

HKMA David Li Kwok Po College

Annual School Plan 2022-2023

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

- i. Promote Enquiry Learning Approach
- 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">Each subject is able to conduct at least one lesson planning on incorporating enquiry learning strategies into lessons.Teachers find the lesson planning effective for the implementation of enquiry learning strategies.Teachers are able to share their effective enquiry learning strategies at department meetings.	<ul style="list-style-type: none">Assistant Principal (Academic Affairs)Teaching Departments	<ul style="list-style-type: none">Lesson materials and lesson plansStudents' feedbackAnnual 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 sharing session/activity organised during the year.Teachers find the professional development programme(s) useful for the implementation of enquiry learning strategies.	<ul style="list-style-type: none">Deputy Principal (Public Relations)Staff Development TeamTeaching Departments	<ul style="list-style-type: none">Teachers' feedback

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"> Different subjects are able to teach study skills (for junior forms) and exam skills (for senior forms) in lessons. Two designated subject departments are able to produce notes on specific exam skills. Students are able to 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' learning skills. 	<ul style="list-style-type: none"> Four workshops or seminars on learning skills held during the year for junior form students. 	<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 S2 students for different subjects. Self-assessment materials which tie in with the self-learning materials produced for S1 students last year to be developed for different subjects. 	<ul style="list-style-type: none"> Assistant Principal (Academic Affairs) Teaching Departments Academic Affairs Team 	<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 and creativity in student assignments. 	<ul style="list-style-type: none"> Departments are able to submit good samples (two samples each from senior and junior forms) of well-designed homework demonstrating elements of critical thinking, problem-solving and creativity. Collaborative meeting can be held by each department to examine well-designed homework. 	<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
		<ul style="list-style-type: none"> Sharing sessions can be conducted for all teachers to present samples of well-designed homework. 		
iv	<ul style="list-style-type: none"> Academic Affairs Team to organise module study for selected junior form students. 	<ul style="list-style-type: none"> Five module studies implemented during the year for S1 students. At least 80% of students giving positive feedback on the respective module studies. 	<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"> Student Affairs Team to organise Other Learning Experience Days for students. 	<ul style="list-style-type: none"> Other Learning Experience Days to be organised to enrich students' exposure. 	<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. School facilities and infrastructure to be upgraded for the promotion of STEM education in school. 	<ul style="list-style-type: none"> At least four STEM activities / projects organised for students of different forms. One module related to STEM Education conducted for S1 students, and regular STEM lessons conducted for S3 students. Set up an innovation laboratory for the continuous development of STEM education. 	<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 classroom. 	<ul style="list-style-type: none"> At least three learning activities conducted by each department outside the classrooms during the year. 	<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

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
iv	<ul style="list-style-type: none"> Library to arrange more activities to develop reading habits among students 	<ul style="list-style-type: none"> A least one presentation done by each junior form student on the books they read during DEAR period. Presentations given by selected students during the whole-school sharing session. 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"> Students' feedback Evaluation reports by library

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

- i. Promote students' mental well-being
- ii. Enhance students' social well-being
- iii. Enable students' to utilize their character strengths and apply a growth mindset in their learning and personal growth

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
i	<ul style="list-style-type: none"> Guidance and Counseling Team and Campus TV to organise and produce programmes to enhance students' awareness of the importance of good mental health and their understanding of ways to deal with emotion and stress. 	<ul style="list-style-type: none"> At least one programme/activity organised for each form during the year. 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 Campus TV 	<ul style="list-style-type: none"> Annual report from Guidance and Counseling Team and Campus TV
	<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 agree 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

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
				<ul style="list-style-type: none"> Students' feedback
i	<ul style="list-style-type: none"> Class teachers to identify students' emotional needs through regular communication, such as student monthly journal and individual counseling, and provide necessary support. 	<ul style="list-style-type: none"> At least 80% of students agree 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' feedback
	<ul style="list-style-type: none"> Student Affairs Team to provide support to S6 students by arranging activities and programmes such as stress management workshop, leisure activities and Cheer Up Programme. 	<ul style="list-style-type: none"> At least one stress management workshop / leisure activities organised for S6 during the year. S6 students find the stress management workshop and leisure activities useful. Progress of the Cheer Up Program is reported by teachers to the person-in-charge at least once per term and extra support can be provided whenever it is needed. 	<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 evaluation Students' feedback
	<ul style="list-style-type: none"> Guidance and Counseling Team to conduct survey to identify students at risk and to provide platform for students to seek help. 	<ul style="list-style-type: none"> One survey conducted each term. A platform can be successfully established for students to seek help. 	<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"> School Library to provide students with reading materials relating to positive thinking and mental health. 	<ul style="list-style-type: none"> At least one article or book recommended to students each month. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) 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
i	<ul style="list-style-type: none"> Student Affairs Team to provide parents with information on mental health and positive parenting through talks or workshops. 	<ul style="list-style-type: none"> Information on mental health provided to parents once each term. At least one talk/workshop organized during the year. 	<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
ii	<ul style="list-style-type: none"> Discipline Team to promote positive conflict management including anti-bullying strategies to junior form students. 	<ul style="list-style-type: none"> At least one programme organised during the year. At least 80% of students show heightened awareness of the appropriate attitude and skills to solve conflicts. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Discipline Team 	<ul style="list-style-type: none"> Annual reports from relevant Teams Students' feedback
	<ul style="list-style-type: none"> Student Affairs Team to strengthen the role of class committee in establishing a harmonious class ethos and stronger bonding among students. 	<ul style="list-style-type: none"> At least one training session organized for class committee members to acquire skills to organize class activities during the year. At least two class activities organized by class committee each term. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Student Affairs Team 	
	<ul style="list-style-type: none"> Guidance and Counseling Team to organise programmes / activities to help develop better peer relationship and rapport between teachers and students. 	<ul style="list-style-type: none"> At least one activity organised for each form during the year. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) Guidance and Counseling Team 	
	<ul style="list-style-type: none"> ECA Team, Student Council and Discipline Team to organise programmes / activities to enhance the relationship among students across the forms. 	<ul style="list-style-type: none"> At least two activities organised each term. 	<ul style="list-style-type: none"> Deputy Principal (Student Affairs) ECA Team Student Council Discipline Team 	

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
ii	<ul style="list-style-type: none"> • Guidance and Counseling Team and Community Service Team to continue rendering the support to S1 students through Buddies Programme and Peer Counseling Scheme. 	<ul style="list-style-type: none"> • All S1 students are able to receive support from the programme/scheme. • Positive feedback can be received from participants. 	<ul style="list-style-type: none"> • Deputy Principal (Student Affairs) • Guidance and Counseling Team • Community Service Team 	
	<ul style="list-style-type: none"> • Student Affairs Team to promote home-school cooperation in establishing healthy family relationships. 	<ul style="list-style-type: none"> • At least one talk/workshop organised to promote parent-child relationship each term. 	<ul style="list-style-type: none"> • Deputy Principal (Student Affairs) • Student Affairs Team • School Counselor and School Social Workers 	
iii	<ul style="list-style-type: none"> • Various units in Student Affairs Team to help students identify and utilize their character strengths as follows: <ul style="list-style-type: none"> ➤ Guidance and Counseling Team to help S1 students identify and appreciate their strengths via Personal Development Programmes and “Growth & Personal Story”. ➤ Careers Team to help students understand the use of character strengths in their life-planning. ➤ ECA Team continues to update the Students’ Talent Database. ➤ Assembly Team and Campus TV to produce programmes that encourage students to be positive about themselves. ➤ Student Affairs Team to further develop students’ strengths via leadership training programmes. 	<ul style="list-style-type: none"> • At least 85% of S1 students are able to identify and appreciate their strengths. • At least 80% of students show positive feedback in the respective career life-planning programmes. • Students’ Talent Database can be updated regularly. • At least 80% of the participants of leadership training programmes show positive feedback regarding the 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
iii	<ul style="list-style-type: none"> • Students Affairs Team to organize programmes such as “Talent Week”, “Gratitude Week” and “Caring Week” to develop students’ psychological well-being and happiness through the five elements of PERMA (Positive Emotion, Engagement, Relationship, Meaning and Achievement). • Student Affairs Team and Staff Development Team to promote the use of growth mindset in teaching and supporting students’ personal growth. • Student Affairs Team to enhance teachers’ understanding of the PERMA model and its use in supporting students’ learning and personal growth. • Student Affairs Team to arrange talks/workshops to promote positive education to parents. 	<ul style="list-style-type: none"> • At least one programme organized for each of the elements of PERMA during the year. • At least one workshop organized for new teachers to understand growth mindset. • At least one sharing session organized among teachers to promote the application of growth mindset in students’ development. • Provide materials to enhance teachers’ understanding of PERMA and its significance to developing a flourishing life. • At least one talk/workshop organised for parents during the year. 	<ul style="list-style-type: none"> • Deputy Principal (Student Affairs) • Deputy 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