Baptist Lui Ming Choi Secondary School

Annual School Plan (2018-2019)

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<u>Major Concerns</u>

1. ### Skill-based Learning and Teaching for the future
   ### 能力為本的學與教

   - Active learning 自主學習

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

   - Teaching effectiveness 教學效能

2. ### Professional Learning Community
   ### 專業學習社群

   - Participatory Reflection and Action 實踐反思及行動

   - Knowledge Management 知識管理 (Creating, Exchanging and Sharing 創新、交流、共享)

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

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

1.1 **4Cs Skill and Learning Self-reliance in classrooms**
 	
4Cs includes **C**ritical Thinking and Problem Solving, **C**ommunication & Media Fluency, **C**reativity and Innovation, **C**ollaboration (Teamwork and Leadership)
	(1) Develop and enhance "To learn, To Think and Collaborate & To Express" (學思達), "Flip-the-classroom", "Self-Regulated Learning (SRL)", "STEM" and "Collaborative Learning" among subjects concerned in the school curriculum.
	
	a. Increase the coverage of implementation in terms of lesson time, level and content.
	  (i) Level:
	    (18-19) F.1-2, (19-20) F.1-3, (20-21) F.1 -3
	  (ii) Contents :
	    new chapter / section / unit in each level every year (2018-21)
	  (iii) Lesson time: Balance between teacher-center and student-center learning activities (2018-21)
	
	b. Enhance the teachers' skills in teaching through applying
	  (i) Science of 4Cs and regulated learning such as metacognition and learning reflection (2018-2021)
	  (ii) Micro teaching skills and learning facilitating skills (2018-2021)
	
	c. Upgrade the effectiveness and efficiency of teaching and learning of subject contents and the 4Cs.
	  (i) Aim at attaining the objective and drawing the conclusion in every lesson, plus getting students' learning reflections upon completion of a unit. (2018-2021)
	  (ii) Develop a set of standards and progressive objectives for 4Cs skills and Learning Self-reliance (2019-21)
	  (iii) Integrate 4Cs skill in the subject curricula. (2019-21)
		a1: All subject panels propose plans in the scheme of work for F.1-2 (18-19), F.1-3 (19-21)
		a2: Teachers implement the proposed plans in class
		a3: More than 50% of the lesson is student-centered.
		
		b1. At least 70% of teachers master the concept of science of collaborative learning and self-regulated learning well.
		b2. At least 70% of teachers master the micro-teaching and learning facilitating skills
		
		c1. In over 50% of lessons, teachers will implement it accordingly.
			a1. Review of the scheme of work of subjects
			a2. Class visits and reports from subject heads.
			a3. Class visits and observation
			
			b1. Collect comments through questionnaires after staff development activities and year-end teachers' survey
			
			c1. Class visits and reports from subject heads.
			c2. Class visits and observation
				Whole year
				
				SDD in Sep and Mar 2018
				
				Whole year
					Lau Hon Tong Subject Heads	

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4Cs Skill and Learning Self-reliance in classrooms 4Cs includes **C**ritical Thinking and Problem Solving, **C**ommunication & Media Fluency, **C**reativity and Innovation, **C**ollaboration (Teamwork and Leadership)	(2) Encourage innovative learning strategies at subject level: (e.g. E-learning, Self-learning, Collaborative learning, Inquiry-based learning, STEM or STEAM, Read-to-Write Strategy, etc.)	1. All subject panels propose plans in the scheme of work 2. Teachers implement the proposed plans in class 3. Students master the strategies	1. Review of the scheme of work of subjects 2. Class visits and reports from subject heads. 3. Class visits and observation	Whole year	Lau Hon Tong Subject Heads	
	(3) Establish Teach-for-Tomorrow (TFT) committee to monitor, supervise and evaluate the development process. ● Monitor the development process ● Supervise the development process ● Evaluate the development process	1. A Teach-for-Tomorrow (TFT) committee is formed 2. The TFT committee oversee the development process . 3. The TFT committee supervises the development process .	Review the work of the TFT committee.	Whole year	Lau Hon Tong	
	(4) Enhance school facilities and administrative support measures to facilitate learning and teaching of 4Cs and SRL. School facilities and arrangements ● Use Whiteboards ● Modify DT workshops to MakerLab ● Enlarge the school library ● Modify HE room ● Base Rooms Administrative support measures ● Student Grouping ● F.1 Orientation for students and parents	1. Small whiteboards are ready for small group teaching for all classes. 2. DT Room is modified to support Maker Education. 3. The new school library is ready to support reading to learn. 4. HE Room is modified to support HE education. 5. No more floating class will exist. 6. Students take different roles in groups.	1. Count the number of small white boards for each class. 2. Site visit and discuss with the DT panel head. 3. Site visit and discuss with the Teacher Librarian 4. Site visit and discuss with the HE panel head. 5. Site visit. 6. Collect comments from teachers.	Aug - Sep 2018 June - Sep 2019 Whole year	Lau Hon Tong Lee Kim Fung	Donation

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.2 **Computing & ICT Fluency** Information Literacy (access and evaluate information, use and manage information) ICT Literacy (apply technology effectively)	(1) Promote and enhance the curriculum of information literacy among subjects ● Introduce and explain IL to teachers ● Provide supporting materials to teachers to infuse IL in different subjects ● Infuse IL in core subjects – CVED, LS, CL, Library	a. Brief introduction of IL in subject head meeting b. 1. Interview with subject heads to understand the needs for promoting IL 2. Provide a summary of IL related curriculum of different subjects c. 1. Form a committee with heads of CVED/LS, CL and Library 2. Review the curriculum and embed IL in core subjects	a. Introduce of IL in subject head meeting b. 1. Complete the form "Needs of IL in school" 2. Complete the "Summary of IL in school" and distribute to subject heads by the end of school year c. Organize meetings with related subjects and department heads and draft the IL plan	Whole year	Ngan Shiu Hei Subject Heads	
	(2) Enhance computing and ICT skills in learning and research in subjects i.e. Information Literacy, STEM / STEAM, etc. a. Provide suitable infrastructure, hardware and software support for e-Learning b. Provide training materials for teachers and students about the latest IT development c. Promote the use of mobile data-logging system in scientific investigation	a. Provide stable Wifi environment for at least 30 mobile devices b. 1. Provide at least 2 Workshops for teachers in Dec and self-learning materials about e-Learning, such as Google site 2. Provide self-learning site for teachers and students about IT training c. At least 5 experiments which use mobile data-logging system will be carried out	a. Speed test of Internet via Wifi before the commencement of school year b. 1. Count the number of workshops for teachers in Dec 2. Establish the self-learning site in Oct and update it continuously c. Count the number of experiments / activities making use of the mobile data logging system	Whole year	Ngan Shiu Hei Subject Heads	CITG ECITG STEM Grant
	(3) 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. Assembly for students about proper use of IT devices b. Parent's talk for better understanding of e-Learning	a. Count the number of assembly for students about the use of IT devices b. Count the number of parent's talk by the end of school year	Whole year	Ngan Shiu Hei ICT Department Guidance and Discipline team	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Computing & ICT Fluency	(4) Promote BYOD (Bring Your Own Device) to cultivate a learning environment with ICT a. Implement BYOD policies such as using regulation, security measures, b. Enhance infrastructure such as upgrading internet connection speed c. Explore different e-Learning ideas d. Conduct trials by classes or departments with localized Wifi network (2019-21)	a. Formulate BYOD policies in collaboration with the Discipline and Guidance Team b. 1. Upgrade internet connection speed to 1G 2. Upgrade network hardware if necessary c. Organize workshops or open lessons for teachers about e-Learning such as flipped classroom or the use of collaborative electronic whiteboard d. At least 1 class in 1 subject carry out BYOD (2019)	a. Draft the BYOD policy b. Upgrade the internet connection speed to 1G in 2019 c. Count the number or workshop or open lessons	Whole year	Ngan Shiu Hei Subject Heads IT Team Guidance and Discipline Team	CITG ECITG Community Care Fund Assistance Programme

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) Enhance the collaboration with career and subject teachers who work as students' counselors or career mentors while reducing F.6 class teachers' workload. (c) 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. (d) Career mentors would counsel students on at least three occasions: before students submit their application for admission in December, before the deadline of updating their programme choices in May and before they modify their programme choices in July. (e) Career mentors would offer advice on students' JUPAS options. F.6 class teachers would need to counsel students on their personal statements.	a. Build up a high level of co-operation, collegiality and collaboration amongst teaching staff. b. At least 3 classes in F.6 will join and more subject teachers will be invited to provide students with career education and guidance. c1. At least 70% of students are satisfied with the trial measures. c2. 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.	a. Teachers' observation & feedback in evaluation meetings b. Students' 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	(2) Promote life-wide learning activities with career education in subjects a) Subject and career teachers could invite more professionals from various tertiary institutions or fields to school to give talks, workshops, etc. so as to introduce students to different programmes and workplaces. b) Subject and career teachers could organize some visits, job-shadowing and internship programmes in order to equip students with more practical or hands-on career-related experiences and knowledge in various workplaces and academic disciplines. c) Subject and career teachers could invite alumni from different professional fields to provide students with life planning and career guidance support.	a1. Students understand their own career and academic aspirations. a2. Students foster positive attitudes towards learning. a3. Students acquire insights and knowledge in different workplaces b1. Students acquire up-to-date career information, essential skills and precise pathways of different occupations and workplaces. b2. Students have a better understanding of themselves and prepare themselves as lifelong learners. b3. Students recognize work values and ethics. c1. Students find purposes in life, set goals and take action to achieve them. c2. Students recognize work values and ethics. c3. Students make wise and informed career decisions with reference to students' interests, abilities and orientations.	a. APASO regarding time management, academic monitoring, goal setting, expectation on career and goals of life b. Teachers' observation & feedback in evaluation meetings c. Questionnaires set to collect participants' feedback after each programme / activity d. Teacher surveys e. Feedback of participants, social workers	Whole year	Wong Sau Chun Chan Wai Yin Subject heads	

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1.4 **Cross-cultural Understanding**	(1) Enhance study tours in term of popularity, breadth and depth and integrate the content with service learning and career education. ● The number of study tours and students involved: (2018-19) 2-3 : 70; (2019-20) 3-4 : 100; (2020-21) 3-5 :120 ● 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. ● Enhance the depth of cultural exchange with deeper interflow such as homestay accommodation or building closer relationship. ● Service learning such as doing community service, making visits to NGOs and career-related visits such as visits to universities and workplaces will be integrated into the tours. (i) Add the above elements in all study tours. (ii) Organize study tours in collaboration with the Career and Guidance Team. (iii) Organise Service Trips with the Christian Outreach Team.	a. The number of participants of study tour has increased steadily, meeting80% of the target quota . b. Explore new places for study tours. c. Keep in touch with overseas schools. d. Enhance career guidance and social service elements in study tours.	a. Collect data from study tour participants. b. Collect feedback from study tour participants. c. Collect feedback from overseas schools. d. Collect feedback from study tour participants.	Whole year	Wong Hoi Kit Study Tour committee Career and Guidance Team	DLG CEG Shirley Ngai Education Fund Funding Scheme for Exchange in Belt and Road Countries Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme Senior Secondary School Students Exchange Programme Subvention Scheme
	(2) Cultivate the cross-cultural understanding and promote exchange experiences with ASF, NET, CNET and exchange students ● Sharing and cross-cultural activities by ASF exchange students, CNET and NET. ● AFS Culture Day ● Exchange programmes (both in and out) ● Joining cross-cultural youth conferences	● Exchange student(s), CNET, NET share at least twice in morning assembly and Ming Dao regarding cultural understanding. ● At least one student joins the out-going exchange programme. ● Over 20 students join the cross-cultural day by the ASF. ● At least 6 students join youth conferences.	● 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	Chan Kar Man English Department	DLG Shirley Ngai Education Fund Donation

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Cross-cultural Understanding	(3) Optimize English and Liberal Studies curriculum with elements of cross-cultural understanding. (2019-21) **(2018-19)** ● Review the curriculum and suggest changes ● Strengthen the ties between AFS and Chatteris to facilitate interflow ● 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 **(2019-20)** ● Curriculum changes in F.1-3 mainly ● Include global perspectives on issues like environmental protection (F.2), Jobs (F.3), charity and poverty (F.4 and 5) **(2020-21)** ● Curriculum changes in F.4-6 mainly ● Sharing by minority groups (South Asian communities) ● More activities to be conducted with CNET and Chatteris outside classrooms	a. Review the curriculum and subject activities related to cross cultural understanding. b. Collect teachers' comments on curriculum changes.	a. Review of the scheme of work. b. Common preparation meetings for curriculum development	Whole year	Chew Pi Yun Wong Hoi Kit English and LS departments	
	(4) Introduce other languages (2019-21) Introduce 1-2 Language courses as ECA activities (e.g. Japanese, French, German, Spanish, etc.)	NIL	NIL	NIL	Yeung Tat Ming ECA team	
	(5) Join sister-school scheme (2020-21) ● Preparation (2018-2019) ● Connection (2019-2020) ● Relation (2020-2021)	● Prepare PPT or report for the Principal to make the decision ● Keep our teaching staff informed ● Confirm the region of the counterparts	Announcement in the Staff Meeting	Feb–June 2019	Lai Kin Publication and PR team	Grant for the sister school scheme

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 **Creating time and space for teachers and students**	(1) Improve the effectiveness of school administrative work to increase the preparation time for teaching ● Meetings ● Administrative procedure	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. ● Homework assignment ● Uniform test 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	Lau Hon Tong Kwok Yin Wai Lee Kim Fung	
2.2 **Professional Development and Interflow within school**	(1) Promote subject-based *collaborative* lesson studies (18-19 : F.1; 19-20 F.1-2; 20-21 F.1-3) in each form ● Review topics that students have difficulties in learning ● Improve the teaching strategies developed ● Develop new teaching strategies	1. Remind subject heads to monitor the progress 2. F.1 subject teachers of the same form form a group 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 ● 2018-19: 5 teachers ● 2019-20: 10 teachers ● 2020-21:15 teachers	5 teachers are willing to open their classrooms to other teachers.	Collect information from teachers	Oct–Nov 2018 Feb-May 2019	Lau Hon Tong Du I h Hsuan	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Professional Development and Interflow within school	(3) Enhance the effectiveness of class visits with pre-lesson meeting, class and post-lesson meeting. • Panel head appraisal class visit • Subject teacher appraisal class visit • Post-lesson meeting after open classroom	• At least 3 subject departments and all new teachers go through the new class visit practice • Teachers' feedback	• Frequency of new class visit practice • Year-end Teachers' survey	Oct–Nov 2018 Feb-May 2019	Wan Ka Kit Lau Hon Tong Subject heads	
	(4) Promoting knowledge management and sharing within the subject and in school • Increase the number of departments joining the professional sharing • Offer sharing sessions on staff development days • Promote knowledge management with Google for Education • Promote concepts of knowledge management among middle managers	• The number of sharing taken part at subject levels • Use of Google platform • Staff Development days/events	• Frequency of professional sharing in subject and school levels • Feedback from teachers. • Subject reports	Sep 2018 -Aug 2019	Du Ih Hsuan Subject heads Team leaders	
2.3 **Professional Development and Interflow beyond school**	(1) Connect with secondary schools nearby and /or in different districts • Join the SRL festival of the HKAHSS • Open classrooms to secondary schools nearby • Build learning circles with secondary schools of the same banding in different districts • Promote subject-based connections among teachers	• The number of open classrooms held • Sustainability of passing on good practices • Quality of professional sharing	• Frequency of professional sharing in subject and school levels • Feedback from teachers. • Subject reports	Whole year	Du Ih Hsuan Subject heads Team leaders	
	(2) Connect with universities. • professional support • participate in events organized by universities • Develop new teaching strategies • Share experience with colleagues	a1. Gain professional support from at least one university b1. Make use of new teaching strategies/methods b2. Share the experience with teachers	a1. Frequency and scope of professional support received b1. apply at least 1 new teaching method b2. Share the experience in subject meetings or staff meetings	Whole year	Lau Hon Tong Ngan Shiu Hei	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Professional Development and Interflow beyond school	(3) Connect with professional bodies in teaching. ● Join related professional bodies ● Take part in events organized by professional bodies	● Benefits of joining professional bodies ● Transfer of knowledge from other professional practices	Teachers' sharing Professional training record	Whole year	Du Ih Hsuan	
	(4) 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 programmes. Update information disseminated on regular basis.	Teachers' training records and teachers' survey Feedback from teachers	Whole year	Du Ih Hsuan	

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