

S.K.H. Lui Ming Choi Secondary School
Annual School Plan (2025 - 2026)

In the previous year, the following reviews were concluded:

- Promotion of Reading to enhance Language Proficiency
- To continue strengthen students' sense of responsibility, especially in after-lesson times (individual) and in collaborations (groups)
- To enhance community sense of students, especially in view-broadening.

Major Concern 1: Become a **Responsible Community** 成長承擔 (to enhance students' values, attitude and skills)

| Targets | Implementation Strategies | Success Criteria | Methods of Evaluation | Time Scale | Responsible Parties |
|--|---|--|---|---------------------------------------|--|
| Students could use and manage learning resources well | To continue the implementation of the new mobile phone policy. Time and instructions for lesson change: 1. Lessons end on time 2. Guidance and instructions to prepare for the next lesson. 3. Patrolling during recess facilitates preparation for the coming lesson. 4. Start lessons with good preparations | Student focus in lessons maintained and most of them could readily go through different parts in a lesson smoothly. Less unfavorable behaviour during breaks. | Lesson Observations Inter-year comparison of discipline records on: Mobile phone policy violations and behaviour punishments | Throughout the current academic year | The Principal and subject panel heads Discipline Committee |
| Take ownership of Career life planning With broader view on the society/world | To continue with the integration of Career Education elements into class building routines and/or life education/ CES lessons in different forms. Promotion of Reading to enhance a broader perspective. | Smooth transition in the 2nd year of CES/Life Ed curriculum concerning Career Education elements. Recognizing the importance of reading in broader information acquisition. | Review by the Career Education Committee and the CES Panel Year-end student survey; review by the language departments and Reading to Learn | Throughout the current academic year | Career Education Committee and CES Panel Class teachers English, Chinese Panels and Reading to Learn |
| Be Respectful (towards individuals and groups) | To continue/enhance role modeling for students to learn respectful ways of greeting others. Proper instructions and guidance of manner in group interactions and assemblies. Strategic arrangements of assemblies to facilitate collaboration. | Students expressed respectfulness when they interact with others and behave properly in public appearance. Fewer cases of language misuse and disrespectful acts. | Observation in the morning and/or afterschool Observation in assemblies/ gatherings for assemblies Inter-year comparison of relevant discipline records | Throughout the current academic year. | Discipline National and Civic Education Assembly |

Major Concern 2: Become a **Collaborative Community** 協作同行

| Targets | Implementation Strategies | Success Criteria | Methods of Evaluation | Time Scale | Responsible Parties |
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| Development of global identity by expanding exposure to History, especially in world-wide perspectives. | To continue with the running of the History Club. Planning for school curriculum change by inclusion of History. | History Club remains active and meets the expectations set by ECA. (School-based) JS History Curriculum to be drafted. World-wide perspectives can be found from students' sharing. | Review of ECA data Review of CFPD Documents Observation in assemblies | Whole year | ECA and History Club CFPD and/or relevant KLA coordinator Assembly |
| Continued development of healthy lifestyle (whole person well-being) | To continue encouraging Sports and or ECA participation. To enhance coordination for whole person development. | Increase in KPM data – Physical Exercise More students having good BMI and fewer emotional/ mood cases. | Collection of KPM data Collection of PE and Guidance Data | Whole year (especially on whole-school sports events) | PE department ECA Guidance |
| Continue to support teachers to enhance collaboration. | Staff development programme(s) specialized in team-work for the benefits of the students. Middle / Senior management to lead joint meetings to refine school policies/ working habits. | Relevant SHS results | Collection of SHS Data teachers' view on collaboration | Whole year (especially on events requiring whole-school collaboration) | Staff development School Self-evaluation |