

HKMA David Li Kwok Po College
College Development Plan 2021 – 2024

Major Concerns	Targets	Time scale			General Outline of Strategies
		21/22	22/23	23/24	
1. To further enhance students' learning capacity for lifelong learning	Promote enquiry learning	✓	✓	✓	<ul style="list-style-type: none"> • To adopt enquiry learning in lessons • To carry out lesson planning on enquiry learning in different subjects • To provide cross-curriculum learning opportunities in relation to enquiry learning • To organise professional training for teachers on enquiry learning
	Enhance students' learning skills	✓	✓	✓	<ul style="list-style-type: none"> • To equip students with learning skills such as memory skills, note-taking skills and study skills • To enhance students' self-learning skills via e-learning and flipped classroom
	Further develop students' critical thinking, problem-solving skills and creativity	✓	✓	✓	<ul style="list-style-type: none"> • To include elements that lay emphasis on the generic skills of critical thinking, problem-solving and creativity in lessons and student assignments
	Further enrich students' learning experience beyond the formal curriculum	✓	✓	✓	<ul style="list-style-type: none"> • To provide study modules for junior form students • To organise Other Learning Experience Days/Week for students • To provide students with a greater variety of subject-based learning opportunities outside the classroom • To further promote STEAM education • To organise reading programmes and activities for students

Major Concerns	Targets	Time scale			General Outline of Strategies
		21/22	22/23	23/24	
2. To promote the well-being of students and enable them to flourish through positive education	Strengthen students' physical well-being	✓			<ul style="list-style-type: none"> To promote regular physical activities and introduce health indicators to students To further strengthen students' understanding of a healthy diet To organise programmes to promote a positive attitude towards body image To help students develop healthy habits and break bad habits
	Promote students' mental well-being	✓	✓	✓	<ul style="list-style-type: none"> To organise programmes and activities to promote mental health among students To encourage peer support among students To further enhance home-school cooperation in promoting students' mental health To provide students with reading materials related to mental health
	Enhance students' social well-being	✓	✓		<ul style="list-style-type: none"> To promote respect among students and help them to acquire the skills in conflict management To organise programmes and activities to enhance students' peer relationship, class bonding and rapport between teachers and students To promote home-school cooperation in building healthy family relationship

Major Concerns	Targets	Time scale			General Outline of Strategies
		21/22	22/23	23/24	
	Enable students to identify their strengths and develop a growth mindset and positive attitude for their learning and personal growth	✓	✓	✓	<ul style="list-style-type: none"> • To help students to identify their strengths via Personal Development Programme, career and life-planning programmes and leadership training programmes • To provide opportunities for students to showcase their talents in extra-curricular activities, morning assemblies and Campus TV programmes • To enhance teachers' understanding about growth mindset and positive education. • To introduce and encourage daily application of growth mindset, Character Strengths and PERMA (Positive Emotion, Engagement, Relationship, Meaning and Achievement) among students • To promote positive education to parents

HKMA David Li Kwok Po College
Annual School Plan 2020-2021

Major Concern 1: To further enhance students' learning capacity for lifelong learning

- i. Promote enquiry learning
- ii. Enhance students' learning skills
- iii. Further develop students' critical thinking, problem-solving skills and creativity
- iv. Further enrich students' learning experience beyond the formal curriculum

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
i	<ul style="list-style-type: none"> • Teachers teaching the same form to conduct lesson planning together for implementing enquiry learning in lessons. 	<ul style="list-style-type: none"> • At least one lesson planning done during the year for each subject on the use of enquiry learning strategy. • Lesson planning concerned found to be effective by teachers • Sharing on enquiry learning conducted at department meetings. 	<ul style="list-style-type: none"> • Assistant Principal (Academic Affairs) • Teaching Departments 	<ul style="list-style-type: none"> • Annual reports from Teaching Departments
	<ul style="list-style-type: none"> • Staff Development Team to provide training for teachers on enquiry learning. 	<ul style="list-style-type: none"> • At least one training session/activity organised during the year. • Professional development programme(s) concerned found to be useful by teachers. 	<ul style="list-style-type: none"> • Assistant Principal (Public Relations) • Staff Development Team 	<ul style="list-style-type: none"> • Teachers' questionnaire

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
ii	<ul style="list-style-type: none"> Subject teachers to teach students study skills. 	<ul style="list-style-type: none"> Study skills for different subjects taught in lessons. Students understand how to study different subjects effectively. 	<ul style="list-style-type: none"> Assistant Principal (Academic Affairs) Teaching Departments 	<ul style="list-style-type: none"> Scheme of work in different subjects Annual reports from Teaching Departments Students' feedback
	<ul style="list-style-type: none"> Academic Affairs Team to organise programmes to enhance students' study skills and memory skills. 	<ul style="list-style-type: none"> At least one workshop or seminar held during the year for junior form students on study skills and memory skills. 	<ul style="list-style-type: none"> Assistant Principal (Academic Affairs) Academic Affairs Team 	<ul style="list-style-type: none"> Students' feedback
	<ul style="list-style-type: none"> Teachers to develop self-learning materials for students. 	<ul style="list-style-type: none"> At least one topic of self-learning materials developed during the year for S1 students for different subjects. 	<ul style="list-style-type: none"> Assistant Principal (Academic Affairs) Teaching Departments 	<ul style="list-style-type: none"> Annual reports from Teaching Departments Students' feedback
iii	<ul style="list-style-type: none"> Teachers to incorporate generic skills of critical thinking, problem-solving skills and creativity in student assignments. 	<ul style="list-style-type: none"> At least three pieces of homework assigned involving elements of critical thinking, problem-solving and creativity. Students demonstrate critical thinking, problem-solving skills and creativity in their assignments. 	<ul style="list-style-type: none"> Assistant Principal (Academic Affairs) Teaching Departments 	<ul style="list-style-type: none"> Annual reports from Teaching Departments

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
iv	<ul style="list-style-type: none"> Academic Affairs Team to organise study modules for selected junior form students. 	<ul style="list-style-type: none"> At least one study module provided during the year for selected junior form students. At least 80% of students showing positive feedback in the respective study modules. 	<ul style="list-style-type: none"> Assistant Principal (Academic Affairs) Academic Affairs Team 	<ul style="list-style-type: none"> Minutes of the evaluation meeting Students' feedback
	<ul style="list-style-type: none"> Student Affairs Team to organise Other Learning Experience Days for students. 	<ul style="list-style-type: none"> At least two Other Learning Experience Days organised for each form of students 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Student Affairs Team 	<ul style="list-style-type: none"> Activities records Students' feedback
	<ul style="list-style-type: none"> Science and ICT Department, Mathematics Department and Visual Arts Teachers to further promote STEAM education via project learning. 	<ul style="list-style-type: none"> STEAM activities/projects organised for junior form students. Regular STEM lessons conducted for S3 students. 	<ul style="list-style-type: none"> Assistant Principal (Academic Affairs) STEM Group Science and ICT Department Mathematics Department Visual Arts Teachers 	<ul style="list-style-type: none"> Activities records Students' work Students' feedback Scheme of work of STEM lessons
	<ul style="list-style-type: none"> Teachers to arrange more varieties of learning activities outside the classroom. 	<ul style="list-style-type: none"> At least three learning activities held outside the classroom during the year by each department. 	<ul style="list-style-type: none"> Assistant Principal (Academic Affairs) Teaching Departments 	<ul style="list-style-type: none"> Annual reports from Teaching Departments Students' feedback
	<ul style="list-style-type: none"> Library to arrange more activities to develop reading habits among students 	<ul style="list-style-type: none"> Each junior form student complete at least one presentation on the books they read during DEAR period. At least two theme-based reading activities organised during the year. 	<ul style="list-style-type: none"> Assistant Principal (Academic Affairs) Reading and Writing Coordination Group Library 	<ul style="list-style-type: none"> Activities records Students' feedback

Major Concern 2: To promote the well-being of students and enable them to flourish through positive education

- i. Strengthen students' physical well-being
- ii. Promote students' mental well-being
- iii. Enhance students' social well-being
- iv. Enable students to identify their strengths and develop a growth mindset and positive attitude for their learning and personal growth

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
i	<ul style="list-style-type: none"> Health and Physical Education Teachers to promote regular physical activities and introduce health indicators to help students keep track of their general health conditions. 	<ul style="list-style-type: none"> At least one programme organised during the year to encourage students to exercise on a regular basis. Knowledge related to health indicators introduced to students. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Assistant Principal (Academic Affairs) Health and Physical Education Teachers 	<ul style="list-style-type: none"> Annual report from the teaching department Students' feedback
	<ul style="list-style-type: none"> Home Economics Teachers to strengthen students' understanding about a healthy diet 	<ul style="list-style-type: none"> Knowledge on a healthy diet introduced to students. 	<ul style="list-style-type: none"> Assistant Principal (Academic Affairs) Home Economics Teachers 	<ul style="list-style-type: none"> Annual report from the teaching department Students' feedback
	<ul style="list-style-type: none"> Guidance and Counseling Team and Campus TV Team to organise programmes to help students develop a positive attitude towards body image 	<ul style="list-style-type: none"> At least one programme organised per term. Students being able to display a positive attitude towards body image. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Guidance and Counseling Team Campus TV Team 	<ul style="list-style-type: none"> Annual report from the relevant teams Students' feedback

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
i	<ul style="list-style-type: none"> Guidance and Counseling Team and Assembly Team to organise programmes that help students develop healthy habits and break bad habits. 	<ul style="list-style-type: none"> At least one programme organised per term. Programme found useful by students in helping them develop healthy habits and break bad habits. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Guidance and Counseling Team Assembly Team 	<ul style="list-style-type: none"> Annual report from the relevant teams Students' feedback
ii	<ul style="list-style-type: none"> Guidance and Counseling Team to organise programmes and activities to promote mental health. Topics include understanding the importance of mental health, the main types of mental health disorders and ways to deal with emotion and stress. 	<ul style="list-style-type: none"> At least one programme/activity organised during the year for each form. Programmes/activities found to be effective by teachers in enhancing students' understanding of mental health. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Guidance and Counseling Team 	<ul style="list-style-type: none"> Annual report from Guidance and Counseling Team
	<ul style="list-style-type: none"> Guidance and Counseling Team and Class Teachers to further encourage peer support among students through various class-based programmes such as Sunshine Ambassador Scheme, "Name it to tame it" programme, etc. 	<ul style="list-style-type: none"> At least two programmes organised during the year. At least 80% of students agreeing that the relevant programmes can help enhance peer relationship. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Guidance and Counseling Team Class Teachers 	<ul style="list-style-type: none"> Annual report from Guidance and Counseling Team Class teachers' feedback Students' questionnaires
	<ul style="list-style-type: none"> Class teachers to identify students' emotional needs through regular communication, such as student monthly journal and face-to-face discussion, and provide necessary support. 	<ul style="list-style-type: none"> At least 80% of students agreeing that they are able to share their feelings with their class teachers via monthly journals and other communication channels. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Class Teachers 	<ul style="list-style-type: none"> Class teachers' feedback Students' questionnaires
	<ul style="list-style-type: none"> School Library to provide students with reading materials related to mental health 	<ul style="list-style-type: none"> More books or other reading materials on mental health acquired and introduced to students. 	<ul style="list-style-type: none"> Assistant Principal (Academic Affairs) School Library 	<ul style="list-style-type: none"> Annual report from the School Library

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
ii	<ul style="list-style-type: none"> Student Affairs Team to further develop home-school cooperation in order to promote students' mental health. 	<ul style="list-style-type: none"> Information on mental health provided to parents once per term 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Student Affairs Team School Counselor and School Social Workers 	<ul style="list-style-type: none"> Annual report from Student Affairs Team
iii	<ul style="list-style-type: none"> Discipline Team to promote respect among junior form students and help them acquire skills in conflict management. 	<ul style="list-style-type: none"> At least one programme organised during the year. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Discipline Team 	<ul style="list-style-type: none"> Annual reports from relevant Teams Students' questionnaire
	<ul style="list-style-type: none"> Guidance and Counseling Team to organise programmes/activities to enhance students' peer relationship, class bonding and rapport between teachers and students. 	<ul style="list-style-type: none"> At least one activity organised for each form. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Guidance and Counseling Team 	
	<ul style="list-style-type: none"> ECA Team and Student Council to organise programmes/activities to enhance relationship between students across the forms. 	<ul style="list-style-type: none"> At least two activities organised in each term. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) ECA Team 	
	<ul style="list-style-type: none"> Guidance and Counseling Team and Community Service Team to organise programmes whereby senior form students can provide guidance and support to S1 students. 	<ul style="list-style-type: none"> All S1 students being able to receive support from senior form students. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Guidance and Counseling Team Community Service Team 	

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
iii	<ul style="list-style-type: none"> • Student Affairs Team to promote home-school cooperation in building healthy family relationship. 	<ul style="list-style-type: none"> • At least one talk/workshop to promote parent-child relationship organised per term. 	<ul style="list-style-type: none"> • Deputy Principal (Student Affairs) • Student Affairs Team • School Counselor and School Social Workers 	
iv	<ul style="list-style-type: none"> • Various units in Student Affairs Team to help students identify their strengths and provide opportunities for them to showcase their talents, as follows: <ul style="list-style-type: none"> ➤ Guidance and Counseling Team to help students identify and appreciate their strengths via Personal Development Programmes and “Growth & Personal Story”. ➤ Careers Team to help students identify their strengths through career and life-planning programmes. ➤ ECA Team to develop the Students’ Talent Database. ➤ Assembly Team and Campus TV Team to provide opportunities for students to showcase their talents. ➤ Student Affairs Team to further develop students’ strengths via leadership training programmes. 	<ul style="list-style-type: none"> • At least 85% of students being positive about being able to identify and appreciate their strengths. • At least 80% of students showing positive feedback in the respective career life-planning programmes • Students’ Talent Database developed by mid-October and thereafter updated on a regular basis. • As least three programmes organised by Assembly Team and Campus TV Team per term. • At least 80% of the participants of leadership training programmes showing positive feedback regarding strength development. 	<ul style="list-style-type: none"> • Deputy Principal (Student Affairs) • Guidance and Counseling Team • Careers Team • ECA Team • Assembly Team • Campus TV Team • Student Council Coordination Group • Discipline Team 	<ul style="list-style-type: none"> • Annual reports from relevant teams • Students’ questionnaire

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
iv	<ul style="list-style-type: none"> • Student Affairs Team and Staff Development Team to organise seminars/workshops to strengthen teachers' understanding about growth mindset and positive education. • Student Affairs Team to organise workshops/ activities to help students understand and apply Character Strengths to unleash their potentials. • Student Affairs Team to organise workshops/ activities to help students understand and apply PERMA (Positive Emotion, Engagement, Relationship, Meaning and Achievement) • Teachers to apply growth mindset in supporting students' learning and personal development • Student Affairs Team to arrange talks/workshops to promote positive education to parents. 	<ul style="list-style-type: none"> • At least one seminar/workshop organised for teachers during the year. • At least 80% of students showing understanding of Character Strengths and PERMA. • Teachers apply growth mindset in lessons to encourage students to make continuous improvements. • At least one talk/workshop organised for parents during the year. 	<ul style="list-style-type: none"> • Deputy Principal (Student Affairs) • Assistant Principal (Public Relation) • Guidance and Counseling Team • Careers Team • ECA Team • Assembly Team • Campus TV Team • Student Council Coordination Group 	<ul style="list-style-type: none"> • Annual reports from relevant teams • Students' feedback • Students' questionnaire • Teachers' feedback