



**Pentecostal Lam Hon Kwong  
School  
Annual School Plan  
2014/15**

## **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 21<sup>st</sup> Century.**

**PLHKS**  
**Annual School PAn**  
**2014-2015 School Year**

**Major Concerns**

- 1. Enhancing study atmosphere and learning motivation of students by setting clear targets for different forms**
  
- 2. Enhancing pedagogy, cross-curricular collaboration, school curriculum and assessment practices**
  
- 3. To foster students' moral values and positive attitudes towards life**

**1. Major Concern 1: Enhancing study atmosphere and learning motivation of students by setting clear targets for different forms**

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
<b>1.1 General measures across all forms</b>					
1. Setting up a committee to discuss the direction and details of Career and Life Planning Education (CLP)	9/2014-6/2015	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>● CLP Team</li> <li>● Members of Studies</li> </ul>	
2. Setting and following up the learning targets ("Goal setting" program for every form)				<ul style="list-style-type: none"> <li>● CLP Team</li> <li>● Members of Studies</li> </ul>	
3. Assigning form coordinators in the Studies Department to coordinate with class teachers and subject teachers in each form				<ul style="list-style-type: none"> <li>● Members of Studies</li> <li>● Discipline Rep'</li> <li>● Counseling Rep'</li> <li>● Form teachers</li> </ul>	
4. Equipping students with appropriate study skills ("Study skills" program for every form)				<ul style="list-style-type: none"> <li>● Members of Studies</li> </ul>	
5. Offering special treatment for students who always miss the homework (ASHWC)					
6. Reviewing and enhancing the attractiveness of awards					
7. Organizing special morning assemblies or form assemblies to enhance the learning attitude of students					
8. Setting up the Campus TV to further enhance the learning atmosphere					
9. Promoting thinking skills by organizing activities such as inter-class debates	9/2014-6/2015			<ul style="list-style-type: none"> <li>● Members of Studies</li> <li>● Chi &amp; LS panels</li> </ul>	

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
10. Increasing the number of academic ECA	9/2014-6/2015		<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>● Members of Studies</li> <li>● ECA Dept'</li> </ul>	
<b>1.2 Measures for S1 students</b>					
1. Study habit building: special arrangement of the last lesson to ensure that students jot down homework in the handbook clearly	9/2014-6/2015	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>● Members of Studies</li> </ul>	
2. Offering after-school tutorial classes of the core subjects for the weaker students		<ul style="list-style-type: none"> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>			
<b>1.3 Measures for S2 students</b>					
1. Offering after-school tutorial classes of the core subjects for the weaker students	9/2014-6/2015	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>● Members of Studies</li> </ul>	
2. Coordinating with the school teams to ensure that school team leaders are "role model" of study		<ul style="list-style-type: none"> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>			
3. Offering CLP programs for the students					
<b>1.4 Measures for S3 students</b>					
1. Offering a series of CLP programs on subject selection for the students	9/2014-6/2015	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>● CLP Team</li> <li>● Members of Studies</li> </ul>	
2. Arranging try-out lessons of senior elective subjects which are not					

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
taught in the junior forms		<ul style="list-style-type: none"> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>			
<b>1.5 Measures for S4 students</b>					
1. Offering a series of CLP programs for the students	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>CLP Team</li> <li>Members of Studies</li> </ul>	
2. Arranging visits to the universities				<ul style="list-style-type: none"> <li>Members of Studies</li> </ul>	
3. Arranging career talks by inviting a group of alumni with different professions				<ul style="list-style-type: none"> <li>Career Dept'</li> <li>Members of Studies</li> </ul>	
4. Exploring ways to ensure the students will make good use of the summer holidays for study				<ul style="list-style-type: none"> <li>Members of Studies</li> </ul>	
5. Formulating action plan (attached to the ASP of academic subject panel) to boost the public exam results of students)				<ul style="list-style-type: none"> <li>Members of Studies</li> <li>Related PCs</li> </ul>	
<b>1.6 Measures for S5 students</b>					
1. Adopting a whole-school approach by limiting the number of students' activities in a week and focusing on academically-related activities, e.g. limiting after school activities of students to 6:00 p.m.	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> </ul>	
2. Offering a series of CLP programs for the students				<ul style="list-style-type: none"> <li>CLP Team</li> <li>Members of Studies</li> </ul>	
3. Arranging visits to the universities				<ul style="list-style-type: none"> <li>CLP Team</li> <li>Members of Studies</li> </ul>	

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
4. Imprinting the message that “the S5 summer vacation is for revision” to the S5 students and to explore ways to ensure the students will make good use of the summer holidays for study				<ul style="list-style-type: none"> <li>● Form teachers</li> </ul>	
5. Formulating action plan (attached to the ASP of academic subject panel) to boost the public exam results of students)				<ul style="list-style-type: none"> <li>● Members of Studies</li> <li>● Form teachers</li> </ul>	
				<ul style="list-style-type: none"> <li>● Members of Studies</li> <li>● Related PCs</li> </ul>	
<b>1.7 Measures for S6 students</b>					
1. Arranging pre-mock examination on elective subjects (might not be all) in the late summer vacation or early September	9/2014-6/2015	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers’ survey</li> <li>● Students’ survey</li> </ul>	<ul style="list-style-type: none"> <li>● Members of Studies</li> <li>● Related PCs</li> </ul>	
2. Maximizing teaching time and alleviating the stress of S6 students by delaying the mock examination				<ul style="list-style-type: none"> <li>● Members of Studies</li> </ul>	
3. Offering a series of CLP programs on JUPAS application and subject selection for the students				<ul style="list-style-type: none"> <li>● CLP Team</li> <li>● Members of Studies</li> </ul>	
4. Formulating action plan (attached to the ASP of academic subject panel) to boost the public exam results of students)				<ul style="list-style-type: none"> <li>● Members of Studies</li> <li>● Related PCs</li> </ul>	
5. Boosting the public exam results of students in HKDSE through various means				<ul style="list-style-type: none"> <li>● Members of Studies</li> <li>● Related PCs</li> </ul>	

## 2. Major Concern 2: Enhancing pedagogies, cross-curricular collaboration, school curriculum and assessment practices

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
<b>2.1 Improvement on pedagogy through the implementation of “Learning Studies”</b>					
1. Developing sense of crisis among the teachers on the “Dropping of population of secondary school students” and “Need of upholding the EMI school status” through modification in pedagogy	9/2014-6/2015	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers’ survey</li> <li>● Students’ survey</li> </ul>	<ul style="list-style-type: none"> <li>● CLP Team</li> <li>● Members of Studies</li> </ul>	
2. Inviting more subject panels to join Learning Studies				<ul style="list-style-type: none"> <li>● Members of Studies</li> <li>● Related PCs</li> </ul>	
3. Arranging presentations of the pioneered subject panels in the staff development meetings					
4. Seeking help from tertiary organizations such as the Hong Kong Institute of Education					
5. Conducting lesson observation to enhance interflow of pedagogy					
<b>2.2 Introduction of “Creative teaching strategies”</b>					
1. Deploying our own teachers or inviting outside speakers to introduce “Creative teaching strategies” to our teachers	9/2014-6/2015	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers’ survey</li> <li>● Students’ survey</li> </ul>	<ul style="list-style-type: none"> <li>● Members of Studies</li> <li>● Related PCs</li> </ul>	
2. Inviting more subject panels to try out Creative Teaching					
3. Coordinate the existing “Teachers’ Lesson Collaboration” of our school as a platform for teachers to share and utilize the creative teaching strategies in lessons					



Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
<b>2.3 Promotion of eLearning &amp; Power Lesson</b>					
1. Inviting more subject panels to join eLearning & Power Lesson	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> <li>Related PCs</li> </ul>	
2. Arranging presentations of the pioneered subject panels in the staff development meetings					
<b>2.4 Build up the culture of cross-subjects / cross-curricular collaboration</b>					
1. Collaboration between the senior forms, e.g. Language subjects and Liberal Studies	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> <li>Related PCs</li> </ul>	
2. Collaboration between Drama and Language subjects					
<b>2.5 To optimize (優化) the school curriculum and assessment</b>					
1. Reviewing and revising the junior form curriculum, e.g. social	9/2014-	<ul style="list-style-type: none"> <li>70% of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> </ul>	<ul style="list-style-type: none"> <li>Members of Studies</li> </ul>	

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
subjects, S3 Science	6/2015	comment that this is useful in strengthening learning effectiveness	<ul style="list-style-type: none"> <li>● Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>● Related PCs</li> </ul>	
2. Involving panels in bridging the curriculum (both the depth and width) of junior and senior forms, e.g. Chinese, LS		<ul style="list-style-type: none"> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>			
<b>2.6 To strengthen the effectiveness of using English as the medium of instructions</b>					
1. Upgrading the capability and English proficiency of teachers (including both academic and cultural subjects) through staff development programmes	9/2014-6/2015	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>● Members of Studies</li> <li>● EMI Team</li> <li>● Related PCs</li> </ul>	
2. Strengthening the support measures for using English as medium of instruction, e.g. S1 bridging programmes; providing a language environment conducive to learning in English in the audio and visual aspects; developing the English reading habit of students continuously		<ul style="list-style-type: none"> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>			
3. Upgrading the English curriculum, e.g. speaking, public speaking and debate		<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> </ul>		

Strategies	Time Scale	Success criteria	Methods of evaluation	Person-in-charge	Resources required
		effectiveness <ul style="list-style-type: none"> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>			
<b>2.7 Introducing modified assessment practices</b>					
1. Reviewing and revising the examination coverage of the whole year's subject content	9/2014-6/2015	<ul style="list-style-type: none"> <li>● 70% of teachers comment that this is useful in strengthening learning effectiveness</li> <li>● 70% of students comment that this is useful in strengthening learning effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' survey</li> <li>● Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>● Members of Studies</li> </ul>	
2. Reviewing the existing practice of uniform tests					

**Remarks: The school caters for the S4-5 students' diversified needs. The school has supported students to apply for Applied Learning. The school has also applied for the funding of Diversity Learning Grant.**

### Major Concern 3: To foster students' moral values and positive attitudes towards life

#### Target 1. Fostering students' moral values and positive attitudes towards different aspects of life

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
1.1 Organizing the 'Basic Life Skill Training Programme' (成長新動力計劃) to transmit correct moral values and to develop students positive attitude towards different aspects of life (e.g. mental health, social life)	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the students involved in the programme find that the programme is helpful to them</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Co-work with the Department of Health</li> </ul>
1.2 Organizing the 'P.A.T.H.S' (共創成長路) to transmit correct moral values and to develop students positive attitude towards different aspects of life (e.g. mental health, social life)					<ul style="list-style-type: none"> <li>Co-work with the Hong Kong Children &amp; Youth Service</li> </ul>
1.3 Organizing counseling prefects training workshops to teach counseling prefects about moral values and good habit.	8/2014-6/2015			<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
1.4 Organizing 'The Big-Brothers & Sisters Scheme' and S.1 Orientation for S.1 students, in order to provide students with guidance on correct moral values and healthy life style.	8/2014 – 6/2015	<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
1.5 Organizing assemblies, workshops and activities on positive attitude and moral value, such as on topic of sex education.	9/2014 – 6/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Discussion</li> </ul>		

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
1.6 Organizing the ‘Sex-Peers Counseling Team’ to carry out sex education in school		<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ survey</li> <li>Observation</li> <li>Discussion</li> </ul>		
1.7 Matching the theme of the Discipline Department with the school theme	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful in developing students’ moral values and positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ survey</li> <li>Students’ survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Mistress</li> <li>Members of Discipline Department</li> </ul>	<ul style="list-style-type: none"> <li>Co-workers from other departments</li> </ul>
1.8 Sharing messages in the morning assembly and discipline assemblies	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is useful in developing their moral values and positive attitude.</li> </ul>			
1.9 Matching the theme of the Religion Department with the school theme	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful in developing students’ moral values and positive attitude.</li> <li>70% of the students involved in the programme find that the programme is useful in developing their moral values and positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ survey</li> <li>Students’ survey</li> <li>Observation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Religion Master</li> <li>Members of Religion Department</li> </ul>	<ul style="list-style-type: none"> <li>Co-workers from church</li> </ul>
1.10 Sharing messages in the morning assembly and religious assemblies	9/2014-6/2015				
1.11 Organizing gospel camp and gospel week	9/2014-11/2015				
1.12 Organizing small group activities in fellowship	10/2014-5/2015				
1.13 Introducing various plans to encourage students to read bible and pray.	10/2014-5/2015				

### Target 2: Cooperating with other departments and panels to organize activities to match with the school major concern 3

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
2.1 Co-operating with Religious Dept ,Discipline Dept, Studies Dept, IT Dept., ECA Dept., .SU. and the School Library to arrange S.1 Orientation Day & Orientation Programme to S.1 students. It helps them to develop a positive attitudes towards their school life.	8/2014 - 9/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the students involved in the programme find that the programme is helpful to them</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> <li>Observation &amp;</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
2.2 Essay writing competition and sharing with emphasis on moral values and positive attitude by students 2.3 Joining the reading lesson scheme and provide reading materials for junior forms. 2.4 Collaborating with other panels or departments in holding different activities 2.5 Preparing guidelines for suggested moral topics for teachers' sharing in the morning assemblies 2.6 Rescheduling the functions of form time in Day 3(Junior forms) and Day 4 (Senior forms)	9/2014 6/2015	<ul style="list-style-type: none"> <li>70% of teachers involved agree that it can strengthen the development of students' moral values and positive attitude with emphases on spiritual education</li> <li>70% of teachers involved agree that it can strengthen quality of the form teacher time.</li> <li>70% of teachers involved agree that it can prepare a school-based moral education environment for students</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Department</li> <li>Counseling Department</li> <li>Religion Department</li> </ul>	<ul style="list-style-type: none"> <li>setting up of a resources portfolio in the eClass</li> <li>eClass system preparation &amp; tutorials by IT Dept.</li> <li>Supports from school office</li> <li>The bible teaching printing in the student handbook suggested by Religion Dept</li> <li>Suggested materials and topics on focus values from the Discipline Dept and Counseling Dept</li> <li>Collaboration with other subjects – Eng, Chi , Art</li> </ul>
2.7 Putting Bible verses in the students' handbook	7/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful in developing students' moral values and positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Discussion</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Members of Religion Department</li> <li>BK teachers</li> <li>Discipline teachers</li> </ul>	<ul style="list-style-type: none"> <li>Co-workers from church</li> </ul>

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
2.8 Collaborating with the Counselling Department to invite students to join the student fellowship	10/2014-5/2015	<ul style="list-style-type: none"> <li>• 70% of the teachers involved in the programme find that the programme is useful in developing students' moral values and positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' survey</li> <li>• Discussion</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Members of Religion Department</li> <li>• Counselling teachers</li> </ul>	
2.9 Organizing S.1 Orientation Day with different departments	9/2014-5/2015	<ul style="list-style-type: none"> <li>• 70% of the students involved in the programme find that the programme is useful in developing their moral values and positive attitude.</li> </ul>		<ul style="list-style-type: none"> <li>• Counseling Mistress</li> <li>• Counselling teachers</li> <li>• Religion Department</li> </ul>	<ul style="list-style-type: none"> <li>• Co-workers from church</li> </ul>

### Target 3: Cooperating with other organizations to arrange activities to match with the school major concern 3

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
3.1 Co-operating with the Department of Health to carry out moral education programme in school.	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the students involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Students' survey</li> <li>Observation &amp;</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	<ul style="list-style-type: none"> <li>Co-work with the Department of Health</li> </ul>
3.2 Co-operating with Hong Kong Children & Youth Service to carry our moral education programme in school.				<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>School Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>Co-work with the Hong Kong Children &amp; Youth Service</li> </ul>
3.3 Special talks delivered by guest speakers or professional institutions to enhance students' ability and confidence: <ul style="list-style-type: none"> <li>Bullying</li> <li>Drug abuse</li> <li>Sexual education</li> <li>emotion management</li> <li>Problem solving</li> <li>Corruption</li> <li>sharing in assembly</li> </ul>	9/20 14 – 5/2015 (at least 2 times in each term )	<ul style="list-style-type: none"> <li>70% of the students involved agree that the talks are useful to them and they can apply the skills and knowledge in solving these problems. It also helps in promoting students' moral values and positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Mistress</li> <li>Discipline teachers</li> </ul>	<ul style="list-style-type: none"> <li>Organizations that provide these services</li> <li>collaborate events with PTA and Counselling Department</li> </ul>
3.4 Inviting Suen Douh Camp to organize Gospel Camp	9/2014	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful.</li> <li>70% of the students involved in the programme find that the programme is useful.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Members of the Religion Department</li> <li>Co-workers from Church</li> </ul>	<ul style="list-style-type: none"> <li>Suen Douh Camp</li> </ul>
3.5 Inviting Hong Kong Baptist Assembly (Fanling) to organize summer camp	7/2015				<ul style="list-style-type: none"> <li>Hong Kong Baptist Assembly (Fanling)</li> </ul>
3.6 Discussing with Shatin Chapel about the cooperation between school and church	8/2014-7/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is useful.</li> </ul>			<ul style="list-style-type: none"> <li>Shatin Chapel</li> </ul>



**Target 4: Helping students to build up a correct outlook on life and value of life, with emphasis on the theme of ‘respect’**

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
4.1 Organizing assemblies on the topic about respect, such as mutual respect between males and females, importance of politeness, etc.	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
4.2 Organizing a Voluntary Social Service Team to train students to serve others and show respect to our society.		<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the students involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ survey</li> <li>Students’ survey</li> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>School Social Worker</li> </ul>	
4.3 Organizing some community activities, such as blood donation & charity activities.		<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
4.4 Organizing an experience activity to let students explore and learn to respect our natural environment.	5/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ survey</li> <li>Students’ survey</li> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>School Social Worker</li> </ul>	
4.5 Organizing mass programs on politeness and respectation: <ul style="list-style-type: none"> <li>talks</li> <li>Election of Star of Politeness in class</li> <li>Appreciation card to someone shows politeness and respect others</li> </ul>	9/2014 – 10/2015 (once in each term )	<ul style="list-style-type: none"> <li>70% of the students involved agree that mass program can promote the atmosphere of politeness and respectation in the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ survey</li> <li>Teachers’ survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Mistress</li> <li>Discipline teachers</li> </ul>	<ul style="list-style-type: none"> <li>Organizations that provide these services</li> <li>collaborate events with SU and Counselling Department</li> </ul>

**Target 5: Improving the relationship between parents and their children and helping parents to handle their children’s problems like sex and drug abuse**

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
5.1 Organizing S.1 parents orientation programme to let parents assist their children to adapt to new school life.	9/2014	<ul style="list-style-type: none"> <li>70% of the parents involved in the programme find that the programme is helpful to their children.</li> </ul>	<ul style="list-style-type: none"> <li>Parents’ survey</li> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
5.2 Offering different talks to parents in order to equip parents to handle their children’s problems.	11/2014-4/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the parents involved in the programme find that the programme is helpful to their children.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ survey</li> <li>Parents’ survey</li> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>School Social Worker</li> </ul>	
5.3 Organizing parent-child camp to enhance the family relationship between parents and students.	2/2015-4/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the parents involved in the programme find that the programme is helpful to their children.</li> </ul>	<ul style="list-style-type: none"> <li>Parents’ survey</li> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>School Social Worker</li> </ul>	
5.4 Organizing the S1 Parents Orientation Program	8/2014	<ul style="list-style-type: none"> <li>70% of the parents that the programs are helpful to them.</li> <li>with the skills of helping their children’s growing up through educational programs and frequent contacts</li> </ul>	<ul style="list-style-type: none"> <li>Parents’ survey</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Master</li> <li>Deputy Discipline Master</li> <li>School social worker</li> </ul>	<ul style="list-style-type: none"> <li>Outside organizations</li> <li>IT Department support</li> </ul>
5.5 Holding sharing meetings to interview the parents and to have in hand to handle their children’s problems.	9/2014-6/2015				
5.6 Strengthening the bond in communication between form teachers and parents	9/2014-6/2015				
5.7 Offering information of related talks / workshops for parents through the school intranet	9/2014-6/2015				

**Target 6: Reinforcing students' sense of belonging to the school and class**

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
6.1 Organizing Counselling Prefect Team. Provide chance for student counselors to serve other schoolmates in order to reinforce their sense of belonging to school.	8/2014-6/2015	<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	

### Target 7: Strengthen students' sense of sharing and caring

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
7.1 Organizing 'Big-Brothers & Sisters' Programme. Give chance for senior form students to share and care the junior form students.	9/2014 – 6/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
7.2 Organizing 'Sex-peer Counsellors' Programme. Let the peer counselors share what they have learnt in workshop to their fellow schoolmates.	9/2014 – 6/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
7.3 Organizing Volunteer Service Team. Let students have chance to share and care for the society		<ul style="list-style-type: none"> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>		<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> <li>School social worker</li> </ul>	
7.4 Organizing "We Can Do It" Campaign" and "I Can Do It" Campaign  Includes the following competitions: <ul style="list-style-type: none"> <li>Model Class Competition</li> <li>Cleanliness and Discipline Contest 愛我校園</li> <li>Inter-class slogan competition</li> <li>"Pride in Me" Awards</li> <li>PLHKS Guru and Star in Class</li> <li>Awards schemes for good performances</li> </ul>	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of teachers and students involved comment that there is improvement in students' sense of sharing and caring.</li> <li>Improvement in the atmosphere of respect each other in the campus</li> <li>students show remarkable improvement in 70% of number of accreditation certificates to students increase</li> <li>70% of number of awards given is increased</li> <li>70% of students sent appreciation card to others</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Mistress</li> <li>Discipline teachers</li> <li>Form coordinators of Discipline Dept</li> <li>Prefects.</li> </ul>	<ul style="list-style-type: none"> <li>System preparation for data entry and analysis by IT Department.</li> <li>Data entry by different parties: prefects &amp; student helpers.</li> <li>Results to be posted in the intranet for appreciation and recognition</li> <li>collaborate events with civic education group</li> <li>Budget for prizes</li> </ul>

**Target 8: Developing students' moral values and correct attitude towards sex.**

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
8.1 Organizing assemblies for sex education.	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
8.2 Organizing 'Sex-peer Counsellors Team'. And provide them with training.	9/2014-6/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> <li>70% of the students involved in the programme find that the programme is helpful to them.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' survey</li> <li>Parents' survey</li> <li>Observation &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Counseling Mistress</li> <li>Members of Counseling Department</li> </ul>	
8.3 Arranging Sex-education Days to promote sex education to students.	3/2015	<ul style="list-style-type: none"> <li>70% of the teachers involved in the programme find that the programme is helpful to the students</li> </ul>	<ul style="list-style-type: none"> <li>Observation &amp; Discussion</li> </ul>		
8.4 Special talks delivered by guest speakers or professional institutions on: <ul style="list-style-type: none"> <li>Harassment</li> <li>Sexual abuse</li> </ul>	Sept 14 – May 15	<ul style="list-style-type: none"> <li>70% of the students involved agree that the talks are useful to them and they can apply the skills and knowledge in solving these problems. It also helps in promoting students' moral values and positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Mistress</li> <li>Discipline teachers</li> </ul>	<ul style="list-style-type: none"> <li>Organizations that provide these services</li> <li>collaborate events with PTA and Counselling Department</li> </ul>

### Target 9: Fine tuning the training programmes for prefects

Strategies	Time	Success criteria	Evaluation methods	Person-in-charge	Resources needed
<p>9.1 Organizing workshops for prefects to enhance their positive moral values and attitude by saying it out and to strengthen students' social skill and in solving problems</p> <p>9.2 Revision of work flow and administration work in the team</p> <p>9.3 Sharing by old prefect heads in prefect training programs</p> <p>9.4 Structural reform and set up major training focus of prefect team</p> <p>9.5 Training programs for prefect cadet in S.2</p> <p>9.6 Self-evaluation in the prefect team</p> <p>9.7 Re-establishing the inter-school prefect activities with neighbor schools.</p>	9/2014-6/2015	<ul style="list-style-type: none"> <li>● 70% of prefects and students involved comment that there is improvement in the generic skills focused.</li> <li>● A remarkable improvement on the overall performance.</li> <li>● Enrich the prefects' confidence and self-image</li> <li>● Improvement in the atmosphere of respect prefects and school rules in the campus</li> </ul>	<ul style="list-style-type: none"> <li>● Interview and observation</li> </ul>	<ul style="list-style-type: none"> <li>● Prefect team supervisors</li> </ul>	<ul style="list-style-type: none"> <li>● Budget for activities</li> </ul>