

**Pentecostal Lam
Hon Kwong School
School Report
2017-2018**

(Please bring this document to the SSE Day meeting. Thanks!)

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 2017-18, the school has a total of 708 students in 26 classes. The class structure is as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	5	5	26
Number of students	123	123	112	114	109	127	708

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="167 454 1417 739">1. Enhancing the learning attitude of students: This year, strategies such as assessing students' attitude through the learning attitude grade, and issuing top student lists and improvement lists by subject teachers have been kept. A better learning attitude among students has prevailed. Moreover, with the addition of the KPC Outstanding Student Scholarship, together with other scholarships, students are very much encouraged to work harder.<li data-bbox="167 739 1417 974">2. Creating a better learning environment: A better learning environment has been created this year through the frequent use of Campus TV. Apart from civic education and life education, Campus TV has been widely used in different areas such as debates, public speaking, academic award presentations, PTH education, learning-related sharing, and subject-based study skills, etc.<li data-bbox="167 974 1417 1310">3. Employing different learning strategies: To improve the learning strategies of students, general study skills have been introduced to the S.1 students. Furthermore, subject panels have been encouraged to equip students with subject-based study skills which can help students master the subject learnt. In addition, S5-S6 after-school mass drilling is another effective strategy. As seen from the response of students this year, students have adapted to the drilling. To make the drilling more beneficial, panel heads have been reminded to provide debriefing to students shortly after the drilling.<li data-bbox="167 1310 1417 1646">4. Catering for learner diversity: Catering for learner diversity has been achieved through different strategies. For instance, more resources have been allocated to the special enhancement and remedial program (SERP) to assist both the high and the low achievers to attain better results in the public examinations. For weaker students, the junior-form Chinese, English and Maths remedial classes have been offered. For the high-flyers, they have been encouraged to take part in various kinds of gifted activities. This year, with the setting up of the Chinese Writing Class, the writing talents of students can be enhanced.<li data-bbox="167 1646 1417 1848">5. Boosting students' performance: To continue boosting the academic performance of students, it has become a norm for panel heads to evaluate and formulate strategic plans for the development of students. The better performance of students can be seen from the improvement in the results in the HKDSE and SVAIS.<li data-bbox="167 1848 1417 1926">6. Exploring teaching strategies: eLearning in our school has reached a new milestone with the launching of 'Bring Your Own Device' (BYOD) in S.1 this year. The overall feedback

has been very positive. Students' motivation increased with the use of ipads during lessons. Teachers were eager to try out eLearning in their lessons. Therefore, the eLearning targets have been achieved without much difficulty. In addition to S.1, eLearning has also been adopted in higher forms. The feedback from teachers has also encouraging. In terms of self-directed learning, this is the second year our school has participated in the 'Self-directed Learning in Science' (SDLS). Both teachers and students have benefitted greatly. During the project, greater learning satisfaction of students was noted as they were engaged in self-learning using an enquiry approach.

7. **Lesson observation:** A new practice on lesson observation has been tried this year. In this approach, the Principal observes the panel heads while the latter observe their members. In general, the feedback from teachers was good.
8. **Promoting staff development:** This year, our school has joined the Teaching and Learning Expo of 2017. This is the first time for all of our teachers to join the big education event together. It has broadened the horizons of our teachers and the feedback from them was positive. In addition, subject-based collaboration has been conducted to further explore eLearning and STEAM education. Also, talks on crisis management and mindfulness have been arranged to better equip our teachers.
9. **New S.3 subject selection mechanism:** A new mechanism for S.3 subject selection has been adopted this year. In general, both parents and students welcome the new mechanism, as well as the support given alongside the new mechanism.

Reflections

1. **Learning attitude and learning environment:** This year, more attention should have been given to S.1 and S.4. A more concerted effort should have been made with these forms, and more form meetings called on a needs basis. Regarding awards, the format and number of awards should be evaluated in future to promote a better learning attitude.
2. **eLearning & BYOD:** BYOD will continue be launched in both S.1 and S.2 next year. Furthermore, more discussion and planning should be made in regard to eLearning in senior forms.
3. **Staff development:** As the feedback on visiting the Teaching and Learning Expo 2017 was good, members of the staff development committee have suggested conducting the same visit once every few years. Also, the subject-based discussion on teaching strategies should be kept.
4. **STEAM education:** Despite its sound development in our school, more collaboration among subjects should be explored to further promote STEAM education.
5. **Lesson observations:** The newly-adopted lesson observation practice will be kept and reviewed next year. To enhance effectiveness, lesson observation should focus on a specific

teaching strategy or the design of a 'surprise' for students in the lesson by the teacher.

- 6. Evaluation on S.3 subject selection mechanism:** In implementing the mechanism, some undesirable outcomes have been spotted. Therefore, the mechanism should be further evaluated and revised next year.
- 7. Evaluation on other issues:** Apart from the above, evaluation should also be made on issues such as senior form lesson time, promotion criteria and the promotion meeting.
- 8. 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 in the school campus, the 'Star of the Class' has been elected by classmates and form teachers.
- (2) To develop students' sense of belonging to the school and their class, the 'I Can Do It Campaign' and '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.

2. Cross-departmental Work

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

3. Moral education programmes

- (1) The moral education lessons have been conducted smoothly.
- (2) The programmes on sex education have been carried out. They include workshops, lessons, talks and many other activities.

4. Training for students

- (1) The counselling prefects have been trained to serve students in different forms and different groups by carrying out a variety of activities. In addition, the Social Service Team has been organized. Members are trained to serve the community.
- (2) A series of tailored adventure-based leadership training sessions and workshops have been organized for the school prefects, in which guidance about teamwork development, sense of belonging, social skills and problem solving skills in management have been provided.
- (3) The prefect cadets have been trained to help with the daily routine school activities, record entering and some of the miscellaneous work in the prefect team.
- (4) Committee members of the student fellowship have been trained to serve students in student fellowship.
- (5) The "Little Paul Training Program" has been held to prepare students to be the successors of the committee members of the student fellowship.

- (6) Summer camp has been organized by the Religion Department to encourage students to have a disciplined life in God.
- (7) The “Growth Rewarding Scheme” has been launched in student fellowship to encourage students to read the bible and serve others.

5. Talks for students

Special talks, workshops and mass programs delivered by guest speakers or professional institutions with the aim of promoting healthy life and achieving personal growth have been arranged. Topics included bullying, sex education, emotional management, positive thinking, anti-gambling, and cyber security and technology crime.

6. Equipping parents

The work related to parents such as parents’ evening talks, the parent-child camp, the S.1 parents’ day and the single-parent support group have been successfully carried out and the feedback from parents is 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 has been effective in carrying out integration education, take care of the SEN students and providing life & moral education. It has also given a chance to SSW and teachers to get in touch with those students in need and give them individual counselling.
- (2) Special counselling services have been provided to students in need, such as SEN students, repeaters, and students having problems with family, study, mental illness etc. Students have been helped to overcome obstacles and maintain positive attitudes & beliefs in tough situations.
- (3) Special care has been provided for SEN students. It has included forming study groups, speech therapy, social skills enhancement classes, exam accommodation, and teaching & learning plans. It is aimed at providing SEN students with an appropriate learning environment.
- (4) After fine-tuning of the S.1 orientation programme by different departments, it is now more effective in taking care of the S.1 students.
- (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 so as to rebuild the relationship among the students in disputes.
- (8) Electronic records of disciplinary data has sped up the efficiency in handling cases. An instant analysis now provides "up-to-the-minute" information that helps students understand their situation.
- (9) School rules and regulations have been revised regularly, including the measures on submitting homework, punctuality, dress code during the cold weather warning and frost warning, etc.
- (10) The use of eClass parent apps has strengthened communication between form teachers and parents. It also helps deliver information about talks/workshops to parents.
- (11) The revised structure of the prefect team helps nurture new student leaders.
- (12) The S1 Gospel camp was held in September, with alumni as the group leaders, and it helped S1 students adapt to the new school.
- (13) S1 prayer meetings have been organized to help S1 students to share their difficulties by praying together.
- (14) S6 prayer meetings have been organized to help release the stress of the students facing the HKDSE.
- (15) The "DSE fighter concert" has been held to show teachers' support to S6 students.
- (16) Fellowship students have sent gifts to all S6 students to encourage them to face the challenges together by faith.

9. Inclusive education

- (1) Through the Big Brothers & Sisters scheme, the concepts of equality and acceptance of diversity have been promoted.
- (2) The recruitment of the Social Service Team consists of SEN students, repeaters, case students, and Counselling prefect. They have learnt to co-operate and get along with each other through participating in different activities.
- (3) Chances have been provided for students to learn the needs of different groups of people by organizing activities with different organizations, such as Eldpathy HK and Dialogue in the Dark Exhibition.
- (4) In fellowship meetings, students have been educated to cooperate with and support each other through games and bible teaching.

10. Preventing students from committing suicide and 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 taught knowledge about 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.
- (4) Students have been encouraged to relieve their stress through prayer and by developing a positive view of life in God.
- (5) Lunch bible study groups have been held to develop a positive attitude by encouraging students to support each other.

Reflections

1. The Social Service Team has been developed and is on the right track. Evaluation and improvement are still needed in the coming year.
2. Evaluation and improvement in the work and systems related to SEN students is needed.
3. More effort should be put into helping S.1 students adapt to the new environment.
4. The mental health programme should be reviewed and improved.
5. The inter-school prefect activities with neighboring schools needs to be reintroduced.
6. There needs to be understanding of colleagues' need in the suggested moral topics for teacher sharing.
7. Seminars, feature talks or workshops to equip parents with the skills to handle students' discipline should be organized to strengthen the bond of teacher-parent communication and parent-child relationship.
8. 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.
9. The conduct assessment criteria and the newly developed web-based assessment system needs to be reviewed so that the assessment can be more efficient and accurate.
10. The ways of delivering messages in the morning assemblies such as using Youtube videos needs to be reviewed.
11. The collaboration with the Counselling Department for the S1 prayer meeting and the way of inviting students to join the student fellowship needs to be reviewed.
12. The "Fellowship growth rewarding scheme" in Christian fellowship needs to be reviewed.
13. The further cooperation between school and church with Shatin Chapel needs to be reviewed.
14. **The targets are mostly achieved. Efforts will be made on 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 on preventing students from committing suicide.**
- (4) Reviewing the counselling programme of the S.1 orientation.**
- (5) Strengthening the roles of the prefect team.**
- (6) Exploring the feasibility of conducting a Discipline Day Programme.**
- (7) Reviewing the demerit waiving scheme.**
- (8) Strengthening prefects' application of mediation skills in handling cases.**
- (9) Making special arrangements on the execution of school rules to help S1 students get used to the new school life.**
- (10) Strengthening the messages given to students, with focuses on planning, facing adversity and gaining support from God and friends through hymns and sharing of personal experiences.**

Priority Task 3:

To foster career and life planning education

Achievements

1. The Alumni-Careers Day for S5 achieved great success by optimizing the matching of alumni with students in group sharing sessions. The enthusiasm and the preparation of the alumni also made the activity both impressive and informative. The event could not only help the students explore their career aspirations, but also stimulate their in-depth reflection on career life planning. There was very positive feedback on the post activity questionnaire
2. A series of activities organized by the Counselling Department effectively addressed the needs of the students and parents in a whole school approach. The education programme, Big Brothers and Sisters scheme, Sex Education package, social service activities, and collaboration with NGOs and the Department of Health were all able to benefit students with different levels of attainment.
3. The participation of BSPP (Business-School Partnership Program) launched by EDB successfully met the needs of the target students. The programs provided students with exposure to various careers.
4. With successful collaboration with the ECA Department, CLP (Careers and Life Planning) club was set up and provided students with in-depth career preparation and career awareness.
5. The team of CLP ambassadors were able to act as a bridge between the school and students by rendering services to the school and equipping themselves through participation.
6. The careers talk on life planning by an alumnus who succeeded 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 parents' talks on S4 streaming and S6 Jupas provided valuable advice in assisting parents to help their children make well-informed choices.
9. The individual guidance to S6 students comprehensively helped solve the problems of the students in making program choices, and also provided emotional support.
10. The smooth operation of the JUPAS application process greatly reduced the stress of S6 students.

11. The hiring of English markers to proofread the works of S6 Jupas self-accounts and additional information was able to provide practical support and boost their confidence.
12. The talk on ‘Non-Jupas Tertiary Education’ was able to provide S6 students’ with alternative careers pathways and wider horizons.
13. The guidance of EAPP greatly helped students wishing to pursue tertiary education.
14. The ‘Mock Jupas’ exercise for S5 was able to offer an opportunity for them to experience the Jupas process and in return acquire more self-understanding in setting goals.
15. 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.
16. The participation of the Careers Department in the school Open Day enhanced parents’ good impression of our school.

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 improvement of S5 Alumni Careers Day will mainly focus on the invitation of alumni with various professions in which many students are interested. A survey of job preferences for S5 students will be conducted and followed by thoughtful matching for group sharing sessions.
 - 2.2 The Shatin chapel of our school will be invited to be our working partners in the S5 Alumni Careers Day. The church is a valuable source of enthusiastic alumni.
 - 2.3 Apart from careers exposures, the S5 Alumni Careers Day also has the goal of demonstrating work-life balance by alumni.
 - 2.4 More efforts will be made in the implementation of the BSPP (Business-School

Partnership Program) organized by EDB to suit various levels of students.

- 2.5 CLP ambassadors will be empowered for higher levels of services.
- 2.6 The operation of EAPP will be closely monitored to provide sufficient information to S6 for further study opportunities in tertiary institutes.
- 2.7 The guidance on “Non-Jupas tertiary opportunities’ will be emphasized to meet the needs of students with diverse abilities.
- 2.8 More guidance on streaming for S3 to S4 will be delivered, particularly in relation to the S4 subject structure of 2X/3X.
- 2.9 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.
- 2.10 Careers teachers will continue to find ways of motivating the S6 students, especially the low-achievers, to face the HKDSE with career life planning in mind.
- 2.11 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. Enhancing STEAM education
10. Strengthening the EMI policy
11. Campus TV
12. Fostering Career and Life Planning (CLP) education

Support for Student Development

1. Helping students develop a balanced lifestyle and achieve holistic growth
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
 - a. Reinforcing students' sense of belonging to the school and their class and their sense of achievement
 - b. Strengthening students' sense of sharing, caring and serving God
5. Improving the relationship between parents and their children, and helping parents handle their children's problems
6. Developing students' moral values and moral 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, English debating and English public speaking.
 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), performing arts and the 3-year leadership training programme.
2. Students perform well in inter-school activities and competitions in terms of both participation and achievements e.g. volleyball, basketball, soccer and table tennis competitions.

Financial Summary 2017-2018

	BALANCE B/F (\$ DR.)	INCOME (\$)	EXPENDITURE (\$)	BALANCE C/F (\$)
Government Funds				
(A) EOEBG				
(1) Administration Grant		3,993,120.00	4,609,964.89	
(2) Capacity Enhancement Grant		599,381.00	492,173.93	
(3) Composite Information Technology Grant		397,670.00	541,912.79	
(4) Noise Abatement Grant		354,479.00	-	
(5) EOEBG Baseline Reference		1,745,573.40		
		7,090,223.40	5,644,051.61	
Other Income		784,786.91		
		7,875,010.31		
School Specific			5,644,051.61	
Non-School Specific			2,161,128.10	
		7,875,010.31	7,805,179.71	69,830.60
Surplus brought forward from previous period/year	2,059,478.18			2,059,478.18
Prior year(s) adjustment				2,129,308.78 (18,472.35)
				2,110,836.43
(B) Salary Grant		42,227,093.45	42,227,093.45	
(C) Teaching supporting Grant		1,615,925.00	1,615,925.00	
(D) Grant Accounts Outside EOEBG				
(1) Setting Subsidizing Expense of Parent-Teacher Association	2,258.40	5,372.00	5,372.00	2,258.40
(2) Special Home-School Co-operation Grant	-	8,400.00	8,400.00	-
(3) School-based After-school Learning and Support Programmes	52,000.00	55,600.00	52,000.00	55,600.00
(4) Learning Support Grant for Secondary Schools	31,788.96	335,664.00	339,107.23	28,345.73
(5) Diversity Learning Grant(Other Programmes)	84,000.00	84,000.00	97,080.00	70,920.00
(6) Fractional Post Cash grants	19,196.00	478,408.00	353,304.00	144,300.00
(7) Extra Senior Sec. Curr. Support Grant Provision	683,786.05	-	159,199.22	524,586.83
(8) Senior Secondary Curriculum Support Grant	680,256.00	700,272.00	680,256.00	700,272.00
(9) Moral and National Education Support Grant	327,133.80	-	61,196.17	265,937.63
(10) Career and Life Planning Grant	64,871.83	583,560.00	531,719.83	116,712.00
(11) Extra Recurrent Grant under ITE4	51,664.00	66,740.00	69,441.00	48,963.00
(12) Strengthening School Administration Management Grant	37,320.00	-	37,320.00	-
(13) Pilot Sch-Promoting Interflows between Sister Schs	147,019.47	120,000.00	267,019.47	-
(14) One-off Information Technology Grant for e-Learning in Schools	199,450.00	-	169,571.93	29,878.07
(15) One-off Grant to Secondary Schools for the Promotion of STEM Education	200,000.00	-	84,001.16	115,998.84
(16) One-off Grant for the Promotion of Chinese History and Culture	-	150,000.00	-	150,000.00
(17) Information Technology Staffing Support Grant	-	300,000.00	254,923.57	45,076.43
	2,580,744.51	2,888,016.00	3,169,911.58	2,298,848.93
(E) Teacher Relief Grant	565,270.62	205,290.00	204,364.82	566,195.80
(F) Life-wide Learning Expenses		69,563.00	69,563.00	
School Funds	7,000,761.06			7,000,761.06
(1) Tong Fai		92,100.00		92,100.00
(2) Profit on Sale of Exercises Books and Stationery		660.64		660.64
(2) Profit on Sale of School Uniforms		128.40		128.40
(4) Tuckshop Rental		198,000.00		198,000.00
(5) Donations		52,178.00		52,178.00
(6) Others		466,095.80	508,522.90	(42,427.10)
	7,000,761.06	809,162.84	508,522.90	7,301,401.00

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 2017/18, i.e. the second year in the above-mentioned cycle. Ongoing implementation of the plan in 2018/19 is necessary. We believe that with the concerted effort of our staff, our school will successfully implement the plan.