

S.K.H. Lui Ming Choi Secondary School
School Development Plan
(2024 - 2027)

Prepared by Mr. Wong Siu Man, 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 facilitate the development of LMC students to be Responsible Learners 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 a **Responsible and Collaborative Community** in 2024-2027.

Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the previous cycle

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: To Nurture students to become Responsible Learners Targets in the aspects of <u>V</u> alues, <u>A</u> ttitude, <u>S</u> kills and <u>K</u> nowledge	V: Partly achieved A: Partly achieved S: Partly achieved K: Fully achieved	V, A, S: Continue to be a major concern for the next development cycle with adjusted target(s) K: Incorporated as routine work	The following are specific targets from previous cycle to be continued: V: Students could use and manage learning resources well A: Take ownership of Career life planning S: Be Respectful
Major Concern 2: To support teachers and staff to facilitate students to become responsible learners. Targets in the aspects of Values, Attitude, Skills and Knowledge	V: Partly achieved A: Fully achieved S: Partly achieved K: Fully achieved	V, S: Continue to be a major concern for the next development cycle with adjusted target(s) A, K: Incorporated as routine work	

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ *Students' performance in achieving the seven learning goals*

[Assessment results] Students are able to master and apply the knowledge and skills they have learnt. [Lesson Observations] Most students were able to participate in learning activities at a satisfactory level. Students show generic skills in creativity, critical thinking, IT, numeracy and problem solving while evidence in collaboration, communication and self- management are weak. Students' language proficiency mainly reflected through speaking tasks of assessment nature and strong power in comprehension of tables and figures could be observed.

[Data from APASO related to Student Emotion and School Atmosphere] Students are generally in a suitable psychological/ emotional stability and under adequate stress, but there is a large room for enhancing their healthy lifestyle in physical exercise perspective. [APASO data – National Identity] They show a high level of national identity.

◆ *The School's effectiveness to enrich students' learning experiences for their whole-person development and lifelong learning:*

[Teachers' Feedback to Curriculum Facilitation, Planning and Development] The school has a

curriculum to help students acquire learning experiences to achieve the seven learning goals, it would be better if elements enhancing global identity (e.g. world history) could be included. There has also been a strong demand to balance the needs for lesson time and assessment time. The school keeps reviewing and improving the curriculum interface according to the student needs at JS and SS.

The school formulated the support for students in terms by Guidance, Discipline, Career Education, Extra-curricular activities and all of them work closely with the SEN committee whenever needs arise. Besides holistic strategies for student development, case conferences are held on a regular basis to ensure that whole-person development objectives are effective to each student.

◆ *The school's effectiveness in leading its continuous improvement and development for students' whole-person development and lifelong learning:*

The School puts strong emphasis on transparency in operation and communication. The culture of effective evaluation is under re-establishment.

[Data from the stakeholders' survey] Trusts to the middle and senior management are at good levels. The middle management have sufficient knowledge and expertise in their specific areas. Communication and collaboration skills are to be developed. For the senior management, strategic perspective and skills in communication will definitely be helpful for the school development.

c. How Can My School Be Better?

◆ *Students' needs:*

The students would require enhancement in global identity alongside with their existing strong sense of national identity. Learning and training of skills in collaboration and communication would facilitate further development in leadership. Promotion of sports would supplement the lack of physical exercise.

◆ *School's capacity for continuous improvement and development:*

The School has a teaching team consists of academically well-equipped staff. The existing curriculum, together with the system which keeps it up-to-date, is a strong basis for effective learning and teaching development. Internal coordination among student development committees is building in a positive manner. External connections, including parents, alumni and others were being built or re-established, many of them potentially could draw resources to enrich students' learning experience.

◆ *Development priorities of the school for enhancing the whole-person development and lifelong learning of students:*

Building on the previous outcomes in the previous school development cycle, the sense of responsibility would be expended from individual to the community sense. Furthermore, the sense of responsibility would be deepened in terms of Values, Attitude with proper introduction in skills learning. Support for teachers in enhancing collaboration and communication would continue.

Our Major Concerns

1. **Become a Responsible Community** 成長承擔
2. **Become a Collaborative Community** 協作同行

School Development Plan (2024 – 2027)

Major Concern	Targets	Outline of Strategies	Time Scale			Seven Learning Goals
			2024-25	2025-26	2026-27	
1. Become a Responsible Community	Values: Students could use and manage learning resources well	To introduce new mobile phone policy regarding students	✓			Generic Skills: Self-management
		Proper use of paper and e-learning resource		✓	✓	Healthy Lifestyle
		Information Literacy in the AI era			✓	Information Literacy
	Attitude: Take ownership of Career life planning	Integrating Career Education elements into within the new CES subject and/or Life Education.	✓ (S1)	✓ (S1,2)	✓ (S1-3)	Life Planning
	Skills: Be Respectful	Say “Good morning” & “Goodbye” with eye-contact;	✓	✓		Generic Skills: communication
		Additional exposure in Social skills and Soft Skills	✓	✓	✓	Generic Skills: collaboration
2. Become a Collaborative Community	Expand exposure of History, especially in the world-wide perspective	Establishing the History Club	✓			National and Global Identity
		School curriculum change by inclusion of History	✓	✓	✓	National and Global Identity Language Proficiency Breadth of Knowledge Generic Skills: Critical Thinking
	Expansion of Sports participation (Learning goal – Healthy Life Style)	Create class-based sports platforms		✓	✓	Healthy Lifestyle Generic Skills: communication and collaboration
		Set-up of Scholarship for Outstanding Sports Performance	✓	✓		Healthy Lifestyle
	Continue to support teachers to enhance collaboration.	Staff development programme(s) specialized in team-building.	✓	✓		Generic Skills: communication and collaboration
		Encourage joint meetings to refine school’s policies/ working habits.	✓	✓	✓	Generic Skills: communication and collaboration