

**Pentecostal Lam Hon
Kwong School
School Development Plan**

2016/17 – 2018/19

Pentecostal Lam Hon Kwong School

1. 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 21st Century.

2. School Motto

“Faith, Hope, Love, Revere God, love others, be erudite and exercise self-discipline.”

3. Core Values of Education

Academic excellence, Morals, Self-discipline, Christian faith

School Development Plan (2016/17-2018/19)

(A) Holistic Review: Evaluation of the effectiveness of the previous School Development Plan (2013/14-2015/16)

Major Concerns	<u>Extent of targets achieved</u> e.g. : Fully Achieved ; Partly achieved ; Not achieved	<u>Follow-up action</u> e.g. Incorporated as routine work ; Continue to be major concerns in the next SDP ; Others	Remarks
1. Enhancing the study atmosphere and learning motivation of students by setting clear targets for different forms	Mostly achieved	Incorporated into a major concern in the coming three academic years	With emphasis on “learning effectiveness”
2. Enhancing pedagogy, cross-curricular collaboration, school curriculum and assessment practices	Mostly achieved	Incorporated into a major concern in the coming three academic years	With emphasis on “teaching effectiveness”
3. To foster students’ moral values and positive attitudes towards life	Mostly achieved	Incorporated into a major concern in the coming three academic years	With emphasis on “positive attitudes towards life”

(B) Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The process of PIE (Planning, implementation & evaluation) has been well developed at different levels. • Implementation strategies have been formulated and cascaded to the plans of departments and subject panels. • Subject panels and departments have formulated concrete operational annual plans in accordance with the major school concerns. • Grants for specific purposes are suitably utilized, e.g. MNE fund, CLP grant, etc. • There is good use of evidence at both the school and subject panel levels for review and analysis of the implementation of work plans (e.g. The results of APASO and Stakeholder surveys are utilized.). • The school has utilized the evaluation findings to feed back on the planning of the next cycle. • The daily running of the school is systematic. 	<ul style="list-style-type: none"> • Top management is not effective enough. • More communication is needed in formulating school policies.
2. Professional Leadership	<ul style="list-style-type: none"> • Strong middle managers prevail. • The school management has vision and aspirations. • The school management takes into consideration the views of different stakeholders. • External resources are tapped actively to support the implementation of various measures, e.g. hiring out the campus for the use of British Council. • Staff appraisal is conducted systematically. • Teachers' professional exchanges are encouraged through staff development workshops, taking courses on professional development. • A climate of professional exchanges has been developing as seen from the open classrooms of some teachers, lesson observation and professional sharing with teachers from other 	<ul style="list-style-type: none"> • The school should further be developed as a learning organization. • The younger staff should be more strategically deployed. This aims at enriching their experiences and solving the succession problem of the school.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> • The school has formulated well-defined school-based curriculum development objectives which align with recent trends in education development and curriculum reform. • There is a clear and concrete curriculum plan and assessment policy for every panel. • A broad and balanced curriculum is provided for students. • The school has strengthened teacher collaboration through collaborative lesson preparation and lesson observation. • The school has systematically maintained records of students' academic and non-academic performance of the students (e.g. introduction of the SLP). • Students' performances in internal and external examinations are analyzed. The school has also followed up on the results of such analyses. • A variety of gifted education programs has been provided for students. 	<ul style="list-style-type: none"> • The new policies adopted by the Studies Department need to be reviewed. • Cross-curriculum collaboration could be further promoted.
4. Student Learning and Teaching	<ul style="list-style-type: none"> • In general, students are interested and motivated in learning. • Different measures are adopted to cater for learner diversity. • More teaching strategies, such as e-Teaching, have been explored and deployed by experienced teachers to cater for learners' needs. • Students have formed a reading habit in general. • We have lots of experienced teachers who are committed. • Teachers are able to select learning content matching the teaching objectives and flexibly adopt teaching strategies. • Teachers are professional in teaching. Three of our teachers (Arts Education and Chinese Language Education) have obtained the "Chief Executive's Award for Teaching Excellence" • Teachers have a good understanding of students' learning progress. 	<ul style="list-style-type: none"> • The sense of ownership in learning should be promoted. • More encouragement should be given to teachers to explore different teaching strategies. • Teachers should have higher expectations of their students

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> • The school systematically identifies students' varied needs for development support. • There is a whole-school policy on support for student development (with cooperation between the Discipline and Counselling Departments). • The school provides students with various kinds of support services and programmes. • Systematic training is provided for student leaders. • The school has provided various kinds of developmental, preventive and remedial counselling services. • Through career-related programmes, the school helps students understand their choices in further studies or career. • The school has strategically fostered a caring and supportive campus. • The school has a clear mechanism to identify SEN students early. • Strong spiritual support as a Christian school 	<ul style="list-style-type: none"> • More positive values should be promoted to strengthen students' resilience to adversity • More value education such as sex education is needed. • A school-based curriculum on moral education should be prepared for the junior form students
6. Partnership	<ul style="list-style-type: none"> • The school regards parents as significant partners. Home-school cooperation is close. • The members of the PTA are enthusiastic and proactive. • Through diversified parent education activities (e.g. parent talks), parents have acquired knowledge and skills for nurturing their children. • The school maintains close ties with the community, e.g. PHAB Association. • The school brings in external expertise (e.g. Hong Kong Teachers Drama Association, Trinity College London, Toastmasters International) to collaborate with the teachers to promote school-based curriculum or activities. • The alumni care about the development of the school. 	<ul style="list-style-type: none"> • A closer relationship should be built up between the school and the Alumni Association. • Teachers should be encouraged to have more professional development through exchanges with external organizations.

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behavior	<ul style="list-style-type: none"> • In general, students' self-concept is good. • A positive learning attitude has been promoted in recent years. Most students have a good attitude towards learning now. • Students' moral behavior is quite good. Most students have a good value standard. • Students' self-management skills are acceptable. • Students maintain a good relationship with their peers and some of them have good social and leadership skills. 	<ul style="list-style-type: none"> • The learning motivation and attitude of students should be further enhanced. • Students have to be better equipped to face the challenges of our society. • Students have to learn more self-management skills to foster a healthy lifestyle. • Students' behavior and self-discipline has room for improvement.
8. Participation and Achievement	<ul style="list-style-type: none"> • In general, students' performance in internal and external assessment is good. • More academic-related activities have been provided for students. • Students perform very well in academic-related areas such as English debates, Speech Festivals, Maths contests, etc in terms of achievements and the prizes won. • Students perform very well in non-academic activities, e.g. drama competitions, dance competitions, volleyball and basketball competitions, etc. in terms of achievements 	<ul style="list-style-type: none"> • The performance of students in internal assessment has room for improvement. • Students' performance in TSA and HKDSE has room for improvement • The value-added results of our school have room for improvement.

(C) SWOT Analysis**(I) Our Strengths**

- Strong middle management as seen from the teachers' stake-holder survey
- Lots of experienced teachers
- As most of the staff members are Christian, we have common values and mission in education.
- New teachers bring new ideas to school.
- Teaching in our school is effective as seen from teachers' stake-holder survey. Teachers are devoted and dedicated.
- Some teachers are willing to try out new teaching strategies.
- Well-established reading schemes
- Our English debating team is strong.
- Strong and consistent student support as seen from the stakeholders' survey of parents, teachers & students
- Good relationship between teachers and students as seen from students' stake-holder survey
- Good caring for students as commented by parents
- Strong spiritual support as a Christian school
- Parents have good perception of our school, especially in school climate as seen from the parents' stake-holder survey.
- Home-school cooperation is close as seen from APASO.

(II) Our Weaknesses

- Top management is not effective enough.

- More communication is needed in formulating school policies.
- The financial management can be improved.
- Our experienced teachers will retire soon and the issue of succession has to be addressed.
- The new policies adopted by the Studies Department need to be reviewed.
- Our students are competent but have not tried their best in learning.
- Our students may not have enough room for non-academic development.
- Our students' sense of belonging to the school has to be strengthened.
- Our school climate and atmosphere have to be strengthened.
- The hardware of our school including personal computers and furniture are not up-to-date.
- Our campus is too small.

(III) Our Opportunities

- Different kinds of funds are provided by the government for specific purposes. This provides school with opportunities to develop in specific areas. The CLP fund of \$500000 and the Strengthening School Admin Management Grant of \$250000 are examples.
- Teachers are aware of the drop in the population of secondary school students. This is an incentive for them to make changes.

(IV) Our Threats

- Dropping in the population of secondary school students
- The significant number of contract teachers may undermine the sense of belonging of teachers to the school.
- Reducing financial support from the EDB due to a decrease in the number of classes

(D) Major concerns for School Development Plan (2016/17-2018/19)

(1) Major Concern 1: To enhance the learning and teaching effectiveness with various strategies

1.1 Strategies for enhancing teaching effectiveness

- 1.1.1. Promoting interactive e-Teaching
- 1.1.2. Promoting other strategies, such as SDL, HOT, Lesson studies, etc.
- 1.1.3. Staff development on teaching effectiveness, including
 - (1) Reserving 1-2 collaboration days for panels to conduct collaborative lesson planning; small panels may also conduct e-Teaching sharing on the days
 - (2) Attending seminars or workshops
 - (3) Interflow with other schools
- 1.1.4. Lesson observation (with a focus)
 - (1) Principal lesson observation
 - (2) Peer lesson observation
- 1.1.5. Patrolling
 - The Principal and Prefect of Studies should patrol more to monitor teaching
- 1.1.6. Classroom management

1.2 Strategies for enhancing learning effectiveness

1.2.1 Learning attitude

- (1) Learning Attitude Grade
- (2) ASHWC
- (3) Follow-up of HW non-submission cases
- (4) RN/N4 summer programs
- (5) Top ten & improvement lists

- (6) To encourage students to set learning targets
- (7) Sharing of alumni or senior form students who have learnt a lesson from not working hard in their studies
- (8) Award and encouragement, e.g. award to those who hand in their HW punctually; perform well in attending remedial classes; reviewing & enhancing the attractiveness of the awards and scholarships

1.2.2 Learning environment

- (1) EMI
- (2) Keep promoting academic-related ECA
- (3) Showing more concern for the opinions of parents and students on T/L
- (4) Collecting data such as private tuition, extra-curricular activities, time management, etc.

1.2.3 Learning strategies

- (1) Promoting study skills, e.g. note-taking skills
- (2) Enhancing subject-based comprehensive skills of students
- (3) S5-S6 drilling
- (4) S5 summer tests
- (5) Reviewing the quantity and quality of HW
- (6) Coordinating projects

1.2.4 Catering for learner diversity

- (1) Gifted education
- (2) Junior form remedial classes (core subjects & other EMI subjects)
- (3) Other measures to help the low-achievers learn through EMI

(4) SERP in senior forms

1.2.5 Learning performance

- (1) Panel action plans on boosting academic performance of S4-S6
- (2) Coordinating after school supplementary lessons for S5-S6
- (3) Predicting DSE grades
- (4) More analysis between prediction and the DSE results
- (5) Reviewing the arrangements on UT and Exam
- (6) Reviewing the number of daily tests and the weighting between test & exam marks

(2) Major Concern 2: To help students develop a balanced lifestyle and achieve a holistic growth

2.1 Helping students to enjoy a healthy life

2.1.1 Cooperating with other departments and panels to organize activities

- (1) Introducing the concepts of a healthy school life in the S.1 Orientation Programme
- (2) Organizing activities with Healthy School Committee to promote a healthy life model
- (3) Organizing the 'I Can Do It' Campaign
- (4) Coordinating with the PE panel to organize physical health and fitness workshops for students

2.1.2 Cooperating with other organizations to arrange activities

Co-operating with external organizations to promote sex education, carry out mental health programmes, give talks and workshops, etc

2.1.3 Responding to the school theme by providing students with concepts and ways of leading a healthy life

- (1) Organizing assemblies to promote the related concepts, such as mental health and life education
 - (2) Including the topic of healthy life in the regular curriculum of moral education
 - (3) Including the topic of healthy relationship between the two genders in the sex education programme
 - (4) Organizing activities or workshops to highlight the importance of mental health
- 2.1.4 Co-operating with parents to promote the concept of healthy life and leading a healthy life at home
- (1) Organizing parents' talks to equip parents with the concepts and ways of leading a healthy life
 - (2) Organizing a parents-child camp so as to promote a healthy parent-child relationship
- 2.1.5 Providing special care to students who have difficulty leading a healthy life
- (1) Providing individual counselling to the students in need
 - (2) Providing special help to SEN students, such as organizing a social skill training group

2.2 Strengthening students' resilience to adversity

- 2.2.1 Cooperating with other departments and panels to organize activities
- (1) Organizing the S.1 Orientation Programme to help S.1 students adapt to secondary school life
 - (2) Optimizing the award scheme and Demerit Waiving Scheme
 - (3) Delivering positive values to students through teachers' morning sharing
- 2.2.2 Cooperating with other organizations to arrange activities
- (1) Co-operating with external organizations, such as the Department of Health, to conduct workshops on developing positive self-image and how to face adversity
 - (2) Co-operating with other external organizations, such as the Hong Kong Children & Youth Service, to organize activities to

strengthen students' resilience in the face of adversity in life

(3) Inviting guest speakers to deliver related messages

2.2.3 Responding to the school theme about strengthening resilience in the face of adversity

(1) Organizing assemblies to promote the related concepts, such as a positive attitude

(2) Including related topics in the regular moral education curriculum

(3) Teaching students skills in handling the breakup of a relationship through the sex education programme

(4) Organizing activities such as an adventure camp or a military camp so as to develop students' will power

2.2.4 Equipping parents with the concepts and skills in building students' resilience to adversity

(1) Organizing parents' talks

(2) Organizing parents-child camp so as to strengthen the relationship among family members

2.2.5 Providing special care to students who face difficulties in their life

(1) Providing individual counselling to the students in need

(2) Providing special workshops to SEN students so as to help them overcome their difficulties

2.3 Strengthening students' sense of belonging to the school

2.3.1 Cooperating with other departments and panels to organize activities

(1) Organizing the S.1 Orientation Programme and guiding the S.1 students to build up their identity as students of PLHKS

(2) Organizing inter-class competitions on sports

(3) Organizing the 'We Can Do It' Campaign to foster students' sense of belonging to the school

2.3.2 Cooperating with other organizations to arrange activities

- (1) Co-operating with external organizations, such as the Department of Health, to conduct workshops on concepts like sharing in a community
- (2) Co-operating with other external organizations, such as the Hong Kong Children & Youth Service, to organize activities to serve the community
- (3) Enhancing students' sense of belonging to the community by working as volunteers

2.3.3 Responding to the school theme about strengthening students' sense of belonging

- (1) Organizing assemblies to promote the concepts like building up a sense of achievement
- (2) Including related topics in the regular moral education curriculum
- (3) Teaching students the importance of fidelity in a relationship through the sex education programme
- (4) Organizing activities to promote students' sense of belonging to the school

2.3.4 Equipping parents to get along with their teenage children and developing their sense of belonging to the family

- (1) Organizing parents' talks
- (2) Organizing parents-child camp so as to strengthen the relationship among family members

2.3.5 Providing special care to students who encounter difficulties in school or in their families

- (1) Providing individual counselling to the students in need
- (2) Providing special arrangements for SEN students and developing their sense of belonging to the school

2.4 **Developing a school-based moral education programme**

2.4.1 Providing a moral education programme carried out in classrooms (Tier 1)

- (1) Reviewing the regular curriculum of the moral education programme and ensuring that it caters for our students' needs

(2) Co-operating with external organizations to carry out the programme

(3) Organizing resource packs and teachers' references in moral education

2.4.2 Providing a moral education programme through activities outside the classroom. (Tier 2)

(1) Re-organizing the structure and programme of the Counselling Social Service Team

(2) Tailor-making activities for the students of PLHKS and making sure it responds to the school theme as well

(3) Co-operating with external organizations to carry out the activities

(4) Taking care of SEN students and carrying out integrated education

2.4.3 Providing sex education

(1) Providing regular sex education lessons

(2) Organizing the Sex-peers Counselling Team which helps to spread positive messages of sex education

(3) Providing sex education through different means, such as assemblies, workshops, game booths, and exhibitions

2.5 Reviewing and fine-tuning various plans and training given to the leaders in the student fellowship

2.5.1 Fine-tuning the Fellowship Growth Plan

2.5.2 Strengthening the training for the committee members of the student fellowship

2.5.3 Arranging 'Little Paul Training Programme' so as to prepare students as successors

2.5.4 Strengthening prayers' meetings

(1) A morning prayer meeting for committee members of the student fellowship

(2) Helping S.1 prayer meetings by committee members of the student fellowship

2.5.5 Arranging training for the committee members of the student fellowship

2.5.6 Arranging religious talks

(3) Major concern 3: To foster career and life planning education

3.1 Helping S1 & S2 students to develop self-understanding

- 3.1.1 To facilitate students' goal-setting through PATHS and Studies programs
- 3.1.2 To arrange parents' talks and collaborate with parents
- 3.1.3 To implement the Big Brothers & Sisters Scheme
- 3.1.4 To provide sex education
- 3.1.5 To cultivate the social service spirit

3.2 Helping S3 students to set goals (Preparation for careers pathways upon completion of S3)

- 3.2.1 To promote students' self-understanding through guidance resources by HKACMGM
- 3.2.2 To help students to set goals through the programs by the Department of Health
- 3.2.3 To assist students in making informed choices in streaming
- 3.2.4 To arrange parents' talks and collaborate with parents
- 3.2.5 To implement the Big Brothers & Sisters Scheme
- 3.2.6 To provide sex education
- 3.2.7 To cultivate the social service spirit

3.3 Helping S4 students to set goals (More exposure to the careers world)

- 3.3.1 To promote students' self-understanding through guidance resources by HKACMGM
- 3.3.2 To arrange careers talks by alumni and higher education institutes
- 3.3.3 To implement the Big Brothers & Sisters Scheme
- 3.3.4 To provide sex education
- 3.3.5 To cultivate the social service spirit

3.4 Helping S5 students to set goals (More exposure to the careers world)

- 3.4.1 To promote students' self-understanding through guidance resources by HKACMGM
- 3.4.2 To arrange careers talks by alumni and higher education institutes

- 3.4.3 To arrange visits to universities on information days
- 3.4.4 To arrange alumni-careers day
- 3.4.5 To organize activities to better prepare students for Jupas
- 3.4.6 To implement the Big Brothers & Sisters Scheme
- 3.4.7 To provide sex education
- 3.4.8 To cultivate the social service spirit

3.5 Helping S6 students to set goals (Preparation for careers pathways upon completion of S6)

- 3.5.1 To arrange workshops and talks for good preparation for Jupas
- 3.5.2 To arrange careers talks by alumni and higher education institutes
- 3.5.3 To assist students in making informed choices in Jupas
- 3.5.4 To provide guidance on DSE results release day

3.6 Implementing whole-school activities to promote careers planning

- 3.6.1 To further develop the CLP Club (focusing on Business-School partnership)
- 3.6.2 To better equip careers ambassadors
- 3.6.3 To make wise use of alumni resources to broaden students' horizons
- 3.6.4 To collaborate with ECA for careers and workplace exposure
- 3.6.5 To buy CLP services
- 3.6.6 To hire teachers to create space for promoting CLP education

Time schedule for the implementation

School Major Concerns		Year		
		2016/17	2017/18	2018/19
1.	School Major Concern 1: To enhance the learning and teaching effectiveness with various strategies	✓	✓	✓
2.	School Major Concern 2: To help students develop a balanced life style and holistic growth	✓	✓	✓
3.	School Major Concern 3: To foster career and life planning education	✓	✓	✓