

Chiu Lut Sau Memorial

Secondary School



Annual School Plan

2019-2020

Chiu Lut Sau Memorial Secondary School

1. School Vision

We provide students with a balanced education aiming at excellence in moral, intellectual, physical, interpersonal and aesthetic fields as well as at realizing the school motto - Wisdom, Virtue, Honesty and Progress.

2. School Mission

By means of teaching knowledge and skills professionally in the five fields, through formal curricula and extra-curricular programs, we develop in our students the quality of desirable behaviours and abilities.

3. School Motto

Wisdom (明), Virtue (善), Honesty (誠) and Progress (身)

4. Core Values of Education

We expect that our students can:

- (a) Acquire wisdom from academic pursuit (明辨是非，求知達理);
- (b) Love others and serve the community (善愛他人，惠澤社群);
- (c) Be an honest and upright person (誠實謙遜，正直忠純);
- (d) Strive for improvement in every respect (身體力行，奮進立新).

Major Concerns for a period of 3 school years:

1. To enhance students' academic performance by raising the effectiveness of learning and teaching

增進學與教效能，提升學生學業表現。

2. (a) To promote students' positive thinking and mental health

促進學生正向思維及精神健康。

- (b) To stretch students' potentials

盡展學生潛能。

I. Plan to implement the Major Concerns

Major Concern 1: To enhance students' academic performance by raising the effectiveness of learning and teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To enhance students' confidence and strategies in learning	<ul style="list-style-type: none"> To equip students with diversified learning strategies 	<ul style="list-style-type: none"> ALL departments have adopted subject-based learning strategies and included the strategies in the scheme of work. Most students can adopt diversified learning strategies 	<ul style="list-style-type: none"> Scrutinize the minutes of meeting of departments and the schemes of work, minutes and lesson plans Surveys of teachers and students 	Whole year	HODs and subject teachers	
	<ul style="list-style-type: none"> To develop Junior Form students' learning skills and cultivating their good learning habits 	<ul style="list-style-type: none"> Programmes on learning skills and habits are provided for Junior Form students 	<ul style="list-style-type: none"> Scrutinize the record of training programmes Lesson observation 	Whole year	Academic Affairs Committee	Hire of service for conducting learning skills programme
	<ul style="list-style-type: none"> To promote reading across curriculum 	<ul style="list-style-type: none"> All departments have provided at least 2 reading materials for each level of S1 to S5 students. 	<ul style="list-style-type: none"> Scrutinize the minutes of departments 	Whole year	HODs and subject teachers	

1.2 To cater for students' diversity	<ul style="list-style-type: none"> To employ appropriate strategies to cater for students' diversity 	<ul style="list-style-type: none"> ALL departments have designed strategies to cater for students' diversity and included the strategies in the scheme of work. Most teachers apply the appropriate strategies in their lessons. 	<ul style="list-style-type: none"> Scrutinize the schemes of work, minutes and lesson plans Lesson observation 	Whole year	Academic Affairs Committee, HODs and subject teachers	
	<ul style="list-style-type: none"> To provide enrichment and enhancement programmes for students 	<ul style="list-style-type: none"> Enrichment and enhancement programmes are organized for students 	<ul style="list-style-type: none"> Record of enrichment and enhancement and remedial programmes 	Whole year	Academic Affairs Committee, HODs	
1.3 To promote STEM education	<ul style="list-style-type: none"> To include more subjects in promoting STEM education. To promote collaboration of subjects on selected topics/themes. 	<ul style="list-style-type: none"> Apart from Science and Technology KLA, more subject departments are involved in the promotion of STEM education. Collaboration of subjects on selected topics/themes are conducted 	<ul style="list-style-type: none"> Scrutinize the minutes of departments 	Whole year	Academic Affairs Committee HODs	
1.4 To enhance teachers' professional competency	<ul style="list-style-type: none"> To strengthen professional sharing among teachers and collaboration exercise through curriculum study 	<ul style="list-style-type: none"> All departments / KLAs have conducted at least a sharing session for the members. Sharing is conducted in staff meetings. All teachers have participated in 	<ul style="list-style-type: none"> Scrutinize the minutes of departments, record of collaboration exercises and lesson plans 	Whole year	Academic Affairs Committee, HODs and subject teachers	

		collaboration exercises at least once in the year.				
	<ul style="list-style-type: none"> To conduct peer lesson observation 	<ul style="list-style-type: none"> All teachers observe lesson and are to be observed at least once 	<ul style="list-style-type: none"> Scrutinize record of lesson observation 	Whole year	HODs and subject teachers	
	<ul style="list-style-type: none"> To enhance knowledge management by building up teaching resources bank 	<ul style="list-style-type: none"> Lesson plan and revised lesson plan are created and saved in departmental folder in T drive 	<ul style="list-style-type: none"> Scrutinize the teaching resources bank of departments 	Whole year	HODs	

Major Concern 2:

(1) To promote students' positive thinking and mental health

(2) To stretch students' potentials

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1.1 To provide a healthy school environment and promote positive minds through developing in students	<ul style="list-style-type: none"> A whole school approach is adopted to carry out programmes to help students develop positive core values. Relevant programmes and/or competitions, such as services and Healthy School Programme, etc organized 	<ul style="list-style-type: none"> Students show understanding and development of positive core values. Students show improvement in positive thinking 	<ul style="list-style-type: none"> Observation of students' performance and response by teachers Analysis of surveys Schemes/ 	Whole year	<ul style="list-style-type: none"> Counselling Team, Community Services units, Student Development Committee, 	<ul style="list-style-type: none"> Funding for Healthy School Programme

a) a positive thinking attitude	<p>by Community Services units, subject departments, teams under the Student Development Committee and other teams.</p> <ul style="list-style-type: none"> The Counselling Team will organize Life Education Programmes for students. 	<p>attitude.</p> <ul style="list-style-type: none"> At least 70% of Subject departments and units/teams organize related programmes. 	records of subject departments /teams		<p>Subject departments, Other teams</p> <ul style="list-style-type: none"> School Social Worker 	<ul style="list-style-type: none"> ECA Fund LWL Grant SBAS Fund
b) a sense of appreciation of others	<ul style="list-style-type: none"> Students are provided with opportunities to develop appreciation of others. Programme and/or competitions, such as art exhibitions, display of students' good work, project work, Respect the Teachers Day etc. are organized by the Moral and Civic Education Committees as well as subject departments and teams. 	<ul style="list-style-type: none"> Students develop a sense of appreciation of others through participation in internal as well as external activities and programmes. 	<ul style="list-style-type: none"> Observation of students' performance and response Awards won by students 	Whole year	Teachers-i/c of clubs/ teams/ subject departments	<ul style="list-style-type: none"> ECA Fund LWL Grant SBAS Fund
2.1.2 To equip students with resilience to adversity	<ul style="list-style-type: none"> Class-teacher periods are organized to help students learn to deal with adversities. Relevant programmes are organized by the Counselling Team, School Social Worker and Careers 	<ul style="list-style-type: none"> All the programmes are carried out. Students learn various ways to deal with adversities. 	<ul style="list-style-type: none"> Observation of students' participation and performance Teachers' feedback Survey 	Whole year	<ul style="list-style-type: none"> Class teachers Counselling Team Careers & Planning Team School 	<ul style="list-style-type: none"> Funding for Healthy School Programme

	& Life Planning Team, such as Workshops on dealing with adversities and on Understanding one's strengths and weaknesses		before and after activities		Social Worker	<ul style="list-style-type: none"> The LWL Grant
2.1.3 To promote students' mental wellness	<ul style="list-style-type: none"> Materials prepared for Class-teacher periods to promote mental health. Programmes are to be organized by the Health Education Committee to promote mental health. The Counselling Team and School Social Worker organized relevant talks/workshops for students, for example, Stress Management and Time Management Workshops. Subject departments and teams organized other programmes and competitions, e.g. Slogan / bookmark design competitions 	<ul style="list-style-type: none"> All programmes are carried out. Students learn about the importance of good mental health. 	<ul style="list-style-type: none"> Observation of students' response and performance. Teachers' feedback Survey of students and teachers 	Whole year	<ul style="list-style-type: none"> Class teachers Health Education Committee Counselling team School Social Worker Subject departments 	<ul style="list-style-type: none"> Funding for Healthy School Programme The LWL Grant
2.1.4 To provide	<ul style="list-style-type: none"> Individual life planning is provided for students. 	<ul style="list-style-type: none"> Career and Life Planning Team 	<ul style="list-style-type: none"> Guidance record 	Whole year	<ul style="list-style-type: none"> Careers and Life 	<ul style="list-style-type: none"> LWL

more guidance on life planning		provides individual guidance to students.	<ul style="list-style-type: none"> • Observation of students' participation and response 		Planning Team	Grant
2.2 To provide opportunities for students to stretch their potentials	<ul style="list-style-type: none"> • A whole school approach is adopted to provide opportunities for students to understand their strengths and weaknesses so as to stretch their potentials. • Students are provided with meaningful life-wide learning experiences. Student Exchange and Study Tours and Major school outings are two examples. • Students are encouraged to participate in various inter-school and intra-school competitions and activities to stretch their potential, for example, STEM Education Activities, Inter-school Drama Competitions. • HoDs spot out and nominate gifted students to 	<ul style="list-style-type: none"> • Students participate in activities /programmes /competitions actively. • Different programmes are organized for gifted students to stretch their potentials. • 70% of students find the programmes useful in helping them develop their skills/ talents. 	<ul style="list-style-type: none"> • Record of students' participation • Response of students and teachers' feedback • Analysis of Surveys 	Whole Year	<ul style="list-style-type: none"> • OLE Committee • Gifted Education Committee • Teachers-i/c of clubs/ teams/ subject departments 	<ul style="list-style-type: none"> • DLG Grant • ECA Fund • LWL Grant • SBAS Fund • SHK Fund

	participate in Gifted Education Programmes and competitions such as. Mathematics Olympiad, Chemistry Olympiad, etc.					
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II. Plan on the Use of Life-wide Learning Grant

III. Plan on the Use of the Grant for the Sister School Scheme