

**HKMA David Li Kwok Po College**  
**Annual School Plan 2023-2024**

**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"> <li>• Teachers to incorporate enquiry learning in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are able to demonstrate enquiry learning strategies during lesson observation or through a series of learning activities.</li> <li>• Teachers are able to share their successful enquiry learning strategies at department meetings.</li> <li>• Through enquiry learning, students are able to enhance their learning effectiveness such as taking an active role in their own learning, developing a deeper understanding of subject matter, and applying knowledge to real-world situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Principal (Academic Affairs)</li> <li>• Teaching Departments</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observation</li> <li>• Students' feedback</li> <li>• Annual reports from Teaching Departments</li> </ul>

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
	<ul style="list-style-type: none"> <li>Academic Affairs Team to provide training on enquiry learning for new teachers</li> </ul>	<ul style="list-style-type: none"> <li>New teachers are able to attend at least one training session or activity on enquiry learning.</li> <li>New teachers are able to observe at least one lesson conducted by other teachers that incorporates enquiry learning.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (Academic Affairs)</li> <li>Academic Affairs Team</li> <li>Teaching Departments</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> </ul>
ii	<ul style="list-style-type: none"> <li>Academic Affairs Team to collaborate with two or three target subjects to organize workshops / seminars to enhance students' note-taking skills</li> </ul>	<ul style="list-style-type: none"> <li>Target subject teachers are able to provide a clear set of note-taking skills, with specific examples for students to follow.</li> <li>Students are able to exhibit good note-taking skills in target subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (Academic Affairs)</li> <li>Academic Affairs Team</li> <li>Teaching Departments</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback</li> <li>Annual reports from Teaching Departments</li> </ul>
	<ul style="list-style-type: none"> <li>Subject teachers to provide students with subject-specific learning strategies to improve their learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers are able to identify students' areas of weakness in learning from their assignments and assessments.</li> <li>Subject teachers are able to develop subject-specific learning strategies to help students address their learning difficulties.</li> <li>Students are able to apply the learning strategies taught by subject teachers to improve their learning performance.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (Academic Affairs)</li> <li>Teaching Departments</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback (focus group and open-ended questions in learning &amp; teaching survey)</li> <li>Evaluation reports of Uniform Test / Examinations</li> <li>Annual reports from Teaching Departments</li> </ul>
iii	<ul style="list-style-type: none"> <li>Teachers to incorporate generic skills of critical thinking, problem-solving and creativity in lessons / student assignments</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are able to stimulate students' integrative application of critical thinking, problem-solving, and creative thinking skills by setting up different scenarios and</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (Academic Affairs)</li> <li>Teaching Departments</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observation</li> <li>Students' feedback</li> </ul>

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
		<p>problems in lessons / student assignments</p> <ul style="list-style-type: none"> <li>Teachers are able to evaluate students' mastery of these three generic skills through specially designed assignments.</li> </ul>		
iv	<ul style="list-style-type: none"> <li>Academic Affairs Team to revise the curriculum of the S1 school-based module-based course Minds+</li> </ul>	<ul style="list-style-type: none"> <li>The revised Minds+ curriculum is found to be effective in enabling students to appreciate the French language and culture (French); to develop empathy (Design Thinking) and the skills to solve real-life problems (STEAM) through the relevant modules.</li> <li>Students are able to develop positive values and attitudes, and the target skills and knowledge on completion of the Minds+ course.</li> <li>Attainment of at least 80% positive feedback from students on Minds+.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (Academic Affairs)</li> <li>Academic Affairs Team</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback</li> <li>Student Assignments</li> </ul>
	<ul style="list-style-type: none"> <li>Science and ICT Department, Mathematics Department and Visual Arts Teachers to enhance STEAM education through project learning</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to solve real-life problems through the hands-on STEAM activities conducted in S1 Minds+ and S2 STEAM lessons.</li> <li>S2 students are able to put up a STEAM showcase at the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (Academic Affairs)</li> <li>STEAM group</li> <li>Science and ICT Department</li> <li>Mathematics Department</li> <li>Visual Arts Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Activity records</li> <li>Students' work</li> <li>Students' feedback</li> <li>Scheme of work of STEAM lessons</li> </ul>

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
	<ul style="list-style-type: none"> <li>Teachers to arrange a greater variety of out-of-classroom learning activities</li> </ul>	<ul style="list-style-type: none"> <li>At least three out-of-classroom learning activities are organized by each department during the year.</li> <li>Students are able to reflect on what they have learnt from the learning activities in terms of values, attitudes, skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (Academic Affairs)</li> <li>Teaching Departments</li> </ul>	<ul style="list-style-type: none"> <li>Annual reports from Teaching Departments</li> <li>Students' feedback</li> </ul>
	<ul style="list-style-type: none"> <li>Library to promote reading habits among students</li> </ul>	<ul style="list-style-type: none"> <li>Each junior form student is able to give a book presentation during the DEAR period.</li> <li>At least two theme-based reading activities are organized by the library during the year.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal (Academic Affairs)</li> <li>Reading and Writing Coordination Group</li> <li>Library</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback</li> <li>Evaluation reports by library</li> </ul>

Enquiry learning equips students with the necessary skills and mindset to become lifelong learners. The learning skills and generic skills so acquired enable students to become self-directed learners, and be better equipped to pursue their interests and goals throughout their lives. STEAM education, which integrates knowledge from different subjects, provides students with real-world problem-solving skills that are important for lifelong learning.

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

- i. Promote students' mental well-being and enhance positive emotions
- ii. Enable students to utilize and appreciate their strengths to enhance engagement and sense of achievement
- iii. Strengthen students' bonding with others to enhance positive relationships
- iv. Encourage students to develop meaning in life by serving others
- v. Strengthen value education in both formal curriculum and other learning experiences

<b>Item</b>	<b>Strategy/Task</b>	<b>Success Criteria</b>	<b>Staff/Department/Team Responsible</b>	<b>Method of Evaluation</b>
i	<ul style="list-style-type: none"> <li>• To enhance students' understanding of mental health issues and ways to deal with emotions and stress through CES lessons, PDP and other activities (e.g. Mental Health Week, Failure Week etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Programmes / activities found to be effective in enhancing students' understanding of mental health and ability to deal with emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Principal (Student Affairs)</li> <li>• Guidance and Counseling Team</li> <li>• Social Science Dept (CES)</li> </ul>	<ul style="list-style-type: none"> <li>• Annual evaluation of the relevant teams / dept</li> <li>• Student survey / APASO / Student feedback</li> </ul>
	<ul style="list-style-type: none"> <li>• To promote the primary elements of flourishing and positive emotions to students through PDP, theme-based assembly, GPS, Campus TV programmes and other activities (e.g. Gratitude Journal / Note / Wall)</li> </ul>	<ul style="list-style-type: none"> <li>• At least 80% of students demonstrate understanding of positive emotions and its importance</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Principal (Student Affairs)</li> <li>• Guidance and Counseling Team</li> <li>• Assembly Team</li> <li>• Campus TV Team</li> <li>• Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Annual evaluation of the relevant teams</li> <li>• Student survey / feedback</li> </ul>
	<ul style="list-style-type: none"> <li>• To organize workshops to enhance teachers' understanding of mental illness and ways to support students with such problems</li> </ul>	<ul style="list-style-type: none"> <li>• At least 80% of participants show positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Principal (Student Affairs)</li> <li>• Guidance and Counseling Team</li> <li>• SET</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher survey / feedback</li> </ul>

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
	<ul style="list-style-type: none"> <li>To provide information and talks for parents to understand mental health</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of participants show positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal (Student Affairs)</li> <li>Guidance and Counseling Team</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey / feedback</li> </ul>
ii	<ul style="list-style-type: none"> <li>To instill self-understanding and self-appreciation in students through school-based programmes</li> </ul>	<ul style="list-style-type: none"> <li>Students show better awareness of their merits and strengths in annual school-based survey</li> </ul>	<ul style="list-style-type: none"> <li>Guidance and Counseling Team</li> <li>Campus TV</li> </ul>	<ul style="list-style-type: none"> <li>Annual evaluation of the relevant teams / dept</li> <li>Student survey/APASO/ /student feedback</li> </ul>
	<ul style="list-style-type: none"> <li>To encourage students to utilize their talents by taking part in internal and external activities</li> </ul>	<ul style="list-style-type: none"> <li>Students become more self-appreciative of their engagement in activities / programmes and develop a sense of achievement</li> </ul>	<ul style="list-style-type: none"> <li>All departments</li> <li>SA Teams</li> </ul>	<ul style="list-style-type: none"> <li>Annual evaluation of the relevant teams / departments</li> <li>Student survey / feedback</li> </ul>
	<ul style="list-style-type: none"> <li>To organize workshops / talks to equip parents with the mindset and skills to appreciate their child</li> </ul>	<ul style="list-style-type: none"> <li>Participating parents show positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal (Student Affairs)</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey</li> </ul>
	<ul style="list-style-type: none"> <li>To promote peer recognition</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for students to appreciate each other's strength</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Careers Team</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and teachers</li> </ul>

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
iii	<ul style="list-style-type: none"> <li>To equip S1 students with interpersonal skills and positive values to develop positive peer relationships</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of S1 students demonstrate understanding of the skills and values</li> </ul>	<ul style="list-style-type: none"> <li>Guidance and Counseling Team</li> <li>Class teachers</li> <li>Social Science Dept (CES)</li> </ul>	<ul style="list-style-type: none"> <li>Annual evaluation of the relevant teams / department</li> <li>Student survey / feedback</li> </ul>
	<ul style="list-style-type: none"> <li>To improve junior form students' conflict management skills</li> </ul>	<ul style="list-style-type: none"> <li>Students are more capable of dealing with conflicts with the skills taught</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Team</li> <li>Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> </ul>
	<ul style="list-style-type: none"> <li>To organize class-based activities, inter-class competitions / programmes</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of the students find the programmes effective in enhancing their class bonding</li> </ul>	<ul style="list-style-type: none"> <li>ECA Team</li> <li>Guidance and Counseling Team</li> </ul>	<ul style="list-style-type: none"> <li>Annual evaluation of the relevant teams / departments</li> <li>Student survey / feedback</li> </ul>
iii	<ul style="list-style-type: none"> <li>To introduce initiatives to enhance parent-child relationships</li> </ul>	<ul style="list-style-type: none"> <li>Positive feedback received from both students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs Teams</li> </ul>	<ul style="list-style-type: none"> <li>Annual evaluation of the relevant teams</li> <li>Participant feedback</li> </ul>
iv	<ul style="list-style-type: none"> <li>To help students understand the importance of living a meaning life that leads to a flourishing life for both themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of students demonstrate the understanding of its important</li> </ul>	<ul style="list-style-type: none"> <li>Guidance and Counseling Team</li> <li>Campus TV</li> <li>Assembly Team</li> <li>Careers Team</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> </ul>

Item	Strategy/Task	Success Criteria	Staff/Department/Team Responsible	Method of Evaluation
	<ul style="list-style-type: none"> <li>To organize the “Pay it Forward” campaign for students to show care and to make a positive impact on others and the community</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of participants show positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs Teams</li> </ul>	<ul style="list-style-type: none"> <li>Annual evaluation of the relevant teams</li> <li>Student survey / feedback</li> </ul>
v	<ul style="list-style-type: none"> <li>To put more emphasis on cultivating positive values and attitudes through learning and teaching of various subjects</li> </ul>	<ul style="list-style-type: none"> <li>Each subject clearly shows elements of values education in its scheme of work and learning materials</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal (Student Affairs)</li> <li>Assistant Principal (Academic Affairs)</li> <li>All departments</li> </ul>	<ul style="list-style-type: none"> <li>Annual evaluation of the relevant departments</li> </ul>
	<ul style="list-style-type: none"> <li>To encourage more cross-curricular collaboration on value education between subject departments and functional teams</li> </ul>	<ul style="list-style-type: none"> <li>At least four collaborations in a year</li> </ul>	<ul style="list-style-type: none"> <li>All departments</li> <li>SA Teams</li> </ul>	<ul style="list-style-type: none"> <li>Annual evaluation of the relevant teams / departments</li> </ul>
	<ul style="list-style-type: none"> <li>To introduce the mindset of using “WWID” (What Would I Do?) to develop students' ability to identify the values embedded and take proper actions</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to reflect on their acts and develop positive values using “WWID” in lessons and while participating in activities / programmes</li> </ul>	<ul style="list-style-type: none"> <li>All departments</li> <li>SA Teams</li> </ul>	<ul style="list-style-type: none"> <li>Annual evaluation of the relevant teams / departments</li> <li>Students' survey / feedback</li> </ul>