



LAW TING PONG SECONDARY SCHOOL

Every
Student
a **STAR**

Annual
School
Plan
2024-2025



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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

2024-25

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

The focused strategies on raising students' academic achievement were rewarding in the previous school year, with noticeable improvements in classroom learning and enhanced extended learning opportunities. To further advance student progress, we are implementing the following strengthened efforts:

- With the implementation of the QEF project on Active Classroom Learning, all classrooms will be equipped with interactive whiteboards, facilitating more effective incorporation of active learning strategies into classroom teaching.
- Subjects will increase efforts to provide students with a wider variety of extended learning opportunities, including gifted courses, innovative hands-on learning experiences and competitions across different disciplines.

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 S1 and S2 students with training in memory 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 practices to promote higher-order thinking skills through active learning, which is to be set as one of the lesson 	<ul style="list-style-type: none"> • An increase in the mean scores of relevant items in the stakeholder survey for students: <ul style="list-style-type: none"> - Teachers' questions inspire students' thinking (Q.3) - Students take an active role in learning (Q.7) - Students can apply study skill strategies (Q.14) • More than 70% of teachers implement active learning strategies in the classroom 	<ul style="list-style-type: none"> • Stakeholder survey • Lesson observations 	Whole Year	Academic Committee Department Heads Class Teachers and Subject Teachers	Quality Education Fund

	<p>observation focuses</p> <ul style="list-style-type: none"> Organise staff development workshops and experience sharing on active learning strategies <p>Implement the QEF Project on Active Classroom Learning with Interactive Whiteboard</p>					
<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' participation in extended learning programmes 	<ul style="list-style-type: none"> An increase in the mean scores of relevant items in the stakeholder survey: <ul style="list-style-type: none"> Students complete their assignments seriously (for students, Q.10 and for teachers, Q.58) Students are often provided with extended learning opportunities (for students, Q.4 & 5) Over 50% of teachers rated quality of their students' works as "Good" Each subject provides at least one extended learning programme at junior and senior levels respectively. 	<ul style="list-style-type: none"> Stakeholder survey Students' homework performance Subject assignment inspection Subject evaluation reports 	Whole Year	<p>Academic Committee</p> <p>Department Heads</p> <p>Class Teachers and Subject Teachers</p>	DLG-Other Programmes

<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", 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"> Subject departments implement their refined assessment guidelines accordingly Students' subject exam passing rates in general increase An increase in the mean scores of relevant items in the stakeholder survey: <ul style="list-style-type: none"> Students are confident in learning (for students, Q.8 and for teachers, Q.56) Students often reflect on their test/exam performance for improvement (for students, Q.15 and for teachers, Q.61) 	<ul style="list-style-type: none"> Subject evaluation reports Examination results Stakeholder survey 	Whole Year	Academic Committee Department Heads Class Teachers and Subject Teachers	
<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 in ICT and Science with STEAM elements Promote junior form students' STEAM literacy through reading programmes and enrichment of library resources on STEAM 	<ul style="list-style-type: none"> The proportion of STEAM elements in ICT and Science curriculums increases Students show engagement in STEAM morning reading Students' performance in STEAM projects is 	<ul style="list-style-type: none"> Evaluation reports of ICT and Science Student OLE records Teachers' observation Quality of students' project work Staff's CPD 	Whole Year	Department Heads of STEAM-related subjects STEAM Education Committee Library	IT Innovation Lab in Secondary Schools Funding Promotion of Reading Grant

	<ul style="list-style-type: none"> • Implement STEAM project in S1 and S2 • Promote on- and off-site STEAM-related activities and competitions for interested students • 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 	<p>generally good</p> <ul style="list-style-type: none"> • More students participate in STEAM-related competitions • Over 60% of STEAM-related teachers meet the professional development target in STEAM 	<p>record</p>			<p>DLG-Other Programmes</p>
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Major Concern 2:

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

Through the well-planned and collaborative efforts of the school, students have made notable progress in various aspects of personal development and have enhanced school spirit. To sustain this progress, the following measures will be implemented:

- Collaboration and partnerships with external organizations will be further enhanced to tap into more resources for students’ holistic development.
- More inter-class activities will be designed to strengthen class building and community spirit.

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"> • 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 stipulations 	<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 schoolmates are self-disciplined and follow rules. 	<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

<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"> • Review the incorporation and embedment of the value and national education in various KLAs • 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"> • All KLAs have reviewed their respective SOW • 70% of the teachers agree that the mentorship programme is helpful to their work • 70% of the teachers and students agree that the school helped students to develop good moral character both inside and outside school 	<ul style="list-style-type: none"> • KLA's SOWs • SHS Survey • Teachers' daily observation 	<p>Whole Year</p>	<p>Academic Support & Planning Committee</p> <p>Department Heads</p> <p>Value & National Education Committee</p>	<p>QEF-My pledge to Act Funding Scheme</p> <p>PD expenses</p>
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