

Law Ting Pong Secondary School

Annual School Plan

2023-24

Major Concern 1:

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

Briefly list the feedback and follow-up actions from the previous school year:

- Devise school-wide measures to enhance the classroom environment and school climate conducive to effective learning and teaching, as well as academic interventions to provide individualized support for the needy students.
- Leverage on the accumulated experience to bring the development of STEAM education to the next level in this school year.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> • To enhance classroom learning 	<ul style="list-style-type: none"> • Provide students with training courses in effective study skills and project skills • Incorporate in each subject the teaching of at least one effective study skill strategy (notetaking, mnemonics, graphic organizers, comprehension strategies or pre-lesson preparation) through explicit instruction, modelling as well as guided and independent practice • Devise clear subject guidelines for pedagogical 	<ul style="list-style-type: none"> • More than 60% of teachers and students agree that students improve their study skills • More than 60% of teachers agree that students' performance in the classroom and daily works in general improves 	<ul style="list-style-type: none"> • Teachers' daily observation • Teachers' and students' surveys • Students' daily marks 	Whole Year	School Administration Committee Academic Committee (Learning and Teaching Section) Department Heads	Quality Education Fund

	<p>practices to promote higher-order thinking skills, which is to be set as one of the lesson observation focuses</p> <ul style="list-style-type: none"> • Organise staff development workshops and experience sharing on teaching of study skills strategies and higher-order thinking skills • Implement the QEF Project on Active Classroom Learning with Interactive Whiteboard (Mar 2024 – May 2025, pending approval) 					
<ul style="list-style-type: none"> • To consolidate and extend students' learning outside classroom 	<ul style="list-style-type: none"> • Enhance subject homework policy to maximise the effectiveness of homework • Give recognition for students submitting quality works through display on bulletin boards • Promote students' extended learning through participation in self-directed learning award schemes and life-wide learning programmes 	<ul style="list-style-type: none"> • More than 60% of students and teachers agree that the effectiveness of homework is enhanced. • More than 60% of students show readiness to engage in self-directed learning 	<ul style="list-style-type: none"> • Subject assignment inspection • Students' homework performance • Teachers' and students' surveys 	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"> To refine assessment practices to boost students' confidence in learning 	<ul style="list-style-type: none"> Set exam papers based on the principle of "easy to pass but difficult to ace", with appropriate proportion of core and challenging questions Teach students revision skills and provide daily drilling exercises for students to familiarize themselves with exam formats, contents and skills Develop students' habit of self-regulation through self-evaluation on test/examination performance with reference to mark analyses provided 	<ul style="list-style-type: none"> Students' subject exam passing rates in general increase 50% of students agree that they know how to better prepare for the examinations 	<ul style="list-style-type: none"> Examination results Subject exam evaluation reports Student survey 	Whole Year	<p>Academic Committee (Curriculum and Assessment Section)</p> <p>Department Heads</p> <p>Class Teachers and Subject Teachers</p>	
<ul style="list-style-type: none"> To promote STEAM education across school curriculum for development of students' 21st century skills 	<ul style="list-style-type: none"> Further enrich the junior curriculums of STEAM-related subjects to strengthen students' relevant knowledge and skills Promote junior form students' STEAM literacy through reading programmes and enrichment of library resources on STEAM Implement inter-disciplinary STEAM project on climate change 	<ul style="list-style-type: none"> More than 60% of junior form students and teachers agree that students' knowledge and skills in STEAM improve More students participated in STEAM-related competitions 	<ul style="list-style-type: none"> Students' and Teachers' surveys Student OLE records Staff's CPD record 	Whole Year	<p>Academic Committee (Curriculum and Assessment Section)</p> <p>Department Heads of STEAM-related subjects</p> <p>STEAM Education</p>	<p>IT Innovation Lab in Secondary Schools Funding</p> <p>Promotion of Reading Grant</p> <p>Diversity Learning Grant</p>

	<p>in S1 and S2</p> <ul style="list-style-type: none"> • Promote on- and off-site STEAM-related activities and competitions for interested students by means of establishment of iTech Club and funding under the IT Innovation Lab in Schools Programme • Organise a learning fair to showcase students' learning outcomes in STEAM • Teachers of STEAM-related subjects attend at least one relevant professional training programme and those of STEAM Ed Committee at least three • Establish a talent pool for the gifted in STEAM 				Committee	
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Major Concern 2:**Nurture students' values and qualities to foster whole person development through diversified learning experiences****Briefly list the feedback and follow-up actions from the previous school year:**

- To further enhance the class building, the current Guidance and Discipline Committee can be branched out into two units, namely, the Discipline Committee and Pastoral Care so that the developmental work on class buildings can be further enhanced.
- Review the implementation of subject based NSE plans, implementation of the QEF “My Pledge to Act” and content enhancement with STAR values in the speech under the national flag in the coming academic year.
- Define roles of each student body, uniform groups, ECA teams and clubs so that activities are organically arranged, and students have a balanced opportunities in engaging in various non-academic activities.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> • To develop students with positive school life experiences 	<ul style="list-style-type: none"> • Provide class-based competitions to enhance class climate and T-S rapport • Build class community to enhance students' sense of belonging so that it addresses their problems related to growing up • Revamp ECA to provide students with more opportunities and quality programmes to participate in diversified activities both inside and outside school • Guide students to understand the design principles behind different rules and follow different 	<ul style="list-style-type: none"> • 70% of students agree that teachers help them resolve problems related to growing up, such as those related to our physical and mental development, making friends and our studies. • 70% of teachers and students agree that the school provides the activities provided can develop students' interest and life skills. • 70% of the teachers and students agree that their school 	<ul style="list-style-type: none"> • Teachers' daily observation • SHS Survey • Students' participation rate in activities • Classroom performance Log • Discipline record 	Whole Year	School Administration Committee Pastoral Care Committee ECA Committee Discipline Committee	School-based After-School Learning Grant Student Activities Support Grant DLG-Other Programme Healthy School Programme Awards & Gifts

	stipulations	mates are self-disciplined and follow rules.				
<ul style="list-style-type: none"> To enable teachers and students to internalize the core values of STAR and EDB’s priority values 	<ul style="list-style-type: none"> Provide sharing opportunities for teachers to share good practices on incorporating and embedding the value and national education in their teaching Design and develop mentorship programme for newly joined teachers to understand and practice the STAR values Embed the values in mass education programs and different non-academic areas. 	<ul style="list-style-type: none"> Teachers shared their practices 70% of the teachers agree that the mentorship programme is helpful to their work 70% of the students agree that the school helped students to develop good moral character both inside and outside school 	<ul style="list-style-type: none"> Sharing Sessions SHS Survey Teachers’ daily observation 	Whole Year	Value & National Education Committee	QEF-My pledge to Act Funding Scheme PD expenses