

**Law Ting Pong Secondary School**  
**Annual School Plan 2021-22**

*Creating Space to Cater for Students' Diversities and Equipping Them for Future Challenges*

**Major Concern 1: Raise students' academic achievement through strategic curriculum and assessment design as well as effective teaching and learning activities**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
1) Students are motivated and inspired to set academic goals and accomplish them	<ul style="list-style-type: none"> <li>• Connect teaching contents with real world examples and its authenticity with career settings</li> <li>• Enhance the quality of students' reflection in terms of mode and depth in both academic and non-academic achievements</li> <li>• Establish and implement a refined quality assurance mechanism to monitor the curriculum, assessment design and L&amp;T activities and to review the efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• All KLAs and subject panels demonstrate documentary evidence of showing contents of real world examples and adherence with career settings</li> <li>• 70% of teachers agree that the mode and depth of students' reflection has enhanced</li> <li>• A refined quality assurance mechanism is at work</li> </ul>	<ul style="list-style-type: none"> <li>• Scheme of work</li> <li>• Minutes</li> <li>• Lesson Observation</li> <li>• Students' Handbook and LED notebook</li> <li>• Panel heads' feedback on refined Quality Assurance Mechanism</li> </ul>	Whole Year	KLA and Panel Heads  Class Teachers  All Vice Principals	Student Handbook  QA Models
2) Students have improved in learning attitudes, habits and skills	<ul style="list-style-type: none"> <li>• Equip students with both general study skills and subject-specific skills in respective subjects including HOT skills to enhance the learning effectiveness</li> <li>• Launch a STAR Learners award scheme to promote the "S" and "T" values and recognize students with STAR essence</li> </ul>	<ul style="list-style-type: none"> <li>• All KLAs demonstrate documentary evidence of reflecting the general and subject-specific study skills</li> <li>• STAR Learners Scheme is implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Scheme of work</li> <li>• Minutes</li> <li>• Lesson Observation</li> <li>• Improved classroom learning atmosphere is noted in general</li> </ul>	Whole Year	KLA/Panel Heads	Star Learners Awards

3) Students become more confident and independent in learning	<ul style="list-style-type: none"> <li>Review and optimize the enhancement programmes</li> <li>Launch HKDSE Elite Scheme to enhance the self-directed learning</li> </ul>	<ul style="list-style-type: none"> <li>60% of students participating in enhancement programmes showed positive progress</li> <li>HKDSE Elite Scheme is developed</li> <li>70% of students joining the HKDSE Elite Scheme indicated its usefulness</li> </ul>	<ul style="list-style-type: none"> <li>Minutes</li> <li>Review Report</li> <li>HKDSE Elite Scheme Action Plan</li> <li>Survey</li> </ul>	Whole Year	Learner Support Committee	
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**Major Concern 2: Nurture students' values and qualities to foster whole person development through diversified learning experiences**

4) Students have positive school life experiences	<ul style="list-style-type: none"> <li>Install an operating class association structure to lay the foundation for class building where students' sense of responsibility and their ability to self-manage their work through effective delegation and empowerment is nurtured</li> <li>Synergize the work of both class and subject teachers in providing comprehensive pastoral care to the students by streamlining different aspects of red-tape in administration work</li> <li>Adopt the 4E model (Exposure, Engagement, Enlightenment and Empowerment) systematically to revive and groom talents through ECA and student leadership</li> </ul>	<ul style="list-style-type: none"> <li>All classes have an operating class association and 70% of the class teachers feel that the intended objectives of the class structure is achieved</li> <li>70% of the teachers within the same level feel that they are able to provide comprehensive pastoral care to the students</li> <li>70% of the teachers feel that the adoption of the 4E model to lay solid groundwork to unleash students' potential</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of Class meetings &amp; GDC's observation</li> <li>APASO survey</li> <li>ECA's Observation; e-class records &amp; Google Survey</li> </ul>	Whole Year	GDC ECA	<p>School-based After-school Learning &amp; Support Program</p> <p>Student Activities Support Grant</p> <p>DLG Other Programme</p> <p>Beat Drugs Fund</p> <p>Awards/Gifts for class-based competitions</p>
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<p>5) Enable teachers and students to internalize and actualize the core values of STAR* in respective levels.</p> <p><i>*STAR</i>  <i>S= Self Management Skills</i>  <i>T= Teachable Spirit</i>  <i>A= Aspiration</i>  <i>R=Resilience</i></p>	<ul style="list-style-type: none"> <li>• Institutionalize and regularize the acrostic essence of STAR value among staff members and parents through different means of stakeholder engagements such as but not limited to Staff meeting, Parent’s Day/Night, and Staff PD Days</li> <li>• Implement STAR-led values in LED and organize form-based programmes with cultivation of STAR as one of the focuses in ELW</li> <li>• Acquaint students in junior forms with the “S” and “T” values through cross councils collaboration</li> <li>• Acquaint students in senior forms with the “A” and “R” values through cross councils collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of stakeholders’ awareness of STAR essence has increased</li> <li>• A school-based LED curriculum framework encompassing STAR values is developed &amp; a structured Assembly Lesson is in place</li> <li>• Students are acquainted with the respective S-T-A-R value through cross-council collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• APASO Survey</li> <li>• LED Curriculum Framework</li> <li>• Assembly Lesson Plan</li> <li>• Council Minutes</li> </ul>	<p>Whole Year</p>	<p>Value Education Committee</p> <p>PTA</p> <p>All 3 Councils</p>	<p>One-off Grant for CSD</p> <p>Materials cost for the curriculum (License Fee, design fee or registration fee)</p> <p>Honorarium for speakers in LED or Assembly lessons</p>
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