science KLAs: Research and Investigation (Critical thinking and Problem solving)</li> </ul>	skills, to collaborate and share ideas with peers, and to display learning outcomes are offered in classroom learning.  4. More concrete and formative feedback is provided to facilitate students' reflection and improvement in their learning.  5. More challenging tasks and activities to stretch students' potential are given both inside		Whole year	HL Ho	
	<ul> <li>iii. PSHE and TE KLAs: Social innovation, STEAM design and Entrepreneurship (Creativity and Innovation, Leadership and Collaboration)</li> <li>iv. Art KLA: Showcases like performances and exhibitions (Creativity and Communication)</li> <li>v. Form Association, ECA and Christianity Outreach: Servant Leadership training and student-led activities</li> </ul>	and outside the classroom.  Outcomes (Quantitative)  More motivated to learn  1. More than 3.8 in the teachers',	Outcomes (Quantitative)	Whole year Whole year Whole year	Subject Heads	DLG, LWL, EOEBG
	<ul> <li>(Leadership and Collaboration)</li> <li>Incorporate the three core elements of giftedness (Creativity, Higher-order Thinking Skills, and Personal-social Competence) in the L&amp;T in the scheme of work of all subjects.</li> </ul>	students and parents' views on student learning, including reading, confidence in learning, and initiative to learn.  2. The Q-value of Learning (Self-initiative) and Learning Motivation (Intrinsic, Instrumental is larger than 115.	More motivated to learn  SHS (Student learning) Teacher: item 54, 55, 56, 59 Student: item 8, 9, 12, 14 Parents: item 3, 5, 6  APASO		<u>HL Ho</u> Subject Heads	NIL EOEBG

Targets		Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	TIC & Parties concerned	Resources Required
		d. Provide further enrichment learning materials for the more able students in all subjects.				HL Ho Subject Heads HL Ho, TM Yeung	NIL
		e. Appreciate and recognize gifted students in academic and non-academic domains.  f. Dr. Therese LU "Scientific Research for the Future" Educational Scheme 「科研創未來」教育計劃	More engaged in learning  1. The percentage of students participating in territory-wide inter-school competitions is higher than the 75th percentile.  2. The percentage of students	More engaged in learning  KPM 21, 22		SH Ngan HY Lee, TL Cheung Science KLA STEAM committee	DLG / LWL / <b>Donation /</b> other funding
		g. Promote professional training courses related to gifted education from EDB and other teaching communities to equip teachers with the knowledge and skills necessary to identify, assess, and support gifted students.  i. Training information is updated on the Google site. ii. Send training information to teachers through email regularly.	participating in uniform groups/community services junior lines is higher than the median and close to the 75 <sup>th</sup> percentile.  3. More than 40% of students always handed in homework on time.  4. The Q-value of Reading (Time	<ul><li>HW statistics</li><li>APASO</li></ul>	Whole year	KH Tang Gifted Education Committee	EOEBG
	(2)	a. Implement Self-Regulated Learning (SRL) across all subject departments by utilizing Collaborative Lesson Studies Strategies (CLS). This approach has been instrumental in fostering independent learning and critical thinking skills among our students.	for Leisure Reading), Reading (Keen on), and Volunteering Work Frequency is more than 115.		Whole year	HL Ho	
		<ul> <li>b. Prepare grouping seating plans in all junior forms to enhance collaborative learning and facilitate more meaningful group discussions.</li> <li>c. Promote comprehensive notetaking, pre-lesson study skills, and learning reflection practices across all forms, beginning with Form 1 during their orientation week.</li> </ul>	<ol> <li>More strategic in learning</li> <li>More than 4.0 in the teachers' and students' views on learning strategies</li> <li>The Q-value of Reading (Good Strategies) is larger than 115.</li> </ol>	More strategic in learning  SHS (Teaching and Student learning) Teacher: item 47, 52, 60, 61 Student: item 1, 4, 5, 6, 11, 12,		L&T development unit Subject Heads	EOEBG
X		d. Introduce AI-assisted learning and teaching in some subjects to better equip students with self-learning initiatives.      e. Online Homework System for teachers to understand the	More reflective in learning  1. The Q-value of Learning (Self-	14 14			
	(3)	workload of junior-form students.  Effective use of BYOD with educational apps and resources in learning and teaching  a. Educational apps and note-taking apps will be selected for all subjects to integrate BYOD into teaching	monitoring, Self-planning, Clear Goals) is larger than 115.  2. More than 4.0 in the teachers' and students' views on reflection and goal setting	More reflective in learning  APASO SHS (Teaching and Student learning)		Ш	
		strategies.  b. The Bring Your Own Device (BYOD) policy will be extended up to Form 4.  c. The introduction of interactive boards to more classrooms will be carried out to boost the effectiveness of teaching and learning.  d. Educate students about the use of note-taking applications across different devices, such as GoodNotes and OneNote through CL lessons and bridging		Teacher: item 61 Student: item 13, 15	Whole year	<u>HL Ho</u> L&T development unit Subject Heads	EOEBG Donation

Targets		Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	TIC & Parties concerned	Resources Required
	(4)	a. Keep more professional interflow through the Self-Regulated Learning (SRL) Charter Scheme facilitated by the Hong Kong Association of the Heads of Secondary Schools. b. Staff development for Al-assisted teaching and learning. These workshops aim to equip our teachers with the latest technological skills and methodologies, thereby enriching the overall learning experience for our students.			Dec 2024 June 2025	<u>HL Ho</u> L&T development unit Panel Head	QEF EOEBG
	(5)	Developing a habit of reading and finding enjoyment in it  a. Improve the LAC scheme to encourage students to read books.  b. Closer and effective collaboration among all subjects and the library under the support of the Library and Reading Promotion Committee.  c. Enhance book recommendations both by teachers and students on different platforms such as JFERS, morning assemblies, ground-floor LCD and others.  d. Integrating JFERS book sharing into the reading time.  e. By using different eBook platforms, enhance the reading ability and interests for students.			Whole year	YK Lau Library and Reading Promotion Committee Subject Heads	Library Grant
	(6)	Upgrading facilities and environments  Upgrade classrooms and special rooms to support SRL and gifted education in subjects. LCD interactive board will be installed in Room 301-305 and HE room.			Aug, 2025	<u>SH Ngan</u> CDFM team IT team Subject Heads	Donation

### Major Concern: (3) Serving School HL Ho, YW Kwok, SL Leung, WT Kan\*\*

Students are becoming servant leaders for the school, the community, the country and the world.

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	TIC & Parties concerned	Resources Required
The sense of belonging among students towards the school, community, and country is strengthened.  Students demonstrate increased global awareness and cross-cultural understanding.  Their sense of national identity and awareness of laws are heightened, fostering values such as respect for others, commitment, empathy, and responsibility.	(1) Social innovation project  a. Involve students in enhancing the school campus (green, clean, and with leisure and recreational areas) through project-based learning across different KLAs, allowing students to work on real-world problems and develop innovative solutions.  b. Partner with local organisations, social enterprises or non-profits to give students access to resources and valuable professional guidance.  c. Recognize and celebrate the successes of students who are working on social innovation projects via showcase or exhibition, where students can present their projects to their peers, teachers and community members.  d. In collaboration with Maker Faire, students will enhance the school campus by creating a greener, cleaner, and more leisure-friendly environment through sustainable projects and innovative recreational designs, fostering creativity and responsibility.	Implementation All implementation strategies indicated are carried out well in the subjects and teams concerned according to their plans and evaluated with their success criteria.  The sense of belonging (school, community, and country) The Q-value of School Atmosphere (Not Lonely, Belongingness) and Learning Atmosphere (Cooperation) is most than 115	Implementation  Subject assessments (Test and Examination) and observations  Subject/team-based student surveys  Annual report and minutes of the subjects and teams  The sense of belonging (school, community, and country)  APASO	Whole year	WT Kan Citizenship, Economics and Society and Citizenship and Social Development Different KLAs	EOEBG CEG, LWL, DLG
	<ul> <li>(2) Sister School Scheme (Mainland and overseas)         <ul> <li>a. Establish one more sister school in mainland China, with Beijing proposed as the potential location, as well as another sister school in a different country, possibly Thailand.</li> <li>b. Understand different cultures through online sharing, visits and services.</li> <li>c. Engage some junior form students to participate in the Mainland Exchange Programme for Junior Secondary and Upper Primary Students organized by the Education Bureau, HKSAR.</li> <li>d. Integrate study tours with sister school visits, providing students with enriching educational and cultural exchange experiences.</li> </ul> </li> </ul>	more than 115.  Global awareness and cross-cultural understanding  Q-value of Global Perspective (Attention, Respect for Diversity, Responsibility, Collaboration, Intercultural Communication), Respect for People of Different Cultural Backgrounds, and Multiperspective Thinking is more than 115.	Global awareness and cross- cultural understanding  • APASO	Whole year	<u>HL Ho</u> SH Ngan K Lai WT Kan	LWL
	(3) National Security Education and National Education  a. Build the national education curriculum which involves all subjects through organic integration and natural connection with the following.  • National Education—Event Planning Calendar (2023/24 school year) dated 02/08/2023. (Circular Number: EDBCM125/2023)  • National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens dated 13/06/2023 (Circular Number: EDBC009/2023)  • The Curriculum Framework of National Security Education for subjects dated 29/05/2025 (Circular Number: EDBC007/2025) and Additional Curriculum Frameworks of National Security Education (Circular No. EDB011/2025)	National identity and awareness of laws (Respect for others, commitment, empathy, and responsibility)  The Q-value of National Identity (Responsibility, Obligations, Proud and Love, National Flag, Anthem, Achievement) and Morality (Important, No stealing) is more than 115.	National identity and awareness of laws (Respect for others, commitment, empathy, and responsibility)  APASO	Whole year	HL Ho Subject heads <u>KK Wan</u> National Education Committee	CEG, LWL, DLG One-off Grant fi Promotion of Chinese Cultur Immersion Activities

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	TIC & Parties concerned	Resources Required
	<ul> <li>Engage more students to participate in territory-wide national education activities and competitions.</li> </ul>				<u>WT Kan</u> PSHE Committee	EOEBG
	<ul> <li>with more collaboration across different subjects and activities, the Chinese Culture Week will be further enriched.</li> </ul>				<u>WS Yip</u> WT Kan CK Lee	EOEBG
	<ul> <li>d. Follow-ups on Strengthening National Education: School Self-evaluation Checklist:</li> <li>The designated coordinators continuously arrange for teaching staff to participate in professional development activities related to safeguarding national security and national education (including national security education).</li> <li>The designated coordinators continuously monitor the school's work on safeguarding national security and promoting national education (including national security education). This includes holding regular meetings with relevant groups to review the implementation of related plans, understanding challenges faced, and providing timely guidance or support.</li> <li>The designated coordinators regularly collect quantitative and qualitative data (e.g., through observations, surveys, and review meetings) to evaluate the effectiveness of measures related to safeguarding national security and national education (including national security education).</li> <li>The school's flag-raising team conducts flag-raising ceremonies using Chinese-style foot drills.</li> <li>The school assigns teaching staff to participate in training activities related to flag-raising ceremony etiquette.</li> <li>Over 50% of our parents participate in school-organized parent education or parent-child activities related to national education.</li> <li>The school has referred to the evaluation data collected from national education activities for parents in the previous academic year to optimize the content and quality of the activities.</li> <li>After review, the school believes that organizing national education-related activities for parents in this academic year has achieved the expected goals and effectiveness.</li> </ul>				KK Wan SH Ngan TM Yeung National Education Committee	EOEBG
	(4) Study Tours and Cross-cultural programmes  a. Co-organize Cultural Fair with AFS for Shatin District in Oct (AA Team)	^			<u>PY Chew</u> , KM Chan English Department	AFS
	b. More study tours for junior form students			Whole year	<u>WT Kan, YC Lee</u> Study Tour Committee	LWL
	c. More service trips (Daniel International School				KK Wan, K.Lai	LWL

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	TIC & Parties concerned	Resources Required
	(5) Volunteer work / Community Service and Servant Leadership (for all)					
	<ul> <li>All Form 2 students are required to join the Community Youth Club. The goal of this initiative is to help students develop a deeper understanding of their community, foster a sense of care, and encourage active participation in community service.</li> </ul>				<u>SL Leung</u> WT Kan Life Education Team CYC Club	CYC-EDB
	<ul> <li>b. The school plans to increase the number of service projects organized by various teams and departments, leveraging financial support from the Community Youth Club (CYC) to enhance these initiatives.</li> </ul>			Whole year	SL Leung, HL Ho Life Education Team Panel heads	CYC-EDB
	c. The school will systematically introduce the concepts and implementation of Servant Leadership, with guidance and support from external professionals, to cultivate leadership qualities centered on serving others among students.				<u>TM Yeung, HK Pang</u> ECA team	Servant Leadership Fellowship for HK schools
	d. The Honour System for students will be introduced to recognize and appreciate their participation in volunteering work and community service, encouraging a culture of civic responsibility and contribution.				<u>SL Leung</u> Life Education	NIL