

Chiu Lut Sau Memorial Secondary School



Annual School Plan 2020-2021

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。

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 in accordance to their learning capabilities, needs and interests. To organize Academic Week, Scholar Scheme and Students' Sharing. 	<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. Student helpers and more students can be exposed to different learning opportunities beyond the classroom. Students with scholastic talents enhance their confidence through the pilot 'Scholar Scheme'. 	<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	Academic Affairs Committee, HODs and subject teachers	LWL Grant SCBG
	<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 with various foci are provided for Junior Form students Most students can enhance their learning performances through adopting the relevant learning skills. 	<ul style="list-style-type: none"> Scrutinize the record of training programmes Lesson observation Students' survey 	Whole year	Academic Affairs Committee	LWL Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<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. Good work of students' reflection are collected and displayed. 	<ul style="list-style-type: none"> Scrutinize the minutes of departments Students' survey 	Whole year	HODs and subject teachers	Reading Grant
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 Surveys of teachers and students 	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 Students' survey 	Whole year	Academic Affairs Committee, HODs and Gifted Education i/c	PTA Fund SHK Fund

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
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	STEM Education i/c, Academic Affairs Committee and HODs	LWL Fund SCBG
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 collaboration exercises at least once in the year. 	<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	
	<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 plans and revised lesson plans 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 provide opportunities for students to stretch their potentials**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>2.1.1 To provide a healthy school environment and promote positive minds through developing in students</p> <p>a) a positive thinking attitude</p>	<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. will be organized by Community Services units, subject departments, teams under the Student Development Committee and other teams. Life Education Programmes will be organized by Counselling Team for students. A new Student Handbook ‘Create My Own Sunshine’ will be published for junior form students to develop their positive mindset. 	<ul style="list-style-type: none"> Students show understanding and development of positive core values. Students show improvement in positive thinking attitude. At least 70% of Subject departments and units/teams organize related programmes. 	<ul style="list-style-type: none"> Observation of students’ performance and response by teachers Analysis of surveys Schemes/ records of subject departments/teams 	Whole year	<ul style="list-style-type: none"> Counselling Team, Community Services units, Student Development Committee, Subject departments, Other teams School Social Worker 	<ul style="list-style-type: none"> Funding for Healthy School Programme ECA Fund LWL Grant SBAS Fund
<p>b) a sense of tolerance and acceptance of others</p>	<ul style="list-style-type: none"> Students are encouraged to participate in social/ voluntary services. Students are provided with opportunities to understand and learn to accept others that are different from them, e.g. Dialogue in the Dark. 	<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 Survey of students 	Whole year	<ul style="list-style-type: none"> Teachers-i/c of clubs/ teams/ subject departments 	<ul style="list-style-type: none"> ECA Fund LWL Grant SBAS Fund

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> Community service will be organized for levels The culture of appreciation and recognition will be fostered. 					
2.1.2 To equip students with resilience to adversity	<ul style="list-style-type: none"> Class-teacher periods are refined to cater for the needs of student growth needs and help students learn to deal with adversities. Relevant programmes are organized by the Counselling Team, School Social Worker and Careers & Life Planning Team, such as Workshops on dealing with adversities and on Understanding one's strengths and weaknesses. Bridging Programme for S4 to ease students' transition from junior to senior secondary curriculum; S5 or S6 students are to share their learning experience with S4 students 	<ul style="list-style-type: none"> All the programmes are carried out. Students learn various ways to deal with adversities. Class-teacher periods are organized to help students learn to deal with adversities. 	<ul style="list-style-type: none"> Observation of students' participation and performance Teachers' feedback Survey before and after activities 	Whole year	<ul style="list-style-type: none"> Class teachers Counselling Team Careers & Planning Team School Social Worker 	<ul style="list-style-type: none"> Beat Drug Fund LWL Grant
2.1.3 To promote students' mental wellness	<ul style="list-style-type: none"> Programmes are to be organized by the Health Education Committee and Healthy School Programme and to promote mental health. The Counselling Team and School Social Worker will organize relevant 	<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 	<ul style="list-style-type: none"> Beat Drug Fund LWL Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>talks/workshops for students, for example, Stress Management and Time Management Workshops.</p> <ul style="list-style-type: none"> • Subject departments and teams will organize other programmes and competitions, e.g. Slogan / Bookmark Design Competitions • Mindshift Programme (思動計劃) under EDB School-based Support services is to be launched by Student Development Committee • Wellness Carnival is to be organised by Student Development Committee 				departments	
2.1.4 To provide more guidance on life planning	<ul style="list-style-type: none"> • Individual life planning is provided for students. • Goal setting and life planning sessions for junior form students 	<ul style="list-style-type: none"> • 70% of students find the CLP guidance useful 	<ul style="list-style-type: none"> • Record of Individual guidance • Observation of students' participation and response 	Whole year	<ul style="list-style-type: none"> • Careers and Life Planning Team 	<ul style="list-style-type: none"> • LWL Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
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 participate in Gifted Education Programmes and competitions such as. Mathematics Olympiad, Chemistry Olympiad, etc. • Inauguration Ceremony for student leaders is to be launched. • Teacher i/c of clubs and committees are encouraged to appoint S2-S4 students as committee members 	<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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> <li data-bbox="349 180 797 432">Scholar Scheme (精英培訓計劃) for students with excellent performance in different aspects is to be launched to enhance their sense of achievement and satisfaction. 					