

SKH Lui Ming Choi Secondary School

School Development Plan

(2021 - 2024)

Prepared by Mrs. Julie Ma, Principal

School Vision and Mission

Vision

- The School aspires to be an outstanding Christian school in Hong Kong providing for quality education and whole-person development to students.
- The School strives for excellence in education and supports the overall purpose of helping its students achieve their potential as leaders, motivated learners and carers, and to live out the School Motto of “Leadership, Motivation and Caring.”
- The School respects diversity and professes the broad Christian values of caring, service and distinguishing right from wrong. The School aims to help its students become people of integrity who believe in contributing to the common good of society.

Mission

Basing on the ethos of Christian whole-person education as propounded by the Anglican Church, the School shall nurture students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality. Through its academic programmes, extra-curricular activities and pastoral care, the School shall:

- help its students develop their potential;
- help its students develop their leadership qualities through thinking clearly and critically, communicating effectively and acquiring the knowledge and skills to cope with external academic and global demands, so that they are prepared for future career development and life challenges;
- foster the motivation for success in its students through acquiring skills for self-reliance and self-discipline, and developing physical fitness and spiritual wellness as well as a sense of self-worth;
- nurture caring attitudes in its students through developing respect for the cultures of different social groups; recognizing their responsibilities at the personal, family, social, national and global levels; and being wards of the message of the Christian faith.

Profile of the LMC Graduate

Our School Motto guides us to focus on Leadership, Motivation and Caring, as the three pillars for students’ whole-person development (WPD) in a 6-year secondary school education. Based on the same acronym LMC, we aspire and strategize to bring up our students with Christian values, support them to develop good qualities so as to prepare them to learn, lead and serve locally, nationally and internationally as Learners, Makers and Collaborators after their graduation.

School Goals and School Development Focuses

We aim at providing a caring and harmonious School environment to attract and retain professional teachers and staff, to promote Christian values and virtues and to groom motivated, respectful and responsible students who will learn, lead and serve. Building from efforts made by teachers and staff to foster an appreciative school culture and provide positive classroom conditions to facilitate the emergence of LMC Learners who would be responsible, self-direct and self-learn in the last three-year cycle of school development, we will continue to work with confidence and strategies to focus on nurturing students to become **Responsible Learners** in 2021-2024.

Our Belief

A Growth Mindset will support both teachers and students to realize our School Goal? **A growth mindset is the power of believing that we can improve.** It is a concept developed by the world renowned Professor of Psychology, Carol Dweck, Stanford University, in her book “Mindset”, as in contrast to a “fixed mindset”. Abilities can be developed through goal-setting, dedication and hard work. Character, intelligence, talent and given resources are just the starting point. *“Where there is a growth mindset, there is the drive to proactively reflect on effort and progress, and motivation to seek continuous improvement.”* (“Mindset”, Carol Dweck)

A growth mindset is essentially about openness to possibilities and an optimistic attitude. Our students are doing well in general but we do not remain complacent. Contextual changes in our societal and school settings have posed unprecedented challenges to both students and teachers. We need to learn, re-learn and unlearn to manage competing priorities. We are stressful because of work demands, study and exam pressures. But School development planning is always process-oriented and forward-looking. We believe that the pursuit of excellence involves a journey and an attitude. We believe in **the power of “yet”**. Students of LMC will be guided to understand their abilities, talents, strengths and responsibilities. They will be encouraged and facilitated to stretch themselves beyond their comfort zones to achieve their **Personal Best (PB)**. For 2021-2024, a Whole-School Approach (WSA) will be adopted to nurture and motivate students to become **Responsible Learners**.

- ✧ **Student Development:** With their expertise, teachers will empower and energize students to improve and pursue excellence as they collaborate to achieve the School Goal and **Major Concern 1**. To nurture students to become Responsible Learners, teachers are not only the “Sage on the Stage” but also the “Guide on the Side”. We recognize and celebrate both efforts as well as achievements of students. We inspire each other as we journey on as their **Learning Companions** to achieve new milestones.
- ✧ **Staff Engagement:** Teachers will work with resources and support from the School. For **Major Concern 2**, the senior management, middle management and teachers of LMC will strengthen staff engagement through fostering an **Ethos of Appreciation and Support** in school and beyond. *“A sense of appreciation is the single most sustainable motivator at work. When someone recognizes our work as meaningful and valuable, it’s intrinsically motivating. And that’s the kind of motivation that lasts.”* (Adam Grant)

Our Capacity
S-W-O-T Analysis – Strengths & Weaknesses

Strengths		Weaknesses	
Normal	New Normal	Normal	New Normal
<ol style="list-style-type: none"> 1. A well-established (EMI) School with history and tradition. 2. The only Subsidized Co-ed School in the district. 3. Resources are abundant. (Human resources, Government Grants, Guidance, Learning Support, TAs...) 4. Strong Guidance and Learning Support for students. 5. Teachers and staff are dedicated and most are experienced. 6. Students are disciplined, willing to learn and co-operate. 7. Transparency in school decision-making and policy formulation is evident (LMC Communication). 8. Culture of appreciation and communication is emerging. More communication channels and better communication on the whole with the new Principal. 9. Harmonious. 10. Clearer division of work. 11. Stronger administration and Office support with more VPAPs. 12. Autonomy and collaboration evident at the Subject Department and Committee level. 13. Team readiness to work with a hybrid mode. 	<ol style="list-style-type: none"> 1. Enhanced professional leadership, planning and crisis management with timely communication and transparency by means of School Gmail (LMC Communication) or other interactive channels. 2. Strong IT support for teachers. 3. Teachers' and staff's ability, agility and flexibility to respond to critical incidents, ad hoc needs and challenges. 4. Teachers' e-teaching readiness have developed with speed. 5. Teachers are professional and proactive in arranging for extra learning sessions when necessary. 6. Students trust the School, teachers and staff. 7. Students and their parents/guardians are willing and ready to approach school personnel (e.g. Social Workers, Counsellor, Teachers) when they have problems. 8. Students are more ready to help and support each other. 9. Students are keen to keep abreast with current social affairs. 10. Some students are truly resilient. 11. Increased communication between teachers and parents. 	<ol style="list-style-type: none"> 1. The School Timetable does not support after-school ECA or learning activities as lessons do not finish at the same time every day for different levels. 2. Time spent at meetings to collect ideas or opinions could be reduced if more advice and direction could be given by the School. 3. Need more innovative ideas from the VPAPs. 4. Teaching in the senior forms is exam-oriented. 5. More could be done to cater for students' learning diversities. 6. Very challenging (but necessary) to guide or facilitate students with little confidence, low motivation, lacking family support, lacking in self-discipline, lacking a sense of responsibility, lacking goals or career life planning mindset or a sense of belonging to the School. 7. Students' English ability is diverse. Weak in presentation. Tend to see grammar learning as separate from other English skills (e.g. writing or listening). 8. Significant improvement in HKDSE results and Value-added results are still wanting. 	<ol style="list-style-type: none"> 1. The School could give more guidelines for Staff WhatsApp communication (affects work-life balance). 2. It is difficult to achieve interactive learning and teaching or engaged learning in the zoom or google classroom. 3. Students do not always use the camera despite the School HBL guidelines. 4. Students lack IT support or IT literacy – typing, take quality photos, scan copies of homework. 5. Students lack speaking practices. 6. Students lack home / parent support – self-directedness or initiatives have regressed / not been able to develop. 7. Some families / parents did not (manage to) provide a quiet, supportive environment for on-line lessons for HBL. 8. Students lack the opportunity to organize activities or events and peer learning experiences. 9. Students lack ECA and Career Ed experiences. 10. Activities or events are lacking in variety or new angles. Rather repetitive and limiting.

Our Capacity

S-W-O-T Analysis – Opportunities & Threats

Opportunities		Threats	
Normal	New Normal	Normal	New Normal
<ol style="list-style-type: none"> LMC Communication provides opportunity for all teachers and staff to understand rationale and reasons behind decisions or policies or operational changes. Teachers and Class Teachers are invited to participate even more in discussion or evaluation – to enhance our care and support for students.. The new School Organization Structure. Study tours (World Classroom). More workshops from Tertiary or Universities for the gifted students. Wah Fu Estate redevelopment should give students the opportunity to learn more about history of the district, the community. May increase their sense of belonging to the school. Students' confidence increases when level of difficulty in the assessments is adjusted. Teachers could break up the topics into smaller units and such small units could be tested – designing quizzes, tests or other modes of assessments to engage students to manage a small unit at a time would boost confidence in students. More mini-projects (digital). More options for students for assignment submission modes (forms) (contents) Whole-Person Development. New Language Art tasks and activities in the English Room. 50th Anniversary – more future looking (in addition to pride in the past). Transportation enhancement in the district. 	<ol style="list-style-type: none"> E-learning and teaching has extended and expanded the scope – teachers and students could explore and attempt more on-line resources for enhance learning (dance, music, languages, art). Greater collaboration between Teachers and Service Providers. More convenient for teachers to participate in professional development activities by on-line means. More teaching time (with less time allocated to assessment). More ready for e-teach (with making videos, use of google classroom and resources such as YouTube – to include in the Scheme of Work?) Parents need more reminders and guidelines to support HBL. New learning habits and learning style. Great opportunity for teachers to facilitate students to set their self-learning goals and practice self-directed learning. 	<ol style="list-style-type: none"> The School should make clear the professional leadership responsibilities of the VPAPs in specific events. Student in-take is not as good as before (losing good students to other districts or other countries). Students' standards have dropped. Students' needs are more diverse (with SENs). (Some) students' learning attitude is poor. Students' academic performance is not as good as before (many years ago). Students lack world knowledge or world view. Teachers may feel less comfortable or autonomous to speak and share, given the social atmosphere in Hong Kong these recent years. Teachers feel lacking sufficient time (and resources) to prepare for the new syllabus (Citizenship and Social Development) or adjusted HKDSE requirement in individual subjects (e.g. English writing). 	<ol style="list-style-type: none"> Immigration of teachers and students. Retirement or early retirement of teachers. Too many EDB new policies and we lack time to digest and get prepared. Any monitoring or Quality Assurance of teachers' work during HBL? Lacking in face-to-face contact hours or communication time. Students need great support and guidance in self-discipline, self-management, self-learning, social communication and maintaining inner peace and well-being. Teachers and Class Teachers could be more proactive to show care to students. Teachers and the School need to do more preventive preparation for students' guidance and counselling. Students lack the opportunity to organize activities to learn social skills or to do leadership succession planning in ECA. Students need to improve their typing and handwriting.

Our Major Concerns

- To nurture students to become **Responsible Learners**.
- To support teachers and staff to facilitate students to become **Responsible Learners**.

School Development Plan (2021 – 2024)

1. To nurture students to become Responsible Learners.

Major Concern	Targets	Outline of Strategies	Time Scale		
			2021-22	2022-23	2023-24
1. To nurture students to become Responsible Learners	A. Make clear the expectations of Responsible Learners to students, teachers, parents and alumni.	1. Organize Parents' Days, Meetings and Staff Development Activities.	✓	✓	✓
		2. Collect and share good practices or examples and enhance staff formal and informal communication on the major concern.	✓	✓	✓
		3. Give recognition to and celebrate stakeholders' efforts in addressing the major concern.	✓	✓	✓
	B. Lead, monitor, plan, design, support, appreciate and recognize both efforts and achievements in the promotion of responsible learning and the nurture of Responsible Learners.*	1. Map up and coordinate plans and schemes of work that facilitate students to become Responsible Learners across the Formal Curriculum (Academic) and Informal Curriculum (Activities).	✓	✓	✓
		2. Design and develop learning materials to enrich, diversify and make accessible eLearning resources (graded or differentiated) which would appeal to and motivate students to learn at their pace.	✓	✓	✓
		3. Design tasks and activities to maximize students' participation in flipped classrooms (or preparation before lessons) and group/project work (or sharing of work to complete a task); provide sufficient challenges in tasks and activities to enhance students' sense of ownership, sense of control, sense of progression and sense of achievement.	✓	✓	✓
		4. Guide and invite students to discuss, give suggestions, make decisions, participate in learning tasks or activities (individual, pair or group work) and solve problems during lessons.	✓	✓	✓
		5. Guide and invite students to understand their role and responsibilities when organizing and/or participating in activities and events in a more structured manner (linear or spiral): e.g. goal-setting, plan, prepare, collaborate, make adjustments, solve problems, complete task, reflect and evaluate.	✓	✓	✓
		6. Give students verbal, written or tangible encouragement, recognition and positive feedback on their responsible behavior. Praise students for their efforts and achievements when communicating or meeting with their parents.	✓	✓	✓

2. To support teachers and staff to facilitate students to become Responsible Learners.

Major Concern	Targets	Outline of Strategies	Time Scale		
			2021-22	2022-23	2023-24
2. To support teachers and staff to facilitate students to become Responsible Learners.	A. Make clear the support measures to teachers and staff; and ensure they understand the 8 Habits and Behavior outlined and discussed for the nurture of Responsible Learners.	1. Consider and approve proposals (for contribution to the School Budget) submitted by Subject Departments, Committees or individual staff members with achievable targets to facilitate students to become Responsible Learners.	✓	✓	✓
		2. Discuss and make plans for Whole-School Approach to gear team efforts towards addressing the major concern (e.g. relevant whole-school reminders and guidelines; homework policy, design of an appropriate award and recognition system)	✓	✓	✓
	B. Show appreciation and give recognition to efforts and achievements in teacher-staff facilitation of responsible learning.	1. Visualize targets and support with designs of slogans, quotes display, relevant photos, pictures and other visuals to facilitate students' understanding and discussion of responsibility as a Responsible Learner.	✓	✓	✓
		2. Foster an ethos of Appreciation and Support to praise efforts and achievements in raising students' awareness of their responsibility, in strengthening students' ability to set goals for their Personal Best (PB), to self-manage, self-monitor, self-learn and self-design their learning and career life journey. Organize sharing sessions on success or failures stories to motivate students and give recognition to both efforts and achievements in responsible learning.	✓	✓	✓

*Descriptors of the Responsible Learner

Descriptors of the Responsible Learner	The LMC Learning Journey		
	Subject Departments	Class Teachers	Committees
A. Positive towards School and Learning		✓	✓ VEC, GC, DC
B. Participates actively in Learning Activities	✓		✓ ECAC
C. Use and Manage Learning Resources well	✓		✓ GC
D. Take Initiative to Learn and Serve	✓	✓	✓ VEC, CSP, CSC, DC
E. Take Ownership of Career Life Planning	✓	✓	✓ CEC
F. Focus on "Urgent " and "Important" matters		✓	✓ GC
G. Solve problems, seek help and listen to advice		✓	✓ GC
H. Respectful		✓	✓ GC, DC

Appendices

- School Organization Structure Chart (2021-2024)
- Whole School Language Policy
- National Security Education (NSE) Review (2020-2021) and Plan (2021-2022)
- Annual School Plan (2021-2022)
- Whole-Person Development (WPD) Framework
- School Budget Summary (EOEBG / Other Major Grants)



Body-Mind-Spirit Wellness

How could we nurture the importance of a good study-life balance (Body-Mind-Spirit Wellness) to students?

Life Literacy

How to enhance students' awareness in their personal growth and planning about their future?

Growing Relationships

How to strengthen our students' relationship-building in perspectives of family, friends, community & nation?

Global Awareness

How to enhance students' awareness towards the national and global issues?

Reminders to link: School Motto - LMC

School Major Concerns (MC) 'Responsible Learners'

Code of Respect

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School Motto			Leadership		Motivation		Caring	
	6 core values of WPD:		Empathy 同理心	Responsibility 責任感	Inquisitiveness 探求	Grit 堅毅	Gratitude 感恩	Justice 公義
MCs 2021- 2024	(R)esponsible	(L)earners	(L)	(R)	(L)	(R)	(L)	(R)
	Body Wellness 身				ECA: Sports Clubs	PE, Sports Teams	Community Services	
	Mind Wellness 心			DC	Subject Dept <i>learn how to learn</i> ECA: academic/interest clubs AE: <i>appreciation of aesthetics</i>	Career Ed	GLSC, Community Services	
	Spirit Wellness 靈				Sub dept: RE		Morning Prayers	
	Life Literacy 生活素養			DC: <i>good habit forming</i>	Sub dept: LE Career Ed: <i>Planning about the future</i>		GLSC: <i>Personal Growth</i>	
	Growing Relationships 成長關係		ECA: <i>Leadership Training</i> GLSC	ECA: <i>Leadership Training</i> Community Services *Issue on National identity: <i>National Constitution and the Basic Law (e.g. National Constitution Day)</i>		ECA, uniform groups, School Teams: <i>Facing Competitions</i>	Church-school: <i>Fellowship: Faith in relationships</i>	ECA, uniform groups, School Teams: <i>Facing Competitions</i> DC: <i>code of respect</i>
	Global Awareness 國際視野		*Issues of Global Concern: <i>Reduce carbon emission (BEAM plus, Solar Harvest projects), Covid-19 Pandemic</i>	Career Ed: <i>My contributions to the Nation and the World</i>	Sub dept: Chi Hist, Geog, LS/C&SD AE: <i>exposure to various arts</i>		*Issue on National and Global identity: <i>Being a Member of a Nation (e.g. National Day Celebration) and the world</i>	*Issue on National identity: <i>National Security Education and related laws (e.g. NSE Day)</i>
			* Liaisons led by the Values Education Platform					

School Motto				Leadership		Motivation		Caring	
		6 core values of WPD:		Empathy 同理心	Responsibility 責任感	Inquisitiveness 探求	Grit 堅毅	Gratitude 感恩	Justice 公義
MCs for the years 2021- 2024		(R)esponsible	(L)earners	(L)	(R)	(L)	(R)	(L)	(R)
Code of Respect	(a)	Respect for Self					Y	Y	
	(b)	Respect for Others		Y	Y				Y
	(c)	Respect for Learning				Y			
	(d)	Respect for School						Y	
	(e)	Respect for Properties						Y	Y
	(f)	Respect for the Environment			Y				Y
	(g)	Respect for the Truth		Y		Y			
EDB Values	1	堅毅	Perseverance			Y	Y		
	2	責任感	Responsibility		Y				
	3	承擔精神	Commitment			Y	Y		
	4	同理心	Empathy	Y					
	5	尊重他人	Respect for others						Y
	6	關愛	Care for others					Y	
	7	誠信	Integrity						Y
	8	守法	Law-abidingness						Y
	9	國民身份認同	National identity					Y	Y