



Baptist Lui Ming Choi secondary School

Annual School Plan (2021-2022)

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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>1.1 4Cs Skills and Learning Self-reliance in classrooms</p> <p>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)</p>	<p>(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.</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>b. 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 2021-22</p> <p>Whole year</p>	<p>Ho Hau Lai Subject Heads</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	d. Set up a Pedagogy unit in L&T section 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. Class visits and observation	Whole year		
4Cs Skill and Learning Self-reliance in classrooms 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.)	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 2. Class visits and reports from subject heads 3. Class visits and 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 the old staff rooms. b. Build an archery field. c. Apply "Green school 2.0 - Energy Smart" for energy saving. d. Renew the common area between the new annex and the old building.	a. Renovated old staff rooms b. The completed archery field on roof c. Successfully applied "Green School 2.0 - Energy Smart" d. Redesigned common area on 2/f and 3/F	a. All the old staff rooms were renovated. b. The construction works and the QEF report were completed. c. The "Green School 2.0 - Energy Smart" project was completed and the energy management system was implanted and used. d. The common area on 2/F and 3/F were completed and are in use.	a. 12/2021 b. 6/2022 c. 6/2022 d. Whole year	Ngan Shiu Hei Wong Wing Yan, Campus development and facilities management team,	Donation QEF

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>(4) Develop competence-based curricula</p> <ul style="list-style-type: none"> a. F.1-3 Cross-subject Maker curriculum in DT/VA/ICT. b. F.5 English: Reading Across Curriculum c. F.1-F.6 Chinese: Speaking and communication d. F.4 CS: Thinking and debating skills 	<ul style="list-style-type: none"> 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, debate will be launched 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 competition. 	<ul style="list-style-type: none"> a. Project assessment, survey, 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 	2021-2022	<p>Ho Hai Lai</p> <p>Lee Ka Ming STEM committee</p> <p>Chew Pi Yun Library & Reading Promotion committee</p> <p>Yip Wai Shan</p> <p>Kan Wing Tung</p>	Library Grant



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1.2 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. Apply for the IT Innovation Lab project. 2. Design extra IT courses for students. b. Open Maker Lab to students after school. c. Promote cross-subject STEM activities. d. Join external STEM competitions.	a. 1. Apply for the IT Innovation Lab 2. Complete extra IT 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	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. 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
	(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 For teachers d. Provide hardware support for teachers to conduct e-Learning. e. Explore different eLearning ideas. f. 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 personal WiFi account for BYOD students. b. Establish application procedures for students to apply for BYOD. 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 QEF for F.1 students. 2. Provide the school office and other technical support for QEF devices. b. 1. Provide daily WiFi password for teachers to share with students in need. 2. Provide WiFi in the library and Maker Lab. c. Students can apply for BYOD. d. 1. Provide tablet PC for all teachers. e. Share e-Learning ideas with teachers. f. 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
1.3 Career & Life Planning Flexibility & Adaptability, Adapt to Change, Be Flexible, Manage projects and produce results	(1) Introduce Career Mentor Scheme with career guidance and life planning in whole-school approach. (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 career 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 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	Wong Sau Chun Lam Chau Lan	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Career & Life Planning	<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.</p> <p>(ii) Students foster positive attitudes towards learning.</p> <p>(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.</p> <p>(ii) Students have a better understanding of themselves and prepare themselves as lifelong learners.</p> <p>(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.</p> <p>(ii) 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 & 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>	Whole year	<p>Wong Sau Chun Chan Wai Yin</p> <p>Subject heads Team leaders</p>	



Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.4 Cross-cultural Understanding	<p>(1) Enhance study tours in terms of popularity, breadth and depth and integrate the content with service learning and career education.</p> <ul style="list-style-type: none"> The number of study tours and students involved: (2021-2022) 1-2: 60 Areas: Besides Taiwan, Japan, Korea and Singapore, some more Asian countries and Belt and Road countries as well as Guangdong-Hong Kong-Macao Greater Bay Area will be considered. 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. <ul style="list-style-type: none"> (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. 	<p>a. The number of participants of the study tours meet 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>e. Plan study tours to Mainland for fulfilling the CSD requirement.</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>Kan Wing Tung</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"> 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 	<p>Exchange student(s), CNET, NET share at least twice in morning assembly and Ming Dao regarding cultural understanding.</p> <p>At least one student joins the out-going exchange programme.</p> <p>Over 20 students join the cross-cultural day by the ASF.</p> <p>At least 6 students join youth conferences.</p>	<ul style="list-style-type: none"> Frequency of sharing Number of in-coming and out-going exchange students Number of participants in the ASF cultural day and youth conference 	Whole year	<p>Chan Kar Man</p> <p>English Department</p>	<p>DLG</p> <p>Shirley Ngai Education Fund</p> <p>Donation</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Cross-cultural Understanding	<p>(3) Optimize English and Liberal Studies curriculum with elements of cross-cultural understanding. (2019-22)</p> <p>(2019-20)</p> <ul style="list-style-type: none"> 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). <p>(2020-21)</p> <ul style="list-style-type: none"> 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 <p>(2021-22)</p> <ul style="list-style-type: none"> 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 	<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</p> <p>Kan Wing Tung</p> <p>English and LS departments</p>	
	<p>(4) Introduce other languages (2019-22)</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>c. DSE Japanese language course and network programme</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> <p>c. (i) Number of students taking the course and the DSE exam. (ii) Passing rate and DSE result (iii) Students' feedback</p>	<p>Whole year</p> <p>Sep 2021</p>	<p>Yeung Tat Ming</p> <p>ECA team</p> <p>Ho Hau Lai</p> <p>Tang Ka Ho</p>	

	<p>(5) Join sister-school scheme (2021-22)</p> <p>Due to COVID-19 and social distrust towards the Chinese Government, parents and students have hesitation to join any visit to China. 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.</p>	/	/	/	Lai Kin Publication and PR team	Grant for the sister school scheme
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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) Optimise 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 F.1 registration process and reconstruct the process. (ii) Ensure F.1 parents and students familiar with the school culture.	a. • Length of staff meetings recorded • Year-end teachers' survey and observation • Feedback from teachers (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 Hangouts to handle learning matters.	Whole year 7/2022 7/2022	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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 2020-21: 15 teachers 2021-2022: 15 teachers 2022-2023: 15 teachers 	15 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. <ul style="list-style-type: none"> Panel head appraisal class visits Subject teacher appraisal class visits Post-lesson meetings after open classroom 	<ul style="list-style-type: none"> At least 3 subject departments and all new teachers go through the new class visit practice. Teachers' feedback 	<ul style="list-style-type: none"> Frequency of new class visits practice Year-end Teachers' survey 	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 <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The number of sharing held at subject levels Use of Google platform Staff Development days/events 	<ul style="list-style-type: none"> Frequency of professional sharing in subject and school levels Feedback from teachers Subject reports 	Sep 2021–Aug 2022	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 <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The number of open classrooms held Sustainability of passing on good practices Quality of professional sharing 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Join related professional bodies Bei Shan Tang (北山堂). Take part in events organized by professional bodies. 	<ul style="list-style-type: none"> Benefits of joining professional bodies Transfer of knowledge from other professional practices 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Update and disseminate information on a regular basis. 	<ul style="list-style-type: none"> Teachers' training records and teachers' survey Feedback from teachers 	Whole year	Ngan Shiu Hei	

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