

External School Review Report

Pentecostal Lam Hon Kwong School

School Address: Yue Tin Court, Shatin, New Territories

Review Period : 19, 21, 22, 26 and 29 May 2025

**Quality Assurance Division
Education Bureau**

August 2025

Notes on the External School Review Report

1. This report covers the current development of the school and the key External School Review (ESR) findings. Suggestions for improvement are also given for the school's reference and follow-up.
2. The report is intended for the key stakeholders of the school, including members of the Incorporated Management Committee (IMC), teachers, specialist staff, parents and students.
3. The Education Bureau (EDB) will upload the concluding chapter of the ESR report to the EDB website for public access. The school should also release the content of the report to the key stakeholders by making the ESR report available in the school premises for their easy access. To further enhance transparency, the school is strongly encouraged to upload the report to its homepage.
4. The IMC should lead the school to follow up on the suggestions made in the report, in order to facilitate its self-improvement and enhance its continuous development.

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1. External School Review Methodology

- 1.1 The ESR team conducted the review in May 2025 to validate the school self-evaluation (SSE) and its impact on the school's development. Suggestions are made to facilitate the school's continuous improvement and development.
- 1.2 The ESR team employed the following methods to understand the situation of the school:
- Scrutiny of documents and data provided by the school before and during the ESR;
 - Observation of 31 lessons, taught by 31 teachers;
 - Observation of various school activities, such as the flag-raising ceremony, positive education activities, leadership programme reflection meeting; and
 - Meetings and interviews with the key stakeholders of the school including the school management¹, teachers, parents and students.

2. Current Development of the School

- 2.1 Following the mission of Kowloon Pentecostal Church, the school strives to create an enjoyable learning and teaching environment, in which students can be equipped to meet challenges of the 21st century. It also aims to develop students spiritually, morally, intellectually, physically, socially and aesthetically in a balanced manner.
- 2.2 The class structure approved by the Education Bureau and the number of students² in the current school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	4	4	4	4	4	4	24
Number of Students	129	121	113	93	97	99	652

- 2.3 The principal took up the current post in the 2020/21 school year and has been serving in the school for nearly 30 years. Around 30% of the teachers have worked in the school for over 10 years, while 45% have worked there for less than four years.
- 2.4 The previous ESR report (2011) made the following recommendations: (1) enhancing students' learning effectiveness through setting higher expectations of learning; and (2) upgrading pedagogy through focused professional development and sharing.

¹ The school management generally refers to the IMC, school head and deputy heads

² Based on administrative records kept in the Bureau's information system during the ESR

- 2.5 The major concerns of the previous school development cycle (2019/20 to 2021/22 school years) are: (1) to strengthen Christian education core values with positive attitude and virtues; (2) to strengthen learning and teaching through different strategies; and (3) to enhance students' responsibilities and sense of belonging by creating a caring and positive environment.
- 2.6 The major concerns of the current school development cycle (2022/23 to 2024/25 school years) are: (1) to grow and learn together in God's love; (2) to provide care and promote values education; and (3) to develop creative thinking skills in learning and teaching.

3. External School Review Findings

3.1 While significant improvement in the recent evaluation for the current School Development Plan (SDP) is observed, the effectiveness of "Planning-Implementation-Evaluation" (P-I-E) could be continuously enhanced.

3.1.1 The school attaches great importance to students' needs, which serves as the major driving force in shaping the major concerns (MCs). The current SDP was formulated by referencing the progress of the previous one. The strategies related to the Christianity-focused MCs in the two recent SDPs are largely similar, consisting of routine work. The second MC in the current SDP focuses on addressing the urgent need to alleviate the post-pandemic effects on students' mental well-being. Besides, while students are diligent, their creative thinking skills could be further improved. Thus the school has appropriately formulated the third MC. However, the objectives of the second and third MCs are not concrete enough to facilitate focused evaluation. The school has made some attempts to address the recommendations from the last ESR by enriching professional development focuses and enhancing the English learning environment. Nonetheless, to accelerate professional growth, the effectiveness of learning and teaching should be continuously improved by optimising existing professional development programmes, such as peer lesson observations and teacher collaboration days.

3.1.2 The school conducts evaluations using both qualitative and quantitative SSE data, such as the findings of the Assessment Program for Affective and Social Outcomes and teachers' observations. The evaluation of the last SDP was rudimentary, consisting primarily of a list of completed tasks. A more in-depth evaluation should be conducted by drawing on existing qualitative information, such as students' work. As the current SDP approaches completion, the school has made significant improvement in evaluation by attempting to review student performance and employing a more

integrative approach to analysing the SSE data. For example, students' behaviour and figures relating to disciplinary conduct are used to substantiate achievements. This strengthened analysis helps shape the next SDP by setting more specific targets to better address students' needs.

3.1.3 Driven by a strong Christian faith, the school management aspires to lead as servant leaders. The IMC provides robust financial support and professional advice. The long-standing partnership with the church, one of the school's valuable assets, facilitates continuous spiritual support for both teachers and students, creating a Christian-rich atmosphere. Alumni demonstrate a close connection with their alma mater in areas, such as scholarships, life planning education and drama training. The school employs multiple channels to communicate with parents in an open and effective manner, and maintains close connections with external organisations, fostering a solid collaborative network that enhances its capacity to provide enriched opportunities and resources for students.

3.1.4 In addition to the school management, the school is also driven by the Steering Committee (SC) and the Administrative Committee (AC). Resource allocation, student cases, pilot schemes or future plans among others are aptly discussed among the principal, three assistant principals and a senior teacher in the SC. The AC, which comprises SC members and various department heads, serves different purposes. Views on some proposed plans or measures are suitably collected from department heads. They generally report programme progress and views collected from teachers to serve as a bridge, in addition to exploring cross-departmental collaboration. The SSE data, such as Hong Kong Diploma of Secondary Education (HKDSE) Examination results and homework non-submission rates, are also discussed for follow-up measures. Middle managers and teachers care about students and generally demonstrate strong dedication. In response to the need to help new teachers adapt, a systematic mentoring scheme has been implemented in recent years. A series of six training sessions covering topics, such as teacher-parent communication, crisis management and IT training have been thoughtfully designed. Similar structured training could be extended to middle managers to enhance their leadership capacity and support the overall succession planning.

3.1.5 In the past two years, the duties of the vacant posts of the vice principals have been shared by three assistant principals. Yet, their supervisory and coordinating roles have not been fully formalised, which affects the effectiveness of coordination. For example, there is a lack of holistic planning to promote the 12 priority values and attitudes across different subject panels and departments. Succession planning at the school management level has recently been stepped up. However, with limited monitoring and guidance, documentation and record accuracy are rather loose.

Relevant measures should be strengthened to ensure systematic and effective knowledge management.

3.2 A broad and diversified curriculum is well in place to enrich students' learning experiences and develop their potential; dedicated efforts are made to implement STEAM education in and outside the classroom.

3.2.1 The school curriculum is broad and enriched with diverse life-wide learning activities, including service learning and project-based learning, nurturing students' generic skills and positive values and enabling them to widen their exposure while promoting an engaging and enjoyable learning environment. The school is committed to fostering students' aesthetic development through a school-based Arts Education (AE) programme that includes Visual Arts (VA), drama, choir and dance. Based on interests, students in different year levels participate in the AE programme, which provides a platform for them to explore and cultivate their artistic talents. By optimising the four senior secondary (SS) core subjects, the school makes use of the lesson time released to cater for students' interests and abilities and creates space for them to take three elective subjects from a wide range of options offered. However, some core elements in the Technology Education Key Learning Area of the junior secondary (JS) curriculum are not adequately covered. There is a need to enhance the coverage of these essential learning elements to help students build a solid knowledge foundation for their future studies.

3.2.2 The school is committed to cultivating innovation and creativity among students by enhancing STEAM education. For example, the school continuously refines the curriculum of relevant subjects, including the incorporation of artificial intelligence (AI). The school-based STEAM curriculum provides opportunities for students to engage in meaningful projects. For example, guided by the design cycle, students upcycle food packaging waste by leveraging its unique waterproof and heat-insulating properties to create various useful products that address environmental issues. This process enables students to design, prototype and refine their work. Through hands-on experiences, students apply their information technology skills and interdisciplinary knowledge to solve real-life problems while reinforcing their understanding of sustainability. Beyond the classroom, additional programmes are organised for S1 and S2 students during post-examination periods, offering further exploration in coding and innovative technology. Students with strong interests are provided with opportunities to participate in various pull-out programmes and external competitions, yielding pleasing results.

3.2.3 In cultivating students' information literacy, initial attempts have been made to incorporate relevant elements into some subjects. This is complemented by parental education to collaboratively foster students' proper

use of electronic devices. To connect with students' real-life experiences and draw their attention to prevalent internet fraud, a simulated phishing message is sent to students to raise their awareness and strengthen their ability to defend against such attacks. A debriefing session is also arranged to discuss the consequences and strategies for protection, further reinforcing student learning.

3.3 The school strategically integrates different development focuses into the signature drama programmes through cross-subject collaboration; good progress has been made in enhancing students' creative thinking skills and language proficiency.

3.3.1 To connect student learning in and outside the classroom, different subject panels organise a wide range of activities that enhance students' motivation and interest. In addition to field trips and movie appreciation activities, some events are collaboratively designed by different subject panels. A variety of booths and competitions also provide students with opportunities to integrate and apply knowledge from different disciplines meaningfully. Examples include the Academic Week, with themes on Chinese culture to promote students' cultural awareness and appreciation and "Bun Fun Hong Kong", which deepens students' understanding of Hong Kong's traditions and cultural characteristics. This approach not only consolidates and extends student learning but also connects it to everyday life, making the learning process both relevant and enjoyable.

3.3.2 The school strategically integrates different development focuses into the signature drama programmes through cross-subject collaboration. For example, the Integrated Art Show combines elements of drama, music and VA. The annual Drama Night, collaboratively organised by the Arts Education Panels and the four Houses, features the theme "Journey to the West", incorporating Cantonese opera and classic Chinese literature with the support of the Chinese Language Panel to deepen students' understanding and appreciation of Chinese culture. Moreover, drama serves as an effective platform for addressing the school's development focuses, such as promoting mental health, values education and Reading across the Curriculum, facilitating students' whole-person development. For instance, students first read picture books related to mental health, followed by participating in acting and viewing a related drama show. These activities allow them to explore diverse perspectives and emotional concerns, enhancing their understanding of mental health issues while cultivating empathy and compassion for others. Taking up various roles in drama, including stage lighting operation and costume design, students are guided to develop self-confidence and generic skills, such as collaboration, communication and problem solving. As observed, students are highly engaged in different drama activities, demonstrating strong enthusiasm and creativity.

3.3.3 In the current school development cycle, significant focus is placed

on nurturing students' creative thinking skills by integrating relevant elements into lesson design and assessment design. For instance, there is an increasing emphasis on project-based learning across various subjects. Instead of relying solely on traditional written assignments, students are encouraged to engage in more dynamic forms of expression, such as producing videos using AI tools, creating comic strips, or making models as part of their assignments. A variety of learning and teaching activities are designed to encourage creative expressions. As observed, students actively participate in discussions on open-ended or imaginative topics, presentations and debates, which offers them multiple opportunities to articulate their ideas and viewpoints.

3.3.4 Considerable efforts are made to create a language learning environment and reading atmosphere. The school organises diversified Language Arts assemblies for students, with different focuses at each year level, such as monologues, speeches and inter-class debates. Moreover, to facilitate the learning of non-language subjects in English, the school makes good attempts to put forward Language across the Curriculum through collaboration between the English Language Panel and various subject panels, focusing on exploring the features of relevant text types and practising presentation skills, thereby providing appropriate language support for students. To cultivate students' reading interest, the school suitably organises a variety of reading-related activities, such as book-sharing video competitions and reading award schemes. Students are also encouraged to read traditional myths, followed by movie appreciation to broaden their understanding of Chinese culture. As observed, most students read attentively during reading sessions and a positive reading culture is progressively taking shape.

3.4 Students are studious and display good collaboration skills; more diverse strategies should be implemented to unleash their potential and increase the learning effectiveness.

3.4.1 Lessons are generally well-structured with clear learning objectives. In some lessons, values education is appropriately connected to the learning content in daily life contexts, such as promoting an environmentally friendly lifestyle or emphasising the importance of helping others. Teachers typically recap previous knowledge to set the scene or use videos and research tasks to arouse students' motivation. They are friendly and approachable, delivering lessons with clarity and fluency. A good rapport between teachers and students fosters a positive learning atmosphere. Various activities, such as e-learning, investigative learning tasks and presentations, enhance student engagement, effectively facilitating their acquisition of subject knowledge and generic skills. Students are attentive and eager to learn, participating actively in learning activities. As observed, lessons with pre-lesson tasks and note-taking are limited, indicating that the use of lesson time is not yet optimised and students' habits of active note-taking and engagement with pre-lesson tasks

should be further cultivated.

3.4.2 In response to the MC, some teachers design engaging tasks to stimulate students' creativity by incorporating diverse group activities that allow students to express their ideas, such as role-play or plot creation, or by posing open-ended questions to encourage discussion. Students demonstrate strong collaboration skills by effectively discussing ideas with peers and providing constructive feedback to enrich group outcomes. They convey their thoughts with clear elaboration during discussions and presentations, demonstrating good proficiency in English, Cantonese and Putonghua. In general, students exhibit confidence in their learning by applying their knowledge and skills effectively to complete assigned tasks. Teachers frequently ask questions and the feedback is positive and timely. However, the range of questions posed by teachers primarily focuses on checking students' understanding and the feedback provided is often not specific enough to stimulate higher-order thinking skills. Similar to the recommendation in the last ESR, higher expectations or more challenging questions could be set to fully unleash the potential of students. Assistance is not always provided in a timely manner to support the learning of the less able students, making it difficult for them to complete the learning tasks. To better cater for the needs of students with varying learning abilities, more effective strategies, such as scaffolding or using tiered lesson materials, could be adopted.

3.5 The school has successfully built a caring environment and commendable effort has been put into promoting mental well-being; however, holistic planning for values education needs to be enhanced.

3.5.1 The school has made an impressive commitment to strengthening the Christian atmosphere. In addition to regular religious practices, such as hymn singing and Bible classes, relevant departments collaborate with the VA panel to organise the S5 Arts Show with the theme of outstanding Christian women, enhancing students' interest in the Christian message. With continuous support from the church, a strong atmosphere of care and love has been nurtured.

3.5.2 In response to the MC of providing care and promoting values education, the school has strengthened classroom management through a variety of strategies, including implementing a new dual-class teacher system in S1 and S2 and intensifying inter-class competitions to facilitate teacher-student and peer interaction. Observations indicate that the school has successfully rejuvenated a caring and positive atmosphere after the pandemic. The school arranges various attractive mental health-related activities, such as picture book readings, mobile van visits and the signature "PERMA Days", all of which enhance students' awareness of the importance of mental health. Students actively participate in these activities and enjoy the relaxing time. To alleviate academic stress, the school has positively responded to student

feedback and refined daily assessment arrangements. In addition to mental health, the school aptly promotes students' physical well-being through school-based award scheme and the extension of fitness corner programmes.

3.5.3 The school prioritises empathy and respect as the two core values to be embedded in routine activities, such as assemblies and social services, so that students' positive values and attitudes are nurtured through the integration of cognition, affection and action. However, there is a lack of holistic planning for values education. Instead of planning ahead, the relevant committee collects information on values education-related activities from different departments and takes stock of the values covered at the end of each school year. A holistic planning with clear objectives for values education across different subjects and departments is needed to facilitate effective evaluation. Moreover, while the school recognises the importance of integrating Christian values into the 12 priority values and attitudes, attempts to implement or try out the mapping should be expedited. The school has to strengthen monitoring and support to accelerate progress.

3.5.4 The school refers to the "National Education - Event Planning Calendar" (the Calendar) when arranging flag-raising ceremonies along with "Speech under the Flag" and activities, such as thematic book exhibitions, national security board displays and online competitions regarding the Basic Law on some of the key dates. The school could organise related activities with closer reference to the Calendar to deepen students' understanding of historical events and national figures of our country. Diverse national education learning experiences, including traditional Chinese costume-wearing activities, drama performances and Mainland study tours, are organised to promote students' understanding of Chinese culture and our country's recent developments. As observed, student reflections on the Beijing study tour highlight their admiration for the country's advanced technological development. When evaluating the effectiveness, the school primarily relies on a single source of the SSE data without fully utilising qualitative learning outcomes, such as student performance and reflections. The school should formulate clearer expected learning outcomes and conduct holistic evaluations. Students demonstrate proper etiquette at the flag-raising ceremony and pay attention to "Speech under the Flag" delivered by their peers.

3.5.5 The school emphasises empowering students to be responsible servant leaders and provides sufficient serving opportunities, such as visiting the elderly centres and helping the disabled, to demonstrate empathy and responsibility towards those in need. The school fosters students with leadership skills and a willingness to serve through its leadership training programme, preparing them for future roles. As observed, student leaders are passionate about serving and they can provide constructive suggestions to improve the organisation.

3.5.6 The school's life planning education is well organised. Career workshops help students discover their strengths and weaknesses. The JS students are guided to set life goals, while tailored talks, exhibitions and alumni career days are arranged for the SS students to explore their career pathways and understand the world of work. Short videos introducing occupations prepared by career teachers and student ambassadors are broadcast on Campus TV to further enhance students' understanding of different occupations.

3.6 Students are humble, polite and possess outstanding communication and collaboration skills; they exhibit strong potential in various areas.

3.6.1 Students are humble, polite and respectful towards their teachers. Observations from the teacher-student basketball competition show that students and teachers closely support one another, demonstrating a harmonious relationship. Students get along well with their peers, care for each other and possess a strong sense of belonging to the school. They show confidence in art learning and actively participate in drama, displaying effective presentation and communication skills. Student leaders, such as prefects and student union committee members, take their duties seriously with a strong sense of responsibility and dedication.

3.6.2 In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses in the HKDSE Examination were above the territory averages of day school students. Taking into account the S1 intake, the school performed well in the HKDSE Examination in the past three years.

3.6.3 Students are passionate about joining a wide range of academic, sports and arts activities, and have won several group and individual awards in district-level and inter-school competitions. They particularly excel in English public speaking and drama competitions, obtaining numerous awards in the Hong Kong Schools Speech Festival over consecutive years.

4. Conclusion and Way Forward

The school attaches great importance to students' needs, which serves as the key driving force in shaping the major concerns. Good progress is observed in the use of qualitative and quantitative school self-evaluation data to evaluate the effectiveness of school performance in the "Planning-Implementation-Evaluation" (P-I-E) cycle. Guided by strong Christian faith, the school management nurtures a caring environment, establishing solid relationships among stakeholders. Active participation from alumni and community partners expands educational opportunities for students. The school curriculum is broad and diversified, providing students with extensive learning experiences, developing their potential and preparing them to be responsible servant leaders. An enduring emphasis is placed on STEAM education to foster innovation and creativity among students. The school strategically integrates different development focuses into the signature drama programmes through cross-curricular collaboration, enhancing students' engagement, confidence and generic skills, such as collaboration and problem solving skills. Students exhibit outstanding communication skills with impressive language proficiency, thriving in a supportive atmosphere that encourages both academic and personal development. Increasing awareness and multiple measures are well in place to promote students' mental health. While students are studious and actively participate in the lesson, they are passionate about joining a wide range of activities. Students and teachers interact closely, demonstrating a harmonious relationship. Aligning with its vision and mission, the school has successfully created an enjoyable learning and teaching environment for students.

Looking ahead, the school needs to make reference to the following suggestions to facilitate self-improvement and enhance continuous development.

- 4.1 While there has been a significant improvement in the recent evaluation for the current School Development Plan, the effectiveness of P-I-E should be continuously enhanced to facilitate school development. A holistic plan with clear objectives for values education across different subject panels and departments is needed to further increase the effectiveness of evaluation.
- 4.2 Given the high calibre of students, teachers should set higher expectations and ask more challenging questions in classroom learning to unleash their potential. To better cater for students' diverse learning needs and abilities, effective strategies should be implemented. In particular, they should be encouraged to take a more proactive role in note-taking and pre-lesson tasks.