

Pentecostal Lam Hon Kwong School

School Development Plan

2022/23 - 2024/25

Pentecostal Lam Hon Kwong School

1. School Vision & Mission

“We strive to create an enjoyable learning and teaching 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

4. Holistic Review

Effectiveness of the previous School Development Plan (2019/20-2021/22)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. School Major Concern 1: To strengthen Christian education core values with positive attitude and virtues	Mostly achieved	Incorporated into a major concern in the coming three academic years	
2. School Major Concern 2: To strengthen learning and teaching through different strategies	Partially achieved	Incorporated into a major concern in the coming three academic years	
3. School Major Concern 3: To enhance students' responsibilities and sense of belonging by creating a caring and positive environment	Partially achieved	Incorporated into a major concern in the coming three academic years	

5. 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 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.

PI Areas	Major Strengths	Areas for Improvement
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 developed 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 should be more strategically deployed. This aims at enriching their experience and solving the succession problem of the school.
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' performance in internal and external examinations is 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.

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> • In general, students are motivated to learn. • Different measures are adopted to cater for learner diversity. • More teaching strategies, such as e-Teaching, have been explored and employed 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. Two 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. 	<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.
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 programs. • Systematic training is provided for student leaders. • The school has provided various kinds of developmental, preventive and remedial counselling services. • Through career-related programs, 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.

PI Areas	Major Strengths	Areas for Improvement
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. • Support from external providers, such as Shatin College and ICS, has been deployed to further 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.
7. Attitude and Behaviour	<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 generally sound. Most students hold themselves to a high moral standard. • Students' self-management skills are generally fine. • Students maintain good relationships with their peers and some of them have strong 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.

PI Areas	Major Strengths	Areas for Improvement
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 Festival, Math, 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 also room for improvement in students' performance in TSA, HKDSE and Value-added results. • Students should be further encouraged to take part in external competitions.

6. SWOT Analysis

Our Strengths

- As a majority of teachers are Christians, they share common values and mission in education.
- Many teachers are eager to experiment with new teaching strategies and generate innovative ideas.
- eLearning and STEAM education are integrated in the curriculum to arouse students' interest in learning and facilitate teaching.
- Strong student-teacher rapport is observed.
- There is strong middle management team that handles administrative tasks efficiently.
- The teaching staff are devoted and have effective teaching practices.
- The student support programs on spiritual and mental well-being are well-established.
- There has been an increasing number of EMI S1 intakes over the years.
- The Drama in Education curriculum is locally renowned.
- Home-school cooperation is promoted and encouraged to enhance educational effectiveness.
- An effective parent-teacher communication channel and high level of parental engagement are seen.
- The supportive school culture facilitates frequent teacher collaborations between departments, working groups and panels.
- Gifted educational programs are conducted to cater for the learning needs of the gifted students.

Our Weaknesses

- More time is needed for students to further develop their non-academic skills after school.
- Tighter communication between the school and the teachers could be established.
- Transparency on budget allocation could be higher.
- Plans for succession of management roles to prepare for the retirement of experienced teachers are needed.
- Learner diversity is slightly wide.
- Students' sense of belonging could be strengthened.
- Students' mental wellbeing could be enhanced.

Our Opportunities

- Different kinds of funds or resources, such as QEF, are provided by the government every year.
- New teachers bring forth new ideas and a fresh perspective in learning and teaching.
- The optimization of the Four Senior Secondary Core subjects facilitates the review and optimization of the current curriculum and the allocation of resources.
- The government offers numerous supporting services like SENCO, “One Executive Officer for Each School” policy, “All-Graduate Teaching Force in Aided Schools”, “SEN training courses”, which offer opportunities to strengthen the school’s administration and teacher development.
- Our school adopts English as the medium of instruction in teaching.
- The adoption of new eLearning tools in learning and teaching during the pandemic facilitates learning and teaching.

Our Threats

- There will be a drop in the population of secondary school students from 2022 to 2027.
- Departures of many teachers and secondary students in Hong Kong in recent years may pose threat to the school’s development.
- The pandemic reduces the chance for students to participate in after-school extra-curricular activities which might affect their sense of school belonging.
- There may still be online lessons, which require additional resources for caring for students' emotional state.

7. Major Concerns for a period of 3 school years (in order of priority)

(1) Major Concern 1: To grow and learn together in God's love (在神的愛中成長和學習)

(2) Major Concern 2: To provide care and promote Values Education (關懷學生和推動價值教育)

(3) Major concern 3: To develop creative thinking skills in learning and teaching (在學與教中發展創意思維技巧)

School Development Plan (2022/23-2025/26)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. To grow and learn together in God's love (在神的愛中成長和學習)	<ul style="list-style-type: none"> Enhancing the spiritual atmosphere in PLHKS 	✓	✓	✓	<ul style="list-style-type: none"> Invite guest speakers to share their testimonies in religious assemblies in order to encourage students to develop their relationships with God. Invite teachers to share religious messages on campus TV and in morning assemblies. Cooperate with other departments and panels to embed religious messages in various assemblies. Cultivate an attitude of gratitude in our students through organizing the Easter service and the Christmas service. Decorate the campus with posters featuring Christian themes and Bible verses. Organize religious education on Open Day so that our students have opportunities to apply what they learn into service to one another within the school community and in our neighbourhood. Promote hymn singing education with the Music Panel so as to help students understand that worshipping God is about celebrating who God is, what God has done and is doing, and what God has created.
	<ul style="list-style-type: none"> Spreading the Gospel and leading students to live a life according to the Christian value 				<ul style="list-style-type: none"> Organize Student Christian Fellowship, where students can find hope, healing and purpose so as to help students build Christian friendships. Organize a wide range of activities in Gospel Week in order to help students connect with God. Organize S1 Gospel Camp and Student Christian Fellowship Summer Camp in order to strengthen participants' sense of identity as a "Christian" and provide students with a chance to reflect on their spiritual health. Encourage and support class teachers to organize prayer meetings so that students can give and receive support from one another. Strengthen support for S1 students through organizing different orientation activities and S1 assemblies led by pastors from the church. Offer support to S6 students in order to deepen their faith under stress. Organize follow-up programs for new believers by the church so as to help the new believers to have better understanding of God. Organize a bible study group in order to help students build up a reading habit.
	<ul style="list-style-type: none"> Nurturing students to be serving leaders 				<ul style="list-style-type: none"> Provide regular training for Student Christian Fellowship committee members to help them develop godly character and spiritual values. Equip Student Christian Fellowship committee members with the skills to lead various gatherings and serve as a witness for God. Provide opportunities for students to serve the school and extend their helpful hands to those who are in need.

	<ul style="list-style-type: none"> Enhancing the supportive and caring school climate 				<ul style="list-style-type: none"> Organize staff prayer meetings with sharing by teachers and prayer support from colleagues. Organize staff fellowship meetings so that teachers can learn together to know more about God and serve God. Collaborate with Staff Development Committee to strengthen spiritual support in mentoring new teachers. Encourage teachers to join Evangelical gatherings of Student Christian Fellowship. Participate in organizing the Kowloon Pentecostal Church retreat day.
2. To provide care and promote value education (關懷學生和推動價值教育)	<ul style="list-style-type: none"> Creating a positive learning environment with the PERMA model to develop students' positive values 	✓	✓	✓	<ul style="list-style-type: none"> Collaborate with different parties, like departments, panels or other organizations, to hold activities that cultivate positive values. Implement integrated education to create a supportive and harmonious environment. Enrich teachers' and parents' understanding of positive education through various means. Foster a positive working environment for teachers. Organize bonding activities that foster the teacher-student relationship. Review the current award and punishment systems to incorporate elements of positive education. Give more encouragement and support to the average and low achievers.
	<ul style="list-style-type: none"> Empowering students to build on their strengths 				<ul style="list-style-type: none"> Conduct programs that aim to raise s.1, 2,3, 2students' awareness of their strengths and weaknesses as well as help them fit in well at school. Encourage students to build on their strengths and to set goals for themselves on how they could make use of their strengths. Provide individualized guidance for students to cultivate their strengths. Organize PERMA Days without any meetings, tutorials, training sessions, tests, etc. to enhance positive emotions. Offer a wider range of activities, competitions or platforms to showcase students' talents.
	<ul style="list-style-type: none"> Guiding students to embrace the positive values in life 				<ul style="list-style-type: none"> Emphasize one to two PERMA elements in the annual school theme. Invite guest speakers to talk about PERMA elements and to guide students to have a positive mindset. Involve class teachers to adopt class-based strategies to help students embrace the positive values in life. Strengthen school-based mentoring programs to foster healthy relationships among students. Allow teachers and students to wear casual attire in special school events to create a relaxed atmosphere.
	<ul style="list-style-type: none"> Developing a school-based positive education program 				<ul style="list-style-type: none"> Conduct positive education programs in classrooms that promote PERMA elements. Provide positive education by encouraging students to participate in social services. Conduct positive emotion education in class teacher periods and assemblies. Enhance students' positive values towards the nation.

3. To develop creative thinking skills in learning and teaching (在學與教中發展創意思維技巧)	<ul style="list-style-type: none"> Strategies for developing creative thinking skills in learning 	✓	✓	✓	<ul style="list-style-type: none"> Create an appropriate learning and teaching environment for creative learning. Organize a wide range of creative educational activities during the assembly time. Engage students in activities that involve creative thinking skills like experimentation, communication, organization, problem-solving or open-mindedness. Create ample learning opportunities that allow students to exercise their creativity like project work. Include creativity as an assessment criterion in students' work. Extra-curricular activities, and cross-curricular and inter-school competitions could be arranged.
	<ul style="list-style-type: none"> Strategies for developing creative thinking skills in teaching 				<ul style="list-style-type: none"> Implement creative thinking skills in STEAM education. Promote creativity in different subject areas. Organize relevant and interactive learning activities that create opportunities for students to develop their creative thinking skills. Encourage teachers to include creative thinking in lesson planning and to obtain formative evaluation on the lesson.
	<ul style="list-style-type: none"> Strategies for staff development 				<ul style="list-style-type: none"> Offer a series of training sessions to teachers to develop their understanding of creative thinking skills such as experimentation, communication, organization, problem-solving or open-mindedness. Equip teachers with IT tools and eLearning tools that are needed to facilitate the teaching of creative thinking skills. Use the existing "Teachers Collaboration Days" of our school as a platform for teachers to design and share the creative teaching strategies in lessons.
	<ul style="list-style-type: none"> Curriculum Review 				<ul style="list-style-type: none"> Review and strengthen the curriculum to include creative thinking skills. Review and strengthen the assessment by including creative thinking skills alongside traditional assessment areas.