



LAW TING PONG SECONDARY SCHOOL

School Development Plan

2019/20 – 2021/22

Happy and Achieving School
Maximising Students' potentials
to aspire to greater heights

The vision and mission statements, the guiding principles for school development, the roles and expectations of our students, as well as the pledges of the Principal, teachers and students serve as a guide to the process of developing focus areas, strategies, and action plans to achieve the goals.

Vision

Every student a STAR
Every teacher a MENTOR
Every staff member a MODEL

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.

Guiding Principles

1. To build a reputation for academic excellence by providing a well-rounded education through a set of rigorous academic and co-curricular programs
2. To educate students to become responsible global citizens by nurturing global perspectives and enhancing the capacity for understanding multi-cultural differences
3. To prepare students for leadership in a variety of fields and endeavors
4. To create and maintain a caring and supportive learning community
5. To maintain LTPSS as a learning organization for the advancement of learning and teaching quality

School Motto

誠 正 思 行

Sincerity Righteousness Contemplation Practice

Sincerity The more sincere we are in investigating things, the more clearly we comprehend.

Righteousness 'Mencius tells us, "Righteousness is the proper way of life."

Contemplation Contemplation leads to the understanding of the ways of the world and the laws of nature.

Practice Practice consolidates our theoretical understanding. It transforms our contemplation into action.

Core Values of Education

**Respect
Trust & Trustworthiness
Love & Empathy**

5 Rs

“Do the RIGHT THING in the RIGHT WAY, towards the RIGHT PERSON, at the RIGHT TIME, in the RIGHT PLACE”

7 Habits for Highly Effective People

1. Be Proactive
2. Begin with the end in mind
3. Put first things first
4. Think win-win
5. Seek first to understand then to be understood
6. Synergize
7. Sharpen the saw

Roles and Expectations of Principal

As LTPSS Principal, he or she is at the same time a/an

1. educator who is both a learner and a teacher
2. person in the community who views colleagues as friends, who celebrates diversity and views differences as richness and strengths
3. organizational architect who helps to cultivate organizational structures that respond to and shape the directions of change
4. social advocate for just treatment of all

Roles and Expectations of Staff

All LTPSS staff members strive

1. to be true to our mission to bring out the best in our students
2. to be exemplary in the discharge of our duties and responsibilities
3. to guide our students to be informed, sensitive and responsible members of our society
4. to continue to learn and pass the love of learning to our students
5. to win the trust, support and cooperation of parents, and the community so as to enable us to realize our Mission

Roles and Expectations of Students

Students as learners

Students are expected to become competent and confident independent learners, to enjoy learning and to see learning as a life-long activity.

Students as members of society

Students are expected to become informed, sensitive and responsible members of society through the transition from childhood to adulthood and from school to work place and society as a whole.

Students as individuals

Students are expected to be respectable and respecting individuals within LTPSS where they are given the security and freedom to flourish and to gain confidence and self-esteem.

The Students' Pledge – Our School Song

Sing, oh, we sing of pledges to our school,
whose light forever be our guide.
May we knowledge, virtues all pursue;
may we follow honesty and truth,
never swerve from paths of righteousness.
No darkness shall we dread.
Our dauntless spirit flies so high;
our aspirations touch the sky.
We'll strive to learn, to love, to serve and in the world to shine.

羅定邦中學校歌

羅定邦詞 陳之霞曲

思而學，學而思，解決疑難問老師；
知而行，行而知，真知真行至善之。
六載同窗誠砥礪，正心修身萬卷書；
動力在誠功在正，立己立人莫踟躕；
突破創新皆由我，安邦定國譜新詩。
踏步並肩層雲上，乘風破浪齊展翅，
他日學成千載用，融貫中西創新思。

A. Holistic Review

I. Effectiveness of the previous School Development Plan (2016-2019)

Major Concerns	Targets / Intended Outcome	Strategies	Status of Targets	Remarks / Follow-up action
To develop a curriculum with multiple pathways catering for a range of learning diversity	To establish a choice of pathways for Creative Arts and Technology leading to external accreditation and opportunities in tertiary institutions.	From S2 offer choice of CA and Technology subjects leading to external accreditation in S4 or S5.	Not achieved	It was too early to make a choice at S2. School declined to offer IGCSE & GCE on class basis.
		IGCSE and GCE cohorts are identified in S3 and follow separate pathways after S4.	Not achieved	
	To introduce greater diversity into the DSE curriculum to support different learning needs.	Offer selected APL courses in S5.	Achieved	More exposure would be made available to students for APL programs.
		Training for HODs and subject teachers.	Ongoing	Continue to empower the capacity of subject leaders through various professional support services from external institutions.
	To introduce cross curricular projects.	Build on S1 Media and FROOPS projects by extending links to Science/ Humanities and ICT/other subjects. Cross subject teams meet to plan courses. Develop STEM projects.	Achieved	<ul style="list-style-type: none"> - ICT to review the current curriculum and explore the possibility of building in STEM elements into the junior ICT curriculum. - Continue the collaboration among the STEM departments and offer STEM related courses to high achievers. - Further develop the CART program in S4.
	To offer more explicit support for LAC so all students can successfully learn in their second language.	Identify students who need additional support for LAC. All core subject plan strategies for developing language skills. Develop staff with experience of LAC.	Ongoing	Explore the best possibility to implement a school-based policy on LAC by MOTs.

Major Concerns	Targets / Intended Outcome	Strategies	Status of Targets	Remarks / Follow-up action
To develop a curriculum with multiple pathways catering for a range of learning diversity (continued)	To begin life planning at an earlier stage and at an appropriate level for students	Introduce a theme each month to engage students in goal setting and self-reflection.	Achieved	Themes have been incorporated into the life education programme for each year level however not on a monthly basis.
		Use a digital portfolio to evidence students' growth and experiences.	Ongoing	Established a temporary platform and began its implementation and utilisation for a group of targeted students - to further explore and decide on a formal system for all students.
		Make reference to "Comprehensive Guidance Framework" and develop our whole-school framework according to our context; partner with all student development teams.	Ongoing	The school works closely together with team spirit and common vision. All teachers and students are engaged to cultivate a caring and inviting school culture.
To nurture interdependent and risk-taking student leaders	All extracurricular learning and service activities organised and coordinated as Creativity, Action and Service	Regroup student growth activities under Creativity, Activities and Services.	Achieved	Activities have been regrouped and points system to use further as aspiration.
		Make S1 and S2 experiential learning trips adventure based to nurture self-esteem, teamwork and problem-solving skills.	Achieved	Will explore further possibilities.
		Offer options of CAS trips to S3.	Achieved	Service Learning Team Teachers with a group of students took part in the Cambodia Service Trip and student visited and taught at local schools and orphanages will look for more possibilities.
		Introduce CAS portfolio and start a reporting system for CAS performance.	Ongoing	To investigate into the possibility of combining CAS portfolio with other areas (e.g. Careers, Leaderships, etc.).

Major Concerns	Targets / Intended Outcome	Strategies	Status of Targets	Follow-up action
<i>To nurture interdependent and risk-taking student leaders</i> <i>(continued)</i>	Enhance student leadership.	Departments identify highly able students who can develop and lead subject area enrichment activities for other students (e.g. tutorial groups; reading groups; writing groups).	Achieved	<ul style="list-style-type: none"> - Fine-tune the existing plan for gifted education to include STEM education for the high achievers. - Enable highly able students to take on wider responsibilities so as to aspire to greater performance.
		Involve Alumni as role models and adopt a unified leadership training scheme.	Achieved and ongoing	<ul style="list-style-type: none"> - Some groups have initiated e.g. St John Ambulance Brigade Youth Command Group and Choir. - Will explore more.
		Plan more big activities to create leadership opportunities for students.	Achieved and ongoing	Will do more, e.g. Youthnity.
		Put all student leaders in a team and engage them in decision making and event-management.	Achieved and ongoing	Student leaders were involved in lots of school decision including timetable change for 2019-20, Catering service provision, etc. Continue to involve students where possible.
	Create a positive culture	Engage more alumni in leading school activities.	Achieved and ongoing	Alumni were invited to share their experiences during Careers Week on tertiary education and career planning. More and more alumni participation as years go by. Additional involvement to plan for.
		Set up merit system.	Achieved and ongoing	LTPSS Reward System with LTPSS Points set up. Needs further refinement.
		Produce LTV videos for appreciation.	Achieved	LTV has produced many episodes and have been broadcast first on Fridays during Class Affairs Time, followed by on-going showing on screens during the week around the campus.

Major Concerns	Targets / Intended Outcome	Strategies	Status of Targets	Follow-up action
To nurture interdependent and risk-taking student leaders <i>(continued)</i>	<i>Create a positive culture (continued)</i>	Create more inviting learning environment.	Achieved and ongoing	School has applied for major repair funding to strategically refurbish various parts of the building.
		Participate in local and overseas conferences to learn more from others.	Achieved and ongoing	Student leaders have participated in conferences locally and internationally e.g. EDB Student-LED Network (HK), HKSSIP to Scotland (UK), IAIE to Kentucky (US), UWCLPC: HK Diversity Summit & Youth PeaceMakers Day Camp (HK), Student Leaders Conventions (Singapore), Ocean Conservation Summit (HK). Will explore more like Youthnity.
	Get students to serve for a better world	Engage students in more community services.	Achieved and ongoing	Service Learning Team and Volunteering Group established. Community services locally and overseas (S3 ELW to Cambodia) successfully organised. Will work with PTA for greater networking.
		Expose them with things happening in the world. Target at more 'depth' of understanding.	Achieved	Class affairs, assemblies and life education programmes provided students with opportunities to become responsible & global citizens (eg. post typhoon project, climate change: Greta Thunberg).
		Tie the curriculum of the world needs with CAS.	Achieved	Successfully achieved with Service Learning Team with local community services and overseas trip to Cambodia. To further explore and invite more students to join and participate.

Major Concerns	Targets / Intended Outcome	Strategies	Status of Targets	Follow-up action
To become a well-connected learning school	LTPSS is recognised and valued as a Professional learning community at school and department level	All departments demonstrate they are using the FIP model as basis for their PLC.	Achieved and ongoing	Continue to provide guidelines and in-house training so teachers can better teach with clear learning targets and better evaluate students' success based on diverse formative assessment modes.
		Form partnership with other PLC to deliver school-based training.	Ongoing	Continue to strengthen the school's PD plan so as to encourage inter-departmental support and mentorship.
		LTPSS partners with HK FIP community to share and strengthen practice.	Achieved	
		LTPSS staff contribute to wider FIP community.	Achieved	
		LTPSS showcase our inviting features.	Achieved	
	LTPSS networks with schools in HK, China and internationally	Participate in community organization-sponsored projects (e.g. Tai Po Youth Network).	Achieved and ongoing	A continued effort to work with other organisations and networks in the community, including other DSS Schools, IE Schools, FIP Schools and Schools in the HKSSIP.
		Share teaching and learning strategies with other FIP schools in HK and abroad.	Achieved	
		Facilitate student exchanges to other FIP schools abroad. Facilitate student exchanges to other FIP schools abroad.	Achieved	
		Join school activities locally and internationally. Participate in other professional competitions.	Achieved	Teachers have participated in conferences and programmes locally and internationally. Will keep the routine.
		Participate in other professional competitions.	Ongoing	

II. Evaluation of School Overall Performance

	Domain	Performance Indicators Area	Level of School Performance	
			Major strength	Areas for Improvement
I.	Management and Organisation	1. School Management	<ul style="list-style-type: none"> - The school has developed and adopted a series of SSE methods for self - improvement in terms of teaching and learning and the effectiveness of its priorities throughout the year. - The school hugely involves its staff in formulating its annual priorities and school goals for its yearly and 3-year plans. Staff's feedback and views are taken into serious consideration and finally complied as the school's direction for its academics and pastoral development. Whenever a major policy is to be revised, e.g. school timetable, consultations with various stakeholders are held to gather views in hope of making informed decisions and policies. - The school has clear procedures for handling crisis and the leadership team are able to work in close collaboration with various parties to handle incidents and reach positive outcomes. Procedures for handling crisis have been placed in each public place accessible by staff and students. - Priorities are implemented successfully each year. The leadership and middle managers are able to monitor the progress and the quality of implementation satisfactorily. - The school studies the data collected from various sources and reflects deeply on its overall effectiveness. Data is shared with its staff openly and middle managers attend meetings with a focus to reflect and improve. 	<ul style="list-style-type: none"> - In the process of establishing major policies, rationale and backgrounds should be included in the consultation sessions so staff have a deeper understanding of the situation. - More face to face Conferences with teachers and students should be held more often and frequently to ensure that teachers and students have more platforms to express their views and early intervention can be done.

	Domain	Performance Indicators Area	Level of School Performance	
			Major strength	Areas for Improvement
I.	Management and Organisation (continued)	2. Professional Leadership	<ul style="list-style-type: none"> - The school leadership team has a vision and aspirations. With various measures, e.g. 7C survey, parents' surveys for S1 parents, parents' survey for S1-6 parents, the stakeholders' surveys, ongoing feedback from its staff, the school formulate its development and focus areas based on its unique culture. - The school's middle managers, despite being young and inexperienced, work in close collaboration and support each other. The leadership team work closely with teachers from various tiers and are able to motivate staff to ensure successful implementation of various measures to achieve the annual goals. A supportive working atmosphere has been created, which ensures efficiency in the operation of the school on a daily basis. - The school management plan initiatives with its staff. With ongoing guidelines and professional dialogues, the subject leaders as well as the functional unit heads are able to synergize their teams to enable the school to achieve its yearly targets. 	<ul style="list-style-type: none"> - Middle managers are generally inexperienced despite being dedicated and responsible. They generally need to improve on monitoring skills. - Communication with the staff members is ongoing and effective. However, middle managers need to enhance their capacity to provide staff with ongoing guidelines when discharging duties. - Teachers are generally confident and effective. However, the school needs a school-based professional development plan to ensure that its less experienced teachers are provided with the training to help them develop their career prospects. More efforts needed on devising individual teacher's PD plans.
II	Learning and Teaching	3. Curriculum and Assessment	<ul style="list-style-type: none"> - Over the past three years, the school provided teachers with extensive training on aligning curriculum planning with the trends in education development. The school goals are therefore formulated based on the needs of its students and equip them with the knowledge and study skills that are needed to cope with the challenges of this ever-changing society. 	<ul style="list-style-type: none"> - More work should be done to implement a long-term plan for gifted education in the school. There has been an increased number of students who are passionate for learning new knowledge and skills so there should be more diversified learning platforms provided to challenge them and to boost better outcomes.

	Domain	Performance Indicators Area	Level of School Performance	
			Major strength	Areas for Improvement
II	Learning and Teaching (continued)	3. Curriculum and Assessment (continued)	<ul style="list-style-type: none"> - The school also deploys resources on training its Heads of Departments and teachers to set clear targets and how to set diverse formative assessment modes for each unit of work that are in line with the curriculum to engage students in learning to boost academic outcomes. - The school, on an ongoing basis, has thorough analysis of assessment data. Staff are informed of the academic situations periodically. Most of the HODs are able to plan and fine-tune the curriculum and re-design assessment modes based on the assessment data. Various academic policies which would involve students and parents, as well as the big goals are set after the analysis of the assessment data. - In order to monitor the delivery of the curriculum and, the academic leaders and subject leaders conduct regular lesson observation and post-lesson conferences to improve teaching and learning in a safe environment. Departments also have the practice of inspecting students' assignments and classworks. Parents are informed about the course outlines and assessment plans as well as SBA details at the beginning of the year. - The implementation of Independent Study Scheme (ISS) further helps students structure their learning outside of the classroom and develop their independent learning skills and motivate them to continue quality learning according to their own abilities and in a creative way. Students are informed of the ISS assignments at the beginning of the year so they can better manage their time to finish the expected amount. 	<ul style="list-style-type: none"> - The school enjoys autonomy to implement a school-based curriculum. However, there is a need to empower the capacity of HODs so they can effectively monitor the development of the curriculum and ensure that it is in line with the school's vision and mission and the trends in education development. - Most of the teachers can generally grasp the concept of the design of ISS assignments but more practise and sharing sessions should be planned.

	Domain	Performance Indicators Area	Level of School Performance	
			Major strength	Areas for Improvement
II	Learning and Teaching (continued)	4 Student Learning and Teaching	<ul style="list-style-type: none"> - Students' learning attitude is generally satisfactory. Some of them need to have clearer academic goals and higher career aspirations. Most of the teachers are able to provide timely feedback for improvement. - Most of the students generally demonstrate generic skills, in particular, creativity, communication skills, and interpersonal skills and some, in addition to these, possess excellent problem-solving skills and critical thinking and participate in learning activities actively. - Most teachers in the school are able to conduct interesting and engaging learning activities on a daily basis. Most of them are able to ensure effective and safe classroom learning. Students' feedback through the 7C evaluation survey about learning is generally very positive. Teachers also have established very good relationships with students and their caring and loving attitudes added to the effectiveness of teaching. 	<ul style="list-style-type: none"> - More work on Language across curriculum. - Although teachers are dedicated and they know how to provide relevant learning activities for the majority of students, there is a need to develop teachers' capacity in handling learner diversity in the classroom.
III	Student Support and School Ethos	5. Student Support	<ul style="list-style-type: none"> - One of the key strengths of the school is to provide ample opportunities for students to take part in various experiential learning activities and programmes. This ranges from the whole school participation in the Experiential Learning Week, including S1 students taking part in the outdoor adventure camp in Hong Kong, S2 to mainland, S3 to countries in Asia beyond Hong Kong, S4 to the sister school in mainland (Shunde) and S5 in the careers week. KLA and HODs have been invited to share their ideas and for some to be trip leaders - this has further input of academic curriculum into these learning trips. 	<ul style="list-style-type: none"> - There has been an increased number of staff members participated in SEN trainings. However, the team needs to further strengthen its knowledge and skills to better coach other colleagues as a whole school approach, to better support SEN students in the classroom and beyond. - Building on the success of the operation of the 7C survey, this practice can be investigated so that this is extended to evaluate student support services. In doing so, this will further enhance the uniqueness of the school and to improve further the culture and development.

	Domain	Performance Indicators Area	Level of School Performance	
			Major strength	Areas for Improvement
III	Student Support and School Ethos (continued)	5. Student Support (continued)	<ul style="list-style-type: none"> - Strategically the school plans for assemblies, meetings and sessions in the life education programme by teachers as well as with external organisations, to foster students' positive values and attitudes. We have worked closely with the HKFYG and Police Liaison Officer to support students and parents such as running meetings and workshops on different topics, such as using digital devices, voluntary service learning, etc. - Relationships between staff, teacher-student, and student-peers are generally very positive and inviting. All stakeholders display a good sense of respect to each other and these strong relationships have shaped the school into a warm and caring learning environment. 	
		6. Partnership	<ul style="list-style-type: none"> - The PTA and the school work very closely together in supporting students' learning and wellbeing at school. Regular and frequent meetings take place to discuss ways to support students. In addition to fun activities that the PTA organises, to promote bonding and parent-child relationships, the PTA arranged and liaised with external organisations such as the HKFYG and its Joyful School Project, to educate parents on how to deal with various issues, such as the effective use of mobile devices. Parents' views and opinions are well taken care of and one of the most successful strategies have been the Principal arranging for morning/tea sessions to meet with parents informally. 	<ul style="list-style-type: none"> - Based on the success in arranging workshops for parents including Parents Sexuality Education Program and parent-child relationships, a better planned schedule of events of Parents Workshops, based on parents' needs would allow more parents to participate, as well as meeting the needs of parents.

	Domain	Performance Indicators Area	Level of School Performance	
			Major strength	Areas for Improvement
III	Student Support and School Ethos (continued)	6. Partnership (continued)	<ul style="list-style-type: none"> - The involvement of alumni has been important as they were invited to come back to school to conduct sharing sessions on planning beyond secondary school, including tertiary education sharing sessions during the Careers Week. Other organisations have been networked and worked with to strengthen to community support, in order to enhance and broaden students' learning, such as working with different tertiary education institutions, private companies and organisations, NGOs, and others. The network is broadened with the support from parents. 	<ul style="list-style-type: none"> - Further to the Careers Week, the alumni of the school should revitalise the association, to build a much more well-bonded network and provide opportunities for alumni to contribute back to their alma mater.
IV	Student Performance	7. Attitude and Behaviour	<ul style="list-style-type: none"> - Students are gradually performing better in public exams and as value-added results also display a growth in terms of improvements. - Through the Life Education Programme, positive moral values have been promoted frequently and regularly. The Flag Raising Ceremony is being held on a monthly basis, various student leaders and staff members would also be given the platform to share their views on social harmony, civic obligation and national identity. - Students' behaviour and self-discipline is of a good level in general and their interpersonal, social and leadership skills appear to be strong. This is further supported particular with programmes for students to foster a healthy lifestyle, emotional balance and better equip students to have the ability to handle stress. 	<ul style="list-style-type: none"> - Learning environment could be more rigorous, in order to motivate students to be challenged and to be aspired. - To inspire students so that they become active and responsible global citizens who are empathetic.

	Domain	Performance Indicators Area	Level of School Performance	
			Major strength	Areas for Improvement
IV	Student Performance (continued)	8. Participation and Achievement	<p>Academic performance:</p> <ul style="list-style-type: none"> - Students generally perform well in junior form in most of the subjects as reflected in the internal assessment data. In the senior form, students perform satisfactorily in some subjects that they study. Some need a more solid foundation to support their learning and meet demanding requirements in the senior form. - Students are generally interested in participating external events so long as opportunities are provided and they are invited. Some of them have made remarkable achievements in academic-related events such as competitions and subject-related festivals. The potential of the majority of students could further be maximised through other academic-related events to improve their achievements. 	<ul style="list-style-type: none"> - There is a bigger need to deepen student learning through various pedagogical measures and strategies that are in line with the trends in education development. - Gifted students and those who lack confidence could be better empowered. It is necessary to engage these students in various external events so as to enrich their learning experiences and broaden their horizons.
			<p>Non-academic performance:</p> <ul style="list-style-type: none"> - Many of our students participate in CCAs and other experiential activities and programmes beyond the classroom. - Students participate and achieve good results in inter-school competitions such as the school choir, performance arts, drama and St. John's Ambulance Brigade. 	<ul style="list-style-type: none"> - Students could enrol in more community services.

B. Analysis of the current situation in the school

I. *Strengths:*

1. As a DSS school, LTPSS has the autonomy to allow high level of flexibility and creativity in the design of assessments and curriculums. New ideas are always welcome to better develop the school.
2. Students, regardless of their nationalities and cultures, are generally clever, respectful, active, and enthusiastic learners. A number of them are diligent and possess clear education and career goals. A majority of students (over 90%) are from local backgrounds with an increased % of non-Chinese speaking students.
3. Teachers, regardless of their diverse cultural backgrounds, are generally humble, caring, dedicated and enthusiastic about teaching and are eager to learn to develop their teaching techniques to construct effective classroom learning. They share the school vision and are willing to change and to accept new ideas. The positive working relationships encourage communication and valued collaboration between departments. The culture of sharing is infused in different school areas.
4. Middle managers, i.e. heads of departments and heads of committees are experienced, competent and dedicated teachers.

II. *Weaknesses:*

1. Majority of students are quite complacent and well looked after by families. No strong motivation to thrive.
2. In some subjects, there's a gap between S1-S3 (Junior) and S4-S6 (Senior).
3. Some middle managers need the skills to coach fellow colleagues.

III. *Opportunities:*

1. Our staff members are open-minded, passionate and dedicated themselves to carrying out both teaching and administrative duties. They are receptive, reflective and responsive. It enables the school to develop towards the shared goals.
2. The number of P6 students is on the rise, allowing a bigger chance to recruit students of higher quality.
3. Our students are reflective and can evaluate their own learning inside and outside classroom.
4. The number of Non-Chinese Speaking students has an increasing trend and it helps create a richer English-speaking environment in school.
5. The IMC board members are actively involved in school planning which positively steers everyone on the same direction.

IV. *Threats:*

1. There is a constant loss of senior students who leave for overseas study and other curricula such as IB. It includes quite a number of the best students among the forms, including both Chinese and the non-Chinese elites.
2. Some senior students do not get used to a different learning approach for DSE exams. They experience high stress levels and it affects their learning ability and social life at school.
3. Students are diverse in terms of learning needs, including Special Educational Need, family backgrounds, cultural backgrounds, multiple pathways as well as learning abilities. This has significantly led to demands for extra resources.

C. Major Concern for 2019/20 – 2021/22

1. To engage students in rigorous learning experiences.
2. To cater for diversity.
3. To cultivate a growth mindset culture.
4. To sustain a competent and caring learning community.

D. Development Plan

Major Concerns / Key goals	Targets	Time scale					General Outline and Strategies
		Status of targets in 2019-20			To do in		
		Achieved	Partially Achieved	Not Achieved	2020-21	2021-22	
A. To engage students in rigorous learning experiences	1. Implement informative guidelines for Subject Leaders on promoting rigor in the classroom.		✓		✓	✓	- Create an Academic Website and showcase and display excellent student work to celebrate students' success.
			✓		✓		- Set up reward systems to recognise student achievements.
		✓			✓		- Provide HODs with guidelines to implement diverse formative assessment modes to engage students in learning.
		✓			✓		- Explore opportunities for increasing the learning time / Implement a new timetable which gears at increasing learning hours.
		✓			✓		- Hire external professional support services to further assist departments in planning, teaching and management.
		✓			✓		- Set up school policy on class routine, homework requirements, lesson performance as well as students' work.
	2. Empower teachers to nourish classroom successes in all learners.	✓					- Revise time table to allow more learning time for core subjects.
			✓		✓		- Provide teachers with training on 1) Differentiated Instructions; 2) Cater for Diversity to ensure equal learning for students with different abilities.
			✓		✓	✓	- Arrange teachers to observe lessons which demonstrate how to grow success through rigorous activities in the everyday lessons.
	3. Cultivate student leadership through effective classroom activities.		✓		✓		- Provide subject teachers with guidelines on how to assign jobs and responsibilities to student subject leaders.
			✓		✓		- Provide students with ample platforms to publicly share learning outcomes.
			✓		✓	✓	- Involve students in territory-wide competitions and planning for academic events.

Major Concerns/ Key goals	Targets	Time scale					General Outline and Strategies
		Status of targets in 2019-20			To do in		
		Achieved	Partially Achieved	Not Achieved	2020-21	2021-22	
B. To cater for diversity	1. Support targeted groups in identifying their needs and academic goals through systematic interventions and counselling	✓			✓	✓	- Put in place a system for academic conference with targeted students to help them make informed goals and make progress.
		✓			✓	✓	- Put in place a policy on providing academic accommodations to students with SENs.
		✓			✓	✓	- Offer training workshops for students with SpLD to help them learn better.
	2. Groom high achievers through gifted education and STEM education	✓					- Nominate targeted students to take part in off-site courses.
			✗		✓	✓	- Implement a gifted education to stretch students' potential.
			N/A		✓	✓	- Attempt curriculum mapping with the STEM subjects.
	3. Enhance teachers' professional capacity through providing educational training for students of various needs	✓			✓	✓	- Recruit supply teachers to release teachers for training.
		✓			✓	✓	- Create sharing sessions after teachers attend the Professional Development courses.
			✗		✓	✓	- Explore opportunities to implement a plan for language across the curriculum (LAC).
	C. Cultivate a growth mindset culture	1. To stretch students' potentials and increase their self-efficacy through engagement in leadership activities.	✓			✓	✓
✓					✓	✓	- Increase students' ownership to the school through mentorship programmes, local and overseas leadership opportunities.
✓					✓	✓	- Further network with other schools on student leadership, increase participation in external competitions/activities/programmes.

Major Concerns/ Key goals	Targets	Time scale					General Outline and Strategies
		Status of targets in 2019-20			To do in		
		Achieved	Partially Achieved	Not Achieved	2020-21	2021-22	
C. Cultivate a growth mindset culture (continued)	2. To inspire students to set and reach aspiring life goals through provision of self-understanding, pathways exploration and career management opportunities	✓			✓		- Establish student portfolios.
		N/A			✓		- Offer a wider range of activities & programmes for different year levels to broaden students' experiences in reaching their aspirations.
			✗		✓	✓	- Enrol students to trips/excursions with students of other schools, which are subject-related or tertiary institutions immersion programmes to aspire students to higher goals.
		N/A				✓	- Engage S.3-6 Class Teachers to become mentors in pathways exploration discussions.
		✓			✓	✓	- Enrol students in various support programmes for life planning.
	3. To develop students' growth mindset through instillation of positive values and attitudes for all-round development.		✗		✓	✓	- Students conduct sharing sessions in assemblies on positive values.
		N/A			✓	✓	- Organise workshops on positive parenting for parents.
			✗				- Improve content of student's diary and encourage reflection on gratitude with a growth mindset.
				✗	✓	✓	- Deepen students' learning through service learning activities.
		N/A			✓	✓	- Students take initiative to plan, implement and evaluate service learning activities.
			✗		✓	✓	- Provide platforms and opportunities for students to share positive news/stories around the world.

Major Concerns/ Key goals	Targets	Time scale					General Outline and Strategies
		Status of targets in 2019-20			To do in		
		Achieved	Partially Achieved	Not Achieved	2020-21	2021-22	
D. To sustain a competent and caring learning community.	1. Foster collaboration among departments to enhance the effectiveness of each professional learning community	✓			✓	✓	- Create opportunities for cross-curricular projects where students utilize skills and knowledge from multiple departments.
		✓			✓	✓	- Sharing teaching strategies across departments.
	2. Empower teachers through formulating a school-based professional development system.	✓			✓		- Provide teachers with more options for Professional Development.
		✓			✓		- Implement a personalised PD plan for each teacher.

E. School Themes and Future Development

LTPSS is stepping into its second decade of being a DSS school, the second phase of its journey that supports academic success along with the development of personal characteristics that prove critical for success and happiness in the classroom and beyond.

Our attention to pastoral care and efforts in nurturing student's confidence and independence has laid the foundations for academic success in senior years.

Ensuring the inspiration and motivation that drives a passion for learning and providing an integrated, holistic educational experience is what makes LTPSS unique as a happy and achieving school in Hong Kong.