



**Pentecostal Lam
Hon Kwong School
School Report
2016-2017**

Key Elements of the School Report

- **Our School**
- **Achievements and Reflections on Major Concerns**
- **Our Learning and Teaching**
- **Support for Student Development**
- **Student Performance**
- **Financial Summary**
- **Feedback on Future Planning**

Our School

- Our “School Profiles” for public reference (Secondary School Profiles)
http://www.chsc.hk/ssp2016/sch_detail1.php?lang_id=1&chg_district_id=1&sch_id=352&return_page=ssp_sch_list.php%3Flang_id%3D2%26chg_district_id%3D1%26search_mode%3D%26frmMode%3Dpagebreak%26sch_name%3D%25E4%25BA%2594%25E6%2597%25AC%25E7%25AF%2580%25E6%259E%2597%25E6%25BC%25A2%25E5%2585%2589%25E4%25B8%25AD%25E5%25AD%25B8%26page%3D0
- Please refer to the following website for the relevant information of Pentecostal Lam Hon Kwong School <http://www.plhks.edu.hk>

1. The Sponsoring Body

Pentecostal Lam Hon Kwong School was founded by the Kowloon Pentecostal Church in 1983. The building of the school was mainly funded by Mrs. Lam Yip Wai Man in memory of her husband, Mr. Lam Hon Kwong.

2. Mission and Vision

The Kowloon Pentecostal Church aims to spread the Gospel through founding schools. Our school leads students to know the truth as taught in the Bible, and provides education in accordance with the requirements of the EDB. We aim to develop students spiritually, morally, intellectually, physically, socially and aesthetically in a balanced manner.

Following the mission of Kowloon Pentecostal Church, the school strives to create an enjoyable teaching and learning environment in which students can be equipped to meet the challenges of the 21st Century. We believe that all students are valuable individuals, who are able to be taught and are able to improve.

3. Class structure and number of students

In 2016-17, the school has a total of 735 students in 27 classes. The class structure is as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	5	5	5	27
Number of students	125	118	115	113	132	132	735

4. The school's current developments

A whole-school self-evaluation is the foundation for our curriculum reforms and current developments. The process of “Planning-Implementation-Evaluation” has been integrated into our school development cycle. We conduct the School Self Evaluation (SSE) Day every year. The SSE is a holistic review of the school and is made with close reference to the performance indicators. The major strengths and areas for improvement are identified by means of evidence-based and data-driven evaluation (e.g. with close reference to teachers’ surveys, stakeholder surveys, Key Performance Measures and the APASO survey). The School Development Plan and the Annual School Plan are drafted and amended by teachers. These plans form the blueprint and are the base from which strategies are formulated and implemented. The school report is written to summarize the school’s performance in different areas and to review the effectiveness of tasks we have prioritized. Our school’s recent major developments are listed as follows:

Achievements and Reflections on Major Concerns

Priority Task 1:

To enhance the learning and teaching effectiveness with various strategies

Achievements
<ol style="list-style-type: none"><li data-bbox="169 456 1415 981">1. Maintaining the learning attitude of students: Improving students' learning attitude has been one of our focuses in the past few years. With the continuation of measures such as the Learning Attitude Grade and After-school HW non-submission class (ASHWC), the learning attitude of students has been worked on. To further enhance it, other measures have been tried. For instance, frequent patrols by the Principal and Vice-Principal have been conducted. The Principal walks through all the classrooms every day and the Vice-Principal has been patrolling regularly. In general, the performance of students during lessons is good. In addition, the KPC, our sponsoring body, has set up a brand-new award, the KPC Outstanding Students Scholarship, to award students with outstanding performance in academic results, conduct, internal services and external achievements. The scholarship is beneficial as it provides a great incentive for students to improve themselves.<li data-bbox="169 981 1415 1413">2. Creating a better learning environment: To create and sustain a better learning environment, Campus TV has been used more frequently in recent years. At present, one-third of the morning assemblies are conducted via Campus TV. Apart from civic and moral education, it has been widely used in different areas such as debates, public speaking, PTH education, etc. This year, subject-based study skills have been introduced to students using Campus TV. In addition to Campus TV, students are continuously encouraged to take part in academic-related activities such as Chinese debating, English debating, public speaking contests, Maths Olympics and so on. All of the above have successfully created a better learning environment in the campus.<li data-bbox="169 1413 1415 1704">3. Promoting different learning strategies: A variety of strategies have been adopted to enhance students' learning effectiveness. For instance, panel heads provide students with subject-based study skills and comprehension skills. Also, S5-S6 after-school mass drilling has been optimized so that all S6 students have an appropriate amount of drilling before sitting for the HKDSE exams, and all S5 students have at least 4 drilling sessions to get used to this kind of learning strategy.<li data-bbox="169 1704 1415 1933">4. Catering for learners' diversity: To cater for learners' diversity, an EMI remedial class has been offered to students with lower levels of English proficiency. Also, an English study tour has been arranged for the above students to enhance their English proficiency in an English-speaking environment. For high-flyers, gifted education in various forms such as HKAGE programs, gifted programs by tertiary institutions, and Maths or Science

contests have been promoted vigorously. All these have provided substantial help in catering for learner's diversity.

5. **Boosting learning performance of students:** In order to work towards continuous student improvement, panel heads have been asked to design and implement an action plan. In addition, the practice of S5 summer tests and a special pre-mock timetable has been kept. Teachers in general find these practices effective.
6. **Trying out new teaching strategies:** eLearning has been promoted in our school for several years. To further facilitate eLearning, BYOD (Bring Your Own Device) will be adopted in S.1 in the coming school year. To prepare for it, eLearning has been promoted strategically in all subjects in S.1. Specific targets have been set for every subject. It is encouraging to learn that some subjects fulfilled far more than the target. Apart from eLearning, self-directed learning has been tried out this year as our school has participated in a project named "Self-directed Learning in Science".
7. **Promoting staff development:** Staff development goes hand in hand with tryouts of new teaching strategies. This year, more collaborative lesson preparation has been done on teachers' collaboration days. For instance, in the face of the implementation of BYOD next year, subject heads have arranged lesson preparation on eLearning to enhance members' understanding of the strategy. Moreover, more interaction with other schools on Art Education, eLearning and self-directed learning has taken place. These exchanges facilitate the development of our teachers. To further widen the horizons of our teachers, our school has also decided to join the Teaching and Learning Expo in 2017. All teachers will be encouraged to attend different talks and workshops about teaching and learning.
8. **Exploring STEAM:** Being a recent trend in Hong Kong, STEAM education has been tried in some subjects this year. (In our school, Arts Education has been added to STEM, making it STEAM.) For instance, programing techniques have been taught in assembling robots in ICT. Furthermore, a multi-media curriculum has been tried out in drama education. In order to have better planning in STEAM, a committee has been set up to coordinate all types of STEAM education in our school. It will formulate plans and explore ways to promote STEAM education effectively. To widen our horizons in the area, a school visit has been made.
9. **Optimizing lesson observations:** This year the previous practice of the Principal observing lessons has been reviewed and revised, and the role of the panel heads in observations has been strengthened. The new mechanism enables more professional sharing on teaching, as panel heads are involved and able to observe the lessons of their members. As the lesson observation cycle will be completed by the end of next year, more lesson observations have been scheduled in the year to come.

10. **Reviewing PMI and S.3 Science:** The PMI teaching in S.1 and S.2 has been reviewed this year. After considering all factors, it has been decided that PMI will be gradually suspended starting from next year. In regard to S.3 Science, the trial of offering Physics, Chemistry and Biology separately has been run smoothly. It is expected that this practice will continue next year.

Reflections

1. **Learning attitude and learning environment:** As it is believed that a good learning attitude and learning environment are paramount, more effective strategies should be adopted to further enhance them.
2. **Learning strategies:** As stated above, some achievements in the area of learning strategies have been made. However, a greater number of morning sharings on subject-based study skills should be arranged to give more insights to students. Also, strategies on teaching subject-based study skills and comprehension skills by panel heads should be shared among panel heads. In addition, the existing learning strategies should be further evaluated and optimized to maximize their effectiveness.
3. **Campus TV and academic-related activities:** Campus TV definitely helps create a better learning environment in the school. In future, utilization of the Campus TV in promoting academic-related activities should be kept.
4. **Catering for learners' diversity:** Subject-based strategies on catering for learner diversity should be collected and shared among panel heads. For instance, strategies for enhancing elite classes should be shared.
5. **Boosting learning performance:** Different strategies on improving the learning performance of students should be tried out in order to help students perform better in public exams. More effective drilling with debriefing should be encouraged. Also, a greater number of professional views from the panel heads should be sought
6. **New teaching strategies:** More efforts should be put into the implementation of BYOD in S.1 next year. In terms of the practice of eLearning, further teacher training and tailor-made support should be provided. For example, there needs to be technical support in turning teaching materials into teaching kits to be used in PowerLessons. The experience of Self-directed Learning in Science should be shared among panel heads and they should be encouraged to explore the strategy.
7. **Staff development:** One of the directions of staff development should be to acquaint teachers with recent trends in teaching and learning. In this regard, all teachers will be requested to attend the Teaching and Learning Expo 2017 on a staff development day. Other subject-based development activities related to teaching will also be arranged.
8. **STEAM education:** As we are at an early stage in this area, more discussion is needed

among members of the STEAM committee and other teachers. In the near future, a plan will be made to confirm our direction in STEAM education, together with a budget plan for promoting the education in our school with the provision of a one-off STEM grant by the government.

9. **Lesson observations:** As stated above, the mechanism of lesson observations has been revised and will be trialed during these two years. Monitoring and evaluation will be made. It is hoped that the new mechanism will be more beneficial to teachers in terms of staff development.

10. **In brief, most of the targets of Major Concern 1 have been achieved,** though there is still room for improvement.

Priority Task 2:

To help students develop a balanced lifestyle and achieve holistic growth

Achievements

1. School theme related activities

- (1) To reinforce an atmosphere of appreciation and respect in the school campus, 'Star of the Class' award has been instigated. The 'Star' is elected by classmates and form teachers.
- (2) The 'I Can Do It Campaign' and the 'We Can Do It Campaign' have been held to show appreciation to students and classes that have a positive performance in punctuality, submission of homework, grooming and class discipline. Awards and merits have been given to outstanding students.
- (3) To echo the school theme, an award scheme has been introduced by the Religion Department. Students have been encouraged to recite Bible verses, pray and attend the fellowship meetings. Students' performance is satisfactory.
- (4) Bible verses have been put in the students' handbook to remind students of moral values. Students joining the student fellowship have to recite them in the meetings.
- (5) Teachers and guests have shared school-themed messages in the Morning Prayer sessions and assemblies.

2. Cross-departmental Work

- (1) To enhance students' sense of belonging to our school, cross departmental collaboration on the Cleanliness and Discipline Contest and the Student Organizer Cover Design Competition have been held successfully.
- (2) Close liaison between the Counselling Department and the Discipline Department has facilitated the follow up of students' cases.
- (3) There has been close coordination between the Religion Department, Counselling Department and Discipline Department, especially in deciding the school theme, the school major concerns and the S.1 Orientation Day in August.

3. Moral education programmes

- (1) The moral education lessons have been conducted smoothly.
- (2) The sex education programmes have been carried out. They include workshops, lessons, talks and many other activities.
- (3) To instill the correct moral values and responsibilities into students, guidelines on suggested moral topics for teacher sharing in morning assemblies have been provided.

4. Training for students

- (1) Counselling prefects have been trained to carry out different activities for students from different forms.
- (2) A series of tailored leadership training sessions and workshops have been organized

for the school prefects, in which guidance about teamwork development, achieving a sense of belonging, social skills and problem solving skills in management has been provided.

- (3) The prefect cadets have displayed their potential in helping with the daily school activities and some of the miscellaneous work in the prefect team.

5. Talks for students

Special talks, workshops and mass programs delivered by guest speakers or professional institutions with the aim of enhancing students' perseverance, confidence and holistic development have been arranged. Topics include bullying, sex education, managing emotions, integrity, decision making, anti-smoking, anti-gambling and coping with stress and difficulties.

6. Equipping parents

The work related to parents such as parents' evening talks, the parent-child camp and S.1 parents' day have been successfully completed, and the feedback from parents was positive.

7. Social service

Community services, such as blood donation, voluntary services and visiting areas where the poor live have been organized. Students have been trained to serve and care for others in the community.

8. Special care for students

- (1) The Counselling Social Services Team has been organized. It effectively carries out integration education, takes care of SEN students, and provides life and moral education. It also gives a chance for SSW and teachers to get in touch with those students in need and give them individual counselling.
- (2) After the fine-tuning of the S.1 orientation programme by different departments, it now works more effectively to take care of the needs of the S.1 students.
- (3) Special counselling services have been provided to students in need, such as SEN students, repeaters, and students who have problems with family, study, mental illness, etc. Students have been helped to overcome obstacles and to maintain right attitudes and beliefs in tough situations.
- (4) Special care has been provided for SEN students. It includes forming study groups, speech therapy, social skills enhancement classes, exam accommodation, and setting teaching and learning plans. It is aimed at providing SEN students with an appropriate learning environment.
- (5) The new edition of the Student Handbook and Student Organizer facilitates students' management of their learning in school.

- (6) The monthly performance summaries enable the form coordinators to have accurate information about students' performance. Communication among students, parents and teachers has been enhanced.
- (7) Mediation work has been done in non-disciplinary cases in order to rebuild the relationships among the students in disputes.
- (8) Students' performance outside school has been monitored so as to ensure it is appropriate.
- (9) Electronic records of disciplinary data speed up the efficiency of handling cases. An instant analysis provides "up-to-the-minute" information that helps students understand their situation.
- (10) School rules and regulations have been revised regularly, including the measures on submitting homework, the dress code during the cold weather warning and frost warning, etc.
- (11) The application of eClass parent apps has strengthened the communication bond between form teachers and parents, as well as delivering information on related talks and workshops for parents.
- (12) The use of Campus TV for morning assemblies has helped to share messages related to major concern 2.

9. Inclusive education

- (1) Through the Big-brothers & Sisters Scheme, the concepts of equality and acceptance of diversity have been promoted.
- (2) A Social Service Team has been organized. Different types of students, such as SEN students, repeaters, special case students and Counselling prefects are recruited. They have learnt to co-operate and get along with each other in a friendly way through participating in different activities.

10. Developing students' positive attitudes towards life

- (1) Cases have been reviewed frequently. Intensive counselling services have been provided to high risk students.
- (2) Students and parents have been given knowledge regarding mental health in students' assemblies and parents' talks respectively.
- (3) Ways to handle stress have been introduced to students through workshops related to music, arts and games.

Reflections

1. The school based moral education programmes, especially the Tier 2 activities, need further development.
2. Evaluation and improvement in the work related to SEN students is needed.

3. The counselling programmes of S.1 orientation should be reviewed. More effort should be made to help S.1 students adapt to their new environment.
4. The work on suicide prevention should be continued and improved.
5. Re-establishing the inter-school prefect activities with neighboring schools should be carried out.
6. The needs and ideas of colleagues should be taken into account when planning any kind of staff development. Staff talks should be based on these needs/ideas.
7. Seminars, feature talks or workshops to equip parents with the skills in handling students' discipline should be organized to strengthen the bond of teacher-parent communication and parent-child relationships.
8. The feasibility of providing reading materials in reading lessons to enhance the development of junior form students' moral values and positive attitudes should be investigated.
9. Various award schemes and group activities to develop students' moral values and positive attitudes should be continued and enhanced.
10. Measures are needed to educate students with the right attitude towards daily routines, such as maintaining a clean and tranquil environment.
11. After joining the follow-up work organized by the Church, more work has to be done to encourage a greater number of students to join the Shatin Chapel's meetings.
12. To avoid duplication and to improve the effectiveness of the S.1 Orientation Day, further evaluation, communication and co-operation among the Counselling Department, Studies Department, Discipline Department and the Religion Department is necessary.
13. There needs to be a review regarding whether the training of leaders and students responsible for the band in the student fellowship is effective.
14. The conduct assessment criteria and the newly developed web-based assessment system need to be reviewed, so that the assessment is more efficient and accurate.
15. **The targets are mostly achieved. Effort will be made regarding this major concern in the coming academic year, with emphasis on:**
 - (1) **Developing the Tier 2 activities of the school based moral education programme.**
 - (2) **Evaluating and improving the SEN work.**
 - (3) **Improving the work of student suicide prevention.**
 - (4) **Reviewing the counselling programme of S.1 orientation.**
 - (5) **Strengthening the roles of the prefect team.**
 - (6) **Exploring the feasibility of conducting a Discipline Day Programme.**
 - (7) **Reviewing the award and punishment scheme.**
 - (8) **Strengthening the application of mediation skills in handling cases.**

(9) Making special arrangements on the execution of school rules to help S1 students get used to their new school life.

(10) Reviewing various plans and training given to the student fellowship leaders.

Priority Task 3:

To foster career and life planning education

Achievements

1. The Alumni-Careers Day for S5 provided a good opportunity for existing senior students to meet with alumni to explore careers in various professions. It greatly helped students learn about and prepare for study in different careers via the workplace experience sharing by alumni.
2. A series of activities organized by the Counselling Department effectively addressed most of the students' and parents' needs in a whole school approach. The PATHS programs, Big Brothers and Sisters scheme, Sex Education package, social service activities, and collaboration with the Department of Health all benefitted the students systematically.
3. The participation of BSPP (Business-School Partnership Program) launched by EDB successfully met the needs of the target students. The program provided students with careers diversities.
4. With good collaboration with the ECA Department, CLP (Careers and Life Planning) club was set up and provided students with ample time to have in-depth careers exposure.
5. The team of CLP ambassadors enhanced interaction between the school and students by enabling students to render services to the school at the same time and equip themselves through participation.
6. The careers talk on life planning by an alumnus who specializes in the accounting profession received much commendation. The success story of the alumnus was also very inspirational and encouraging.
7. The series of guidance programs on S4 streaming effectively assisted S3 students in making well-informed choices.
8. The S3 parents' talk on S4 streaming provided valuable help to parents, and assisted them in helping their children make well-informed choices.
9. The use of the life planning resources booklet 'Careers Mapping' greatly enhanced S4 to S6 students in career awareness, exposure and preparation.
10. The individual guidance to S6 students comprehensively helped solve the problems of the students in making program choices.
11. The smooth operation of the JUPAS application greatly reduced the stress of S6 students.
12. The talk on 'JUPAS Strategies' and 'Interviewing Skills' provided great help for S6 students.
13. The guidance on the Release Day of the HKDSE provided practical support in changing programme priorities, and also in taking care of students' emotional needs.
14. The careers programmes on the school Open Day enriched parents' good impression towards our school.
15. The guidance of EAPP greatly helped students who want to pursue tertiary education.

Reflections

- 1. Targets are mostly achieved. They will be incorporated as major tasks in the coming academic year.**
2. However, the following fine-tuning measures will be adopted.
 - 2.1 The S5 Alumni Careers Day will be improved. More alumni with different jobs will be invited, and S5 students will also be better prepared so they can interact meaningfully with the alumni.
 - 2.2 More suitable alumni will be invited to provide good role models. They will be expected to give a personal sharing focusing on striving for growth and success while dealing with hardships and limitations.
 - 2.3 The operation of EAPP will be closely monitored to provide sufficient information to S6 for further study opportunities in tertiary institutes.
 - 2.4 Collaboration with the Studies Department on the issue of the new S4 subject structure in 18-19 and the relevant guidance package for S3 in 17-18 will take place.
 - 2.5 The JUPAS system will be reviewed, in particular,
 - (a) Relevant parties will be worked with
 - (b) S6 class teachers will be assisted in providing sufficient guidance to mixed ability students.
 - 2.6 Teachers will continue to work to find ways of motivating the S6 students, especially the low-achievers, to face the HKDSE with careers in mind.
 - 2.7 The channel used to disseminate careers information to students and staff will be strengthened, so both parties are kept updated about necessary messages.

Our Learning and Teaching

1. Enhancing students' learning attitude
2. Promoting eLearning
3. Exploring different teaching strategies
4. Promoting thinking and study skills
5. Promoting academic-related activities such as debates, Maths contests, etc.
6. Catering for learner diversity through conducting junior form core subject remedial programs and senior form enhancement and remedial programs
7. Promoting cross-curricular collaboration
8. Optimizing the curriculum
9. Strengthening the EMI policy
10. Campus TV
11. Fostering Career and life planning (CLP) education

Support for Student Development

1. Fostering students' moral values and positive attitudes towards life
2. Cooperating with other departments and panels to organize activities to match the school major concern 2
3. Cooperating with other organizations to arrange activities to match the school major concern 2
4. Responding to the school theme by helping students develop correct value judgments and make right choices in their life
5. Improving the relationship between parents and their children, and helping parents handle their children's problems
6. Reinforcing students' sense of belonging to the school and their class
7. Strengthening students' sense of sharing and caring
8. Developing students' moral values and correct attitudes towards sex

Student Performance

- **Students' academic performance**
 1. In general, students' performance in internal assessments is good.
 2. In general, students' performance in public examinations is good.
 3. Students perform very well in academic-related activities such as the Speech Festival.
 4. Students' performance in the TSA is good, but there is still room for improvement.
 5. The value-added results of our school are good, but there is still room for improvement.

- **Students' non-academic performance**

1. Students perform well in extra-curricular activities in terms of both participation and achievements e.g. English debating contests, speech competitions (English, Chinese and PTH) and the 3-year leadership training programme.
2. Students perform well in inter-school activities and open competitions in terms of both participation and achievements e.g. volleyball, basketball and soccer competitions.

Financial Summary
2016-2017

	BALANCE b/F (S) DR.	INCOME (S)	EXPENDITURE (S)	BALANCE C/F (S)
Government Funds				
(A) EOEBG				
(1) Administration Grant		3,918,624.00	4,568,272.65	
(2) Capacity Enhancement Grant		588,202.00	480,546.23	
(3) Composite Information Technology Grant		390,255.00	408,750.74	
(4) Noise Abatement Grant		347,868.00	166,743.82	
(5) EOEBG Baseline Reference		1,713,025.91		
		6,957,974.91	5,624,313.44	
Other Income		790,204.75		
		7,748,179.66		
School Specific			5,624,313.44	
Non-School Specific			1,894,917.84	
		7,748,179.66	7,519,231.28	228,948.38
Surplus brought forward from previous period/year	1,836,467.38			1,836,467.38
				2,065,415.76
Prior year(s) adjustment				(5,937.58)
				2,059,478.18
(B) Salary Grant		39,773,498.04	39,773,498.04	
(C) Teaching supporting Grant		1,523,040.00	1,523,040.00	
(D) Grant Accounts Outside EOEBG				
(1) Setting Subsidizing Expense of Parent-Teacher Association	2,500.00	5,267.00	5,508.60	2,258.40
(2) Special Home-School Co-operation Grant	5,000.00	-	5,000.00	-
(3) School-based After-school Learning and Support Programmes	60,000.00	52,000.00	60,000.00	52,000.00
(4) Learning Support Grant for Secondary Schools	51,184.36	343,125.00	362,520.40	31,788.96
(5) Diversity Learning Grant(Other Programmes)	91,000.00	84,000.00	91,000.00	84,000.00
(6) Fractional Post Cash grants	6,644.00	226,752.00	214,200.00	19,196.00
(7) Extra Senior Sec. Curr. Support Grant Provision	811,813.00	-	128,026.95	683,786.05
(8) Senior Secondary Curriculum Support Grant	704,028.00	680,256.00	704,028.00	680,256.00
(9) Moral and National Education Support Grant	368,574.00	-	41,440.20	327,133.80
(10) Career and Life Planning Grant	50,221.95	566,880.00	552,230.12	64,871.83
(11) Extra Recurrent Grant under ITE4	84,940.00	66,740.00	100,016.00	51,664.00
(12) Strengthening School Administration Management Grant	250,000.00	-	212,680.00	37,320.00
(13) Pilot Sch-Promoting Interflows between Sister Schs	120,000.00	120,000.00	92,980.53	147,019.47
(14) Information Technology Grant for e-Learning in Schools	-	199,450.00	-	199,450.00
(15) Secondary Schools for the Promotion of STEM Education	-	200,000.00	-	200,000.00
	2,605,905.31	2,544,470.00	2,569,630.80	2,580,744.51
(E) Teacher Relief Grant	551,108.62	191,402.00	177,240.00	565,270.62
(F) Life-wide Learning Expenses		69,563.00	69,563.00	
School Funds	6,574,518.81			6,574,518.81
(1) Tong Fai		97,800.00		97,800.00
(2) Tuckshop Rental		198,000.00		198,000.00
(3) Donations		53,140.00		53,140.00
(4) Others		347,248.33	269,946.08	77,302.25
	6,574,518.81	696,188.33	269,946.08	7,000,761.06

Feedback on Future Planning

- Three major concerns for the school years 2016/17 – 2018/19:
 - (1) Major Concern 1: To enhance the learning and teaching effectiveness with various strategies
 - (2) Major Concern 2: To help students develop a balanced lifestyle and achieve holistic growth
 - (3) Major Concern 3: To foster career and life planning education

- A number of achievements have been shown in 2016/17, i.e. the first year in the above-mentioned cycle. Ongoing implementation of the plan in 2017/18 is necessary. We believe that with the concerted effort of our staff, our school will successfully implement the plan.