



**Chiu Lut Sau Memorial
Secondary School
Annual School Plan**

2023-2024

School Vision

We provide students with a balanced education aiming at excellence in moral, intellectual, physical, interpersonal and aesthetic fields as well as at realizing the school motto - Wisdom, Virtue, Honesty and Progress.

School Mission

By means of teaching knowledge and skills professionally in the five fields, through formal curricula and extra-curricular programs, we develop in our students the quality of desirable behaviours and abilities.

Chiu Lut Sau Memorial Secondary School

Annual School Plan 2023-2024

Major Concerns

1. Empowering students to become active learners for lifelong learning.
2. Nurturing students' positive values and attitude for personal growth.

1. Major Concern 1 : Empowering students to become active learners for lifelong learning.

- With the implementation of various strategies in 2021-2023, students were exposed to a more active learning environment and started acquiring different learning skills. Fine-tuned measures will be adopted in 2023-2024 to further enrich their learning experiences, cultivate their reading habit and empower them to become active learners.
- A more structured curriculum on STEAM education will be implemented to further develop students’ generic skills and unleash their potential.

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	Responsible person	Resources Required
1.1 To create an active learning environment through fostering students’ engagement in learning activities.	1.1.1 To elevate students’ learning capacity and proactiveness through organising training programmes on effective study skills, including note-making skills, memory skills, reading skills and revision skills. (a) Organising study skill workshops for S1-S3 students. (b) Learning tasks requiring students to apply study skills will be designed. S1: Chinese Language S2: English Language S3: Life and Society	<ul style="list-style-type: none"> • Majority of students agree the training programmes can better equip them with study skills. • Majority of students agree that the study skills they learnt help enhance their learning capacity. 	<ul style="list-style-type: none"> • Teachers and Students’ Survey • Teachers’ observation • Scrutinize notebooks and assignments 	Whole Year	<ul style="list-style-type: none"> • Team Members of Major Concern 1 • HODs and subject teachers 	LWL Grant

	<p>★1.1.2 To allow students acquire broad and solid knowledge base, arouse their intellectual curiosity and cultivate a peer learning culture through academic activities and gifted education programmes.</p> <p>(a) Enhancing peer learning culture by implementing peer assessment in S1-S3</p> <ul style="list-style-type: none"> - At least one peer assessment exercise is adopted by the following Departments: - S1: HE, D & T - S2: VA, PTH - S3: Mathematics, Music, P.E. <p>(b) Encouraging students to join interschool competitions (e.g. International Junior Science Olympiad)</p> <p>(c) Nominating students to attend gifted courses/programmes offered by external organizations (e.g. “Distinguished Master, Accomplished Students” Mentorship Programme and courses offered by HKAGE and tertiary institutions)</p> <p>(d) Arranging internal sharing for students who completed the gifted programmes organized by external organizations.</p>	<ul style="list-style-type: none"> • Majority of students engage in the peer learning. • Majority of students agree that the extended learning opportunities can arouse their motivation and interests in learning, enhance their learning capabilities and broaden their knowledge base. 	<ul style="list-style-type: none"> • Teachers and Students’ Survey • Teachers’ observation • Students’ performance in internal sharing sessions • Scrutinize peer assessment materials 	<p>Whole Year</p>	<ul style="list-style-type: none"> • Team Members of Major Concern 1 • HODs and subject teachers • Gifted Education Team 	<ul style="list-style-type: none"> • LWL Grant • DLG Grant
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	<p>★1.1.3 To enhance the skills in reflection and generating higher order thinking questions to promote active learning. S.4: Chinese History, Geography, History and Chinese Literature S.5: Physics, Chemistry, Biology, Economics, BAFS</p>	<ul style="list-style-type: none"> Majority of students are able to demonstrate their higher thinking questions skills and reflective skills in the learning activities. 	<ul style="list-style-type: none"> Teachers and Students' Survey Teachers' observation Scrutinize assignments 			
<p>1.2 To cultivate reading to learn culture to enhance students' capacity for life-long learning.</p>	<p>★1.2.1 To allow students to construct a broad knowledge base, improve their language proficiency, enrich their reading experiences and promote a reading culture at school by organising reading activities</p> <p>(a) Organising book sharing by students, teachers, alumni and parents to promote a reading culture.</p> <p>(b) Organising library tours for S.1 students and thematic book exhibitions</p>	<ul style="list-style-type: none"> Majority of participants agree that the reading activities enhance their interest in reading. Majority of students are able to demonstrate their good language skills in reading activities. Number of sharing on the CLSMSS Reading for Fun Platform increases when compared with that of the previous school year. Reading activities / assignments are included in the programme plans of subject departments. KLAs provide reading texts for RAC. A resource bank of multi-disciplinary articles is set up with extensive reading articles and learning tasks contributed by KLAs. 	<ul style="list-style-type: none"> Students' Survey Teachers' observation Loan record of the school library 	Whole Year	<ul style="list-style-type: none"> Team Members of Major Concern 1 Reading to Learn Team School Librarian HODs and subject teachers Teachers of S5 and S6 reading lessons 	<ul style="list-style-type: none"> LWL Grant Library Grant

	<p>★1.2.2 To promote reading across curriculum through collaboration of the school library, different KLAs and functional teams.</p> <p>(a) Preparing theme-based reading materials related to the <i>Seven Learning Goals of Secondary Education</i> (e.g. Information Literacy, Healthy Lifestyle, Life Planning, National and Global Identity etc.) with thinking questions</p> <p>(b) Strengthening reading across curriculum by providing reading texts of different types and themes.</p> <p>(c) Reading materials embedded with the <i>Ten Priority Values for Education</i> (e.g. perseverance, national identity and empathy.)</p> <p>(d) Setting up a RAC materials corner in the library and a Resource Bank with RAC articles and learning tasks.</p> <p>★(e) Incorporating a reading lesson in formal curriculum for S5 and S.6</p>	<ul style="list-style-type: none"> • Majority of students agree that the reading materials enhance their interests in reading and learning capacity. • Majority of students agree that the reading materials can nurture their positive values. 	<ul style="list-style-type: none"> • Scrutinize reading materials, teaching materials and assignments Quality and quantity of the resource bank 	<p>Whole Year</p>	<ul style="list-style-type: none"> • Team Members of Major Concern 1 • Reading to Learn Team • School Librarian HODs and Subject teachers 	<ul style="list-style-type: none"> • LWL Grant Library Grant
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<p>★1.3 To enhance students' generic skills, and increase their breath of knowledge and intellectual curiosity by promoting STEAM Education</p>	<p>★1.3.1 To strengthen students' creativity and problem-solving skills and IT skills by promote STEAM activities / competitions.</p> <p>(a) Incorporating STEAM education in the junior form curriculum through cross-curricular project learning.</p> <p>(b) Organising IT-related workshops and training courses, such as drone coding for aerial mission, advanced drone coding swarm fly project, motion sensing and capture production course, etc.</p> <p>(c) Organising workshops for primary students / schoolmates to showcase the learning outcomes of STEAM related activities.</p>	<ul style="list-style-type: none"> • Majority of participants agree that the STEAM project/ related courses / activities foster their creativity, problem-solving skills and IT skills. • Majority of participants agree that the workshops for primary students / schoolmates help enhance their communication skills. 	<ul style="list-style-type: none"> • Students' Survey • Teachers' observation • Scrutinize the record of course materials 	<p>Whole year</p>	<ul style="list-style-type: none"> • STEAM Education Team • D&T Department • Computer Department HODs and subject teachers 	<ul style="list-style-type: none"> • LWL Grant Innovation Lab Grant
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★ Adjusted item

2. Major Concern 2: Nurturing students' positive values and attitude for personal growth.

- Based on the work completed in the previous years, the school would emphasize the understanding of students' own interests, responsibilities, aptitudes and abilities to help students set their personal goals for further studies and future career.
- With the satisfactory performance in the highlighted positive values of the past 2 years, to apply students' positive values gained, diversified volunteering experience, leadership, collaboration, communication, and care for others etc., for the whole school will be organized by joining a wide range of services.

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	Responsible person	Resources Required
2.1 To enhance students' self-management skills and to foster the quality of self-respect and self-discipline among students.	2.1.1 To enhance students' personal growth by upholding their self-management skills (e.g. time management, emotional management, etc.) (a) Organizing an S1 Bridging Programme in July and Pre-S1 Adjustment Day Camp in August to allow S1 students to adapt to secondary life and develop appropriate behavior. (b) Arranging talks / workshops / class period activities to continue to infuse and inculcate self-management.	<ul style="list-style-type: none"> • Majority of students agree that the training programmes help enhance their self-management and life skills. • Majority of students give positive feedback in the post-activity survey. • Subject teachers give positive feedback on students' performance. 	<ul style="list-style-type: none"> • Feedback and observation from teachers • Survey / Feedback from students • Results from APASO III 	Whole Year	<ul style="list-style-type: none"> • Counseling Team • Student Development Committee • Healthy School Programme • Health Education Team • S1 Bridging Programme Team 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund • Beat Drugs Fund

	<p>2.1.2 To further enhance students' sense of self-respect, self-discipline and other positive values through inter-class competitions and other school activities</p> <p>(a) Organising assemblies related to positive values, self-discipline (e.g. uniform tidiness, proper use of mobile phone).</p> <p>(b) Organising an inter-class punctuality competition, inter-class cleanliness competition, inter-class energy-saving competition, etc.</p>	<ul style="list-style-type: none"> Teachers and students agree that students show good self-discipline and display a loving attitude towards the school and the schoolmates. Students are actively engaged in inter-class competitions and agree that the activities strengthen their understanding of self-respect and self-discipline. 	<ul style="list-style-type: none"> Feedback and observation from teachers Survey or Feedback from students Results from APASO III Results of the inter-class competitions 	Whole year	<ul style="list-style-type: none"> Discipline & Student Attendance Team Class Management Team Counseling Team 	<ul style="list-style-type: none"> LWL Grant ECA Fund
★2.2 To develop students' careers aspirations and foster their life-planning skills.	<p>2.2.1 To nurture junior form students' abilities and orientations in self-understanding and goal-setting</p> <p>(a) Helping students make realistic self-assessment of personal qualities, abilities, interests and personal goals through workshops in Class Teacher Periods.</p> <p>(b) Assisting S3 students and parents to explore elective options and study / career goals through career guidance talks and workshops.</p>	<ul style="list-style-type: none"> Majority of students agree that the activities help them set career/ learning goals. Majority of S3 students agree that the career activity and resources are effective in helping them explore study options. 	<ul style="list-style-type: none"> Survey or Feedback from students Teachers' observation of students' performance Results from APASO III 	Whole Year	<ul style="list-style-type: none"> CLP Team Counseling Team Student Development Committee Academic Affairs Committee 	<ul style="list-style-type: none"> LWL Grant ECA Fund

	<p>2.2.2 To provide senior form students various learning opportunities such as seminars, workshops, visits and careers guidance advisory sessions in order to facilitate them to understand their interests, abilities and orientations for making informed and responsible choices on careers and life planning to boost their self-worth and self-efficacy by providing them with more opportunities to display their academic achievements and talents.</p> <p>(a) Arousing students' awareness of multiple pathways for further studies and career development through mass programmes and workshops.</p> <p>(b) Providing students with information and guidance on the opportunities of further studies locally, in the Greater Bay Area and the other parts of Mainland.</p> <p>(c) Designing well-planned career activities and programmes (e.g. workplace visits, internship, career talks, and workshops through support from alumni and community resources and external organizations) to encourage students to learn more about the community for prompt life and career planning.</p>	<ul style="list-style-type: none"> • Majority of students give positive feedback in the post-activity survey. • Majority of students agree that they have a better understanding of different careers, respective skills required, careers prospects and pathways. • Majority of students grasp their learning interests and abilities through career activities and programmes and gain help to make their career and life planning. 	<ul style="list-style-type: none"> • Survey or Feedback from students • Teachers' observation of students' performance • Results from APASO III 	Whole Year	<ul style="list-style-type: none"> • CLP Team • Student Development Committee 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund
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<p>★2.3 To inculcate in students positive values through formal and informal curriculum so as to promote mentally and physically healthy lifestyles to enhance students’ leadership capability in serving the school and the community.</p> <p>Highlights on the positive values and themes of the school years: Perseverance & Resilience 2021-2022 Respect & Responsibility 2022-2023 Serving the school and community 2023-2024</p>	<p>2.3.1 To nurture students’ proper values and attitudes through building a positive school culture through formal and informal curriculum.</p> <p>(a) Fine-tuning Class Teacher Period materials for all levels and the school-based handbook ‘Create My Own Sunshine’ for S1 to S3 to integrate positive value education.</p> <p>(b) Organizing activities to serve the community on OLE lessons in S4 and S5.</p> <p>(c) Subject departments integrate positive values in class teaching. E.g. including themes on positive values in Chinese and English writing exercises, class activities and presentations.</p> <p>(d) Incorporating values education in the reading materials and online resources for junior levels and reading lessons for S5 and S6</p> <p>(e) To provide students various whole school programmes to enhance effectiveness of value education through assemblies and organizing activities and programmes, (e.g. Loving CAREnival, Healthy School Programmes, etc.)</p> <p>(f) Enhancing students’ information literacy, focusing on Internet safety, cyber bullying and proper use of information received from the Internet in assemblies and Class Teacher Period.</p>	<ul style="list-style-type: none"> • Majority of students agree that they have a better understanding of the importance of positive values. • Majority of S1 – S3 students agree that the handbook ‘Create My Own Sunshine’ helps them develop positive values. • Majority of students give positive feedback in the post-activity survey. • Majority of students agree that a positive school culture is being built in the school. 	<ul style="list-style-type: none"> • Teachers’ observation on students’ performance • Survey or Feedback from students’ • Stakeholders’ Survey • Results from APASO III • Scrutinize students’ assignments 	<p>Whole Year</p>	<ul style="list-style-type: none"> • Subject Departments • Class Management Team • Student Development Committee • Moral Education Team • Counseling Team • Functional Teams • Healthy School Programme Assemblies Team • HODs and subject teachers • OLE Committee 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund • Beat Drugs Fund
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	<p>2.3.2 To foster the values of perseverance, care for others and responsibility of student leaders by providing quality leadership training (e.g. Prefect Team, English Ambassador Team, etc.) and encourage students to participate in uniformed groups and school teams to serve others, e.g.</p> <ul style="list-style-type: none"> • Scout, Girl Guides, Flag-raising Team and other uniformed groups, • serve as student ambassadors of various functional teams, e.g. Civic Education, Moral Education, etc. • serve as student helpers of various supporting units, e.g. School Library, Hall Support Team, etc. <p>Every S.1 student is required to join and serve at least one uniformed group or school team.</p>	<ul style="list-style-type: none"> • Students are actively engaged in the activities. • Majority of students give positive feedback in the post-activity survey. • Majority of participants exhibit the skills acquired and develop an image of a strong leader after the leadership training. • An increase in the number of student helpers serving at school functions. 	<ul style="list-style-type: none"> • Teachers' observation of students' performance • Survey or Feedback from students • The ECA enrolment statistics • Results from APASO III 	<p>Whole Year</p>	<ul style="list-style-type: none"> • Student Development Committee • Civic Education Team • Moral Education Team • Health Education Team • Healthy School Programme • Leadership Training 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund • Beat Drugs Fund • DLG Grant
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	<p>★2.3.3 To equip student leaders to organize various school events/activities and to provide community service opportunities with collaboration with alumni and / or external organisations.</p> <p>To arrange volunteering experience in selected levels of students so as to help the needy in the community and to understand how students can enrich their own lives</p>	<ul style="list-style-type: none"> • Majority of students give positive feedback in the post-activity survey. • Students are actively engaged in the training. • Majority of participants agree that the opportunities to serve the community can enhance their social exposure. • Majority of student participants understand the importance of serving the others. 	<ul style="list-style-type: none"> • Teachers' observation of students' performance • Survey or Feedback from students • Results from APASO III 	<p>Whole Year</p>	<ul style="list-style-type: none"> • Student Development Committee • ECA and OLE Team • Community Service Team • Alumni Association 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund • Beat Drugs Fund
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<p>★2.4 To provide opportunities for students to enhance their understanding of community and the home country so as to enhance their national and global identity</p>	<p>2.4.1 To deepen students' sense of national and global identity through visits, project-based learning and cultural activities.</p> <p>(a) National Education Committee and functional teams, subject departments and ECA clubs adopt thematic activities (e.g. workshops, visits, field trips, project-based learning or cultural activities) to strengthen students' appreciation of positive values, attitudes and Chinese culture to enhance students' understanding of the community, national and global identity.</p> <p>(b) The Flag-raising Team arranges more speeches under the flag on contemporary issues and positive values to enhance students' global identity, citizenship and leadership.</p> <p>(c) Organizing exchange and interflow activities with the Sister School to deepen students' understanding of the home country through interaction with students in the Mainland</p> <p>(d) Incorporating National Education in formal curriculum (e.g. Citizenship and Social Development, Life and Society)</p> <p>(e) Participation in talks, assemblies, visits, and quiz competitions related to students' understanding and awareness of their national identities.</p>	<ul style="list-style-type: none"> • Majority of students agree that they have a better understanding of the community, home country and the world • Students' civic awareness enhanced. • Students' sense of national and global identity is strengthened. • Majority of students participating in the activities find them useful in enhancing their understanding of our country's history and development as well as the importance of national security. 	<ul style="list-style-type: none"> • Teachers; observation of students' performance • Feedback from Teachers • Students' performance of the external competitions • Results of APASO III 	<p>Whole Year</p>	<ul style="list-style-type: none"> • HODs and Subject Departments • OLE Committee • Civic Education Team • Sister School Scheme 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund • Sister School Grant
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★ Adjusted item