

SKH Lui Ming Choi Secondary School

Annual School Plan (2023 - 2024)

Seven Learning Goals AND Three Focus Questions *(Source: School Self Evaluation, Education Bureau, June 23 2023)*

1. How well have STUDENTS performed to achieve the Seven Learning Goals?
2. How much has the SCHOOL achieved to foster STUDENTS' Whole-person Development (WPD) and Life-long Learning (LLL) through provision of varied and rich Learning Experiences?
3. How well has the SCHOOL sustained performance and development in team leadership and team work to foster STUDENTS' WPD and LLL?



Summary of adjustments made to ASP (2022-2023) for the preparation of ASP (2023-2024):

1. Close reference has been made to the Seven Learning Goals and the Three Focus Questions as expected from the EDB.
2. Major Concern 2 in ASP (2022-2023) has been adjusted and relocated to become Strategies for Major Concern 1 in ASP (2023-2024).
3. KPM Items and other Items from EDB Evaluation Tools will form one of the Methods of Evaluation.
4. KPM Data and other Data from EDB / School-based Evaluation Tools will form one of the Success Criteria.
5. There will only be ONE Major Concern for ASP (2023-2024) as this is the final year of our current School Development Plan (SDP), the three-year cycle.
6. For this Major Concern, TWO Targets are identified. They are matched with relevant Strategies for implementation by all Subject Departments, Committees and Functional Groups/Units.
7. It is **"Students' Learning Experiences"** we would focus on improving. The **"Learning Processes"** would therefore be the avenue for our planning and design to enable, invite, encourage and grow students to become **Responsible Learners** – pre-lessons/activities; during-lessons/activities; post-lessons/activities are to be carefully designed to suit the purpose.
8. **Programme Plans** to be submitted by Subject Departments, Committees, Functional Groups/Units should be drafted in alignment with the ASP. A meeting will be held in August 2023 to share guidance in the drafting and compilation of details.

Major Concern: To nurture students to become Responsible Learners.

Target 1: Revisit and explain the expectations of Responsible Learners to students, teachers and parents.

Strategies	Success Criteria	Methods of Evaluation	Responsible Person/Units	Resources
<ol style="list-style-type: none"> 1. Organize Parents' Days and Information Day to share the expectations and tips. 2. Collect, share and show appreciation for good practices (e.g. teacher stories of attempts) and enhance staff communication; and give recognition to students who demonstrate qualities of Responsible Learners. * # . 3. Support teachers to understand and use the expanded set of Descriptors** (<i>Qualities, Attitude, Habits and Behavior</i>). 4. Enhance Whole-School Approach to gear team efforts towards addressing the major concern - give relevant whole-school reminders and guidelines; give guidance and discipline to needy students; review homework policy; pilot Merit Award System and align Assembly as platform to support the process. 5. Visualize targets with designs of slogans, quotes display (from the Bible and Literary sources), relevant photos, pictures and other visuals to facilitate students' understanding and discussion of responsibility. 	<ul style="list-style-type: none"> ● Students understand the School's expectations of Responsible Learners. ● Relevant <u>data</u> in SHS, PI, KPM and APASO. 	<ul style="list-style-type: none"> ● Meeting minutes. ● Photo records. ● Digital records. ● Displays of suitable designs of slogans and relevant quotes. ● Questionnaire to collect parents' and students' feedback. ● Teachers' feedback. ● Relevant <u>items</u> in SHS, PI, KPM and APASO. 	<ul style="list-style-type: none"> ● PVP ● Public Relations and Communication Committee 	<ul style="list-style-type: none"> ● Time for planning, communication and sharing ● School publication (e.g. Love My Children leaflet) ● Tokens of appreciation
			<ul style="list-style-type: none"> ● PVP ● VP (WPD) and Class Teachers ● Staff Development Committee ● Discipline Committee ● Guidance Committee ● Assembly Support Committee ● Academic Administration Committee ● Subject Departments ● Office Staff 	<ul style="list-style-type: none"> ● Time for planning and committee collaboration ● Making of and printing display

Target 2: Improve students' learning experiences as Responsible Learners in the learning processes.

Strategies	Success Criteria	Methods of Evaluation	Responsible Person/Units	Resources
<ol style="list-style-type: none"> 1. Adopt <i>"Form Good Learning Habits"</i> as the goal for S1-S3; develop a peer culture for <i>"Learning Buddies"</i> among students in a class or group; and encourage show of appreciation, empathy and support among them in S1 to S6. 2. Design (graded) individual tasks to engage students in preparation before lesson/activity; and maximize their participation in flipped classrooms and/or activities. 3. Design group work and/or project work to engage students in sharing of preparation and work in order to complete a task for a topic in a Subject, an Activity or in a Study Tour. 4. Guide and support student leaders to plan and design activities for fellow classmates or schoolmates to enhance their sense of ownership, sense of progression and sense of achievement. 5. Guide and encourage student leaders to set goals, give suggestions, make decisions, collaborate, foresee and solve operational problems, reflect and evaluate work done. 	<ul style="list-style-type: none"> ● Students take on their respective roles as assigned in the learning processes. ● Students develop and apply generic skills in an integrative manner, and to become an independent and responsible learner. ● Students understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations. ● Students' creativity, collaboration skills, critical thinking skills and problem-solving skills are demonstrated in the classroom and/or in their learning outcomes. ● Relevant <u>data</u> in SHS, PI, KPM and APASO. 	<ul style="list-style-type: none"> ● Program Plans. ● Work documents. ● Meeting minutes. ● Learning materials. ● Learning products. ● Teachers' Observation. ● Lesson Observation. ● Questionnaire to collect Feedback on Students' activities. ● Students' interview. ● Relevant <u>items</u> in SHS, PI, KPM and APASO. 	<ul style="list-style-type: none"> ● VP (WPD) and Class Teachers ● ECA Committee ● World Classroom ● Curriculum Development Committee ● Subject Department Heads ● IT Committee ● Teachers 	<ul style="list-style-type: none"> ● Time for teachers to design tasks and activities, do collaborative lesson planning and peer lesson observation. ● Platform and bank for resources sharing.

2021 – 2022

***8 Descriptors of Responsible Learners**

- A. Positive towards School and Learning
- B. Participate actively in Learning Activities
- C. Use and Manage Learning Resources well
- D. Take Initiative to Learn and Serve
- E. Take Ownership of Career Life Planning
- F. Focus on “Urgent” and “Important” matters
- G. Solve problems, seek help and listen to advice
- H. Respectful

2021 – 2022 Discussed in Annual Interviews with Teachers

#Categories of Students demonstrating the descriptors of Responsible Learners recommended by Teachers

- High achievers (normally demonstrated 4 descriptors or above)
- Students with good and positive learning attitude (demonstrated 2-3 descriptor(s))
- Students with good self-management (demonstrated some of the descriptors)
- Students who have Special Learning Needs showing confidence and abilities (demonstrated or trying to demonstrate 1-2 descriptor(s))
- Students who are weak in learning/ repeaters showing motivation and improvement in learning (demonstrated or trying to demonstrate 1-2 descriptor(s))
- Students with integrity and good virtue
- Students with talents

2022 – 2023

****Expanded set of Descriptors**

(Qualities, Attitude, Habits and Behaviors that the students becoming Responsible Learners shall acquire and demonstrate)

- A. Respectful, reflective and persistent
- B. Positive towards School and Learning
- C. Willing to make changes for breakthroughs
- D. Set goals and make plans
- E. Participate actively in Learning Activities
- F. Use and Manage Learning Resources well
- G. Take Ownership of Career Life Planning
- H. Focus on “Urgent” and “Important” matters
- I. Solve problems, seek help and listen to advice
- J. Support and help peers