

Chiu Lut Sau

Memorial Secondary School



Annual School Plan

2021-2022

To be endorsed by SMC on 24.06.2021

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. Major Concern 1 – Empowering students to become active learners for lifelong learning.

使學生成為終身學習的積極學習者

2. Major Concern 2 – Nurturing students’ positive values and attitude for personal growth.

培育學生個人成長的正向價值和態度

1. Major Concern 1 - Empowering students to become active learners for lifelong learning.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To create an active learning environment through fostering students' engagement in learning activities.	<p>1.1.1 To elevate students' learning capacity and proactiveness through organising mass training programmes on effective study skills.</p> <p>(a) Identifying S1-S3 students' learning styles.</p> <p>(b) Enriching S1-S3 students' note-taking skills, memory skills and reading skills.</p> <p>(c) Encouraging S1-S3 students to build up the habit of applying the study skills.</p> <p>1.1.2 To promote active learning during lessons and beyond the classroom.</p> <p>(a) Developing S1-S3 students' note-taking skills.</p> <p>(b) Cultivating students' habit of pre-lesson preparation.</p> <p>(c) Enabling S4-S5 students to use eLearning resources to design self-generated subject-related questions.</p> <p>(d) Providing extended learning opportunities for students' self-learning (e.g. English Builder, eLearning platforms,</p>	<ul style="list-style-type: none"> Majority of students agree the training programmes can better equip their study skills. Majority of students agree that note-taking skills and pre-lesson preparation can enhance their active participation in learning. Majority of participants of elite classes can design and share the quality questions for self-assessment and peer learning. Majority of participants agree the extended learning opportunities can enhance their learning capabilities. Majority of participants agree that academic programmes enhance their learning capacity. 	<ul style="list-style-type: none"> Teachers' and Students' Survey Lesson Observation Feedback from teachers and students Students' participation rate 	Whole Year	<ul style="list-style-type: none"> Team Members of Major Concern 1 KLAs HODs Subject teachers 	LWL Grant, Diversity Learning Grant, Service providers

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>Listening Logbook, forming study groups of selected subjects, etc.).</p> <p>1.1.3 To enhance peer learning culture and intellectual curiosity among students through academic activities and gifted education programmes. For examples:</p> <p>(a) Attending the foundation courses offered by the HKAGE.</p> <p>(b) Joining the programmes offered by tertiary institutions.</p> <p>(c) Recommending outstanding student to join “Distinguished Master, Accomplished Students” Mentorship Programme.</p> <p>(d) Encouraging students to join Mathematics training workshops.</p> <p>(e) Inviting S1-S3 students to join the International Junior Science Olympiad.</p>					
1.2 To cultivate reading to learn culture to enhance students’	<p>1.2.1 To broaden students’ reading experiences by organising reading activities cater for their need and interests.</p> <p>(a) Promoting book sharing by</p>	<ul style="list-style-type: none"> • Majority of participants agree that the reading activities enhance their interest in reading. • Number of sharing on the 	<ul style="list-style-type: none"> • Students’ Survey • Teachers’ observation • Quantity and 	Whole Year	<ul style="list-style-type: none"> • Team Members of Major Concern 1 • Reading to 	Reading Grant LWL Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
capacity for life-long learning.	<p>students and teachers to promote peer sharing culture.</p> <p>(b) Designing the higher order thinking questions to deepen the students' understanding about the reading texts.</p> <p>(c) Launching cross-curricular reading activities.</p> <p>1.2.2 To promote reading across curriculum through collaboration of the school library, different subjects and functional teams.</p> <p>(a) Strengthening reading across curriculum by providing reading texts of different types and themes.</p> <p>(b) Setting up a RAC materials corner in the library and a Resource Bank with RAC articles and learning tasks.</p>	<p>CLSMSS Reading for Fun Platform increases when compared with that of the previous school year.</p> <ul style="list-style-type: none"> • Reading activities / assignments are included in the programme plans of subject departments. • Subject departments provide reading texts for RAC. • A resource bank of multi-disciplinary articles is set up with extensive reading articles and learning tasks contributed by subject departments (T-drive). 	quality of resources bank		<p>Learn Team</p> <ul style="list-style-type: none"> • KLAs • HODs • Subject teachers 	
1.3 To encourage active learning by promoting STEM education and Innovative IT-related activities among junior form students	<p>1.3.1 To incorporate STEM education in the junior form curriculum through cross-curricular project learning and competitions.</p> <p>1.3.2 To promote Innovative IT-related and AI-related activities and competitions.</p> <p>(a) Setting up the IT Innovation Lab to facilitate students'</p>	<ul style="list-style-type: none"> • Majority of participants agree that their interest, knowledge and generic skills in STEM-related projects are enhanced. • Assessment tools on generic skills are introduced. • Majority of participants agree that the IT-related and AI-related courses / 	<ul style="list-style-type: none"> • Students' Survey • Record of activities and competitions 	Whole Year	<ul style="list-style-type: none"> • STEM Education Committee • D&T Department • Computer Department • KLAs • HODs 	LWL Grant, IT Innovation Lab Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>self-learning skills and create capacity for creativity and innovation.</p> <p>(b) Organising IT-related and AI-related workshops and training courses, such as drone coding for aerial mission, advanced drone coding swarm fly project, motion sensing and capture production course, etc.</p> <p>(c) Arranging participants to showcase their learning outcomes through sharing with schoolmates / primary students.</p>	<p>activities foster their generic skills.</p> <ul style="list-style-type: none"> At least one sharing session are arranged for schoolmates / primary students. 				
<p>1.4 To elevate teachers' professionalism through promoting collaborative culture and tapping external resources.</p>	<p>1.4.1 To enhance teaching strategies through collaborative planning of lessons and engaging in school-based support services.</p> <p>(a) Organising theme-related collaborative exercise within and across different subject departments to reinforce professional interflow.</p> <p>(b) Refining teaching pedagogies through engaging in school-based support services in English Language and STEM education.</p>	<ul style="list-style-type: none"> Subject teachers are involved in at least 1 time of the theme-based collaborative exercise within and across curriculum in the school year. A resources bank is developed in T drive to keep the lesson plans, teaching & assessment materials, records of collaborative exercises. Majority of teachers adopt eLearning in teaching. 	<ul style="list-style-type: none"> Teachers' observation and reflection Feedback from students Record of lesson plans with eLearning elements and focus on generic skills. Record of peer lesson observation 	<p>Whole Year</p>	<ul style="list-style-type: none"> Team Members of Major Concern 1 KLAs HODs Subject teachers 	<p>EDB School-based Support Services</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>1.4.2 To develop students' active learning strategies through adopting eLearning and conducting peer lesson observation.</p> <p>(a) Designing student-centred lessons with eLearning elements and focus of generic skills.</p> <p>(b) Conducting peer lesson observation to enhance teaching effectiveness in developing active learning skills.</p> <p>1.4.3 To encourage teachers to attend courses related to eLearning / STEM / RAC / new education trend and pedagogical skills.</p> <p>(a) Attending seminars and workshops to polish the learning and teaching strategies.</p> <p>(b) Inviting teachers from different subject departments to open their classrooms for lesson observation with focus on active learning.</p> <p>(c) Sharing good practices with panel members during departmental meetings.</p>	<ul style="list-style-type: none"> • Majority of teachers are engaged in peer lesson observation with focus on developing students' active learning strategies & generic skills. • Majority of teachers attend at least one seminar / course / workshop related to eLearning / STEM / RAC / other active learning strategies. • At least 2 subject departments open classroom for lesson observation with focus on active learning. 	<ul style="list-style-type: none"> • Record of teachers' CPD • Record of open lesson • Teachers' observation 			

2. Major Concern 2 – Nurturing students’ positive values and attitude for personal growth.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 To enhance students’ self-management skills and to foster the quality of self-respect and self-discipline among students.	2.1.1 To enhance students’ personal growth by developing their self-management skills (e.g. time management, emotional management, health management, etc.) (a) S1 Adjustment Day and sessions will be arranged. Self-discipline and appropriate learning attitude will be emphasized. (b) Talks / workshops / class periods will be organized to enhance students’ self-management skills.	<ul style="list-style-type: none"> Majority of students agree that they have better self-management skills. Students are engaged actively in the related activities. Majority of students give positive feedback in the post-activity survey. Subject teachers give positive feedback on students’ performance. 	<ul style="list-style-type: none"> Feedback and observation from teachers and working partners Survey / Feedback from students APASO Survey Class Teachers’ meetings 	Whole Year	<ul style="list-style-type: none"> Counselling Team Student Development Committee Healthy School Programme Health Education Team 	<ul style="list-style-type: none"> LWL Grant ECA Fund Beat Drug Fund
	2.1.2 To reinforce students’ sense of self-respect and self-discipline through refining school regulations and inter-class competitions (a) School regulations and dress code are refined to strengthen students' sense of rule-following. (b) Assemblies related to self-respect and self-discipline will be organized.	<ul style="list-style-type: none"> Teachers and students agree that students show good self-discipline and display decent behavior Students are actively engaged in inter-class competitions and agree that the activities strengthen their understanding of self-respect and self-discipline Stability and harmony in 	<ul style="list-style-type: none"> Related documents (School regulations, dress code, Discipline records, etc.) Feedback and observation from teachers and working partners Survey or 	Whole Year	<ul style="list-style-type: none"> Discipline & Student Attendance Team Class Management Team Counselling Team 	<ul style="list-style-type: none"> LWL Grant ECA Fund

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	(c) Inter-class punctuality competition, inter-class cleanliness competition, inter-class energy-saving competition, etc. will be held.	school life are observed.	Feedback from students • Stakeholders' Survey			
2.2 To develop students' careers aspirations and foster their life-planning skills.	<p>2.2.1 To develop junior form students' abilities in self-understanding and goal-setting</p> <p>(a) Helping students make realistic self-assessment of personal qualities, abilities and personal goals through workshops in Class Teacher Periods.</p> <p>(b) Assisting S3 students to explore elective options and study / career goals through individual career guidance.</p> <p>2.2.2 To help senior form students set their study/career plan and make informed choices of further studies and careers.</p> <p>(a) Arousing students' awareness of multiple pathways for further studies and career development through mass programmes and workshops</p>	<ul style="list-style-type: none"> • Majority of students agree that the activities help them set career/learning goals. • Majority of S3 students agree that the career activity is effective in helping them explore study options. • Majority of students give positive feedback in the post-activity survey. • Majority of students agree that they have a better understanding of different careers, respective skills required, careers prospects and pathways. 	<ul style="list-style-type: none"> • Survey or Feedback from students • Teachers' observation of students' participation and performance • APASO Survey 	Whole Year	<ul style="list-style-type: none"> • CLP Team • Counselling Team • Student Development Committee • Academic Affairs Committee 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>(b) Providing students with individual and group guidance on further education opportunities</p> <p>(c) Enriching students' work-related experiences by organising workplace visits, internship, career talks, workshops through support from alumni and community resources and external organizations.</p>					
<p>2.3 To inculcate in students' positive values through formal curriculum and mass programmes</p> <p>Highlights on the positive values and themes of the school years: Perseverance & Resilience 2021-2022 Respect & Responsibility 2022-2023</p>	<p>2.3.1 To build a positive school culture through formal curriculum and mass programmes.</p> <p>(a) Fine-tuning Class Teacher Period materials for all levels to integrate positive value education</p> <p>(b) Developing positive values and a growth mindset through school-based handbook 'Create My Own Sunshine' for S1 – S3</p> <p>(c) Subject departments integrate positive values in class teaching</p> <p>(d) Functional teams promote positivity through assemblies and organising</p>	<ul style="list-style-type: none"> • Students are engaged in the related activities. • Majority of students agree that a positive school culture is being built in the school. • Majority of students agree that they have a better understanding of the importance of positive values. • Majority of S1 – S3 students agree that the handbook 'Create My Own Sunshine' helps them develop positive values and a growth mindset. • Majority of students 	<ul style="list-style-type: none"> • Teachers' observation of students' participation and performance • Survey / Feedback from students • Stakeholders' Survey • APASO Survey • Students' journal or reflection 	Whole Year	<ul style="list-style-type: none"> • Subject Departments • Class Management Team • Student Development Committee • Moral Education Team • Counselling Team • Functional Teams • Healthy School Programme • Assemblies 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund • Beat Drug Fund

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Serving the school and community 2023-2024	<p>activities and programmes, (e.g. Wellness Carnival, Art therapy, Healthy School Programmes, etc.)</p> <p>2.3.2 To create a positive classroom climate through inter-class management, positive reinforcement and class activities</p> <p>(a) Providing support to teachers on good practices of class management</p> <p>(b) Cultivating a positive culture of appreciation and strengthening unity through class-based activities (e.g. A Date with Class Teacher, Inter-class Busker Competition, Inter-class Academic Quizzes, “One-student-one-position in class” Programme, etc.)</p>	<p>give positive feedback in the post-activity survey.</p> <ul style="list-style-type: none"> • Students are actively engaged in the activities. • Majority of students agree that a good rapport has been developed in class. • Sharing of good practices of class management at Class Teachers’ meetings • Majority of students agree that a positive culture of appreciation and unity have been strengthened in class. 	<ul style="list-style-type: none"> • Teachers’ observation of students’ participation and performance • Survey or Feedback from students • Stakeholders’ Survey • APASO Survey • Class Management Meetings 	Whole Year	<p>Team</p> <ul style="list-style-type: none"> • Class Management Team • OLE Committee • Student Development Committee • Moral Education Team 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund • Beat Drug Fund
2.4 To provide opportunities for students to enhance their understanding of community	2.4.1 To enhance students’ understanding of the community through visits, project-based learning and cultural activities.	<ul style="list-style-type: none"> • Majority of students agree that they have a better understanding of the community, society and the home country. • Number of Civic 	<ul style="list-style-type: none"> • Teachers’ observation of students’ participation and performance 	Whole Year	<ul style="list-style-type: none"> • Subjects Departments • OLE Committee • Civic Education 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund • Sister School Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
and the home country.	<p>Subject departments, ECA clubs and functional teams organize workshops, visits, field trips, project-based learning and cultural activities to enhance students' understanding of community, society and the home country.</p> <p>2.4.2 To enhance students' understanding of the home country through Civic Education programmes and Sister School Scheme, including exchange programmes, visits and a variety of activities</p> <p>(a) Organize a series of activities through Civic Education programmes and visits, lesson observations and virtual exchange activities with sister school students to broaden students' horizons and deepen their understanding of the home country.</p>	<p>Education activities held</p> <ul style="list-style-type: none"> • Students' civic awareness and respect for the home country are nurtured. 	<ul style="list-style-type: none"> • Feedback from Teachers and working partners • Stakeholders' Survey • APASO Survey <ul style="list-style-type: none"> • Teachers' observation of students' participation and performance • Feedback from Teachers and working partners • Stakeholders' Survey • APASO Survey 		<p>Team</p> <ul style="list-style-type: none"> • Sister School Scheme <ul style="list-style-type: none"> • Subjects Departments • OLE Committee • Civic Education Team • Sister School Scheme 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund • Sister School Grant