



浸信會呂明才中學

Baptist Lui Ming Choi Secondary School

# Annual School Plan (2023-2024)



# Baptist Lui Ming Choi Secondary School

## Annual School Plan (2023-2024)

### 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), 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****YW Kwok, SH Ngan, WY Wong, SL Leung, WT Kan, CL Lam\*\****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
<p><b>Physical Health</b> 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.</p> <p><b>Psychological Health</b> 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.</p> <p><b>Social Health</b> Students exhibit strong interpersonal skills that foster respect for others and enable them to effectively resolve conflicts, reconcile tensions and dilemmas. They also possess a heightened sense of responsibility.</p> <p><b>Spiritual Health</b> Students experience a sense of purpose and meaning in their lives, and possess the ability to envision their future development and accomplishments.</p>	<p>(1) Provide <b>Health Literacy and Social-Emotional Learning (SEL)</b> for all subjects in school curriculum by</p> <p>a. promoting the importance of <b>healthy habits</b> and integrate <b>Health Literacy</b> in the school curriculum, including getting adequate sleep, eating nutritious foods, practicing good hygiene, maintaining good living routine, enjoying leisure time, and keeping fitness.</p> <p>b. incorporating the <b>SEL curriculum</b> into the school's teaching and learning environment. This can include teaching skills such as emotional intelligence, stress management and coping skills, and problem-solving (mindfulness, quiet reflections, relaxation techniques as well as prayers) through classes, workshops, talks and activities. (Ref : Jockey Club School Mindfulness Project, and Jockey Club Project Well-being, Open Up Project)</p> <p>e.g. applying a zero-tolerance approach to bullying and harassment and teaching social skills such as mediation for conflict resolution through workshops, talks and activities.</p>	<p><b>Implementation</b> All implementation strategies indicated are carried out well in subjects and teams concerned according to their plans and evaluate with their success criteria.</p> <p><b>Outcomes</b></p> <p><u>Physical Health</u></p> <ol style="list-style-type: none"> <li>Q-value of the number of hours of sleeping, Physical exercise, Self-reported Health Status, Breakfast Habit, Vision (Outdoor Activity Hours), Self-concept (Physical Activities) is larger than 115.</li> <li>More than 3.5 in the students and parents' views on healthy lifestyle.</li> <li>Percentage of students within the acceptable weight range is more than 80% in boys and girls</li> </ol> <p><u>Psychological Health</u></p> <ol style="list-style-type: none"> <li>Q-value of the emotion, affect (positive affect), affect (no negative affect), affect (No fear to Failure), affect (No academic anxiety), affect (no anxiety and Depressive Symptoms) is larger than 115 for both senior and junior forms.</li> <li>A decrease in cases by the social workers</li> </ol>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Subject assessments (Test and Examination) and observations</li> <li>Subject/team-based student surveys</li> <li>Annual report and minutes of subjects and teams</li> </ul> <p><b>Outcomes</b></p> <p><u>Physical Health</u></p> <ul style="list-style-type: none"> <li>APASO</li> <li>SHS survey (Student: item 16, and Parent: item 6)</li> <li>KPM 22</li> </ul> <p><u>Psychological Health</u></p> <ul style="list-style-type: none"> <li>APASO</li> <li>Annual report by social workers</li> </ul>	<p>Whole year</p>	<p><b>HL Ho</b> <b>Subject heads</b></p> <p><b>YW Kwok</b> <b>SL Leung</b> <b>Team leaders</b></p>	LWL, CEG, DLG
	(2) Create more <b>free time and space for staff members</b> and involve all staff members and parents <b>with resources and opportunities</b> to support students' well-being. Some fitness and wellness activities could be organized on formal occasions including Staff Development Days.			Whole year	<b>SH Ngan</b> CDFM team Staff Development Committee	
	(3) Promote <b>positive education and growth mindset</b> by:			Whole year	<b>SL Leung</b> SH Ngan FM Chau	CEG, LWL
	(4) <b>Interclass sports-related competitions or activities</b> Throughout the year, rope-skipping in groups, basketball matches, and long-distance running were held. More students could be involved in new sports including archery and rock climbing. The school could join the "School Physical Fitness Award Scheme" to enhance physical health.			Whole year	<b>YW Kwok</b> WY Wong FM Lam	CEG, LWL, DLG

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	TIC & Parties concerned	Resources Required
	(5) Create <b>green, clean and safe open space for recreational and relaxing environments</b> to promote reading and enhance interest in sports, music and VA.	<u>Social Health</u> <ol style="list-style-type: none"> <li>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.</li> <li>2. Q-value of the Satisfaction (Family and Friend, School), Social Behavior (number of close friends) and Recess (Positive Emotion) is larger than 115.</li> <li>3. A decrease in cases by the social workers</li> </ol>	<u>Social Health</u> <ul style="list-style-type: none"> <li>• SHS (Parent: item 7)</li> <li>• APASO</li> <li>• Annual report by social workers</li> </ul>	Whole year	<u>SH Ngan</u> CDFM team	
	(6) Further develop a sustainable and enriched <b>Career Mentor Scheme for senior form</b> students which helps them experience a sense of purpose and meaning in their lives. Promote books related to work and careers in the library.	<u>Spiritual Health</u> <ol style="list-style-type: none"> <li>1. Q-value of the Satisfaction (Meaning in Life) is larger than 115.</li> <li>2. More than 4.0 in the students' and parents' view on life skills and planning.</li> </ol>	<u>Spiritual Health</u> <ul style="list-style-type: none"> <li>• APASO</li> <li>• SHS (Student: Item 22; Parent: Item 11)</li> </ul>	whole year	<u>CL Lam</u> Careers and Guidance Team	



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

*Students are becoming more motivated (想學), engaged (肯學), 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
<p><u>More motivated in learning</u> Students learn happily with great interests.</p> <p><u>More engaged in learning</u> Students participate more actively in classroom activities. More students participate in reading and enjoy it.</p> <p><u>More strategic in learning</u> Students demonstrate strong self-management skills (time and wealth) and self-learning strategies.</p> <p><u>More reflective in learning</u> Students have the habit of reflecting on their learning and possess strong SRL abilities and metacognitive skills.</p>	<p><b>(1) Gifted Education and Talent Development</b></p> <p><b>a. Promote off-site gifted programmes</b></p> <ol style="list-style-type: none"> <li>Develop the school-based centralized talent pool.</li> <li>Construct a Google site providing information about gifted education.</li> <li>Nominate the potential students to become the members of the associations of gifted students and join the gifted programme such as HKAGE, The HKU Academy for the Talented, CTY, Johns Hopkins University, other gifted programmes in different institutes.</li> </ol> <p><b>b. Promote pull-out enrichment programs and activities through various subjects and ECAs to explore their interests and talents outside of the regular curriculum.</b></p> <ol style="list-style-type: none"> <li>English and Chinese KLAS : Public Speaking (Communication and Media Literacy)</li> <li>Mathematics and Science KLAS : Research and Investigation (Critical thinking and Problem solving)</li> <li>PSHE and TE KLAS : Social innovation, STEAM design and Entrepreneurship (Creativity and Innovation, Leadership and Collaboration)</li> <li>Art KLA : Showcases like performances and exhibitions (Creativity and Communication)</li> <li>Form association, ECA and Christianity Outreach: Servant Leadership training and student-led activities (Leadership and Collaboration)</li> </ol>	<p><b>Implementation</b> All implementation strategies indicated are carried out well in subjects and teams concerned according to their plans and evaluate with their success criteria.</p> <p><b>Outcomes (Qualitative)</b></p> <ol style="list-style-type: none"> <li>Students demonstrate mastery of self-learning strategies in classroom learning.</li> <li>Students play active roles in their learning and excel at academics, leadership, aesthetics and sports.</li> <li>More opportunities for students to apply their knowledge and skills, to collaborate and share ideas with peers, and to display learning outcomes are offered in classroom learning.</li> <li>More concrete and formative feedback is provided to facilitate students' reflection and improvement in their learning.</li> <li>More challenging tasks and activities to stretch students' potential are given both inside and outside the classroom.</li> </ol>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Subject assessments (Test and Examination) and observations</li> <li>Subject/team-based student Surveys</li> <li>Annual report and minutes of subjects and teams</li> </ul> <p><b>Outcomes (Qualitative)</b></p> <ul style="list-style-type: none"> <li>Observation, class visits and annual report in subject departments</li> </ul>	<p>Whole year</p> <p>Whole year</p>	<p><u>KH Tang</u> Gifted Education Committee</p> <p><u>HL Ho</u> Subject Heads</p> <p><u>TM Yeung</u> ECA Advisors</p>	<p>DLG/ LWL</p> <p>DLG/ LWL / other fundings</p>

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	TIC & Parties concerned	Resources Required
	<p>c. Incorporate the three core elements of gifted elements (Creativity, Higher-order Thinking Skills, Personal-social Competence) in the L&amp;T in all subjects.</p> <p>d. Provide further enrichment learning materials for the more able students in all subjects.</p> <p>e. Appreciate and recognize gifted students in academic and non-academic domains.</p> <p>f. Promote professional training courses related to gifted education from EDB and other teaching communities so that teachers will be equipped with the knowledge and skills necessary to identify, assess, and support gifted students.</p> <p>i. Training information is updated on the Google site.</p> <p>ii. Send training information to teachers through email regularly.</p>	<p><b>Outcomes (Quantitative)</b></p> <p><u>More motivated in learning</u></p> <ol style="list-style-type: none"> <li>More than 3.8 in the teachers', students and parents' views on student learning including reading, confidence in learning, initiative to learn.</li> <li>Q-value of Learning (Self-initiative) and Learning Motivation (Intrinsic, , Instrumental is larger than 115.</li> </ol> <p><u>More engaged in learning</u></p> <ol style="list-style-type: none"> <li>Percentage of students participating in territory-wide inter-school competitions is higher than 75th percentile.</li> <li>Percentage of students participating in uniform groups/community services junior lines is higher than the median and close to 75<sup>th</sup> percentile.</li> <li>More than 40% of students always handed in HW on times.</li> <li>Q-value of Reading (Time for Leisure Reading), Reading (Keen on), and Volunteering Work Frequency is more than 115.</li> </ol>	<p><b>Outcomes (Quantitative)</b></p> <p><u>More motivated in learning</u></p> <ul style="list-style-type: none"> <li>SHS (Student learning) Teacher: item 54, 55, 56, 59 Student: item 8, 9, 12, 14 Parents: item 3, 5, 6</li> <li>APASO</li> </ul> <p><u>More engaged in learning</u></p> <ul style="list-style-type: none"> <li>KPM 19, 20</li> <li>HW statistics</li> <li>APASO</li> </ul>	<p>Whole year</p> <p>Whole year</p> <p>Whole year</p> <p>Whole year</p>	<p>HL Ho Subject Heads</p> <p>HL Ho Subject Heads</p> <p>HL Ho TM Yeung</p> <p>KH Tang Gifted Education Committee</p>	
	<p>(2) <b>Self-regulated learning SRL</b></p> <p>a. Continue the collaborative lesson studies in all subjects to integrate SRL in the scheme of work.</p> <p>b. Use of AI in learning.</p>			Whole year	HL Ho L&T development unit Subject Heads	
	<p>(3) <b>Effective use of BYOD with educational apps and resources in learning and teaching</b></p> <p>iii. Educational apps and note-taking apps will be selected for all subjects to integrate BYOD in teaching strategies.</p> <p>iv. Students will be trained to use the education apps and note-taking skills effectively through CL lessons and bridging programmes.</p>			Whole year	HL Ho L&T development unit Subject Heads	

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	TIC & Parties concerned	Resources Required
	<b>(4) Staff development and Professional learning community</b> a. Inhouse training courses on the use of educational apps are provided for teachers. b. Teacher sharing and Open classroom on SRL and use of AI in L&T will be arranged.	<u>More strategic in learning</u> 1. More than 4.0 in the teachers' and students' views on learning strategies 2. Q-value of Reading (Good Strategies) is larger than 115.  <u>More reflective in learning</u> 1. Q-value of Learning (Self-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.	<u>More strategic in learning</u> • SHS (Teaching and Student learning) Teacher: item 47, 52, 60, 61 Student: item 1, 4, 5, 6, 11, 12, 14	Dec 2023 June 2024	HL Ho L&T development unit	
	<b>(5) Developing a habit of reading and finding enjoyment in it</b> a. Review and modify all reading schemes in all subjects, aligning better in a coherent and complementary way. b. Closer and effective collaboration among all subjects and the library under the support of Library and Reading Promotion Committee c. Enhance book recommendation both by teachers and students on different platforms such as JFERS, morning assemblies and others.			Whole year	YK Lau Library and Reading Promotion Committee  Subject Heads	Library Grant
	<b>(6) Upgrading facilities and environments</b> a. Create clean and safe open spaces for recreational and relaxing environments with sports, music and VA facilities. b. Upgrade classrooms and special rooms to support SRL and gifted education in subjects.			Aug, Dec 2023  Arp, Aug 2024	SH Ngan CDFM 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
<ul style="list-style-type: none"> <li>The sense of belonging among students towards the school, community, and country is strengthened.</li> <li>Students demonstrate increased global awareness and cross-cultural understanding.</li> <li>Their sense of national identity and awareness of laws are heightened, fostering values such as respect for others, commitment, empathy, and responsibility.</li> </ul>	<b>(1) Social innovation project (both junior and senior forms)</b> <ol style="list-style-type: none"> <li>Integrate social innovation into the Citizenship, Economics and Society curriculum (Junior forms) and Citizenship and Social Development curriculum (Senior forms) as well as different KLAs through project-based learning, where students work on real-world problems and develop innovative solutions.</li> <li>Partner with local organizations, social enterprises or non-profits to provide students with access to resources and valuable professional guidance.</li> <li>Recognize and celebrate 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.</li> </ol>	<b>Implementation</b> All implementation strategies indicated are carried out well in subjects and teams concerned according to their plans and evaluate with their success criteria.  <u>The sense of belonging</u> (school, community, and country)  Q-value of School Atmosphere (Not Lonely, Belongingness), Learning Atmosphere (Cooperation) is more than 115.	<b>Implementation</b> <ul style="list-style-type: none"> <li>Subject assessments (Test and Examination) and observations</li> <li>Subject/team-based student Surveys</li> <li>Annual report and minutes of subjects and teams</li> </ul> <u>The sense of belonging</u> (school, community, and country) <ul style="list-style-type: none"> <li>APASO</li> </ul>	Whole year	<u>WT Kan</u> Citizenship, Economics and Society and Citizenship and Social Development  Different KLAs	CEG, LWL, DLG
	<b>(2) Sister School Scheme (Mainland and overseas)</b> <ol style="list-style-type: none"> <li>Connect sister schools (both mainland and overseas)</li> <li>Build a video conferencing room for online sharing with the sister school by using the EDB grant.</li> <li>Understand different cultures through online sharing and visits.</li> </ol>	<u>Global awareness and cross-cultural understanding.</u>  Q-value of Global Perspective (Attention, Respect for Diversity, Responsibility, Collaboration, Intercultural Communication), Respect People of Different Cultural Backgrounds, and Multi-perspective Thinking is more than 115.	<u>Global awareness and cross-cultural understanding.</u> <ul style="list-style-type: none"> <li>APASO</li> </ul>	Whole year	<u>HL Ho</u> <u>SH Ngan</u> <u>K Lai</u> <u>WT Kan</u>	EDB grant
	<b>(3) National Security Education and National Education</b> Build the national education curriculum which involves all subjects through organic integration and natural connection. <ol style="list-style-type: none"> <li>National Education—Event Planning Calendar (2023/24 school year) dated 02/08/2023. (Circular Number: EDBCM125/2023)</li> <li>National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens dated 13/06/2023 (Circular Number: EDBC009/2023)</li> <li>National Security Education in School Curriculum - Additional Curriculum Documents and Learning and Teaching Resources dated 26/05/2021 (Circular Number: EDBC006/2021)</li> <li>National Security Education in School Curriculum - Curriculum Documents dated 22/04/2021 (Circular Number: EDBC004/2021)</li> </ol>	<u>National identity and awareness of laws</u> (Respect for others, commitment, empathy, and responsibility)  Q-value of National Identity (Responsibility, Obligations, Proud and Love, National Flag, Anthem, Achievement) and Morality (Important, No stealing) is more than 115.	<u>National identity and awareness of laws</u> (Respect for others, commitment, empathy, and responsibility) <ul style="list-style-type: none"> <li>APASO</li> </ul>	Whole year	<u>HL Ho</u> <u>Subject heads</u>  <u>KK Wan</u> National Education Committee	CEG, LWL, DLG

END