

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

**2024-2025**

Endorsed by SMC on 09.07.2024

# Chiu Lut Sau Memorial Secondary School

## 1. 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.

## 2. 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.

## 3. School Motto

Wisdom (明), Virtue (善), Honesty (誠) and Progress (身)

## 4. Core Values of Education

We expect that our students can:

- (a) Acquire wisdom from academic pursuit (明辨是非, 求知達理);
- (b) Love others and serve the community (善愛他人, 惠澤社群);
- (c) Be an honest and upright person (誠實謙遜, 正直忠純);
- (d) Strive for improvement in every respect (身體力行, 奮進立新).

**1. Major Concern 1 : Augmenting students' intellectual inquisitiveness and capabilities to become efficacious learners**

- With the implementation of various strategies in 2023-2024, students were exposed to a more active learning environment and started acquiring different learning skills. Further efforts are needed to motivate their learning passion and confidence.
- A more structured curriculum on Information Literacy will be implemented to further empower students' learning capacities for more effective acquisition of knowledge.

Targets	Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
1.1 To cultivate an enriching learning environment to engender students' curiosity and fortify their motivation to learn	<p>1.1.1 To kindle students' curiosity through increasing their exposure to a varied array of learning opportunities</p> <ul style="list-style-type: none"> <li>(a) nominating students to join the external academic activities/ competitions and gifted education programmes/ trainings to stimulate their learning incentive</li> <li>(b) facilitating whole-school sharing sessions to arouse students' interest in the extended academic activities completed by their peers</li> <li>(c) organizing subject-based academic weeks that provide students with opportunities for immersive learning activities</li> </ul> <p>1.1.2 To empower students' inquiry skills and stimulate their drive to explore new knowledge by organizing cross-curricular projects in junior levels:</p> <ul style="list-style-type: none"> <li>(a) S1: Our Community (English,</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students agree that the extended learning opportunities can cultivate their intellectual curiosity and reinforce their learning incentive</li> <li>• 70% of students agree that peer sharing can sparkle their academic interests and enhance their learning motive</li> <li>• 70% of participants agree that their knowledge and inquiry skills are enhanced through participating in cross-curricular projects</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' and Students' Survey</li> <li>• Teachers' observation</li> <li>• Scrutiny of the learning outcomes</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Gifted Education Team</li> <li>• HoDs and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>• DLG</li> <li>• LWL Grant</li> <li>• SCBG</li> </ul>

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	Geography and History) (b) S2: STEAM (Science, Mathematics, Design and Technology, Computer Literacy and Visual Arts)					
1.2 To enhance students' language proficiency and nurture their reading habits	1.2.1 To increase students' language proficiency through facilitating their engagement with reading materials, e.g. (a) providing complementary reading materials for the English Speaking Days (b) refining the subject-based reading materials  1.2.2 To reinforce students' reading habits through spearheading reading-focused activities (e.g. optimizing the existing Reading Award Scheme, organizing library visits and arranging thematic book displays)	<ul style="list-style-type: none"> <li>70% of students agree that the extended learning opportunities can enhance their language proficiency</li> <li>70% of students agree that the reading activities can nurture their reading habits</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' and Students' Survey</li> <li>Teachers' observation</li> <li>Scrutiny of the learning outcomes</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>HoDs and subject teachers</li> <li>Reading to Learn Team</li> <li>School Librarian</li> </ul>	<ul style="list-style-type: none"> <li>LWL Grant</li> <li>Promotion of Reading Grant</li> <li>Library Grant</li> </ul>
1.3 To promote students' learning capacity for attaining academic success	1.3.1 To promote assessment literacy to augment the efficacy of students' learning (a) To strengthen the use of assessment data (e.g. examination markers' report) to enhance students' learning  1.3.2 To nurture digital and information literacy to enhance students' learning effectiveness and promote the ethical use of information	<ul style="list-style-type: none"> <li>70% of teachers agree that the use of assessment data can augment the efficacy of students' learning</li> <li>70% of students agree they have more understanding of information literacy</li> <li>70% of students agree that the information literacy initiatives have better equipped them to enhance their</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' and Students' Survey</li> <li>Teachers' observation</li> <li>Scrutiny of the learning outcomes</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>HoDs and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>QEF</li> <li>SCBG</li> <li>LWL Grant</li> </ul>

<b>Targets</b>	<b>Implementation Strategies</b>	<b>Success Criterion</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resources Required</b>
	(a) integrating the elements of information literacy into subject curricula through the utilization of the "iClass VoD Platform" provided by the University of Hong Kong (b) encouraging students' participation in external activities and competitions related to information literacy	learning capabilities and ethical use of information				

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**Major Concern 2: Fostering Students' Holistic Well-being: Empowering Physical, Social and Mental Health through Positive Values Education**

**Briefly list the feedback and follow-up actions from the previous school year:**

- Based on the work completed in the previous 3-year cycle, advanced holistic programmes nurturing students with positive values and attitudes for enhancing capacities to strive for excellence in life would be adopted.
- With more awareness of maintaining students a healthy lifestyle, programmes promoting physical fitness and mental well-being, which attempted to achieve the learning goal 'Healthy Lifestyle', would be strengthened.
- Corresponding to the learning goal 'National and Global identity', activities promoting understanding of Chinese culture and exposing students to foreign cultures to allow them to understand and appreciate Chinese and foreign cultures from different perspectives would be arranged for the whole school.

<b>Targets</b>	<b>Implementation Strategies</b>	<b>Success Criterion</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resources Required</b>
2.1 To strengthen students' self-awareness, self-appreciation, and acquisition of problem-solving strategies	2.1.1 To foster a robust sense of self-worth and personal-agency within the student body through an array of activities  2.1.2 To cultivate students' resilience and equip them with an optimistic mindset to approach and resolve challenges proactively (a) Organize workshops with guest experts to equip students with tools to overcome challenges and cultivate resilience such as stress management, cognitive reframing and developing a growth mindset	<ul style="list-style-type: none"> <li>• 70% of students agree that the activities facilitate their understanding of self-appreciation and equip them with the skills in overcoming challenges</li> <li>• Improvement shown in the ratings of APASO III and stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students' survey, including APASO III and Stakeholder Survey</li> <li>• Scrutiny of learning outcomes</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Student Development Committee</li> <li>• Healthy School Programme</li> <li>• Counseling Team</li> <li>• Health Education Team</li> </ul>	<ul style="list-style-type: none"> <li>• LWL Grant</li> <li>• ECA Fund</li> <li>• Beat Drugs Fund</li> </ul>

Targets	Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
<p>2.2 To foster a vibrant, inclusive school culture that encourages healthy lifestyles, mental and social well-being</p>	<p>2.2.1 To strengthen the promotion of mental health at school</p> <ul style="list-style-type: none"> <li>(a) Introduce the PERMAH model and organize team-building activities for students in order to foster supportive relationships</li> <li>(b) Set up a Reading Corner in the library/ on e-platforms to promote both Chinese and English books and magazines about positive and healthy mindset (e.g. with lists of book recommendations)</li> <li>(c) Organize mental well-being sharing sessions (e.g. at morning assembly, sharing through audio/video clips)</li> </ul> <p>2.2.2 To cultivate students' physical, social and mental well-being by developing healthy habits</p> <ul style="list-style-type: none"> <li>(a) Foster social and emotional learning programmes for students</li> <li>(b) Promote mental and physical fitness by developing a comprehensive physical education curriculum with the inclusion of trendy sports activities</li> <li>(c) Develop proper dieting and a work-rest schedule through activities of functional teams and subject departments. (e.g. launch Nutritional Menu Design)</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students agree that the PERMAH Model, activities and programs help enhance their resilience and positive mindset</li> <li>• 70% of students find the reading programs useful for developing a healthy mindset</li> <li>• 70% of students agree that the activities help them to establish a healthy lifestyle</li> <li>• 70% of students agree that they learn how to plan a balanced work-rest schedule</li> <li>• Majority of students agree that positive reinforcements encourage them to lead a healthy life</li> <li>• Improvement shown in the ratings of APASO III and stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students' survey, including APASO III and Stakeholder Survey</li> <li>• Scrutiny of learning outcomes</li> </ul>	<p>Whole Year</p>	<ul style="list-style-type: none"> <li>• Academic Affairs Committee</li> <li>• Student Development Committee</li> <li>• Counseling Team</li> <li>• Health Education Team</li> <li>• Reading to Learn Team</li> <li>• School Library</li> <li>• Parent and Teacher Association</li> <li>• Sex and Family Education</li> </ul>	<ul style="list-style-type: none"> <li>• LWL Grant</li> <li>• ECA Fund</li> <li>• One-off MVPA60 Grant</li> <li>• Library Grant</li> <li>• One-off Parent Education Grant</li> </ul>

Targets	Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
	<p>Competition to promote healthy eating habits, provide resources and tools to help students plan their work-rest schedules)</p> <p>(d) Recognize and celebrate students demonstrating exemplary healthy behaviors and positive attitudes through awards or other forms of public acknowledgment</p> <p>2.2.3 To strengthen parents' education in mental health to support their child.</p> <p>(a) Invite notable speakers to hold talks and workshops on strategies to build students' resilience, well-being and positive mental health</p> <p>(b) Organize interactive activities to nurture a positive parent-child relationship (e.g. appreciation cards)</p>					
2.3 To instil in students positive values and attitudes	<p>2.3.1 To inculcate in students an appreciation of proper values and attitudes, and respect for pluralism society by integrating values-based themes (e.g. responsibility, resilience, gratitude, empathy and filial piety) across the academic curriculum and school activities.</p> <p>(a) Leverage School Assembly, Speech under the National Flag, Class Teachers Periods and mass programs to cultivate students' values and attitudes in a structured framework</p> <p>(b) Conduct a curriculum review to identify opportunities to integrate values-based content across subject areas</p>	<ul style="list-style-type: none"> <li>• Subject teachers provide positive feedback on students' performance</li> <li>• Teachers and students agree that students show good self-discipline and display a loving attitude towards the school and the schoolmates</li> <li>• Students agree that the activities strengthen their understanding the</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students' survey, including APASO III and Stakeholder Survey</li> <li>• Scrutiny of learning outcomes</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Academic Affairs Committee</li> <li>• Moral Education</li> <li>• Civic Education</li> <li>• Discipline Team</li> <li>• Class Management Team</li> <li>• Counseling Team</li> <li>• Exchange Tour Team</li> </ul>	<ul style="list-style-type: none"> <li>• ECA Fund</li> <li>• LWL Grant</li> <li>• Sister-school Grant</li> </ul>



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	<p>2.3.2 To enable students to become informed and responsible citizens with a sense of national and global identity by organizing activities on Chinese culture and history, civic education, and global issues</p> <p>(a) Inculcate the positive values of traditional Chinese culture, positive values and attitudes through teaching and learning activities in various Key Learning Areas, and curricular activities</p> <p>(b) Foster students' national identity by enhancing National Education through arranging diverse on-campus activities and thematic sharing</p>	<p>various values</p> <ul style="list-style-type: none"> <li>• Improvement shown in the ratings of APASO III and stakeholder survey</li> </ul>				