

Pentecostal Lam Hon Kwong School

School Development Plan

2019/20 – 2021/22

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 (2019/20-2021/22)

(A) Holistic Review: Evaluation of the effectiveness of the previous School Development Plan (2016/17-2018/19)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. School Major Concern 1: To enhance the learning and teaching effectiveness with various strategies	Mostly achieved	Incorporated into a major concern in the coming three academic years	
2. School Major Concern 2: To help students develop a balanced life style and holistic growth	Mostly achieved	Incorporated into a major concern in the coming three academic years	
3. School Major Concern 3: To foster career and life planning education	Mostly achieved	Incorporated into a major concern in the coming three academic years	

(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. SSCSG, 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"> • More communication is needed in formulating school policies.
2. Professional Leadership	<ul style="list-style-type: none"> • Strong middle management prevails. • 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 and 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 schools, etc. 	<ul style="list-style-type: none"> • The school should further be developed as a learning organization. • The younger staff could be more strategically deployed. This aims at enriching their experience 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 (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"> • Cross-curricular collaboration could be further promoted.
4. Student Learning and Teaching	<ul style="list-style-type: none"> • In general, students are motivated in learning. • Different measures are adopted to cater for learner diversity. • More teaching strategies, such as e-Teaching, have been explored and deployed to cater for learners' needs. • Students have formed a reading habit in general. • We have lots of experienced and committed teachers. • 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 are teaching experts, e.g. Dr. Tsin TS and Dr. Wong LP are experts in drama education; Mr. Wan SM has been recruited as the leader of the CEATE awardee workshop (卓師計劃). 	<ul style="list-style-type: none"> • The sense of ownership in learning should be promoted. • More encouragement and capacity 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. • 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. • The school provides strong spiritual support for students. 	<ul style="list-style-type: none"> • More values education should be emphasized. • More positive values should be promoted to strengthen students' resilience to adversity. • 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, 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, and Toastmasters International) to collaborate with the teachers to develop school-based curriculums or activities. • External support, such as Shatin College and ICS, has been deployed to enhance students' English proficiency. • The alumni care about the development of the school. They help provide careers guidance to their younger schoolmates. 	<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. • Students' behavior is good in general. They have a good moral standard. • Students' self-management skills are generally fine. • 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 need to cultivate more confidence in learning. • There is room for improvement in some students' behavior, self-management skills and self-discipline.
8. Participation and Achievement	<ul style="list-style-type: none"> • In general, students' performance in internal and external assessments is good. • More academically-related activities have been provided for students. • Students perform very well in academically-related areas such as English debates, Public speaking, Speech festivals, Maths, and STEM contests. • Students perform very well also in non-academic activities, e.g. drama competitions, dance competitions, volleyball and basketball competitions. 	<ul style="list-style-type: none"> • There is room for improvement in students' performance in internal and external assessments. • Students should be further encouraged to take part in external competitions.

(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 and energy to the school.
- Teaching in our school is effective as seen from teachers' stake-holder survey. Teachers are devoted and dedicated.
- Many teachers are willing to try out new teaching strategies.
- eLearning and STEAM education are in place.
- There are well-established reading schemes and new schemes have been tried out.
- Strong gifted education
- Strong and consistent student support as seen from the stakeholders' surveys 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

- More communication is needed in formulating school policies.
- The financial management can be improved.
- Our experienced teachers are going to retire soon and the issue of succession has to be addressed.
- 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 campus is too small.
- The hardware of our school, e.g. campus, facilities in classrooms, etc. are not up-to-date.

(III) Our Opportunities

- Different kinds of funds or resources are provided by the government for specific purposes. This provides our school with resources to develop in specific areas. The Dedicated Funding Programme provided by the QEF and the resources from the CEATE awardee workshop are examples.
- Various supporting measures from the government, e.g. the setting up of SENCO, “One Executive Officer for Each School” Policy, “All-Graduate Teaching Force in Aided Schools”, etc. provide opportunities for our school to strengthen our administrative and teaching forces.
- The School Leaders' Workshop on whole-school curriculum planning in 2018-19 will enable our school to review and optimize our curriculum in the near future.

(IV) Our Threats

- Dropping in the population of secondary school students in the long run
- Keen competitions from similar in-take schools in the district.

(D) Major concerns for School Development Plan (2019/20-2021/22)

(1) Major Concern 1: To strengthen Christian education core values with positive attitude and virtues

1.1 Enhancing the spiritual atmosphere in the school

1.1.1 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.

1.1.2 Organizing prayers in various assemblies and school functions.

1.1.3 Organizing an Easter service and a Christmas service

1.1.4 Organizing campus decoration – displaying bible verses and posters in classrooms, along corridors, and in the covered playground

1.1.5 Organizing religious education on Open Day

1.1.6 Promoting hymn singing education

- (1) Singing hymns in various assemblies
- (2) Hymn dedication in Gospel Week
- (3) Playing hymns every morning in the covered playground

1.1.7 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

1.1.8 Promoting the reading of Christian books

(1) Encouraging students to read Christian books in Gospel Week during reading lessons

(2) Adding more Christian books in the reading schemes of language subjects

1.2. Strengthening gospel work

1.2.1 Organizing S1 Gospel Camp

1.2.2 Organizing 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

1.2.3 Organizing evangelical gatherings in Student Christian Fellowship

1.2.3 Distributing gospel pamphlets at the start of the school year

1.3 Enhancing the spiritual growth of students

1.3.1 Organizing Student Christian Fellowship (SCF)

(1) Strengthening the promotion of SCF

(2) Encouraging teachers to join SCF

(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
- 1.3.2 Organizing SCF summer camp
- 1.3.3 Strengthening prayer meetings
 - (1) Encouraging and supporting class prayer meetings
 - (2) Organizing student morning prayer meetings
 - (3) Organizing form prayer meetings
- 1.3.4 Strengthening S1 support
 - (1) S1 prayer meetings for all S1 classes led by teachers from the Religion Department and pastors from church
 - (2) Organizing S1 orientation to introduce SCF and church to new students
- 1.3.5 Strengthening S6 Support
 - (1) S6 prayer meetings
 - (2) A gift of encouragement, “garlic boy”, to S6 students to encourage them to rely on God in facing challenges in the public examinations
 - (3) Organizing S6 DSE fighter concert
- 1.3.6 Organizing follow-up programs for new believers by church
- 1.3.7 Conducting a survey on the religious beliefs of the students

1.4 Training of student spiritual leaders

- 1.4.1 Organizing regular training for SCF committee members
 - (1) Equipping SCF committee members with the skills to follow up new believers in Christ
 - (2) Equipping SCF committee members with the skills to lead various gatherings, e.g. S1 prayer meetings and SCF meetings
 - (3) Equipping SCF committee members with the skills to promote the student fellowship every week through the PA system and

campus TV

(4) Equipping SCF committee members with the skills to witness God in every class in Gospel week

1.4.2 Organizing “Little Paul” training meetings for S2 students to be the SCF committee members

1.5 Strengthening staff support

1.5.1 Organizing staff prayer meetings, with sharing by teachers and prayer support from colleagues

1.5.2 Organizing staff fellowships so that teachers can learn together, to know more about God and serve God

1.5.3 Strengthening staff development with spiritual support in mentoring new teachers

1.5.4 Organizing Kowloon Pentecostal Church retreat day

(2) Major Concern 2: To strengthen the learning and teaching through different strategies

2.1 Strategies for strengthening Learning

2.1.1 Target 1: Promoting independent learning

Students will be encouraged to:

- (1) set learning goals
- (2) complete pre-lesson tasks before lessons
- (3) acquire time management and note-taking skills
- (4) acquire subject-based learning skills
- (5) do more reflection on their learning, i.e. assessment as learning
- (6) participate in reading activities

2.1.2 Target 2: Enhancing students’ interest in learning

Students’ interest will be enhanced through:

- (1) eLearning, Virtual Reality (VR), Augmented Reality (AR), etc.

- (2) interesting activities in class, e.g. experiential learning
- (3) extended learning activities outside class
- (4) asking students more higher-order-thinking (HOT) questions
- (5) providing students with activities which promote an entrepreneurial spirit

2.1.3 Target 3: Catering for learners' diversity

- (1) Gifted education
- (2) Junior form remedial classes (core subjects & other EMI subjects)
- (3) Pre-exam revision (N4) classes
- (4) Special enhancement and remedial programmes (SERP) in senior forms

2.1.4 Target 4: Improving the academic performance of students

- (1) Action plans of panel heads
- (2) Regular after-school mass drilling with debriefing for S5-S6
- (3) SERP in senior forms
- (4) Predicting DSE grades with follow-up work
- (5) Pre-DSE drilling
- (6) Others measures such as optimizing the subject withdrawal mechanism, and reserving S.6 base rooms for self-study activities

2.2 Strategies for strengthening Teaching

2.2.1 Target 5: Refreshing teachers with up-to-date teaching pedagogy and methodologies such as

- (1) eLearning
- (2) Drama in Education

2.2.2 Target 6: Promoting STEAM education

(1) Formulating short term and long term plans for our STEAM education

(2) Promoting cross-disciplinary collaboration in STEAM education

2.2.3 Target 7: Curriculum Review

(1) Based on the guidelines from the EDB, a committee will be set up to review the whole-school curriculum to ensure it is in line with the direction of the EDB.

(2) Optimization of curriculum on needs basis

(3) Major concern 3: To enhance students' responsibilities and sense of belonging by creating a caring and positive environment

3.1. Creating a caring and positive environment

3.1.1 Cooperating with other departments and panels to organize activities

(1) Showing appreciation of students' outstanding performance in prize presentation ceremonies and through various award schemes

(2) Organizing S.1 orientation programme to help S.1 students adapt to a new school environment

(3) Organizing activities with Healthy School Committee to promote a caring environment

(4) Organizing "I Can Do It" Campaign to promote positive encouragement in the campus

(5) Cooperating with the PE panel to organize fitness for health workshops to develop students' personal fitness

3.1.2 Cooperating with other organizations to arrange activities to promote moral values

3.1.3 Organizing activities to respond to the school theme

3.1.4 Carrying out the Big Brothers & Sisters Programme

3.1.5 Organizing Star of the Class every term to show appreciation to students

- 3.1.6 Implementing integrated education to create a supportive and harmonious environment
 - (1) Organizing Social Experience Day to broaden students' experiences and horizons
 - (2) Including topics about discrimination and caring to others in the school-based moral education programme and the Big Brother & Sisters Programme
 - (3) Organizing the Social Service Team which consists of SEN students, repeaters, case students and counselling prefects
- 3.1.7 Providing counselling services and assessments to students in need
- 3.1.8 Providing special care to SEN students
 - (1) Implementing the three-tier caring scheme for SEN students
 - (2) Providing after school remedial classes, speech therapy, homework strategies and/or assessment accommodation
 - (3) Tailor-making IEP for individual students
- 3.1.9 Providing special care for students' mental health
 - (1) Organizing activities to arouse students' awareness of mental health and introducing ways to manage stress
 - (2) Providing counselling services by the school social worker or education psychologist to students in need

3.2 Empowering students to shoulder responsibilities

- 3.2.1 Organizing various leadership training programmes to nurture students as responsible leaders
- 3.2.2 Organizing office-bearer training, with emphasis on shouldering responsibilities
- 3.2.3 Empowering student leaders to shoulder responsibilities through launching various activities
- 3.2.4 Cooperating with other departments and panels to organize mass activities
- 3.2.5 Cooperating with other organizations to arrange activities

- 3.2.6 Organizing Discipline Day to enhance students' sense of responsibility
- 3.2.7 Organizing a Social Services Team to help students develop into responsible members of society
- 3.2.8 Organizing community service activities to train students to be responsible citizens
 - (1) Organizing blood donation activities to give students a chance to make a contribution to society
 - (2) Organizing charity activities, such as red packets donation, in order to teach students the value of sharing

3.3. Enhancing students' sense of belonging

- 3.3.1. Cooperating with other departments and panels to organize activities
 - (1) Participating in various inter-school competitions
 - (2) Promoting inter-school competitions in order to mobilize students' support for the participants or school teams concerned
 - (3) Organizing inter-class competitions on sports, general discipline, cleanliness etc
 - (4) Organizing "We Can Do It" Campaign
- 3.3.2 Cooperating with other organizations to arrange activities
 - (1) Cooperating with external organizations, such as Hong Kong PHAB Association, to organize activities to serve the community
 - (2) Enhancing students' sense of belonging to the community by working as volunteers
- 3.3.3 Responding to the school theme about enhancing students' sense of belonging
 - (1) Soliciting students' opinions through various means, such as the democracy wall and the principal's luncheon meeting with student leaders

- (2) Sharing by inter-school competition prize-winners on Campus TV or in morning assemblies
- 3.3.4 Providing training to different school teams, such as Counselling Prefects Team, so as to enhance the team spirit and sense of belonging
- 3.3.5 Evaluating and renewing school policies with the aim of enhancing students' sense of belonging
- 3.3.6 Providing support to parents so as to enhance both parents' and students' sense of belonging to school
 - (1) Organizing S.1 orientation for parents to help them learn about the school culture, policies, environment, etc.
 - (2) Organizing parent talks and a parent-child camp so as to enhance communication between parents and their children

3.4. Developing a school-based value education programme

- 3.4.1. Providing a moral education programme carried out in classrooms
 - (1) Reviewing and improving the curriculum of the moral education programme
 - (2) Co-operating with external organizations, such as the Health Department
- 3.4.2. Providing moral education by doing social services outside classrooms
- 3.4.3. Providing sex education
 - (1) Providing regular sex education lessons
 - (2) Organizing the Sex-peer Counselling Team, workshops and Sex Education Day
- 3.4.4. Organizing regular civic and environmental education activities
- 3.4.5. Enhancing student's sense of belonging to the nation
 - (1) Educating students about Chinese Culture and the Basic Law through formal curriculum (Chinese Language, Chinese History, History, L.S., Geography)

- (2) Enhancing students' sense of belonging through informal curriculum, like sharing in the morning assembly, national flag-hoisting ceremony, visiting sister schools in the Mainland, etc.

Time schedule for the implementation

School Major Concerns		Year		
		2019/20	2020/21	2021/22
1.	To strengthen Christian education core values with positive attitude and virtues	✓	✓	✓
2.	To strengthen the learning and teaching through different strategies	✓	✓	✓
3.	To enhance students' responsibilities and sense of belonging by creating a caring and positive environment	✓	✓	✓