Pentecostal Lam Hon Kwong School

Annual School Plan

2026/27

Approved by
60IMC2627

School Vision and Mission

1. School Motto

   Faith, Hope, Love

   Revere God, love others, be erudite and exercise self-discipline.

2. School Vision

   We strive to create an enjoyable learning and teaching environment in which students can be equipped to meet the challenges of the 21st Century.

3. School Theme (2026 -2027)

   With Grace, We Cherish

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Major Concerns

1. **To enhance students' well-being through physical, mental, social and spiritual health education.**

2. **To nurture effective learners with effective learning strategies.**

Major Concern 1：<u>To enhance students' well-being through physical, mental, social and spiritual health education.</u>

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1.1 Enhance students' well-being by increasing physical health literacy and making informed healthy lifestyle choices	***1.1.1 Guide students to recognise the importance of health literacy*** ● Put nutrition knowledge into practice and teach students about healthy eating literacy ● A new Home Economics Club will be established to raise students' awareness of healthy eating (e.g. Designing a Green Menu, Healthy Chinese Dish Design Competition) ***1.1.2 Provide students with healthy lifestyle choices*** ● Organise inter-house pickleball competition ● Offer more varieties of activities (e.g. string musical instruments classes, watching musicals and visiting art galleries) ***1.1.3 Nurture students to develop healthy habits*** ● Organize class period activities for students to set goals for building healthy habits	● Students exhibit improved health literacy in pursuing a healthy lifestyle ● Students are able to set goals and demonstrate progress for building healthy lifestyle habits ● Students explore various physical activities to make informed healthy lifestyle choices	● Evaluation Report by Departments, Committees and Subject Panels ● Meeting minutes ● Activity records ● Teachers' observation ● Students' participating rate ● Students' learning outcome ● Students' feedback ● APASO ● School-based questionnaire	Throughout the whole academic year	● MC1 group ● Class Management Committee ● Form teachers ● Healthy School & Lifestyle Committee ● Geography & Sustainability Club ● ECA Department ● PE Panel	EOEBG, LWLG

	1.1.4 Create more time and space for students to do various kinds of exercise: ● Weekly Fun Sports Program (activities occurred in venues like G/F rooms, the small court next to the volleyball court and the hall at recess and lunchtime; Sports Service Team and SU providing sports equipment borrowing services; purchasing Switch Sports, pickleball equipment, air hockey dual-use table(s), snooker dual-use table(s), shuttlecocks / badminton rackets / badminton equipment, and traditional Chinese Cuju and newly renovated changing rooms ● Conduct regular Class-based Exercise Programs as part of class management activities during Class Teacher's Periods and Cycling Program in classrooms ● Purchase and provide various sports equipment					

1.2 Enhance students' well-being by staying positive and coping with stress effectively when facing challenges	***1.2.1 Foster a supportive and caring learning environment*** ● Utilize the counselling centre to provide space for students to rest, relax, chat, receive counselling or participate in small group activities during lunchtime and after school ● Collaborate with different departments to organize PERMA Days ***1.2.2 Equip students with effective coping strategies to face challenges, helping them develop resilience and adaptability in various situations*** ● Organize talks and workshops to equip students with coping strategies to face challenges ● S6: Stress-relief workshops ● S4-S5: Talks related to overcoming challenges ● S3: Talks and workshops conducted by the Department of Health ● S1-S2: PATHS lessons ● S1-S3: Book sharing related to resilience in reading lessons	● Students seek help when they encounter negative emotions ● Students try different strategies to cope with stress ● Student-family bond is strengthened through participating in different activities	● Evaluation Report by Departments, Committees and Subject Panels ● Meeting minutes ● Activity records ● Teachers' observation ● Students' participating rate ● Students' learning outcome ● Students' feedback ● APASO ● Parents' feedback	Throughout the whole academic year	● MC1 group ● Class Management Committee ● Form teachers ● Counselling Department ● Discipline Department ● ECA Department ● Religion Department	LSG, EOEBG, Hong Kong Children and Youth Services, PHAB

	1.2.3 Equip parents with effective strategies to deal with family relationship in order to provide better support for students ● Talks ● Workshops ● Day camp					Parent Education Grant

1.3 Enhance students' well-being by lifting social health and building positive relationships in school and online platforms	***1.3.1 Leverage the newly-established Class Management Committee to design form-based Values Education class period activities to build positive relationships in class*** ● Hold various quarterly class period activities to let students learn to put good values into practice with each other ● Enhance students' responsibility and engagement in school ● Raise students' sense of belonging to their class, school, society and country ***1.3.2 Strengthen positive vertical relationships in various occasions*** - senior-junior - teacher-student ● Organise various ball games and a singing contest with the special category of teacher-student groups ● Organise different inter-House competitions that involve teacher-student groups (e.g. Sports Day teacher-student relay) ● hold various Respect Teachers Week activities to strengthen teacher-student relationship	● Students show support in class and in school ● Students build healthy bonds and actively participate in various contests and ball games ● Students develop positive attitudes towards building healthy relationships in diverse social occasions	● Evaluation Report by Departments, Committees and Subject Panels ● Meeting minutes ● Activity records ● Teachers' observation ● Students' participating rate ● Students' learning outcome ● Students' feedback ● APASO ● Parents' feedback	Throughout the whole academic year	● MC1 group ● Class Management Committee ● Form teachers ● Counselling Department ● Discipline Department ● ECA Department ● Healthy School & Lifestyle Committee	LSG, EOEBG, LWLSSG, Hong Kong Children and Youth Services, PHAB

	1.3.3 Enrich students' knowledge and skills to address loneliness ● Organize talks to let students openly address loneliness to reduce stigma and integrate emotional and social skills into the talks to increase social engagement					

1.4 Enhance students' well-being through a more engaging spiritual life	***1.4.1 Immerse students in a spiritual climate with visual bible verses, hymn singing and congregation*** ● Encourage students to design and display engaging visual representations of Bible verses around the school, including posters and display TV ● Empower students to take the lead in hymn sharing in order to promote ownership and engagement in their spiritual journeys ● Invite speakers from various spiritual backgrounds to share insights and experiences in order to encourage students to develop deeper relationships with God ***1.4.2 Support students in living out Christian values*** ● Encourage and support form teachers to organize prayer meetings so that students can give and receive support from one another	● Students can gain a deeper understanding of Christian values ● Students can better express their reflections on spiritual growth ● Students can increase their engagement in various religious activities	● Evaluation Report by Departments, Committees and Subject Panels ● Meeting minutes ● Activity records ● Teachers' observation ● Students' participating rate ● Students' feedback	Throughout the whole academic year	● Religion Department ● Hymn Promotion Committee ● Subject Panels ● Form teachers	LSG, EOEBG, LWLSSG, Hong Kong Children and Youth Services, PHAB
	● Incorporate prayer into the school routine, allowing					

	students to start their day with reflection and intention ● Organize Student Christian Fellowship, where students can find hope, healing and purpose so as to help students to 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 ● Offer support to S6 students in order to deepen their faith under stress ● Organize group-based S1 Biblical Knowledge lessons ● Revise S1 - S3 Biblical Knowledge curriculum					

1.5 Enhance students' well-being by giving more space to do healthy activities	***1.5 Coordinate with Studies Department and PCs to release students' workload and reduce students' academic stress by giving more space to do healthy activities*** ● Monitor the implementation of 'no more than two tests policy' in senior forms and avoiding students' overload in all forms ● Conduct review on learning and teaching policies to give students more space so as to release students' academic stress ● Encourage subject panels heads to review and optimize their panels' assessment policy, homework policy and lesson planning, in order to reduce students' academic stress and enhance students' well-being	● Students take ownership of their time by engaging in healthy activities ● Students maintain balance in their time management	● Evaluation Report by Department, Committee and Subject Panels ● Meeting minutes ● Teachers' observation ● Students' feedback ● APASO	Throughout the whole academic year	● MC1 group ● Department of Studies ● PCs ● Subject Panels	

Major Concern 2：<u>To nurture effective learners with effective learning strategies.</u>

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
2.1 Fostering students' abilities to set goals, do career and life planning, and conduct self-evaluation (a SMART learner)	***<u>2.1.1 SMART goal setting and self-evaluation</u>*** <u>SMART Goal-Setting Scheme</u> ● Guide our students to set goals using the 'SMART' approach (specific, measurable, achievable, relevant and time-bound) ● The Class Management Committee will integrate existing goal-setting activities from different departments. Targets for each form will be suggested ● Launch a thorough, year-round goal-setting scheme, covering both academic and non-academic goals ● Students will have the autonomy to set targets and draft personalized learning contracts. Success criteria will be set by students ● Self-evaluation will be conducted during specific form teacher periods, providing space for student reflection	● Students are able to set clear and attainable goals and demonstrate progress within the designated timeframe ● Students exhibit improved motivation and self-discipline in pursuing their academic and personal objectives ● Students continue to set and pursue goals independently beyond the program.	● Evaluation reports by departments, committee and subject panels ● Meeting minutes ● Activity records ● Teachers' observation ● Students' participating rates ● Students' learning outcomes ● Student feedback ● APASO ● School-based questionnaires	Throughout the academic year	● MC2 group ● *Class Management Committee ● Form teachers ● Studies Department ● Career Department ● Discipline / Counselling / Religion / ECA Department ● Subject panels	EOEBG, MCEGrant

	<u>Goal-Setting through Class Activities</u> ● The Class Management Committee will recommend more specific class activities to class teachers that foster students' goal-setting abilities and culture ● Class teachers can apply strategies autonomously, such as appreciating students' achievements and improvement, arranging students' session during form teacher periods and building peer learning groups ● Strengthen the planning of S1-S2 Journal Book to enhance communication between teachers and students. S3 class teachers will also be encouraged to invite their students to write journal at least once in per term ● Integrate a year-round inter-class competition schedule that allows each class to set goals for the year					

	<u>Career and life planning</u> ● With the aid of S3 double class teachers and organized by Career Department, more efforts will be put into career and life planning work in S3 subject selection ● Individual career counselling for students will be strengthened					

2.2 Enhancing students' effective learning skills in various key learning areas (a confident learner)	***2.2.1 Building note-taking habits*** <u>Introduction to note-taking methods</u> ● Introduce students to basic note-taking concepts and develop awareness of different note-taking styles, such as flowcharts, cause-and-effect diagrams (in lessons, form teacher periods and assemblies) <u>Integration of Technology</u> ● Besides traditional tools (e.g. notebooks), digital tools will be introduced (e.g. GoodNotes, AI-assisted note-taking). ● Train students to use note-taking apps, audio recordings and digital organization tools <u>Application across subjects</u> ● Encourage subject teachers to assign tasks that require note-taking across various subjects, providing constructive feedback. ● Facilitate collaboration among teachers to share experiences on developing student's note-taking skills (e.g. Teacher Collaboration Day or Panel Collaboration).	<u>Note-taking habits</u> ● More students use note-taking methods during and outside lessons as a regular practice ● More students demonstrate high level of note-taking skills – taking clear, concise and meaningful notes ● Students reflect and collaborate with peers to improve the quality of the notes	● Evaluation reports by departments, committee and subject panels ● Meeting minutes ● Activity records ● Teachers' observation ● Students' participating rates ● Students' learning outcomes ● Student feedback ● APASO ● School-based questionnaires	Throughout the academic year	● MC2 group ● *Class Management Committee ● Form teachers ● Studies Department ● Career Department ● Discipline / Counselling / Religion / ECA Department ● Subject panels	EOEBG, MCEGrant

	● Peer lesson observation can be optimized by focusing on specific effective learning skills, such as note-taking and pre-lesson tasks. <u>Feedback and refinement</u> ● Encourage students to reflect on their note-taking experiences using checklists or journals. ● Provide opportunities for peer review and discussion. ● Award and showcase students' independently created effective notes through whole-school competitions. <u>Integration with study skills</u> ● Foster personalized, efficient note-taking routines and habits. ● Link note-taking with broader study strategies, such as revision and exam preparation. ***<u>2.2.2 Promoting pre-lesson tasks</u>*** <u>Introduction of pre-lesson tasks</u> ● Conduct sessions highlighting the benefits of pre-lesson preparation.	● Students develop lifelong habits for organizing and synthesizing information <u>Pre-lesson tasks</u> ● Students develop responsibility for completing pre-lesson tasks ● Students complete pre-lessons tasks consistently and thoughtfully ● Students use pre-lesson preparation to participate actively in lessons				

	● Share success stories and testimonials. <u>Guided Practice by subject teachers</u> ● Assign pre-lesson tasks, such as previewing learning objectives, reviewing prior knowledge, or completing quick quizzes. ● Arrange diverse pre-lesson activities, such as questioning, concept mapping, summarizing readings and watching videos, and higher-order ones, such as preparing for lesson discussion. ● Use tools like Kahoot!, Padlet and Mentimeter. ● Recognize consistent high-quality preparation through awards or incentives. <u>Reflection and feedback</u> ● Encourage students to reflect on their preparation process. ● Facilitate peer discussion and reflection on pre-lesson tasks. ● Teachers offer positive feedback to reinforce good practices.	● Students collaborate with peers to deepen understanding of pre-lesson materials ● Students take ownership of pre-lesson preparation as a key learning strategy				

	<u>Fostering autonomy and higher-order thinking</u> ● In advanced stages, allow students to select or design their own pre-lesson activities aligned with their learning styles and interests					

2.3 Building students' reading habits and nurturing their passion for reading (a reading lover)	***2.3.1 Engaging and connecting with reading and cultivating a vibrant reading culture*** ● Renovate the school library to create a pleasant reading environment and encourage students to enjoy reading ● Establish Reading Promotion (or Library) Ambassador, extending the role of the recent 'Library Prefect' ● Implement a Reading Award Scheme with attractive prizes to motivate students ● Organize various reading-related activities (e.g. reading salons and human library). Themes can be suggested by different KLAs ● Promote a series of thematic reading sessions (e.g. reading café). Library Ambassadors can lead theme suggestions and organization ● Conduct data analysis on borrowing habits (by students, classes, forms, month) to understand students' reading habits (evaluation) and plan activities	● Students read more regularly, both in and outside the classroom ● Students express their views on reading materials and engage in constructive intellectual exchange ● Students explore a wider range of genres, authors and text formats	● Evaluation reports by departments, committees and subject panels ● Meeting minutes ● Activity records ● Teachers' observations ● Students' participating rates ● Students' learning outcomes ● Student feedback ● Book borrowing data in Library ● APASO (reading-related data) ● School-based questionnaires	Throughout the academic year	● MC2 group ● *School Library and Promotion of Reading Committee ● Subject panels	Promotion of Reading Grant One-off Grant (English Language and Putonghua)

	● Invite students to participate in selecting books for purchase at the book exhibition so that the chosen books suit students' interests and preferences ● Support self-directed English learning through resource acquisition, enrichment activities and professional services to develop school-based materials and enhance the language environment	● Students demonstrate critical thinking about texts, making connections, and share insights ● Students develop independent reading routines that extend beyond the program				

2.4 Cultivating students' digital literacy and guiding them to become smart and responsible technology users (a smart and responsible technology user)	***2.4.1 Developing critical information skills and promoting responsible digital citizenship*** Background and foundation ● The 'Information Literacy for Hong Kong Students Learning Framework (2024)' emphasized the importance of information literacy for lifelong and self-directed learning ● Students' information literacy encompasses three categories (and nine literacy areas), focusing on knowledge, skills and attitudes ● The framework guides schools in developing students' information literacy at different key stages Digital education for students ● The DE core group will prepare an implementation plan (with reviews and measurable outputs) for promoting digital education in school and the strategies that cultivates students' AI literacy ● Digital literacy elements should be highlighted in the teaching schedules of all subject panels	● Digital literacy elements can be observed in students' assignments and outcomes across subjects ● Students acquire online ethics and adopt best practices for responsible AI and digital information use	● Evaluation reports by departments, Committee and subject panels ● Meeting minutes ● Activity records ● Teachers' observations ● Students' participating rates ● Students' learning outcomes ● Students' feedback ● APASO ● School-based questionnaires	Throughout the academic year	● MC2 group ● *Digital Education core group ● IT Department ● Studies Department ● Subject panels	EOEBG, AI fund, QEF eLAFP

	● Conduct workshops to educate students on online ethics and best practices for responsible, effective and smart AI and digital information use ● Specific guidance in digital literacy includes digital distraction management, responsible use and verification skills. These can be embedded into subject lessons and/or extended lessons <u>Digital education for staff</u> ● Provide practical training on effective prompting, ethical use, and aligning AI tasks to learning outcomes ● Facilitate peer collaboration for sharing research techniques and receiving feedback for self-reflection. These collaborations can be held in various occasions, such as Teachers' Collaboration Day, panel collaboration					

	● Develop a phased rollout and a simple evaluation rubric to track teachers' competency gains is also worth considering ● All teachers are required to attend at least 1 professional development activities themed on Digital Education, Artificial Intelligence and STEAM education. (KPM5) <u>Implementation plan for AI fund and digital education</u> ● Using AI fund for school AI infrastructure, such as purchasing hardware and subscribing to AI platforms to facilitate AI-assisted teaching. ● These enhances students' AI literacy and skills, eventually enhancing learning and teaching effectiveness <u>Monitoring the fulfillment of the requirement of the AI fund</u> ● Implement AI-assisted teaching ● Develop teaching examples or sets of learning and teaching resources with application of AI;					

	● Conduct open classes or classroom demonstrations on AI-assisted teaching (within or outside the school); ● Organize experience-sharing sessions on AI-assisted teaching (within or outside the school); and ● Host or arrange for students to participate in student activities focusing on enhancing students' AI literacy and skills.					