



Baptist Lui Ming Choi secondary School

Annual School Plan (2017-2018)



Baptist Lui Ming Choi Secondary School

Annual School Plan (2017-2018)

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
- 4Cs (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)
- 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 <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)	(1) Promote and adopt “To learn, To Think and Collaborate & To Express” (學思達) teaching strategy at school level a. Subject-teachers who adopt this teaching strategy 1 pilot lessons one form, probably F.1. Subject teachers of that form co-plan lessons, carry out class visits and lesson review. b. Prepare teachers with micro-teaching skills (questioning skills, small-group teaching, presentation skills, E-Learning, etc.) c. Prepare students with study strategies and arouse their awareness of 7C skills.	a1. The new method is well conducted in at least 2 subjects in one pilot form in at least two lessons in the first term. a2. Teachers of the same subject visit a pilot class at least once a year. b. At least 50% of teachers master the micro-teaching skills. c. At least 50% of students master the study strategies for 7C skills learning.	a1. Collect information from subject panels a2. Count the number of class visits b. Collect comments through questionnaires after staff development activities and year-end teachers' survey c. Peer lesson observation and year-end teachers' survey	a1. Sept -Dec 2017. a2. Jan-May 2018. b. Sept 2017 - Aug 2018 c. Sept 2017 - Aug 2018	Lau Hon Tong	
	(2) Promote and adopt “Flip-the-classroom” teaching strategy at school level a. Subject- teachers who adopt this teaching strategy pilot lessons in one form, probably F.1. Subject teachers of that form co-plan lessons , carry out class visits and lesson review. b. Prepare teachers with micro-teaching skills (questioning skills, small-group teaching, presentation skills, E-Learning, etc.) c. Prepare students with study strategies and arouse their awareness towards 7C skills	a1. The new method is well conducted in at least 2 subjects in one pilot form in at least two lessons in the first term. a2. Every teacher visits a pilot class at least once a year. b. At least 50% of teachers master the micro-teaching skills c. At least 50% of students master the study strategies with awareness of 7C skills	a1. Collect information from subject panels a2. Count the number of class visits. b. Collect comments by questionnaires after staff development activities and year-end teachers' survey c. Peer lesson observation and year-end teachers' survey	a1. Sept -Dec 2017. a2. Jan-May 2018. b. Sept 2017 - Aug 2018 c. Sept 2017 - Aug 2018	Lau Hon Tong	
	(3) Promote innovative learning strategies at subject level: a. E-learning b. Self-learning c. Collaborative learning d. Inquiry-based learning, e. STEM or STEAM, f. Read-to-Write Strategy, etc.	a. All subject panels propose plans in the scheme of work b. Teachers implement the proposed plans in class c. Students master the strategies	a. Review of the scheme of work of subjects b. Class visits and reports from subject heads. c. Class visits and observation	2017-18	Lau Hon Tong	

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 e-Learning with tablets and internet with the support of the IT Team a. Organise workshops for teachers about using Google Suite and different Apps b. Provide a stable WiFi network in school and provide essential hardware and software for eLearning such as different teaching apps. c. Promote the use of mobile device in teaching. d. Promote the use of Google Classroom and other eLearning tools in teaching.	a. 90% of teachers participate in workshops b1. At least 3 suitable eLearning apps for teaching are introduced (e.g. Explain Everything, etc.) b2. At least 30 iPad can connect to internet stably in classrooms and 80% of teachers are satisfied with using WiFi classrooms for eLearning with iPads effectively. c1. At least 10 tablet PCs will be introduced. c2. Chromecast or Microsoft Display Adapters are installed in all classrooms and special rooms and 80% of teachers are satisfied with using it. d1. 60% teachers use Google Classrooms for teaching management, such as giving assignment, to manage learning materials and create discussion group d2. New eLearning method such as using VR or data logger in at least 2 subjects are tried out.	a. Count the number of teachers attending the workshop b1. Purchase pay apps with eLearning Grant b2. Speed test of Internet via WIFI and Teachers' survey c1. Complete the setup of tablet PC for teachers c2. Installation completed and Teachers' survey d. Count the number of Google Classrooms created and teachers' survey	2017 – 2018	Ngan Shiu Hei	CITG ECITG eLearning Grant
	(2) Enhance computing and ICT skills in learning and research in subjects a. Information Literacy b. STEM / STEAM	a. Information Literacy (IL) teaching content is integrated in at least 50% of subjects and advice to subjects about the promotion of IL are given. b1. STEM Team promotes STEM in at least two subjects and 70% of students enjoy the STEM learning. b2. A new ECA about STEM is formed and at least 1 competition or activity is completed.	a1. Complete the whole school IL plan a2. Complete the discussion with subject heads b1. STEM activities included in subjects like DT, Sci, ICT and Math. Students' survey. b2. Students of the STEM ECA complete a STEM project	2017 – 2018	Ngan Shiu Hei	STEM grant

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) Build a holistic curriculum of Career and Life planning a. Incorporate careers and life planning education into school curriculum in collaboration with class teachers and subject teachers b. Modify and enrich the contents of the Individual Student Planning (ISP) materials in partnership with class teachers and form coordinators of the Life Education Team and Careers and Guidance Team c. Encourage students to actively participate in career-related activities and programmes to enhance students' leadership and help their career planning in collaboration with various NGOs and organizations d. Encourage students to finish self-directed service learning projects	a1. Students understand their own career and academic aspirations a2. Students foster positive attitudes towards learning b1. Students find purposes in life, set goals and take action to achieve them b2. Students recognize work values and ethics b3. Students make wise and informed career decisions with reference to students' interests, abilities and orientations c1. Students acquire up-to-date career information, skills and pathways of different occupations and workplaces c2. Students have a better understanding of themselves and prepare themselves as life-long learners. c3. Students can be trained as career ambassadors and help promote career-related activities at school d1. Higher motivation of students d2. Students' higher awareness of people in need d3. A sense of social responsibility built	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, recipients and social workers	2017-2018	Chan Wai Yin Wong Sau Chun	Personal growth portfolio & CLPG
	(2) Try out a pilot scheme of careers guidance support for F.6 class teachers	<ul style="list-style-type: none"> At least 1 class in F.6 is supported by 3 or more subject teachers in terms of career education and guidance A set of support measures and point-to-note is summarized for review and further implementation. At least 70% of students are satisfied with the trial measures. 	a. Teachers' observation & feedback in evaluation meetings b. Students' survey	2017-2018	Wong Sau Chun Lam Chau Lan	

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"> eBooking system, eClass parent and student app, Google applications, Meetings. 	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	2017-18	Lau Hon Tong Kwok Yin Wai Lee Kim Fung	
	(2) Improve the effectiveness of student learning activities such as assignments, ECA, tests and examinations and provide more space and time for different modes of student learning. <ul style="list-style-type: none"> Uniform tests/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	2017-18	Lau Hon Tong Kwok Yin Wai Lee Kim Fung	
2.2 Professional Development and Interflow within school	(1) Promote library books and on-line teaching resources via Staff Development Team	20% of teachers using the resources provided	a. Frequency of borrowing resources b. Feedback from teachers	2017-18	Du Ih Hsuan	
	(2) Promote professional sharing and interflow of teaching strategies and assessment at both subject and school levels	<ul style="list-style-type: none"> At least 5 subjects enhance the culture in professional sharing in subject meetings At least 1 professional sharing in staff development days 	a. Frequency of professional sharing in subject and school levels b. Feedback from teachers. c. Subject reports	2017-18	Lau Hon Tong Du Ih Hsuan	Book coupons
	(3) Build a culture of lesson observations focusing on teachers' strategies and students' learning <ul style="list-style-type: none"> Develop new lesson observation practice Lesson observations among teachers of the same subject in the pilot form. Lesson observations by teachers of the same subject in the pilot form. 	a. A new lesson observation practice developed b. At least one Peer observations with developmental focus in one form in a subject. c. Subject teachers have observed lessons in pilot form at least once	a. A new lesson practice is developed b. Reports from subject teachers of pilot form c. Reports from teachers	2017-18	Lau Hon Tong	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.3 Professional Development and Interflow beyond school	(1) Build professional learning circles with other schools	<ul style="list-style-type: none"> More structured interflow with other schools Open-classroom sessions for other schools at least once Lesson observation and sharing with other schools Interschool professional sharing in at least 4 subjects/teams 	a. Frequency of professional sharing b. Feedback from teachers c. Subject reports	2017-18	Lau Hon Tong	
	(2) Introduce the support from universities	<ul style="list-style-type: none"> Gain professional support from at least one university 	Frequency and scope of professional supports obtained.	2017-18	Ngan Shui Hei	
	(3) Promote professional training courses from EDB and other teaching communities	At least 30% of teachers participated in professional training relating to major concerns of the school. The school participates in one EDB professional programme. Updated information distributed on regular basis.	Teachers' training records and teachers' survey Feedback from teachers	2016-17	Du Ih Hsuan	

END