



**Law Ting Pong Secondary School**

**Annual School Plan**

**2022-2023**

School Vision & Mission

## **A. School Vision**

Every Student a STAR Every Teacher a MENTOR Every Staff Member a MODEL

## **B. School Mission**

*“All for Our Children”*

Our School aims to bring out the best in our students along the moral, intellectual, physical, social and aesthetic domains so they can develop into informed and responsible citizens.

# **Law Ting Pong Secondary School**

## **Annual School Plan**

### **2022-23**

#### **Major Concerns**

1. Raise students' academic achievement through strategic curriculum and assessment design as well as effective teaching and learning activities.
2. Nurture students' values and qualities to foster whole person development through diversified learning experiences

**Major Concern 1:**

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> <li>To enhance classroom learning in junior forms</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with training courses in effective study skills and project skills</li> <li>Incorporate in each subject the teaching of at least one effective study skill strategy (notetaking, mnemotics, graphic organizers, comprehension strategies or pre-lesson preparation) through explicit instruction, modelling as well as guided and independent practice</li> <li>Devise clear subject guidelines for pedagogical practices to promote higher-order thinking skills, which is to be set as one of the lesson observation focuses</li> <li>Organise staff development workshops and experience sharing on teaching of study skills strategies and higher-order thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>More than 60% of teachers and students agree that students improve their study skills</li> <li>More than 60% of teachers agree that students' performance in the classroom and daily works in general improves</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' daily observation</li> <li>Teachers' and students' surveys</li> <li>Students' daily marks</li> </ul>	<p>Whole Year</p>	<p>School Administration Committee</p> <p>Academic Committee (Learning and Teaching Section)</p> <p>Department Heads</p>	

<ul style="list-style-type: none"> <li>To consolidate and extend students' learning outside classroom</li> </ul>	<ul style="list-style-type: none"> <li>Review subject homework policy to maximise the effectiveness of homework</li> <li>Give recognition for students submitting homework punctually and their quality works through award scheme and display on bulletin boards</li> <li>Promote students' extended learning through participation in self-directed learning award schemes</li> </ul>	<ul style="list-style-type: none"> <li>More than 60% of students and teachers agree that the effectiveness of homework is enhanced.</li> <li>More than 60% of students show readiness to engage in self-directed learning</li> </ul>	<ul style="list-style-type: none"> <li>Subject assignment inspection</li> <li>Students' homework performance</li> <li>Teachers' and students' surveys</li> </ul>	Whole Year	<p>Academic Committee (Learning and Teaching Section)</p> <p>Department Heads</p> <p>Class Teachers and Subject Teachers</p>	
<ul style="list-style-type: none"> <li>To refine assessment practices to boost students' confidence in learning</li> </ul>	<ul style="list-style-type: none"> <li>Set exam papers based on the principle of "easy to pass but difficult to ace", with appropriate proportion of core and challenging questions</li> <li>Teach students revision skills and provide daily drilling exercises for students to familiarize themselves with exam formats, contents and skills</li> <li>Develop students' habit of self-regulation through self-evaluation on test/examination performance with reference to mark analyses provided</li> </ul>	<ul style="list-style-type: none"> <li>Students' subject exam passing rates in general increase</li> <li>50% of students agree that they know how to better prepare for the examinations</li> </ul>	<ul style="list-style-type: none"> <li>Examination results</li> <li>Subject exam evaluation reports</li> <li>Student survey</li> </ul>	Whole Year	<p>Academic Committee (Curriculum and Assessment Section)</p> <p>Department Heads</p>	

<ul style="list-style-type: none"> <li>To promote STEAM education across school curriculum for development of students' 21<sup>st</sup> century skills</li> </ul>	<ul style="list-style-type: none"> <li>Enrich the junior curriculums of STEAM-related subjects to strengthen students' relevant knowledge and skills</li> <li>Promote junior form students' STEAM literacy through reading STEAM topics during morning reading time and enrichment of library resources on STEAM</li> <li>Implement multi-disciplinary STEAM project on climate change in S1 and S2</li> <li>Promote on- and off-site STEAM-related activities and competitions for interested students</li> <li>Organise a learning fair to showcase students' learning outcomes in STEAM</li> <li>Teachers of STEAM-related subjects attend at least one relevant professional training programme</li> </ul>	<ul style="list-style-type: none"> <li>More than 60% of junior form students and teachers agree that students' knowledge and skills in STEAM improve</li> <li>More students participated in STEAM-related competitions</li> </ul>	<ul style="list-style-type: none"> <li>Students' and Teachers' surveys</li> <li>Student OLE records</li> </ul>	<p>Whole Year</p>	<p>Academic Committee (Curriculum and Assessment Section)</p> <p>Department Heads of STEAM-related subjects</p> <p>STEM Working Group</p>	<p>IT Innovation Lab in Secondary Schools Funding</p> <p>Promotion of Reading Grant</p>
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**Major Concern 2:**

**Nurture students' values and qualities to foster whole person development through diversified learning experiences**

<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>
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<ul style="list-style-type: none"> <li>To develop students with positive school life experiences</li> <li>To enable teachers and students to internalize the core values of STAR and EDB's priority values.</li> </ul>	<ul style="list-style-type: none"> <li>Install an effective operating class association structure through organizing different class-based competitions</li> <li>Adopt 4E (Exposure, Engagement, Enlightenment and Empowerment) model to groom talents.</li> </ul>	<ul style="list-style-type: none"> <li>The classes actively participate in the competitions</li> <li>70% of students and teachers feel that the class association achieved it intended objectives.</li> <li>70% of the teachers agree that the 4E model is able to groom talents.</li> <li>A Value-Ed curriculum framework is formulated</li> <li>70% of the teachers agree that the learning activities help students to develop their positive values.</li> </ul>	<ul style="list-style-type: none"> <li>Class Minutes</li> <li>Teacher Survey</li> <li>Student Survey</li> <li>Value-Ed Curriculum Framework/Minutes</li> </ul>	Whole Year	GDC & Class Teachers	School-based After-school Learning Support Grant
	<ul style="list-style-type: none"> <li>Design Value-Ed curriculum framework to inculcate the priority values and attitudes based on forms</li> <li>Adopt multi-perspectives strategies to develop students with good qualities in line with the theme of the forms.</li> </ul>				ECA & Student leadership Committee	
						DLG-Other Programme
						Beat Drugs Fund
					Value Ed Committee & Class Teachers	Awards/Gifts for class-based competitions



