



LAW TING PONG SECONDARY SCHOOL

Annual School Plan 2019-20

School Vision

Every Student a STAR

Every Teacher a MENTOR

Every Staff Member a MODEL

School Mission

“All for Our Children”

Our school strives to provide quality education
to bring out the best in our pupils
by providing them with experiences
that will enable all

to grow spiritually, physically, intellectually, aesthetically, psychologically and affectively as individuals,
and to become informed, sensitive,
responsible members of society.

2019-2020 Focus Area

Nurturing Students to Aspire to Higher Performance

Focus Area: Nurturing Students to Aspire to Higher Performance

First Priority: *Cultivate confident, self-regulated, and goal driven learners*

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in Charge	Additional Resources Required
a) Motivate students to learn through different pedagogical strategies	<ul style="list-style-type: none"> Design experiential learning activities to deepen the learning of the curriculum (e.g. academic assemblies) and teach self-study skills and provide choices and platforms for extended learning at home 	September - December 2019	<ul style="list-style-type: none"> By December, senior form students will demonstrate the ability to thoroughly reflect their learning in the first term during the academic assemblies 	<ul style="list-style-type: none"> Student interview notes; Feedback from teachers 	VP (Director of Learning), Head of Curriculum and Assessment, Head of Learning Support	Budget for rewarding the diligent and independent learners
	<ul style="list-style-type: none"> Set ongoing subject-based goals with targeted students and keep track of their progress periodically (e.g. academic conferences) 	July 2019 - July 2020	<ul style="list-style-type: none"> At the beginning of September, students who are academically weak or one level below 3322 in one subject shall attend the first academic conference with the HOD, Head of learning support and the VP and demonstrate the ability to set academic goals for the year. Students attend the conference to meet the VP with parents in the mid-year again and demonstrate the ability to talk about the progress they have made. 	<ul style="list-style-type: none"> Quality of student presentations at academic assemblies Students' final examination results (July 2019) and mid-year results in March 2020 	VP (Director of Learning), Head of Curriculum and Assessment, Head of Learning Support	Cost for platforms suitable for cultivating self-study skills

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in Charge	Additional Resources Required
a) <i>Motivate students to learn through different pedagogical strategies (continued)</i>	<ul style="list-style-type: none"> Fully implement the Independent Studies Scheme (ISS) in all departments at all levels and a reward system to recognize individual efforts outside of the classroom 	September 2019 - May 2020	<ul style="list-style-type: none"> 70% of the students understand the expectations of ISS assignments set by each major department A majority of students can complete assignments under the independent study scheme (ISS) independently and creatively 	<ul style="list-style-type: none"> Students' ISS assignments HODs' mid-year and end of year reports 	VP (Director of Learning), Head of Curriculum and Assessment, Head of Learning Support	
	<ul style="list-style-type: none"> Set high classroom standards and high expectations of work qualities 	September 2019 - May 2020	<ul style="list-style-type: none"> More than half of the teachers are able to provide students with differentiated learning 	<ul style="list-style-type: none"> Lesson Observation notes 	MOTs, HODs & teachers	
b) Build competencies in students through purposeful academic programmes	<ul style="list-style-type: none"> Build a common understanding of the kind of "competencies" that the school will focus on 	September 2019	<ul style="list-style-type: none"> A majority of teachers and students can describe the intended competencies that are to be developed in students when asked. 	<ul style="list-style-type: none"> Conversations with teachers and students 	VP (Director of Learning), Head of Curriculum and Assessment	

Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	People in Charge	Additional Resources Required
b. <i>Build competencies in students through purposeful academic programmes (continued)</i>	<ul style="list-style-type: none"> Further strengthen the implementation of gifted education 	September 2019 - July 2020	<ul style="list-style-type: none"> 80% of the HODs demonstrate an understanding of the direction of gifted education in the school Gifted education programmes are organized by major subjects with plans that are in line with the school's central policy 	<ul style="list-style-type: none"> Gifted education proposals by departments Evaluation reports from departments Gifted education materials 	VP (Director of Learning), Head of Learning Support, & HODs	Cost for gifted education (DLG)
	<ul style="list-style-type: none"> Establish academic accommodations for catering for the needs of students with special educational needs 	September 2019 - June 2020	<ul style="list-style-type: none"> Major departments have a curriculum and pedagogical policy on helping students with SENs 	<ul style="list-style-type: none"> Students feedback, teachers' feedback & HODs' reports on the effectiveness of accommodations 	VP (Director of Learning), Head of Learning Support, HODs & teachers	
	<ul style="list-style-type: none"> Equip teachers so they can teach with differentiated instruction in the classroom to cater for diversity 	September 2019 - July 2020	<ul style="list-style-type: none"> Teachers are more confident in managing a class with huge diversity in terms of student abilities and learning needs 	<ul style="list-style-type: none"> Teachers' training record Ongoing feedback fom MOTs & Teachers' Lesson observation notes 	VP (Director of Learning), Head of Staff Development and Pedagogy, MOTs, HODs & Teachers	Cost for teachers' professional development to cater for diversity.

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b. <i>Build competencies in students through purposeful academic programmes (continued)</i>	<ul style="list-style-type: none"> Revise timetable to allow more learning time for core subjects 	September 2019 - ongoing	<ul style="list-style-type: none"> Students' exposure to core subjects got increased 	<ul style="list-style-type: none"> 7C survey 	P and VP (Director of Learning)	
	<ul style="list-style-type: none"> Involve students in competitions and other learning experiences 	September 2019 - July 2020	<ul style="list-style-type: none"> Departments are more proactive in involving students for curriculum-related competitions and external learning programmes 	<ul style="list-style-type: none"> Competition details and participation rate 	HODs and teachers	Cost for competition fees
c) Broaden learning experiences through school-based reading schemes	<ul style="list-style-type: none"> Chinese, English, HUM and LS implement school-based reading schemes 	September 2019 - April 2020	<ul style="list-style-type: none"> The school reading culture is enhanced 	<ul style="list-style-type: none"> Each department's school-based reading scheme Library's books borrowing records HODs' interim reports on the effectiveness 	VP (Director of Learning), Head of Curriculum and Assessment	Library Grant
	<ul style="list-style-type: none"> Collaborate with the library personnel to organize reading activities 	November 2019 - April 2020	<ul style="list-style-type: none"> Reading activities during the book week are more diverse 	<ul style="list-style-type: none"> Book week activities 	Head of Learning Support	Budget for reading activities proposed by the library
	<ul style="list-style-type: none"> A reward system to reward the most diligent readers 	December 2019 - July 2020	<ul style="list-style-type: none"> More students receive prizes from the four department for their reading habits 	<ul style="list-style-type: none"> Award lists Award items 	HODs and teachers	Budget for rewarding diligent readers

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d) Enhance teacher competence through a school-based professional development system	<ul style="list-style-type: none"> Enable the more experienced teachers to aspire to the right career path in the school 	July 2019 - July 2020	<ul style="list-style-type: none"> All the experienced teachers interviewed demonstrate a clear understanding of their career prospect in the school 	<ul style="list-style-type: none"> Meeting notes with teachers and their feedback 	VP (Director of Learning), Head of Staff Development and Pedagogy	
	<ul style="list-style-type: none"> Implement a personal, target-oriented professional development plan for each teacher which prepares them to be the asset of the school 	September 2019 - July 2020	<ul style="list-style-type: none"> The majority of teachers have an individualized PD plan for 2019/20 	<ul style="list-style-type: none"> Teacher's individual PD plan for 2019/20 Records of teachers' PD 	Head of Staff Development and Pedagogy & MOTs	Budget for supporting teachers to attend PD workshops organized by external institutions
	<ul style="list-style-type: none"> Explore opportunities to involve external professional support services to enhance teaching and learning of teachers in various departments 	July 2019 - September 2020	<ul style="list-style-type: none"> Teachers demonstrated improvements in areas of PD 	<ul style="list-style-type: none"> Records of support services documents Teachers' feedback as well as meeting notes with support teams Records of meeting notes with teachers 	VP (Director of Learning), Head of Staff Development and Pedagogy, & HODs	Budget for cost of professional support services

Second Priority: Nurture a proactive, self-aspired and resilient community.

Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	People in Charge	Additional Resources Required
a) Strengthen students' proactiveness through providing leadership experiences	<ul style="list-style-type: none"> Facilitate students to lead projects based on their own initiatives 	Sept 2019 - July 2020	<ul style="list-style-type: none"> Student proposals devised for various learning programmes, activities and initiatives Students successfully implemented various learning programmes, activities and initiatives 	<ul style="list-style-type: none"> Student proposals Students' reflection and feedback 	Vice Principal (Director of Student Welfare), Head of Student Leadership & Well-being, Head of Student Guidance & Mentoring, School Leaders	Budget to support and facilitate the implementation of projects
	<ul style="list-style-type: none"> Equip student mentors and leaders to be capable of coaching junior students 	Sept 2019 - Mar 2020	<ul style="list-style-type: none"> Student mentors able to demonstrate their coaching skills through sessions 	<ul style="list-style-type: none"> Student mentors' evaluation Student participants' reflection and feedback 	Head of Student Guidance & Mentoring, School Leaders, HOYs	Time provision for coaching mentors and opportunities for mentors to coach junior students.
	<ul style="list-style-type: none"> Further strengthen and promote various award systems particularly for leadership achievements 	Oct 2019 - May 2020	<ul style="list-style-type: none"> A comprehensive and effective award system launched and implemented Increased number of students applying and receiving various awards and scholarships 	<ul style="list-style-type: none"> Feedback from students, teachers and parents in understanding the system Student applications for scholarships and awards 	Vice Principal (Director of Student Welfare), Head of Student Guidance & Mentoring, Head of Student Leadership & Well-being	
	<ul style="list-style-type: none"> Enrol students in conferences and forums overseas and / or with other local schools 	Oct 2019 - May 2020	<ul style="list-style-type: none"> Students demonstrate added value to leadership 	<ul style="list-style-type: none"> Evaluation on leadership growth 		Budget on sponsoring students go on conferences

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b) Empower students to make informed choices through pathway exploration and life planning counselling	<ul style="list-style-type: none"> Establish digital student portfolios to record students' interests and aspirations 	September 2019 - April 2020	<ul style="list-style-type: none"> Digital student portfolios system established Teachers' confidence in using system built up 	<ul style="list-style-type: none"> Feedback from teachers and students on the design of the system Quality of information recorded on student portfolios 	Head of Life Planning & Career Counselling, Head of Student Guidance & Mentoring	Budget for the customised design of the digital portfolio system
	<ul style="list-style-type: none"> Engage students in more holistic life planning programmes and wider range of activities to support their pursuit of their aspirations 	Sept 2019 - June 2020	<ul style="list-style-type: none"> Life Planning Programme established for S4 students Elective preparation programmes conducted for S3 students Multiple pathway programmes conducted for S5-6 students Individual counselling sessions on life planning conducted for students by Class Teachers and Careers Team teachers 	<ul style="list-style-type: none"> Teachers' and students' feedback on the programmes Feedback from Class Teachers and Life Planning and Career Counselling Team Teachers Students' feedback, works and evaluation Reflections and goals set for individual students 	Vice Principal (Director of Student Welfare), Head of Life Planning & Career Counselling, School Leaders, HOYs, Class Teachers	Budget to implement the counselling programmes

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c) Foster students to be responsible and compassionate members of the community	<ul style="list-style-type: none"> Provide in-depth service learning experiences for students (including planning, implementing & evaluating) of which can be extended. 	September 2019 - July 2020	<ul style="list-style-type: none"> A good range of experiential learning activities / programmes organised and arranged successfully. Proposals and plans based on the PIE model 	<ul style="list-style-type: none"> Student feedback Teachers' evaluation 	Vice Principal (Director of Student Welfare), Head of Student Leadership & Well-being, Head of Student Guidance & Mentoring, School Leaders	Budget for some experiential learning activities/programmes
	<ul style="list-style-type: none"> Establish a platform for students to share their views on various social issues with the community. 	September 2019 - July 2020	<ul style="list-style-type: none"> Sessions, platforms and opportunities arranged for students to share with the community. Students' voice being recorded and with planned actions. 	<ul style="list-style-type: none"> Stakeholders' feedback Evaluation from the community 	Vice Principal (Director of Student Welfare), Head of Student Leadership & Well-being, Head of Student Guidance & Mentoring, School Leaders, HOYs	Time and platforms for students to be able to share their view
	<ul style="list-style-type: none"> Encourage students to reflect upon their acts towards themselves and others. 	September 2019 - July 2020	<ul style="list-style-type: none"> Improve the content of the student diary Students record their thoughts in the student diary. 	<ul style="list-style-type: none"> Student feedback 	Teachers, Vice Principal (Director of Student Welfare), Head of Student Guidance & Mentoring, Class Teachers	Cost for designing and printing the diary