



**LAW TING PONG SECONDARY SCHOOL**

# Annual School Plan 2020-21

## **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.

**2020-21**

**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) Deepen the learning of the curriculum and build competence in students through different pedagogical strategies	<ul style="list-style-type: none"> <li>Explore blended learning and make use of technology to extend learning beyond classes.</li> </ul>	September to December 2020	<ul style="list-style-type: none"> <li>By Mid Year, most subjects adopt various e-learning tools in the classroom teaching</li> <li>By Mid Year, most students demonstrate the ability to use various e-learning tools for self-regulated learning</li> <li>By Mid Year, teachers have a clear understanding of the e-learning tools their subjects use to empower students to improve learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observation records</li> <li>MOT and HODs' reports</li> <li>Feedback from teachers and students</li> <li>Panel meeting minutes</li> </ul>	VP (Director of Learning) Head of Curriculum & Assessment Head of Learning Support Panel Heads Manager of Learning Technology and IT system	An IT budget for e-learning tools and platforms
	<ul style="list-style-type: none"> <li>Monitor the implementation of ISS and organize sharing sessions about successful practices across departments</li> </ul>	November - March 2021	<ul style="list-style-type: none"> <li>70% of the students are able to share their ISS plans and complete subject-based ISS tasks</li> <li>By Mid Year, all teachers are able to understand the overall design and requirements of ISS in their department</li> <li>Teachers are able to share successful practices of ISS tasks</li> <li>HODs report successful ISS practices in their departments</li> </ul>	<ul style="list-style-type: none"> <li>Department-based ISS records</li> <li>Students' sharing</li> <li>Feedback from teachers</li> <li>HODs' inspection reports</li> </ul>	VP (Director of Learning) Head of Curriculum & Assessment Head of Learning Support Panel Heads	

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in Charge	Additional Resources Required
a) Deepen the learning of the curriculum and build competence in students through different pedagogical strategies <i>(continued)</i>	<ul style="list-style-type: none"> <li>Hold purposeful academic conferences to set ongoing subject specific goals with targeted students.</li> </ul>	September 2020 - April 2021	<ul style="list-style-type: none"> <li>Students of various academic progress stages understand their academic goals and can articulate their learning situations and their plans to achieve their goals</li> </ul>	<ul style="list-style-type: none"> <li>meeting and interview records with students</li> <li>students' periodic reflections</li> <li>subject teachers' feedback</li> <li>Students' academic results</li> </ul>	VP (Director of Learning) Head of Curriculum & Assessment Head of Learning Support Head of Life Planning and Career Counselling	
	<ul style="list-style-type: none"> <li>Design subject specific experiential learning activities (both classroom and outside of the classroom) and engaging formative assessments</li> </ul>	September 2020 - May 2021	<ul style="list-style-type: none"> <li>70% of the teachers are able to adopt a student-centred learning approach and engage students in thoughtful formative assessments</li> <li>70% of the students are given opportunities to learn through active participation in activities</li> </ul>	<ul style="list-style-type: none"> <li>7C learning survey results</li> <li>lesson observation records</li> <li>records of meetings with teachers / HODs</li> </ul>	VP (Director of Learning) Head of Curriculum & Assessment Panel Heads	Cost for activity materials

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in Charge	Additional Resources Required
a) Deepen the learning of the curriculum and build competence in students through different pedagogical strategies (continued)	<ul style="list-style-type: none"> <li>Promote and implement gifted education programmes and make T&amp;L adaptations to further cater for learner diversity.</li> </ul>	September 2020 - May 2021	<ul style="list-style-type: none"> <li>70% of the departments identified their gifted students</li> <li>HODs can formulate gifted education plans to nurture high achievers</li> <li>Teachers understand the objectives and mission for organizing gifted programmes</li> </ul>	<ul style="list-style-type: none"> <li>Departments' gifted education action plans</li> <li>gifted programmes records</li> <li>students' participation record</li> <li>feedback from students and teachers</li> <li>evaluation reports from subject heads</li> </ul>	VP (Director of Learning) Head of Learning Support Panel Heads	A budget for departments to organize gifted programmes
b) Cultivate a sharing community that facilitate staff to be competent members with Growth Mindset in LTPSS	<ul style="list-style-type: none"> <li>Establish a channel to train staff to acquire the differentiated instruction skills and IT knowledge for carrying out the school-based curricula of LTPSS and to achieve the year focus of LTPSS.</li> </ul>	September 2020 - April 2021	<ul style="list-style-type: none"> <li>70% Teachers are able to cater for students' different learning needs by providing appropriate formative instructions, and thoughtful tasks</li> <li>70% of teachers are competent facilitators with e-learning tools</li> <li>All teachers are trained to develop competence in students through holding meaningful activities and ask high-order thinking questions</li> </ul>	<ul style="list-style-type: none"> <li>feedback from teachers and students</li> <li>7C survey</li> <li>lesson observation records from subject heads</li> </ul>	VP (Director of Learning) Head of Staff Development & Pedagogy MOT HoDs and KLA leaders	Cost on PD

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People in Charge	Additional Resources Required
b) Cultivate a sharing community that facilitate staff to be competent members with Growth Mindset in LTPSS <i>(continued)</i>	<ul style="list-style-type: none"> <li>Facilitate different departments to set informed classroom department-based teaching and learning expectations which align with the school direction</li> </ul>	September 2020 - March 2021	<ul style="list-style-type: none"> <li>Each department establishes subject-related classroom rules and expectations</li> <li>All teachers are trained to design and conduct student-centred lessons with measurable outcomes</li> </ul>	<ul style="list-style-type: none"> <li>feedback from teachers and students</li> <li>7C survey</li> <li>lesson observation records from subject heads</li> </ul>	VP (Director of Learning) Head of Staff Development & Pedagogy MOT HoDs and KLA leaders	
	<ul style="list-style-type: none"> <li>Support individual teachers based on their professional needs through appropriate measures to achieve their professional goals</li> </ul>	December 2020 - June 2021	<ul style="list-style-type: none"> <li>Teachers at various tiers are able to describe their roles and responsibilities</li> <li>Teachers understand the areas that they have to develop or enhance so as to take on responsibilities more effectively</li> <li>Teachers are given the professional training they need to perform their roles more effectively.</li> </ul>	<ul style="list-style-type: none"> <li>MOT and HODs' reports</li> <li>Feedback from teachers and students</li> <li>Stakeholders' survey</li> </ul>	VP (Director of Learning) Head of Staff Development & Pedagogy MOT	Budget for professional development training programmes

**Second Priority: Nurture a compassionate, self-aspired and resilient community**

Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	People in Charge	Additional Resources Required
a) Establish a compassionate community with student-led events	<ul style="list-style-type: none"> <li>Facilitate students to organise student-led projects targeting on the needs of the community</li> </ul>	September 2020 - July 2021	<ul style="list-style-type: none"> <li>Students can devise proposals for various student-led programmes, activities and initiatives focusing on the needs of the community.</li> <li>Students can successfully implement the proposed student-led programmes, activities and initiatives.</li> <li>Students can evaluate the effectiveness of the programmes and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students' proposals and plans</li> <li>Students' reflection and feedback</li> <li>Teachers' feedback</li> </ul>	VP (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"> <li>Empower student leaders to coach junior students who possess similar signature character strengths</li> </ul>	September 2020 - July 2021	<ul style="list-style-type: none"> <li>Student leaders show understanding of different character strengths.</li> <li>Student mentors are able to demonstrate their coaching skills through sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Student leaders' evaluation</li> <li>Student participants' reflection and feedback</li> <li>Teachers' feedback</li> </ul>	VP (Director of Student Welfare) Head of Student Leadership & Well-being Head of Student Guidance & Mentoring School Leaders HOYs	Budget to support and facilitate the implementation of projects  Time provision for coaching student leaders and opportunities for student leaders to coach junior students.

Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	People in Charge	Additional Resources Required
b) Empower students to make informed choices through pathway exploration and life planning counselling	<ul style="list-style-type: none"> <li>Equip teachers with skills to make use of data from digital student portfolios and conduct life planning counselling sessions to track students' development and provide support in making informed choices.</li> </ul>	September 2020 - July 2021	<ul style="list-style-type: none"> <li>Career Teachers and S3-S6 Class Teachers attend professional development sessions on life planning counselling skills on staff development days.</li> <li>Teachers demonstrate their skills in conducting group/ individual counselling through their counselling records on eClass and videoed sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Students' reflection and feedback</li> <li>Teachers' feedback</li> <li>Videoed sessions</li> <li>Counselling Records</li> </ul>	VP (Director of Student Welfare) Head of Life Planning and Career Counselling Team and Team Members	
	<ul style="list-style-type: none"> <li>Engage students in life planning programmes (including the student-led ones) and expose them to opportunities related to multiple pathways and world of work.</li> </ul>	September 2020 - July 2021	<ul style="list-style-type: none"> <li>Students are offered a range of life planning programmes and visits to schools or tertiary institutions that broaden their experiences in reaching their aspirations.</li> <li>Career Prefects attend training sessions on leadership, helping skills and event management skills, and devise proposals for student-led life planning programmes and implement student-led life planning projects.</li> </ul>	<ul style="list-style-type: none"> <li>Students' reflection and feedback</li> <li>Students' proposals and plans</li> <li>Teachers' feedback</li> </ul>	VP (Director of Student Welfare) Head of Life Planning and Career Counselling Team and Team Members	Budget to support the implementation of the programmes



Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	People in Charge	Additional Resources Required
c) Cultivate students' Growth Mindset through reflections and appreciation	<ul style="list-style-type: none"> <li>Equip students to set process goals that assist them to be their best possible self.</li> </ul>	September 2020 - July 2021	<ul style="list-style-type: none"> <li>Students can outline their best possible self.</li> <li>Students can set SMART process goals for both academic and pastoral areas that assist them to be their best possible self.</li> <li>Students can evaluate their process goals and analyse the reasons for failures. They can see failures as key elements that lead to successes.</li> </ul>	<ul style="list-style-type: none"> <li>Students' reflections on Student Planner</li> <li>Students' Life-education Journals</li> <li>Students' feedback in Form Meetings</li> <li>Students' evaluation</li> <li>Teachers' feedback and evaluation</li> </ul>	VP (Director of Student Welfare) Head of Student Guidance & Mentoring School Leaders HoYs	Student Planner
	<ul style="list-style-type: none"> <li>Guide students to reflect on the outcomes of their behaviour and work on improvements</li> </ul>	September 2020 - July 2021	<ul style="list-style-type: none"> <li>Students can predict possible outcomes brought by their behaviour.</li> <li>Students can evaluate their behaviour and suggest ways to encourage positive outcomes by changing their behaviour and attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Students' Life-education Journals</li> <li>Number of awards students get from their positive behaviour</li> <li>Students' feedback and evaluation</li> <li>Teachers' feedback and evaluation</li> </ul>	VP (Director of Student Welfare) Head of Student Guidance & Mentoring School Leaders HoYs	IT Support (eClass)
	<ul style="list-style-type: none"> <li>Establish a platform for students to show appreciation for the kind acts observed from the school, the community and the world.</li> </ul>	September 2020 - July 2021	<ul style="list-style-type: none"> <li>Students can take pictures/ write blogs or make videos to show the kind acts they observed from the school, the community and the world.</li> </ul>	<ul style="list-style-type: none"> <li>Students' works posted on the Google Site.</li> </ul>	VP (Director of Student Welfare) Head of Student Guidance & Mentoring School Leaders	IT Support (Google Site)