



# Baptist Lui Ming Choi Secondary School

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# Annual School Plan (2020-2021)

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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
<p><b>1.1 4Cs Skills and Learning Self-reliance in classrooms</b></p> <p>4Cs include <u>C</u>ritical Thinking and Problem Solving, <u>C</u>ommunication &amp; Media Fluency, <u>C</u>reativity and Innovation, <u>C</u>ollaboration (Teamwork and Leadership)</p>	<p>(1) Develop and enhance “To learn, To Think and Collaborate &amp; To Express” (學思達), “Flip-the-classroom”, “Self-Regulated Learning (SRL)”, “STEM” and “Collaborative Learning” among subjects concerned in the school curriculum.</p> <p>a. Increase the coverage of implementation in terms of lesson time, level and content.</p> <p>(i) Level: F.1-3</p> <p>(ii) Contents: new chapter / section / unit in each level every year</p> <p>(iii) Lesson time: Balance between teacher-centered and student-centered learning activities</p> <p>b. Enhance teachers’ skills in teaching through applying</p> <p>(i) Science of 4Cs and regulated learning such as metacognition and learning reflection</p> <p>(ii) Micro-teaching skills and learning facilitating skills</p> <p>c. Upgrade the effectiveness and efficiency of teaching and learning of subject contents and the 4Cs.</p> <p>(i) Aim at attaining the objectives and drawing the conclusion in every lesson, plus getting students’ learning reflections upon completion of a unit</p> <p>(ii) Develop a set of standards and progressive objectives for 4Cs skills and Learning Self-reliance</p> <p>(iii) Integrate 4Cs skills in the subject curricula.</p>	<p>a1: All subject panels propose plans in the scheme of work for F.1-3.</p> <p>a2. Teachers implement the proposed plans in class.</p> <p>a3. More than 30% of the lesson is student-centered.</p> <p>b1. At least 70% of teachers master the concept of science of collaborative learning and self-regulated learning well.</p> <p>b2. At least 70% of teachers master the micro-teaching and learning facilitating skills</p> <p>c1. In over 30% of lessons, teachers will implement it accordingly.</p>	<p>a1. Review of the scheme of work of subjects</p> <p>a2. Class visits and reports from subject heads.</p> <p>a3. Class visits and observation</p> <p>b1. Collect comments through questionnaires after staff development activities and year-end teachers’ survey</p> <p>c1. Class visits and reports from subject heads</p> <p>c2. Class visits and observation</p>	<p>Whole year</p> <p>SDD in 2020-21</p> <p>Whole year</p>	Lau Hon Tong Subject Heads	

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<b>4Cs Skill and Learning Self-reliance in classrooms</b>  4Cs include <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)	(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.)	<ol style="list-style-type: none"> <li>All subject panels propose plans in the scheme of work</li> <li>Teachers implement the proposed plans in class</li> <li>Students master the strategies</li> <li>Cross-subject Maker curriculum in DT/VA/ICT.</li> <li>At least ONE scheme/event of entrepreneurship</li> </ol>	<ol style="list-style-type: none"> <li>Review of the scheme of work of subjects</li> <li>Class visits and reports from subject heads</li> <li>Class visits and observation</li> </ol>	Whole year	Lau Hon Tong Subject Heads	
	(3) Enhance school facilities and administrative support measures to facilitate learning and teaching of 4Cs and SRL.  School facilities and arrangements <ul style="list-style-type: none"> <li>● Construction of Auditorium</li> <li>● Modify Staffroom</li> <li>● Increase number of Base Rooms</li> <li>● Build an archery field</li> </ul> Administrative support measures <ul style="list-style-type: none"> <li>● Student Grouping</li> <li>● F.1 Orientation for students and parents</li> </ul>	<ol style="list-style-type: none"> <li>Auditorium completed</li> <li>All staffrooms completed</li> <li>No more floating class will exist.</li> <li>QEF successfully applied and the archery field established</li> <li>Students take different roles in groups.</li> </ol>	<ol style="list-style-type: none"> <li>Certificate of completion for the auditorium obtained</li> <li>Site visit and feedback from teachers</li> <li>Feedback from teachers and students</li> <li>Site visit and QEF report</li> <li>Feedbacks from teachers.</li> </ol>	May 2021  Aug 2021  Sep 2020  Aug 2021  Jan 2021	Lee Kim Fung  Lee Kim Fung  Lau Hon Tong  Wong Wing Yan  Ngan Shiu Hei	Donation Loan     QEF

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<b>1.2 Computing &amp; ICT Fluency</b>  Information Literacy (access and evaluate information, use and manage information)  ICT Literacy (apply technology effectively)	<b>(1) Enhance computing and ICT skills in learning and research in subjects</b> i.e. Information Literacy, STEM / STEAM, etc.  a. Apply IT Innovation Lab project to upgrade the Computer room to enhance IT teaching b. Make use of Maker Lab to promote STEM c. Embed data-logging system in scientific investigation (2 <sup>nd</sup> year)	a. 1. Apply for the IT Innovation Lab project 2. Renew Junior Form CR syllabus 3. Design the lab for future IT teaching b. 1. Embed the use of Maker Lab in the curriculum of STEM subjects 2. Open Maker Lab to students after school 3. Arrange Maker Fair c. Try out more lessons to use data logger system in science subjects	a. 1. Apply for the IT Innovation Lab 2. Complete the new CR syllabus for future 3. Complete the design of Innovation Lab b. 1. At least 3 cross subject activities which make use of Maker Lab 2. Open at least 1 day per week for students 2. Complete the Maker Fair c. Make use of data logger in 3 subjects	Whole year	Ngan Shiu Hei  ICT, STEM and science Subject Heads	IT Innovation Lab project fund
	<b>(2) Promote appropriate use of IT in daily lives in ICT department and Discipline and Guidance Team</b>  a. Student's knowledge of effective and ethical use of technology b. Parent's 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. Count the 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
	<b>(3) Promote BYOD (Bring Your Own Device) to cultivate a learning environment with ICT</b>  <b>For students and parents</b> a. Supportive measures for students to ensure all students are eligible for e-Learning b. Establish WiFi environment for students <b>For teachers</b> c. Hardware support for teachers to conduct e-Learning d. Explore different eLearning ideas e. Set up rules for BYOD in campus	a. 1. Apply CCFAP to provide tablet PC for students in need 2. Provide Data SIM cards for students to conduct e-Learning from home 3. Provide necessary software for students b. 1. Set up WiFi booking scheme for teachers 2. Provide WiFi in library for students c. Provide tablet PC for teachers d. Share e-Learning ideas with teachers through workshops, email, newsletters, etc e. Formulate BYOD policies in collaboration with the Discipline and Guidance Team	a. 1. Apply CCFAP for F.1 students 2. Apply Data SIM card and provide portable WiFi sharing device to students in need 3. Provide Office and other technical support for CCFAP devices b. 1. Establish WiFi booking policy 2. Set up rules for BYOD in the library c. 1. Provide at least 20 tablets for teachers 2. Provide sufficient iPad stylus for teachers d. Share e-Learning ideas with teachers via email every month e. Complete the campus wide BYOD rules	Whole year	Ngan Shiu Hei  Subject Heads IT Team Guidance and Discipline Team	CITG

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p><b>1.3 Career &amp; Life Planning</b></p> <p>Flexibility &amp; Adaptability, Adapt to Change, Be Flexible, Manage projects and produce results</p>	<p>(1) Introduce Career Mentor Scheme with career guidance and life planning in whole-school approach.</p> <p>(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.</p> <p>(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 workfields.</p> <p>(c) Enhance the collaboration with career and subject teachers who work as students' counselors or career mentors while reducing F.6 class teachers' workload.</p> <p>(d) F.6 class teachers, subject teachers, career teachers 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.</p> <p>(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.</p> <p>(f) Career mentors would offer advice on students' JUPAS options. F. 6 class teachers would need to counsel students on their self-accounts.</p> <p>(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.</p>	<p>(a) Build up a high level of co-operation, collegiality and collaboration amongst teaching staff.</p> <p>(b) Build up a high level of co-operation, collegiality and collaboration amongst teaching staff.</p> <p>(c)(i) At least 3 classes in F.6 have joined and more subject teachers have been invited to provide students with career education and guidance.</p> <p>(c)(ii) At least 70% of students are satisfied with the measures.</p> <p>(c)(iii) At least 70% of participating F.6 class teachers are satisfied with the arrangement and assistance provided.</p> <p>(d) A set of support measures and points to note will be summarized for review and further implementation.</p> <p>(e) A set of support measures and points to note will be summarized for review and further implementation.</p> <p>(f) A set of support measures and points to note will be summarized for review and further implementation.</p> <p>(g) A set of support measures and points to note will be summarized for review and further implementation.</p>	<p>(a) Teachers' observation &amp; feedback in evaluation meetings</p> <p>(b) Students' survey</p> <p>(c) Teachers' survey</p>	<p>Whole year</p>	<p>Wong Sau Chun Lam Chau Lan</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<b>Career &amp; Life Planning</b>	<p>(2) Promote life-wide learning activities with career education through various subjects and teams.</p> <p>(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.</p> <p>(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.</p> <p>(c) Subject and career teachers could invite alumni from different professional fields to provide students with life planning and career guidance support.</p>	<p>(a)(i) Students understand their own career and academic aspirations.  (a)(ii) Students foster positive attitudes towards learning.  (a)(iii) Students acquire insights and knowledge in different workplaces.</p> <p>(b)(i) Students acquire up-to-date career information, essential skills and precise pathways of different occupations and workplaces.  (b)(ii) Students have a better understanding of themselves and prepare themselves as lifelong learners.  (b)(iii) Students recognize work values and ethics.</p> <p>(c)(i) Students find purposes in life, set goals and take action to achieve them.  (c)(ii) Students recognize work values and ethics.  (c)(iii) Students make wise and informed career decisions with reference to students' interests, abilities and orientations.</p>	<p>(a) APASO regarding time management, academic monitoring, goal setting, expectation on career and goals of life</p> <p>(b) Teachers' observation &amp; feedback in evaluation meetings</p> <p>(c) Questionnaires set to collect participants' feedback after each programme / activity</p> <p>(d) Teachers' surveys</p> <p>(e) Feedback of participants and / or social workers</p>	<p>Whole year</p>	<p>Wong Sau Chun  Chan Wai Yin</p> <p>Subject heads  Team leaders</p>	

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1.4 <b>Cross-cultural Understanding</b>	<p>(1) Enhance study tours in term of popularity, breadth and depth and integrate the content with service learning and career education.</p> <ul style="list-style-type: none"> <li>● The number of study tours and students involved: (2019-20) 3-4: 100; (2020-21) 3-4 :60</li> <li>● Areas: Besides Taiwan, Japan, Korea and Singapore, some more Asian countries and Belt and Road countries as well as Shenzhen Dawan District will be considered.</li> <li>● Enhance the depth of cultural exchange with deeper interflow such as homestay accommodation or building closer relationship.</li> <li>● 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.               <ul style="list-style-type: none"> <li>(i) Add the above elements in all study tours.</li> <li>(ii) Organize study tours in collaboration with the Career and Guidance Team.</li> <li>(iii) Organise Service Trips with the Christian Outreach Team.</li> </ul> </li> </ul>	<p>a. The number of participants of study tour has increased steadily, meeting 80% of the target quota.</p> <p>b. Explore new places for study tours.</p> <p>c. Keep in touch with overseas schools.</p> <p>d. Enhance career guidance and social service elements in study tours.</p>	<p>a. Collect data from study tour participants.</p> <p>b. Collect feedback from study tour participants.</p> <p>c. Collect feedback from overseas schools.</p> <p>d. Collect feedback from study tour participants.</p>	Whole year	<p>Wong Hoi Kit</p> <p>Study Tour committee</p> <p>Career and Guidance Team</p>	<p>LWL grant DLG</p> <p>Shirley Ngai Education Fund</p> <p>Funding Scheme for Exchange in Belt and Road Countries</p> <p>Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme</p> <p>Senior Secondary School Students Exchange Programme Subvention Scheme</p>
	<p>(2) Cultivate the cross-cultural understanding and promote exchange experiences with ASF, NET, CNET and exchange students</p> <ul style="list-style-type: none"> <li>● Sharing and cross-cultural activities by ASF exchange students, CNET and NET.</li> <li>● AFS Culture Day</li> <li>● Exchange programmes (both in and out)</li> <li>● Joining cross-cultural youth conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Exchange student(s), CNET, NET share at least twice in morning assembly and Ming Dao regarding cultural understanding.</li> <li>● At least one student joins the out- going exchange programme.</li> <li>● Over 20 students join the cross-cultural day by the ASF.</li> <li>● At least 6 students join youth conferences.</li> </ul>	<ul style="list-style-type: none"> <li>● Frequency of sharing</li> <li>● Number of in-coming and out-going exchange students</li> <li>● Number of participants in the ASF cultural day and youth conference</li> </ul>	Whole year	<p>Chan Kar Man</p> <p>English Department</p>	<p>DLG</p> <p>Shirley Ngai Education Fund</p> <p>Donation</p>



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<b>Cross-cultural Understanding</b>	<p>(3) Optimize English and Liberal Studies curriculum with elements of cross-cultural understanding. (2019-21)</p> <p><b>(2019-20)</b></p> <ul style="list-style-type: none"> <li>● Add more elements/information about other countries into the syllabus</li> <li>● Create more chances for junior form students to get in touch with people around the world</li> <li>● Curriculum changes in F.1-3 mainly</li> <li>● Include global perspectives on issues like environmental protection (F.2), Jobs (F.3), charity and poverty (F.4 and 5)</li> </ul> <p><b>(2020-21)</b></p> <ul style="list-style-type: none"> <li>● Curriculum changes in F.4-6 mainly</li> <li>● More multicultural community tours to be conducted</li> <li>● Sharing by minority groups (South Asian communities)</li> <li>● More activities to be conducted with CNET and Chatteris outside classrooms</li> </ul>	<p>a. Review the curriculum and subject activities related to cross cultural understanding.</p> <p>b. Collect teachers' comments on curriculum changes.</p>	<p>a. Review of the scheme of work</p> <p>b. Common preparation meetings for curriculum development</p>	Whole year	<p>Chew Pi Yun Kan Wing Tung</p> <p>English and LS departments</p>	
	<p>(4) Introduce other languages (2019-21)</p> <p>Introduce 1-2 Language courses as ECA activities (e.g. Japanese, French, German, Spanish, etc.)</p>	<p>a. Introduce Japanese language courses in ECA (i.e. Japanese Club)</p> <p>b. Introduce other languages such as French / German / Spanish in ECA (i.e. Europe Club)</p>	<p>a. Review the effectiveness of the course in term of students' attendance, participation and engagement as well as language proficiency.</p> <p>b. Number of languages introduced</p>	Whole year	<p>Yeung Tat Ming</p> <p>ECA team</p>	
	<p>(5) Join sister-school scheme (2020-21)</p> <p>Due to the infection of COVID-19 and the social distrust towards the Chinese Government, parents and students have hesitation to join any visit of China. We have decided to postpone the plan of joining the scheme in 2020-2021. However, a closer look into the sharing of experience of the scheme will be kept.</p>	/	/	/	<p>Lai Kin</p> <p>Publication and PR team</p>	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 <ul style="list-style-type: none"> <li>Meetings</li> <li>Administrative procedures</li> </ul>	At least 70% of teachers realize more time for lesson preparation resulting from the adoption of the measures.	a. Year-end teachers' survey and observation b. Feedback from teachers	Whole year	Lau Hon Tong Kwok Yin Wai Lee Kim Fung	
	(2) Improve the effectiveness of student learning activities and provide more space and time for different modes of student learning. <ul style="list-style-type: none"> <li>Assignments</li> <li>Uniform tests and quizzes</li> <li>ECA participation</li> </ul>	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	Lau Hon Tong Kwok Yin Wai Lee Kim Fung	
2.2 Professional Development and Interflow within school	(1) Promote subject-based <i>collaborative</i> lesson studies (F.1-3) in each form <ul style="list-style-type: none"> <li>Review topics that students have difficulties in learning</li> <li>Improve the teaching strategies developed</li> <li>Develop new teaching strategies</li> </ul>	1. Remind subject heads to monitor the progress 2. F.1-2 subject teachers of the same form work in groups to develop teaching strategies, facilitate peer observation and modify the teaching strategies.	Review minutes of subject meetings.	Whole year	Lau Hon Tong  Subject heads	
	(2) Establish open-classroom culture focusing on teachers' strategies and students' learning <ul style="list-style-type: none"> <li>2020-21: 15 teachers</li> </ul>	15 teachers are willing to open their classrooms to other teachers.	Collect information from teachers	Oct–Nov 2020 Feb–May 2021	Lau Hon Tong Du Ih Hsuan	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<b>Professional Development and Interflow within school</b>	(3) Enhance the effectiveness of class visits with pre-lesson meeting, class and post-lesson meeting. <ul style="list-style-type: none"> <li>Panel head appraisal class visits</li> <li>Subject teacher appraisal class visits</li> <li>Post-lesson meetings after open classroom</li> </ul>	<ul style="list-style-type: none"> <li>At least 3 subject departments and all new teachers go through the new class visit practice</li> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>Frequency of new class visit practice</li> <li>Year-end Teachers' survey</li> </ul>	Oct–Nov 2020 Feb–May 2021	Wan Ka Kit Lau Hon Tong  Subject heads	
	(4) Promoting knowledge management and sharing within the subject and in school <ul style="list-style-type: none"> <li>Increase the number of departments joining the professional sharing</li> <li>Offer sharing sessions on staff development days</li> <li>Promote knowledge management with Google for Education</li> <li>Promote concepts of knowledge management among middle managers</li> </ul>	<ul style="list-style-type: none"> <li>The number of sharing held at subject levels</li> <li>Use of Google platform</li> <li>Staff Development days/events</li> </ul>	<ul style="list-style-type: none"> <li>Frequency of professional sharing in subject and school levels</li> <li>Feedback from teachers</li> <li>Subject reports</li> </ul>	Sep 2020 –Aug 2021	Du Ih Hsuan  Subject heads Team leaders	
<b>2.3 Professional Development and Interflow beyond school</b>	(1) Connect with secondary schools nearby and /or in different districts <ul style="list-style-type: none"> <li>Join the SRL festival of the HKAHSS</li> <li>Open classrooms to secondary schools nearby</li> <li>Build learning circles with secondary schools of the same banding in different districts</li> <li>Promote subject-based connections among teachers</li> </ul>	<ul style="list-style-type: none"> <li>The number of open classrooms held</li> <li>Sustainability of passing on good practices</li> <li>Quality of professional sharing</li> </ul>	<ul style="list-style-type: none"> <li>Frequency of professional sharing in subject and school levels</li> <li>Feedback from teachers</li> <li>Subject reports</li> </ul>	Whole year	Du Ih Hsuan  Subject heads Team leaders	
	(2) Connect with professional bodies in teaching. <ul style="list-style-type: none"> <li>Join related professional bodies (北山堂)</li> <li>Take part in events organized by professional bodies</li> </ul>	<ul style="list-style-type: none"> <li>Benefits of joining professional bodies</li> <li>Transfer of knowledge from other professional practices</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' sharing</li> <li>Professional training</li> <li>Feedback from teachers</li> </ul>	Whole year	Du Ih Hsuan	

	<p>(3) Promote professional training courses from EDB and other teaching communities</p>	<p>At least 40% of teachers participate in professional training relating to major concerns of the school.</p> <p>The school participates in one EDB professional programme.</p> <ul style="list-style-type: none"> <li>● Update and disseminate information on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' training records and teachers' survey</li> <li>● Feedback from teachers</li> </ul>	<p>Whole year</p>	<p>Du Ih Hsuan</p>	
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