NLSI LUI KWOK PAT FONG COLLEGE

2023 – 2024 Annual School Plan

Year 3 of 2021/22 – 2023/24 Cycle

Jesus Christ is the Master of New Life

I.   School Missions

Based on the principles of the Bible, we impart subject knowledge to students and cultivate good behaviour. We aspire to make students understand the truth and the principles stated in the Bible and establish the proper values in life by helping them to accept God as the Master of their life. We aim to enable students to have holistic development in spiritual, moral, intellectual, physical, social and aesthetic arenas so that they will become physically, mentally and spiritually healthy citizens who are able to distinguish right from wrong as well as act responsibly in society.

II. School Motto

Jesus Christ is the Master of New Life

III. School Theme for 2021-2024

Embrace God's Love. Enrich our Minds.

IV. Major Concerns for 2023-2024

1.   To develop students' skills for lifelong and self-directed learning, as well as foster their whole-person development

2.   To foster Christian belief and growth mindset in students; to broaden their horizons in life-planning, leadership and global view; and to strengthen their capability in connecting with oneself, others and the society

Major Concern 1: To develop students' skills for lifelong and self-directed learning, as well as foster their whole-person development

Aim high, boost your knowledge and cultivate a vibrant learning community

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Feedback and follow-up actions from the previous school year:

As teachers' and students' awareness of SDL keep increasing, more work could be done on developing the SDL habits so as to prepare our students to be a capable 21st century learner. In the next academic year, strategies like practicing the personal goal setting, introducing more learning tools for SDL could be considered. Besides, students' learning confidence should be boosted in order to prepare our students to meet any challenges in the coming days. Strategies like providing tailor-made learning tasks based on the students' weaknesses in UT/Exam/assessments, providing more chances for students in different levels to showcase to peers/parents and gain recognition could be considered.

In order to further strengthen the learning of EMI subjects, curriculum mapping among English language, EMI content subjects could be done so as to promote reading across curriculum. With the frequent use of the e-learning platform, subjects could design the layout of their own Google-site so as to enhance the overall professional image and keep attracting our students.

Targets:
1. To build a positive learning environment that enables students to master good learning habits, values and attitudes
2. To enhance students' learning to learn competence and self-efficacy in learning

Target 1: **To build a positive learning environment that enables students to master good learning habits, values and attitudes**

(★ **Adjusted targets/implementation strategies/success criteria/methods of evaluation to be followed-up by subject panels and functional committees.)**

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
1.1	To develop capacity to design effective lessons with the components of self-directed learning, building on students' prior knowledge and language competency 1.1.1 Goal setting • Teachers practice goal setting with students in lessons • ★Teachers facilitate goal setting with students (e.g. targeting personal weaknesses) before UT/Exam 1.1.2 Self-planning 1.1.3 Self-monitoring • ★Introduction of learning tools (e.g. online pronunciation checking tools or self-evaluation checklist) to facilitate the SDL process • ★Practicing the notetaking skills in S1 (e.g. jotting the common errors, organizing information, summarizing information) to train students to be active listeners 1.1.4 Self-evaluation • Subjects teachers provide students with assessment criteria/guidelines to self-evaluate the learning outcomes • ★Subjects design tiered assignments with level of difficulty indicated in S1, S2, S4 and S5 to allow students to complete the assignments according to their abilities so that all students could challenge themselves	Whole year	1. 90% of the subjects set learning goals with students during the introduction of each unit/chapter/task 2. ★70% of the subjects introduce learning tools 3. ★50% of the subjects practice the notetaking skills in lessons in S1 4. ★50% of the subjects indicate the levels of difficulty (e.g. foundation, nicer and supreme) in the tiered assignments in S1, S2, S4 and S5 at least twice a term 5. ★50% of the subjects provide tailor-made learning tasks in S1 and S4 6. ★50% of students agree that they have set personal learning goal	1. Scrutiny of documents and records 2. Lesson plans of class observation 3. Student survey / teachers' feedback 4. Panel/form meeting minutes (reflect and revise/fine-tune the SDL materials and the lessons with SDL components)	1. Subject panels 2. Staff Development Committee 3. Staff Appraisal Working Group	Various funds

	1.1.5 Revision • Teachers provide guidelines for students to revise their work and learning process, based on the self-evaluation and teachers'/peers' feedback • ★Based on the students' weaknesses in UT/Exam/assessments, teachers provide tailor-made learning tasks		7. ★70% of S1 students agree that they have used the learning tools/notetaking skills to facilitate the SDL process 8. ★70% of S1, S2, S4 and S5 students agree that they have challenged by the tiered assignments designed by subject teachers			
1.2	To broaden students' horizons with different learning experiences both inside and outside the classroom under a growth-oriented environment by offering a wide range of life-wide learning and other learning experiences activities	Whole year	1. 70% of the subjects offer life-wide learning and other learning experiences activities 2. ★50% of students agree that they have participated in learning activities both inside and outside the classroom provided by different subjects 3. 70% of the participants agree that the learning activities can enrich their life-wide learning experiences	1. Scrutiny of documents and records 2. Student survey / teachers' feedback	Subject panels	Various funds

1.3	To develop a culture of learning
	1.3.1 Showcase students' learning outcomes
	    • Subjects provide chances for students to showcase their learning outcomes
	    • Subjects display the outstanding and the most improved students lists in exams on their Google site/in school
	    • ★Teachers provide chances for junior students to share their learning outcomes and ask for the parents' feedback (e.g. parents' day, assignments)
	1.3.2 ★ Recognition of learners of good SDL habits
			1. To organize 7 school/form-based academic competitions/activities
			2. 70% of subjects display the outstanding and the most improved students name lists on their e-learning platform/at school
			3. ★50% of junior form subjects provide chances for students to share their learning outcomes and ask for the parents' feedbacks
			4. ★50% of the students agree that various showcase can develop the culture of learning
			5. ★50% of the junior students agree that they have received positive feedbacks from their parents
				1. Scrutiny of documents and records
				2. Student survey / teachers' feedback
					Subject panels	Various funds

Target 2: To enhance students' learning to learn competence and self-efficacy in learning

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
2.1	A provision of reading across the curriculum (RaC), STEAM learning experiences and project learning-through the collaboration of subjects in enhancing students' 2.1.1 Ability to organize their learning process 2.1.2 Ability to learn and act independently 2.1.3 Ability to learn and operate within a group 2.1.4 Ability to solve problems 2.1.5 Ability to discuss (reflect) their learning and activities	Whole year	1. ★70% of students agree that they have participated in the learning activities through reading across curriculum (RaC), STEAM learning experiences and projects learning-through the collaboration of subjects 2. 70% of participants agree that the learning activities can enhance their learning skills and learning effectiveness	1. Scrutiny of documents and records 2. Student survey / teachers' feedback	1. Subject panels 2. Library Committee	Various funds

2.2	To strengthen the use of e-learning to enable learning to take place beyond the classroom, to engage different types of students, and to enrich their learning experiences	Whole year	1. ★50% of subjects design the layout of their Google-site 2. 70% of the subjects facilitate learning through the use of the e-resources platform in all classes/groups at least once a year 3. ★70% of students agree that they have used the e-learning materials which can foster their self-directed learning abilities	1. Scrutiny of documents and records 2. Student survey / teachers' feedback	1. Subject panels 2. Information and Technology Committee	Various funds

Major Concern 2:   To foster Christian belief and growth mindset in students; to broaden their horizons in life-planning, leadership and global view; and to strengthen their capability in connecting with oneself, others and the society

Aspire, Broaden the Horizons, Connect

Feedback and follow-up actions from the previous school year:

Activities promoting positive thinking and gospel should be held continually. Short stories, bible verses and hot topics are to be shared to encourage students to be grateful, reflective, diligent and hardworking.

More workplace visits of different occupations can be held to help them in future planning. More guidance is to be given to S3 students to make good use of career booklets to know more about the pathways to different occupations. More coordination should be made so that students would enjoy being a leader. Exchange tours on different themes (such as STEAM) are to be organized. New technologies such as VR tools and ChatGPT are to be introduced to students.

It is crucial to foster students' well-being and to strengthen their grit and perseverance so that they can cope with the adversity. More students are encouraged to participate in external competitions. Sharing of examples of celebrities and teachers is appreciated. More activities are held to help S1 students cultivate mutual respect, tolerance and positive thinking. More class activities are to be held to enhance teacher-student and student-student relationships. More recognition is given to students who have good characters and are respectful to their teachers so that they could set up good examples for other students. Moreover, teachers should provide more chances and channels for students to express their opinions towards school.

Targets:

1. **A**spire
   - To develop students' aspiration based on Christian belief as well as growth mindset

2. **B**roaden the Horizons
   - To help students to derive personal fulfillment in life planning, leadership and global view so that they can serve to learn and learn to serve

3. **C**onnect
   3.1 **C**onnect with oneself: To foster students' well-being so that they can appreciate themselves
   To strengthen their grit and perseverance so that they can deal with pressure and adversity
   3.2 **C**onnect with one another: To foster students' caring attitude so that they can appreciate others
   To raise the sense of belonging to the class and the school
   3.3 **C**onnect with society: To develop students' civic responsibilities
   To raise their awareness of the protection of others and the nature

(★ Adjusted targets/implementation strategies/success criteria/methods of evaluation to be followed-up by subject panels and functional committees.)

Target 1: Aspire: To develop students' aspiration based on Christian belief as well as growth mindset

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
1.1 To cultivate students' spiritual temperament through various religious activities 1.2 To develop an atmosphere of positive thinking and growth mindset for both teachers and students	Whole year	1. ★ Increase in the score of 'Meaning in Life' in APASO-III 2. ★ Over half of the students maintain a positive mindset in school-based survey 3. Positive feedback from participants 4. High participation rate in activities	1. Surveys 2. Feedback from students and teachers 3. Scrutiny of documents and records	1. Spiritual Affairs Committee 2. Staff Development Committee 3. Various committees and subject panels 4. Class teachers	Various Funds

Target 2: Broaden the Horizons: **To help students to derive personal fulfillment in life planning, leadership and global view so that they can serve to learn and learn to serve**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
2.1 To foster students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways on their career paths 2.2 To provide leadership training for students and to launch the Legacy Scheme for leaders 2.3 To organize study tours outside Hong Kong and to explore a global view with the students	Whole year	1. ★ Increase in the score of leadership abilities in stakeholder survey 2. ★ Over half of the students are well-achieved in personal planning and leadership in school-based survey 3. Positive feedback from participants 4. High participation rate in activities	1. Surveys 2. Feedback from students 3. Scrutiny of documents and records	1. Career Guidance Committee 2. ECA Committee 3. Life Education Committee 4. Various committees, activity clubs and subject panels	Various Funds

Target 3: Connect

    3.1 **C**onnect with oneself: To foster students' well-being so that they can appreciate themselves

                                  To strengthen their grit and perseverance so that they can deal with pressure and adversity

    3.2 **C**onnect with one another: To foster students' caring attitude so that they can appreciate others

                                    To raise the sense of belonging to the class and the school

    3.3 **C**onnect with society: To develop students' civic responsibilities

                                    To raise their awareness of the protection of others and the nature

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
3.1 To build a culture of healthy life by organizing mental health talks, courses and groups; to provide talks, activities and sharing on the experiences of hardship 3.2 To establish a caring atmosphere with appreciation at group, class and school levels; to organize class periods and activities under the rationale of class management; ★ to enhance the students' respect towards others; and to organize inter-class competitions 3.3 To enhance students' knowledge about civic responsibilities and the nation; to provide talks on protecting others and organize activities on environmental protection	Whole year	1. ★ Increase in the scores of affect, satisfaction, school atmosphere in APASO-III 2. ★ Increase in the scores of questions related to emotion, relationship and school life in stakeholder survey 3. Positive feedback from participants 4. High participation rate in activities	1. Surveys 2. Feedback from students 3. Form Committee Meeting 4. Scrutiny of documents and records	1. Guidance Committee 2. Student Support Team 3. Discipline Committee 4. Class Management Working Group 5. ECA Committee 6. Spiritual Affairs Committee 7. Life Education Committee 8. Various committees and subject panels	Various Funds