



**Pentecostal Lam Hon Kwong  
School  
Annual School Plan  
2019-2020**

## **School Vision & Mission**

**We strive to create an enjoyable teaching and learning environment in which students can be equipped to meet the challenges of the 21<sup>st</sup> century.**

**PLHKS**  
**Annual School Plan**  
**2019-2020 School Year**

**Major Concerns**

- 1. To strengthen Christian education core values with positive attitudes and virtues**
- 2. To strengthen learning and teaching through different strategies**
- 3. To enhance students' responsibility and sense of belonging by creating a caring and positive environment**

# 1. To strengthen Christian education core values with positive attitudes and virtues.

## Target 1: Enhancing the spiritual atmosphere at school

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed	
1.1 Organizing assemblies (1) Organizing religious assemblies (2) Organizing religious message sharing on campus TV and in morning assemblies (3) Cooperating with other departments and panels to embed religious messages in various assemblies	9/2019 - 6/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved comment that this is effective in enhancing the spiritual atmosphere at school.</li> <li>● 70% of the students involved comment that this is effective in enhancing the spiritual atmosphere in school.</li> </ul>	<ul style="list-style-type: none"> <li>● Survey</li> <li>● Observation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Religion Department</li> </ul>	<ul style="list-style-type: none"> <li>● Cooperation from other departments</li> </ul>	
1.2 Organizing prayers in various assemblies and school functions						
1.3 Organizing Easter service and Christmas service						
1.4 Organizing campus decoration – displaying bible verses and posters in classroom, along corridors and the covered playground				<ul style="list-style-type: none"> <li>● Campus Development &amp; Beautification Committee</li> </ul>	<ul style="list-style-type: none"> <li>● Religion Department</li> </ul>	<ul style="list-style-type: none"> <li>● Religion Department</li> <li>● School Web</li> </ul>
1.5 Religious education on Open Day						
1.6 Promoting hymn singing education (1) Singing hymns in various assemblies (2) Hymn dedication in Gospel Week						

(3) Playing hymns on campus TV every morning at school				and TV Display	
1.7 Promoting classroom learning with religious messages (1) Providing students with learning materials related to Christianity in various subjects (2) Encouraging teachers to show videos about the life of Jesus during substitute lessons	9/2019 - 6/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved comment that this is effective in enhancing the spiritual atmosphere at school.</li> <li>● 70% of the students involved comment that this is effective in enhancing the spiritual atmosphere at school.</li> </ul>	<ul style="list-style-type: none"> <li>● Survey</li> <li>● Observation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Religion Department</li> <li>● Studies Department</li> </ul>	
1.8 Promoting reading Christian books (1) Encouraging students to read Christian books during the reading lessons in the Gospel Week. (2) Adding more Christian books in the reading schemes of language subjects				<ul style="list-style-type: none"> <li>● Religion Department</li> <li>● Language panels</li> </ul>	

**Target 2: Strengthening gospel work**

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed
2.1 Organizing the S1 Gospel Camp	9/2019 - 6/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved comment that this is effective in strengthening gospel work.</li> </ul>	<ul style="list-style-type: none"> <li>● Survey</li> <li>● Observation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Religion Department</li> </ul>	<ul style="list-style-type: none"> <li>● Co-workers from the KPC Shatin Chapel</li> <li>● Suen Dao Camp</li> </ul>
2.2 Organizing the Gospel Week (1) Music gatherings to witness God					

(2) Evangelical gathering (3) Gospel movie (4) Gospel book fair (5) Gospel week participation competition (6) Reading gospel passages in reading lessons (7) Classroom board design competition		<ul style="list-style-type: none"> <li>● 70% of the students involved comment that this is effective in strengthening gospel work.</li> </ul>			
2.3 Organizing evangelical gatherings in student Christian fellowship					
2.4 Distributing gospel pamphlets at the start of the school year					

**Target 3: Enhancing the spiritual growth of students**

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed
3.1 Organizing the student Christian fellowship (1) Strengthening the promotion of the student Christian fellowship (2) Encouraging teachers to join the student Christian fellowship (3) Setting up a spiritual growth plan (4) Organizing a barbeque night (5) Organizing teachers as group leaders to nurture the growth of the students.	9/2019 - 6/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved comment that this is effective in enhancing the spiritual growth of students.</li> <li>● 70% of the students involved comment that this is effective in enhancing the spiritual growth of students.</li> </ul>	<ul style="list-style-type: none"> <li>● Survey on need basis</li> <li>● Observation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Religion Department</li> </ul>	
3.2 Organizing a student Christian fellowship summer camp					<ul style="list-style-type: none"> <li>● Hong Kong Baptist Assembly</li> </ul>

<p>3.3 Strengthening prayer meetings</p> <p>(1) Encouraging and supporting class prayer meetings</p> <p>(2) Organizing student morning prayer meetings</p> <p>(3) Organizing form prayer meetings</p>					<ul style="list-style-type: none"> <li>● Pastors from the KPC Shatin Chapel</li> </ul>
<p>3.4 Strengthening S1 support</p> <p>(1) S1 prayer meetings for all S1 classes led by teachers from the Religion Department and pastors from the church</p> <p>(2) Organizing S1 orientation to introduce the student Christian fellowship and the church to new students</p>				<ul style="list-style-type: none"> <li>● Counselling Department</li> <li>● Discipline Department</li> <li>● Religion Department</li> </ul>	
<p>3.5 Strengthening S6 Support</p> <p>(1) S6 prayer meetings</p> <p>(2) A gift of encouragement, “garlic boy”, to S6 students to encourage them to rely on God when facing challenges from the public examination</p> <p>(3) Organizing the S6 DSE fighter concert</p>	<p>9/2019 - 8/2020</p>	<ul style="list-style-type: none"> <li>● 70% of the teachers involved comment that this is effective in enhancing the spiritual growth of students.</li> <li>● 70% of the students involved comment that this is effective in enhancing the spiritual growth of students.</li> </ul>	<ul style="list-style-type: none"> <li>● Survey on need basis</li> <li>● Observation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Religion Department</li> </ul>	
<p>3.6 Organizing follow-up programs for new believers by the church</p>					<ul style="list-style-type: none"> <li>● Pastors from the KPC Shatin Chapel</li> </ul>
<p>3.7 Conducting a survey on the religious status of the students</p>					

**Target 4: Training of student spiritual leader**

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed
<p>4.1 Organizing regular training for student Christian fellowship committee members</p> <p>(1) Equipping student Christian fellowship committee members to follow up new believers in Christ</p> <p>(2) Equipping student Christian fellowship committee members to lead various gatherings, e.g. S1 prayer meetings and student fellowship meetings</p> <p>(3) Equipping student Christian fellowship committee members to promote the student fellowship every week through the PA system and campus TV</p> <p>(4) Equipping student Christian fellowship committee members to witness God in every class in the Gospel week</p>	<p>9/2019 - 6/2020</p>	<ul style="list-style-type: none"> <li>● 70% of the teachers involved comment that this is effective in the training of student spiritual leaders.</li> <li>● 70% of the students involved comment that this is effective in the training of student spiritual leaders.</li> </ul>	<ul style="list-style-type: none"> <li>● Survey on need basis</li> <li>● Observation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Religion Department</li> </ul>	
<p>4.2 Organizing “Little Paul” training meetings for form 2 students to nurture them to become the student Christian fellowship committee members</p>					



**Target 5: Strengthening staff support**

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed
5.1 Organizing staff prayer meetings, with sharing by teachers and prayer support from colleagues	9/2019 - 8/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved comment that this is effective in strengthening staff support.</li> </ul>	<ul style="list-style-type: none"> <li>● Survey on need basis</li> <li>● Observation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Religion Department</li> </ul>	
5.2 Organizing staff fellowship meetings so that teachers can learn together to know more about God and serve God					
5.3 Strengthening staff development with spiritual support in mentoring new teachers					Cooperate with the Staff Development Committee
5.4 Organizing Kowloon Pentecostal Church retreat day					Cooperate with Kowloon Pentecostal Church.

## 2. To strengthen the learning and teaching through different strategies

### Strategies for strengthening Learning

#### Target 1: Promoting independent learning

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed
1.1 Setting learning goals 1) To set up a subgroup to develop the "goal setting" curriculum across the forms or outsource this task 2) S2-S3: CLP guidance through collaborating with the Careers Department 3) S4-S6: CLP guidance through collaborating with the Careers Dep	9/19-6/20  9/19-1/20  9/19-1/20	<ul style="list-style-type: none"> <li>● 70% of the teachers involved comment that this is useful.</li> <li>● 70% of the students involved comment that this is useful.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation &amp; discussion</li> <li>● Student survey on need basis</li> </ul>	<ul style="list-style-type: none"> <li>● Studies Department</li> <li>● Careers Department</li> </ul>	EOEBG School fund
1.2 To require students to complete pre-lesson tasks before lessons 1) Survey to panels to collect a rough percentage of pre-lesson practice assigned and to consider setting a target with panels 2) Pre-lesson tasks should be highlighted in the teaching schedules	8-9/2019  8-9/2019			<ul style="list-style-type: none"> <li>● Studies Department</li> <li>● Panel chairpersons</li> </ul>	
1.3 To help students to acquire self-management skills (HW submission, time management, filing, use of locker, etc) 1) To set up a subgroup to develop the "self-management" curriculum across the forms or outsource this task	9/19-6/20			<ul style="list-style-type: none"> <li>● Studies Department</li> </ul>	

2) S1: Self-management training in the bridging program & orientation program	9/19-1/20				
1.4 To enable students to do more reflection on their learning, i.e. assessment as learning/ learning reflection					<ul style="list-style-type: none"> <li>● Studies Department</li> <li>● Staff Development Committee</li> <li>● Panel chairpersons</li> </ul>
1) To set up a subgroup on "assessment as learning" and develop relevant teaching materials	9/19-6/20				
2) Staff development on "assessment as learning"	9/19-6/20				
3) Trial on "assessment as learning" by academic panels	1/20-6/20				
1.5 To encourage students to participate in reading activities					<ul style="list-style-type: none"> <li>● Studies Department</li> <li>● Reading Committee</li> </ul>
1) To set up a subgroup to plan towards "Reading across the curriculum"	9/19-1/20				
2) S1-S3: Better coordination with the Reading Committee and the library	9/19-1/20				
3) S1-S3: Better coordination of the reading activities in Chinese and English	9/19-6/20				

**Target 2: Enhancing students' interest in learning**

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed
2.1 Through eLearning, Virtual Reality(VR), Augmented Reality(AR), etc. 1) S1-S3: To review eLearning targets for		<ul style="list-style-type: none"> <li>● 70% of the teachers involved comment</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>● Studies Department</li> </ul>	EOEBG School fund

panels 2) Staff development: eLearning experience sharing	8-9/2019 8/19-6/20	that this is useful. ● 70% of the students involved comment that this is useful.	& discussion ● Student survey on need basis	● eLearning core members	
2.2 Through interesting activities in class, e.g. experiential learning 1) Lesson observation: To add at least one "interesting activity" in the lesson to be observed 2) To encourage panels to develop subject-based strategies to arouse students' learning interest	8/19-5/20 9/19-1/20			● Studies Department ● Panel chairpersons ● All teachers	
2.3 Through extended learning activities outside of the classroom -Survey to panels to collect extended learning activities of panels	8-9/2019			● Studies Department	
2.4 To provide students with activities which promote an entrepreneurial spirit 1) Discussing with the Panel chairpersons of BAFS and Economics and formulate plans 2) S4-S6: Organizing at least one related activity	8-9/2019 8/19-6/20			● Studies Department ● Panel chairpersons	

### Target 3: Catering for learners' diversity

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed
3.1 Gifted education 1) Reviewing the Youth Leadership Program with the English panel 2) Reviewing the Chinese public speaking education	9/19-1/20	● 70% of the teachers involved comment that this is useful. ● 70% of the students involved comment	● Teachers' observation & discussion ● Student survey on	● Studies Department ● Gifted Ed Committee	EOEBG School fund
3.2 Junior form remedial classes (core subjects)	9/19-6/20			● Studies	

& other EMI subjects)		that this is useful.	need basis	Department	
3.3 Pre-exam revision (N4) classes	9/19-6/20			● Studies Department	
3.4 Special enhancement and remedial programmes (SERP) in senior forms 1) S4-S6: Releasing the SERP information as soon as possible 2) S4-S6: Better coordination to avoid time clashes among programmes	8/19-3/20			● Studies Department ● Panel chairpersons	

#### Target 4: Improving the academic performance of students

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed
4.1 Action plans by panel heads	9/19-11/19	<ul style="list-style-type: none"> <li>● 70% of the teachers involved comment that this is useful.</li> <li>● 70% of the students involved comment that this is useful.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation &amp; discussion</li> <li>● Student survey on need basis</li> </ul>	● Panel chairpersons	EOEBG School fund
4.2 Regular after-school mass drilling with debriefing for S5-S6	9/19-6/20			● Studies Department	
4.3 SERP in senior forms	8/19-3/20			● Studies Department ● Panel chairpersons	
4.4 Predicting DSE grades with follow-up work	9/19-6/20			● Studies Department	
4.5 Pre-DSE & while-DSE drilling	2/20-5/20			● Studies Department	
4.6 Others measures such as optimizing the	8-9/2019			● Studies	

subject withdrawal mechanism and reserving S.6 base rooms for self-study activities				Department	
1) S4-S6: Evaluating the revised mechanism on subject withdrawal					
2) S4-S6: Reserving S6 base rooms until the end of DSE written exams.					

### Strategies for strengthening Teaching

#### Target 5: Refreshing teachers with up-to-date teaching pedagogy and methodologies

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed
5.1 eLearning Staff development on eLearning, VR or AR	9/19-6/20	<ul style="list-style-type: none"> <li>70% of the teachers involved comment that this is useful.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation &amp; discussion</li> <li>Student survey on need basis</li> </ul>	<ul style="list-style-type: none"> <li>Studies Department</li> <li>Panel chairpersons</li> </ul>	EOEBG School fund
5.2 Drama in Education Continue the collaboration between Chinese and Art Education panels	9/19-6/20	<ul style="list-style-type: none"> <li>70% of the students involved comment that this is useful.</li> </ul>		<ul style="list-style-type: none"> <li>Chinese &amp; Art Education panels</li> </ul>	

#### Target 6: Promoting STEAM education

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed
6.1 Formulating short-term and long-term plans for our STEAM education	8/19-1/20	<ul style="list-style-type: none"> <li>70% of the teachers involved comment that this is useful.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation &amp; discussion</li> <li>Student survey</li> </ul>	<ul style="list-style-type: none"> <li>Studies Department</li> <li>STEAM committee</li> </ul>	EOEBG School fund

6.2 Promoting cross-disciplinary collaboration in STEAM education -Cross-disciplinary collaboration between panels on at least a unit	8/19-1/20	<ul style="list-style-type: none"> <li>● 70% of the students involved comment that this is useful.</li> </ul>	on need basis	<ul style="list-style-type: none"> <li>● Studies Department</li> <li>● STEAM committee</li> </ul>	
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### Target 7: Curriculum Review

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed
Based on the guidelines from the EDB, a committee will be set up to review the whole-school curriculum. 1) To set up a curriculum subgroup to review the whole-school curriculum to see if it is in line with EDB requirements 2) Survey to panels to collect curriculum reviews from panels 3) Staff development: whole-school curriculum planning	8-9/2019 8-9/2019 9/19-6/20	<ul style="list-style-type: none"> <li>● 70% of the teachers involved comment that this is useful.</li> <li>● 70% of the students involved comment that this is useful.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation &amp; discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Studies Department</li> <li>● Staff Development Committee</li> </ul>	EOEBG School fund

### Target 8: Others

Strategies	Time scale	Success criteria	Evaluation methods	Person-in-charge	Resources needed
Joining external Professional Development Programs (PDP) 1) To encourage teachers to enhance their professional capacity regularly via learning and teaching PDP 2) Attending at least one PDP on the major subject of a teacher per year 3) Teacher collaboration: sharing of teachers'	8-9/2019 9/19-6/20 9/19-6/20	<ul style="list-style-type: none"> <li>● 70% of the teachers involved comment that this is useful.</li> <li>● 70% of the students involved</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation &amp; discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Studies Department</li> <li>● Panel chairpersons</li> </ul>	EOEBG School fund

learning in PDP		comment that this is useful.			
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### 3. To enhance students' responsibility and sense of belonging by creating a caring and positive environment

#### Target 1: Creating a caring and positive environment

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
1.1 Cooperation among different departments in the S.1 Orientation Programme to help S.1 students adapt to the secondary school life	8/2019 – 9/2019	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students.</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Counseling teachers</li> <li>School social workers</li> </ul>	<ul style="list-style-type: none"> <li>Counseling prefects</li> </ul>
1.2 Organizing “The Big Brothers & Sisters Caring Scheme”	8/2019 – 6/2020	<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>			<ul style="list-style-type: none"> <li>Observation</li> </ul>
1.3 Organizing Tier 1 moral education programme to promote caring and positive concepts.	9/2019 – 6/2020	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>		<ul style="list-style-type: none"> <li>Outside organizations</li> </ul>
1.4 Organizing mental health programmes					
1.5 Organizing assemblies to promote caring and positive concepts					

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
1.6 Implementing integrated education, such as organizing Social Experience Day, to create a supportive and harmonious environment		<p>helpful to the students.</p> <ul style="list-style-type: none"> <li>● 70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>● Survey</li> <li>● Observation</li> </ul>		
1.7 Providing counseling services and assessments to students in need.	9/2019 – 7/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved in the programme find that the programme is helpful to the students.</li> </ul>			
1.8 Providing special care to SEN students.	8/2019 – 8/2020	<ul style="list-style-type: none"> <li>● 70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>● Survey</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Counseling Mistress</li> <li>● Counseling teachers</li> <li>● School social workers</li> </ul>	<ul style="list-style-type: none"> <li>● Outside organizations</li> <li>● Education Psychologist from EDB</li> <li>● Co-operation with other departments</li> </ul>
1.9 Cooperating with other departments and panels to organize activities to show appreciation to students' outstanding performance in prize presentations and through various award schemes	9/2019 – 7/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved in the programme find that the programme is helpful to the students.</li> <li>● 70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Discipline Department</li> <li>● ECA Department</li> <li>● Studies Department</li> </ul>	<ul style="list-style-type: none"> <li>● Support from IT Department</li> <li>● Data entry by different parties</li> <li>● Budget for prizes</li> </ul>

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
1.10 Organizing activities with the Healthy School Committee to promote a healthy life among students	9/2019 – 8/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved in the programme find that the programme is helpful to the students.</li> <li>● 70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> <li>● Observation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● PE panel</li> <li>● Discipline Mistress</li> <li>● Members of Discipline Department</li> <li>● Healthy School Committee</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers from the Healthy School Committee</li> </ul>
1.11 Organizing the 'I Can Do It' Campaign to promote good habits of a healthy school life					
1.12 Coordinating with the PE panel to organize physical health and fitness workshops for students					<ul style="list-style-type: none"> <li>● Teachers from the PE panel</li> <li>● Outside organizations</li> </ul>
1.13 Organizing the Life Education Day to promote concepts like caring, positive attitudes and life education					<ul style="list-style-type: none"> <li>● Teachers from the Life Education Day Committee</li> <li>● Outside organizations</li> </ul>
1.14 Matching the activities of the various departments with the school theme	9/2019 – 8/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved in the programme find</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Discipline Department</li> <li>● Counselling</li> </ul>	

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
1.15 Organizing the school prefect team to help to promote and to maintain a positive environment in the campus		<p>that the programme is useful in developing students' moral values and positive attitude.</p> <ul style="list-style-type: none"> <li>● 70% of the students involved in the programme find that the programme is useful in developing their moral values and positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Department Religion Department</li> </ul>	
1.16 Holding meetings to interview parents when handling their children's problems		<ul style="list-style-type: none"> <li>● 70% of the teachers involved in the programme find that the programme is useful in developing students' moral values and positive attitude.</li> </ul>		<ul style="list-style-type: none"> <li>● Discipline Mistress</li> </ul>	
1.17 Strengthening the communication between form teachers and parents via eClass	9/2019 – 8/2020	<ul style="list-style-type: none"> <li>● 70% of the students involved in the programme find that the programme is useful in developing their moral values and positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>● Parents' survey</li> <li>● Teachers' survey</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Discipline teachers</li> <li>● Form coordinators of Discipline Department</li> </ul>	<ul style="list-style-type: none"> <li>● Outside organizations</li> <li>● IT Department support</li> </ul>

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
1.18 Sharing messages, prayers and hymns in the morning assemblies	9/2019 – 6/2020	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful in creating a caring and positive environment.</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> <li>Discussion</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Members of the Religion Department</li> </ul>	<ul style="list-style-type: none"> <li>Co-workers from the KPC Shatin Chapel</li> </ul>
1.19 Organizing small group activities in the students' fellowship					<ul style="list-style-type: none"> <li>Co-workers from the KPC Shatin Chapel</li> </ul>
1.20 Supporting class prayer meetings					<ul style="list-style-type: none"> <li>Co-workers from the KPC Shatin Chapel</li> </ul>
1.21 Organizing S6 prayer meetings and “DSE fighter concert” to support students facing the public examination	9/2019 – 11/2019	<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is useful in creating a caring and positive environment.</li> </ul>			

### Target 2: Empowering students to shoulder responsibilities

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
2.1 Organizing a social Service Team to develop students to be people responsible to society.	10/2019 – 6/2020	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Counseling teachers</li> <li>School social</li> </ul>	<ul style="list-style-type: none"> <li>Outside organization</li> </ul>

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
2.2 Organizing community services, such as blood donation activity, to train students to be civic-minded citizens.	11/2019 – 5/2020	<ul style="list-style-type: none"> <li>helpful to the students.</li> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	workers	<ul style="list-style-type: none"> <li>The Hong Kong Red Cross</li> </ul>
2.3 Organizing various leadership training programmes to nurture students as responsible leaders	9/2019 – 8/2020	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students.</li> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey on need basis</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>ECA Department</li> <li>Religion Department</li> <li>Counselling Department</li> <li>Discipline Department</li> </ul>	<ul style="list-style-type: none"> <li>Outside organizations like Hong Kong PHAB Association</li> <li>Budget for programmes like training camp and day camp</li> </ul>
2.4 Organizing office-bearer training, with emphasis on shouldering responsibilities					
2.5 Empowering student leaders to shoulder responsibilities through launching various activities					
2.6 Organizing 'I Love My Class Campaign' to empower students to shoulder responsibilities for their class	9/2019 – 8/2020	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Art panel</li> <li>Discipline Mistress</li> <li>Members of Discipline Department</li> <li>Healthy School Committee</li> </ul>	

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
2.7 Optimizing the Award Scheme and Demerit Waiving Scheme to help students develop a strong will in overcoming adversity and shoulder responsibilities.	9/2019 – 7/2020	<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>		<ul style="list-style-type: none"> <li>Discipline Mistress</li> <li>Members of Discipline Department</li> </ul>	
2.8 Strengthening the training for the committee members of the student fellowship	9/2019 – 7/2020	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful in empowering students to shoulder responsibilities.</li> <li>70% of the students involved in the programme find that the programme is useful in empowering students to shoulder responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> <li>Discussion</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Members of the Religion Department</li> </ul>	<ul style="list-style-type: none"> <li>Co-workers from the KPC Shatin Chapel</li> </ul>
2.9 Arranging the ‘Little Paul Training Programme’ so as to prepare students as successors	9/2019 – 6/2020				
2.10 Organizing morning prayer meetings for committee members of the student fellowship					
2.11 Soliciting support for S.1 prayer meetings from the committee members of the student fellowship					

### Target 3: Enhancing students’ sense of belonging

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
3.1 Organizing students to provide voluntary services in order to enhance students’ sense of belonging to the community.	10/2019 – 6/2020	<ul style="list-style-type: none"> <li>70% of the teachers involved find that the activities are helpful in</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Counseling teachers</li> <li>School social</li> </ul>	<ul style="list-style-type: none"> <li>Outside organizations</li> </ul>

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
3.2 Organizing different counseling prefect teams, such as ‘Big-Brothers-and-Sisters Team’ and ‘Sex-education Team”, to provide services to their schoolmates	8/2019 – 6/2020	enhancing students’ sense of belonging to the school.		workers	
3.3 Organizing parents’ talks and a parents-child camp in order to provide support to parents and create parents’ sense of belonging to the school.	11/2019 – 5/2020	<ul style="list-style-type: none"> <li>70% of the students involved find that the activities are helpful in enhancing their sense of belonging to the school.</li> </ul>			<ul style="list-style-type: none"> <li>Outside organizations</li> </ul>
3.4 Organizing S.1 orientation for parents to introduce the school policies, culture and environment to parents.	8/2019				
3.5 Mobilizing students’ support for the participants in inter-school competitions.	9/2019 – 8/2020	<ul style="list-style-type: none"> <li>70% of the teachers involved find that the competitions are helpful in enhancing students’ sense of belonging to the school.</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>ECA Department</li> </ul>	<ul style="list-style-type: none"> <li>Support from IT Department</li> <li>Collaboration with various subject panels, clubs and school teams</li> </ul>
3.6 Cooperating with other organizations to arrange activities for students to serve the community	9/2019 – 8/2020	<ul style="list-style-type: none"> <li>70% of the students involved find that the competitions are helpful in enhancing their sense of belonging to the school.</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>ECA Department</li> <li>Social groups</li> </ul>	<ul style="list-style-type: none"> <li>Outside organizations like Hong Kong PHAB Association</li> <li>Collaboration with social groups like JPC, CYC</li> </ul>



Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
3.7 Soliciting students' opinions through various means, like democracy wall, principal's luncheon meetings with student leaders	9/2019 – 6/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved find that the activities are helpful in enhancing students' sense of belonging to the school.</li> <li>● 70% of the students involved find that the activities are helpful in enhancing their sense of belonging to the school.</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● ECA Department</li> <li>● SU</li> <li>● The principal</li> </ul>	<ul style="list-style-type: none"> <li>● Support from IT Department</li> <li>● Follow up students' opinions</li> </ul>
3.8 Sharing by inter-school competition prize-winners on Campus TV or in the morning assemblies					

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
3.9 Organizing the ‘We Can Do It’ Campaign to foster students’ sense of belonging to school	9/2019 – 8/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers and students involved comment that there is improvement in students’ sense of belonging and caring.</li> <li>● An increase of 70% in the number of certificates issued</li> <li>● An increase of 70% in the number of awards given</li> <li>● 70% of the students sent appreciation cards to others.</li> </ul>	<ul style="list-style-type: none"> <li>● Students’ survey</li> <li>● Teachers’ survey</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Discipline Mistress</li> <li>● Discipline teachers</li> <li>● Form coordinators of Discipline Department</li> <li>● Prefects</li> </ul>	<ul style="list-style-type: none"> <li>● Support from IT Department</li> <li>● Data entry by different parties: prefects &amp; student helpers</li> <li>● Collaboration with civic education group</li> <li>● Budget for prizes</li> </ul>
3.10 Organizing mass programs to promote appreciation: <ul style="list-style-type: none"> <li>- Election of ‘Star of the Class’</li> <li>- Appreciation card to students who show politeness and respect for others, etc</li> <li>- Excellent Student Award</li> </ul>	9/2019 – 8/2020 (once each term )	<ul style="list-style-type: none"> <li>● 70% of the teachers involved in the programme find that the programme is helpful to the students.</li> <li>● 70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>● Students’ survey</li> <li>● Teachers’ survey</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Discipline Mistress</li> <li>● Discipline teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Outside organizations</li> <li>● Collaboration with SU and Counselling Department</li> </ul>

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
3.11 Organizing the 'I Love My Class Campaign' to strengthen students' sense of belonging	9/2019 – 8/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved find that the activities are helpful in enhancing students' sense of belonging to the school.</li> <li>● 70% of the students involved find that the activities are helpful in enhancing their sense of belonging to the school.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Discussion</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Art panel</li> <li>● Discipline Mistress</li> <li>● Members of Discipline Department</li> <li>● Healthy School Committee</li> </ul>	
3.12 Organizing inter-class sport competitions and the Beat Drug program by the PE panel to equip students with better inter-personal skills and sense of belonging to their class	9/2019 – 8/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved in the programme find that the programme is helpful to the students.</li> <li>● 70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' survey</li> <li>● Teachers' survey</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Discipline Mistress</li> <li>● Discipline teachers</li> <li>● PE teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers from the PE panel</li> </ul>

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
3.13 Organizing student fellowship	10/2019 – 5/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved in the programme find that the programme is useful in enhancing students' sense of belonging.</li> <li>● 70% of the students involved in the programme find that the programme is useful in enhancing students' sense of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>● Survey</li> <li>● Discussion</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Members of the Religion Department</li> </ul>	

**Target 4: Developing a school-based values education programme**

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
4.1 Organizing Tier 1 moral education programme in classrooms	9/2019 – 6/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved in the programme find that the programme is helpful to the students.</li> <li>● 70% of the students involved in the programme</li> </ul>	<ul style="list-style-type: none"> <li>● Survey</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Counseling Mistress</li> <li>● Counseling teachers</li> <li>● School social workers</li> </ul>	<ul style="list-style-type: none"> <li>● Outside organizations</li> </ul>
4.2 Organizing Tier 2 moral education programme outside classrooms					

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
4.3 Providing sex education by organizing activities like Sex Education Days		find that the programme is helpful to them.			
4.4 Organizing regular civic and environmental education activities	9/2019 – 6/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved find that the lessons are helpful in enhancing students' sense of belonging to the nation.</li> <li>● 70% of the students involved find that the lessons are helpful in enhancing their sense of belonging to the nation.</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Civic Education Committee</li> </ul>	

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
4.5 Enhancing students' sense of belonging to the nation by <ul style="list-style-type: none"> <li>- educating students about Chinese Culture and the Basic Law through the formal curriculum</li> <li>- enhancing students' sense of belonging through the informal curriculum, like sharing in the morning assembly, national flag-hoisting ceremony, visiting sister schools on the Mainland etc.</li> </ul>	9/2019 – 8/2020	<ul style="list-style-type: none"> <li>● 70% of the teachers involved find that the lessons are helpful in enhancing students' sense of belonging to the nation.</li> <li>● 70% of the students involved find that the lessons are helpful in enhancing their sense of belonging to the nation.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey on need basis</li> <li>● Students' survey on need basis</li> <li>● Observation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Studies Department</li> </ul>	<ul style="list-style-type: none"> <li>● Collaboration with PSHE panels</li> </ul>
4.6 Inviting guest speakers to deliver messages about healthy life, including <ul style="list-style-type: none"> <li>- Drug abuse</li> <li>- Sexual education</li> <li>- Smoking</li> <li>- Excessive drinking</li> <li>- Personal conduct</li> <li>- Integrity</li> </ul>	9/2019 – 5/2020 (at least 2 times each term )	<ul style="list-style-type: none"> <li>● 70% of the students involved agree that the talks are useful to them and they can apply the skills and knowledge in solving these problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' survey</li> <li>● Teachers' survey</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Discipline Mistress</li> <li>● Discipline teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Organizations that provide these services</li> <li>● Collaboration with PTA and Counselling Department</li> </ul>
4.7 Organizing the Discipline Day to foster students' values education via different events	5/2020				