



**Pentecostal Lam
Hon Kwong School
School Report
2019-2020**

Key Elements of the School Report

- (1) Our School
- (2) Achievements and Reflections on Major Concerns
- (3) Our Learning and Teaching
- (4) Support for Student Development
- (5) Student Performance
- (6) Financial Summary
- (7) Feedback on Future Planning

(1) Our School

- Our “School Profiles” for public reference (Secondary School Profiles)
https://www.chsc.hk/ssp2019/sch_detail.php?li_id=2&lang_id=2&chg_district_id=1&sch_id=352&return_page=sch_list.php%3Flang_id%3D2%26chg_district_id%3D1%26search_mode%3D%26frmMode%3Dpagebreak%26sort_id%3D-1%26district_id%3D13
- Please refer to the following website for the relevant information of Pentecostal Lam Hon Kwong School <http://www.plhks.edu.hk>

1. The Sponsoring Body

Pentecostal Lam Hon Kwong School was founded by the Kowloon Pentecostal Church in 1983. The building of the school was mainly funded by Mrs. Lam Yip Wai Man in memory of her husband, Mr. Lam Hon Kwong.

2. Mission and Vision

The Kowloon Pentecostal Church aims to spread the Gospel through founding schools. Our school leads students to know the truth as taught in the Bible, and provides education in accordance with the requirements of the EDB. We aim to develop students spiritually, morally, intellectually, physically, socially, and aesthetically in a balanced manner.

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 the challenges of the 21st century. We believe that all students are valuable individuals, who are able to be taught and are able to improve.

3. Class structure and number of students

In 2019-20, the school has a total of 682 students in 24 classes. The class structure is as follows:

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	121	121	115	117	103	105	682

(2) Achievements and Reflections on Major Concerns

Priority Task 1:

To strengthen Christian education core values with positive attitudes and virtues

Achievements
<p>1. Enhancing the spiritual atmosphere at school</p> <p>(1) Assemblies with religious messages, prayers and hymn singing have been held to tell students about the love and encouragement of God.</p> <p>(2) Hymns have been played on campus TV every morning to give peace of mind to students.</p> <p>(3) Campus decorations such as bible verses and posters have been displayed in every classroom. Learning materials about Christianity have also been introduced in the lessons across various subjects. They reminded students that God is trustworthy, and strengthened students' resilience in facing adversity.</p> <p>(4) Special events such as “Christmas Service” brought joyful and harmonious moments to students, a relief for their stressful lives.</p> <p>2. Strengthening gospel work</p> <p>(1) S.1 Gospel Camp has been organized.</p> <p>(2) Gospel Week has been organized with music gatherings, gospel book fair, reading gospel passages in reading lessons, classroom board design competition and evangelical gatherings in Student Christian Fellowship.</p> <p>(3) Gospel pamphlets have been distributed at the start of the school year.</p> <p>3. Enhancing the spiritual growth of students</p> <p>(1) Student Christian Fellowship has been organized with activities like bible studies, games, hymn singing, group sharing, and barbeque night. Students gained support and encouragement from each other.</p> <p>(2) Class prayer meetings and morning prayer meetings have been held with the collaboration of teachers and students. Students have learnt how to understand and love each other through the gatherings.</p> <p>(3) S.1 orientation and prayer meetings have been organized to help S.1 students to adapt to the new school life.</p> <p>(4) Follow-up programs have been provided by the church for new believers.</p> <p>(5) A survey on the religious status of students has been conducted for the planning of gospel work.</p> <p>4. Training of student spiritual leaders</p> <p>(1) Student Christian Fellowship committee members have been prepared to lead various gatherings, such as S.1 prayer meetings and student fellowship meetings. They have been trained to be more responsible and sensitive to schoolmates.</p> <p>(2) “Little Paul Training Program” has been held to nurture members to become the</p>

successors of the Student Christian Fellowship committee members.

5. **Strengthening staff support**

- (1) Staff prayer meetings and staff fellowship meetings have been held so that teachers can learn and share with each other to build up the togetherness of the teaching team.
- (2) Mentors have been provided to new teachers to offer spiritual support and to help new teachers adapt to the new teaching environment.

Reflections

1. The school theme “In love we care, In God we cheer” has matched well with students’ needs. The love and encouragement from schoolmates and God are essential to their growth.
2. More students should be encouraged to lead hymn singing, say prayers and share religious messages in assemblies.
3. A joyful and harmonious atmosphere is precious to the school life. More activities such as games and live music sharing could be introduced during recess and lunch time.
4. Shatin Chapel plays an indispensable role in supporting the school gospel work. Closer coordination with the Shatin Chapel needs to be enhanced.
5. The follow-up program for the new believers should be evaluated.
6. More support to the class teachers in the class prayer meeting should be provided.
7. The way to deliver bible messages in Student Christian Fellowship could be evaluated.
8. Strengthening the promotion of the Student Christian Fellowship is required.
9. Student Christian Fellowship committee members should not take up too many posts in school.
10. Spiritual support to S6 students should be strengthened.
11. In short, **the targets of Major Concern 1 are mostly achieved**. They will be incorporated as the major task in the coming academic year.

Priority Task 2:

To strengthen the learning and teaching through different strategies

Achievements

Special remarks: The outbreak of the COVID-19 from January 2020 caused class suspension in Hong Kong for more than four months. Therefore, much work concerning learning and teaching has been impeded.

- Promoting eLearning:** Though lots of work was halted due to the epidemic, eLearning took another leap forward because of the introduction of online learning. Starting from early February, teachers designed and delivered online assignments to students. From mid-February to the end of class suspension, online teaching, mainly in ZOOM teaching, was gradually introduced. Starting from mid-March, full-wing online teaching in proportion to the existing timetable was implemented in all academic subjects in all forms. It was easy for our students to adapt to the learning mode as eLearning has been earnestly promoted for years. For teachers, our eLearning skills, such as Zoom teaching and teaching video producing, have been tremendously enhanced as every one of us had to embark on online teaching. In terms of teacher training, a lot of IT training and support had been given. For instance, an informal WhatsApp group was set up to facilitate the exchange of eLearning skills among colleagues.
- Promoting independent learning**

In the first term, the Studies Department designed a new award scheme to promote independent learning. Under the scheme, students would be rewarded if they could complete special learning tasks in the core subjects according to their learning goals. A pilot programme was supposed to be launched in S.1 in the second term. However, it was called off due to the epidemic. It is hoped that the scheme will be launched next year.
- Cross-curricular collaboration:** This year the collaboration between the Chinese and the Performing Arts panels continued. Great effort was made in promoting situated teaching by designing and trying a number of teaching plans for different texts in Chinese education. Different strategies such as ‘drama in education’ and ‘virtual reality teaching’ were promoted.
- Enhancing the academic performance of students**

Under lots of limitations, we strove to enhance the students’ performance in the public exam using different strategies such as action plans from panels, mass drilling with debriefings, special enhancement and remedial programs (SERP), etc. Though teachers could not offer pre-DSE drilling face-to-face with the students, they adopted different means to drill students. For instance, they provided drilling using ZOOM, and extended their drilling once the HKDSE was postponed to late April. Such professionalism is very

much appreciated.

Reflections

1. Further promoting independent learning

As mentioned above, a new award scheme was designed. It is hoped that the pilot test of the scheme will be launched next year. We aim to promote setting learning goals, self-learning, self-management skills, and other skills through the scheme.

2. Promoting reflections on learning

As a foundation, we organized a staff development program on 'Assessment as Learning'. Though the feedback was not very positive, we have drawn colleagues' attention to the issue. In the coming year, further exploration on the issue is expected.

3. Reading across the curriculum

We have been promoting reading across the curriculum with some success. Next year, we will further formulate strategies to promote it by setting clear directions and trying out more strategies.

4. STEAM education

STEAM education has been promoted earnestly in our school in recent years. A school-based publication has been established and a STEAM work station has been set up. To take a step further, mid- and long-term plans for STEAM education have to be made in the future.

5. Staff development and collaboration

As mentioned above, 'Assessment as Learning' will be one of the focuses next year. Other development on teachers' professionalism, pedagogy, and other areas will also be promoted. In addition, more cross-disciplinary collaboration on curriculum or learning and teaching learning should be promoted.

In short, **the targets of Major Concern 2 are partly achieved** due to the epidemic. Much work could be done next year to enhance learning and teaching.

Priority Task 3:

To enhance students' responsibility and sense of belonging by creating a caring and positive environment

Achievements

1. School theme related activities

- (1) Character-building training for students through activities has been organized by various school teams, such as the Counselling Prefect Team and the Social Service Team.
- (2) To express appreciation and encourage a positive culture, students having outstanding performance in class have been selected by their schoolmates and class teachers to be the 'Star of the Class'.
- (3) 'I Can Do It' campaign and 'We Can Do It' campaign have been held to enhance students' sense of belonging. Awards and merits have been given to outstanding students and classes that have good and positive performance in punctuality, submission of homework, grooming and class discipline.
- (4) In collaboration with the Hong Kong PHAB Association, a three-year Leadership Training Scheme has been launched for potential student leaders from S.2 to S.4. Through training camp, meetings, and social services, students are equipped with skills to serve as future leaders of our school.

2. Cross-departmental Work

- (1) To strengthen students' resilience and help them develop a balanced lifestyle, cross-departmental collaboration in the Cleanliness and Discipline Contest, the Epidemic Education Programme, the Student Organizer Cover Design Competition, the Beat Drug Fund Supported Program, the promotion on healthy living, and the Green Living for Schools and Parents Environmental Education Programme has been successfully carried out.
- (2) There has been close liaison and coordination among the Religion Department, Counselling Department and Discipline Department, especially in deciding the school theme and school major concerns, organizing the S.1 Orientation Day in August, and following up on students' cases.

3. Moral education programmes

- (1) The moral education lessons have been conducted smoothly.
- (2) The Moral Education Tier 2 Programme has been run. Moral values taught in the classroom have been consolidated through activities held outside of the classroom.

4. Training for students

- (1) The counselling prefects have been trained to serve different groups of students in different forms through different activities. In addition, the Social Service Team has been organized to serve the community.
- (2) Committee members of the student fellowship have been trained to serve students in the fellowship.
- (3) “Little Paul Training Program” has been held to prepare students as successors of the committee members of the student fellowship.
- (4) “Growth rewarding scheme” has been launched in the student fellowship to encourage students to read the bible and serve others.
- (5) Training and workshops on human resources management and problem solving skills have been conducted for school prefects.
- (6) Adventure activities have been arranged for developing students’ courage, leadership and teamwork.
- (7) Prefect cadets have been trained as a new force to help with the routine school activities, data entry, and some of the miscellaneous work of the prefect team.
- (8) In collaboration with the Hong Kong PHAB Association, a three-year Leadership Training Scheme has been launched for potential student leaders from S.2 to S.4. Through training camp, meetings, and social services, students are equipped with skills to serve as future leaders of our school.

5. Talks for students

Special talks, workshops and mass programs, delivered by guest speakers or professional institutions, with the aim of achieving personal growth, have been arranged. Examples of topics include sex education, stress management, mental health, positive thinking, anti-drug, intellectual property, cyber-crime, and facing challenges through walking with Jesus.

6. Social service

- (1) Community services, such as providing voluntary services to the elderly, have been organized. Students have been trained to serve and care for others in the community.
- (2) Through organizing games and booth activities for primary students from our neighbourhood, members of the Leadership Training Scheme have learnt to serve and show concern for the community.

7. Special care for students

- (1) The Counselling Social Service Team, which helps to carry out integration education, take care of the SEN students, and provide life and moral education effectively, has

been organized. The team also enables the SSW and teachers to get in touch with those students in need and give them individual counselling.

- (2) Special counselling services have been provided for students in need, such as SEN students, repeaters, and students who have problems with family, study, mental illness, or other issues. They have been helped to overcome obstacles and to choose to take the right attitude and stick to their beliefs in tough situations.
- (3) Special care has been provided for SEN students. It includes forming study groups, providing speech therapy and social skill enhancement class, making exam accommodations, and designing teaching & learning plans. It aims at providing SEN students with an appropriate learning environment.
- (4) Special care has been provided for students who are influenced by the unstable social events. Individual counselling and special caring groups have been organized for students in need.
- (5) The three-tier caring scheme has been launched for SEN students. Individual education plans (IEPs) have been set and implemented to provide tailor-made services to individual students.
- (6) After fine-tuning of the S.1 orientation programme by different departments, the programme is more effective in taking care of different aspects of the S.1 students' school lives.
- (7) A gospel camp and prayer meetings have been held to help S.1 students adapt to the new school life.
- (8) School rules have been relaxed to help S.1 students to get used to the new school life.
- (9) To show support for the S.6 students, prayer meetings and the 'DSE Fighter concert' have been organized.
- (10) The revised edition of the Student Handbook and Student Organizer facilitates students' management of their school activities.
- (11) Instantly updated notifications through the eDiscipline system, and the students' monthly performance summaries effectively enhance home-school communication and cooperation.
- (12) The "up-to-the-minute" disciplinary records on the school website speeds up the efficiency of handling students' general discipline more effectively. The instant analysis provided helps students understand their situation.
- (13) The eClass parent app, which helps deliver students' information, has strengthened communication between form teachers and parents.

- (14) The revised Demerit Waiving Scheme is effective in helping students positively deal with their mistakes.
- (15) The optimized web-based conduct assessment system and procedures have made the assessments more effective and objective.

8. Inclusive education

- (1) Through the Big-Brothers & Sisters scheme, the concepts of equality and acceptance of diversity have been promoted.
- (2) The Social Service Team, which consists of SEN students, repeaters, case students and Counselling prefects, has been formed. They have learnt to co-operate and get along with one another through participation in different activities.
- (3) Chances have been provided for students to learn about the needs of different groups of people in our society. The activities include providing services for the elderly and visiting social minorities, etc.

9. Preventing students from committing suicide and developing students' positive attitudes towards life

- (1) Cases are reviewed frequently. Intensive counselling services have been provided to high risk students.
- (2) Students have been taught knowledge of mental health in students' assemblies.
- (3) Ways to handle stress through music, art and games have been introduced to students through workshops.
- (4) Students have learned how to get through the difficult times in life through games and bible teaching in the Student Fellowship.
- (5) More hymn singing in various assemblies has been organized to educate students to rely on God whenever they face challenges in life.
- (6) Students have been encouraged to relieve their stress through prayer, and with a positive view of life in God.
- (7) Lunch bible study groups in different forms have been held to develop a positive attitude by encouraging one another in the peer group.
- (8) The Discipline Department coordinates with special teams in social issues and COVID-19 matters.

Reflections

1. The social service team has been successfully run. The general framework has been developed, but modification and improvement are still required.

2. A comprehensive mental health programme has to be explored.
3. More effort should be put into consolidating, refining, developing and promoting the SEN caring system. The emphasis should be on writing a PLHKS SEN manual, carrying out staff development, and establishing a sound administrative system.
4. Evaluation and further development on the sex education programme is still needed. Special emphasis will be put on the scope of the education and effectiveness of the activities.
5. The “Fellowship growth reward scheme” in the Student Fellowship needs to be reviewed.
6. Further cooperation with the Shatin Chapel needs to be reviewed.
7. For better cultivation of student leaders’ quality, the requirements for their personal conduct should be clearly stated.
8. More effort should be made to help S.1 students adapt to the new environment.
9. Student leaders should not take up too many posts so as to ensure their good performance.
10. Prefect activities with the neighboring schools should be re-established to broaden students’ horizons in the prefect service.
11. Adventure activities which provide prefects with an experience learning environment and nurture them in an active mode should be held.
12. To avoid duplication and to improve the effectiveness of the S.1 Orientation Day, further evaluation, communication and co-operation among various departments is necessary.
13. **Due to the social issue and the outbreak of the COVID-19 epidemic, various leadership training sessions and most inter-school competitions and student activities have been cancelled because of school suspension and anti-epidemic measures. This has inevitably affected students’ growth and the achievements of the targets set. Effort will be made to address this major concern in the coming academic year, with emphasis on:**
 - (1) **Evaluating and improving the SEN work.**
 - (2) **Improving the work of mental health and work of preventing students from committing suicide.**
 - (3) **Further development of the sex education programme.**
 - (4) **Strengthening the messages given to students with focus on planning, facing adversity, and the support from God and friends through hymns and sharing of personal witness.**

- (5) Strengthening the effectiveness of the prefect team in serving the school.**
- (6) Conducting a Discipline Day Programme in the second term.**
- (7) Improving the overall performance of students in public places.**
- (8) Strengthening all aspects of the operation of the prefect team.**
- (9) Strengthening students' education about cyber-bullying.**
- (10) Strengthening various leadership training programmes.**

(3) Our Learning and Teaching

1. Promoting independent learning
2. Promoting a positive learning attitude
3. Enhancing students' interest in learning
4. Promoting eLearning
5. Promoting STEAM education
6. Enhancing the academic performance of students
7. Exploring different teaching strategies, e.g. Self-directed Learning, Higher Order Thinking, etc.
8. Catering for learner diversity
9. Promoting academically-related activities such as debates, public speaking, Maths, STEAM clubs, etc.
10. Promoting cross-curricular collaboration
11. Strengthening the EMI policy

(4) Support for Student Development

1. Helping students develop a balanced lifestyle and achieve holistic growth
 2. Cooperating with other departments and panels to organize activities to match the school major concern 2
 3. Cooperating with other organizations to arrange activities to match the school major concern 2
 4. Responding to the school theme by
 - a. Reinforcing students' sense of belonging to the school and their class.
 - b. Strengthening students' perseverance in the face of difficulties.
 5. Improving the relationship between parents and their children, and helping parents handle their children's problems
 6. Developing students' moral values and positive attitudes towards life
- School Report (SR)

7. Implementing the Whole School Approach to Integrated Education

Our school is committed to developing an inclusive culture through the whole school approach to support students with SEN. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to the school life.

To facilitate our school's support to students with SEN, the Learning Support Grant is provided by the Education Bureau.

Students with SEN are provided with the following support measures:

- i A student support team is established.
- ii After school remedial lessons are provided for students with special needs.
- iii School-based speech therapy services and social skills training services are hired to offer individual/group therapy/training sessions to students.
- iv Homework strategies and/or assessment accommodation are provided to students in need.
- v Co-operate with parents to support their children with SEN.
- vi Students of the junior classes are supported by those from the senior classes through the Big-Brothers & Big-Sisters scheme.
- vii Counselling and guidance services are provided to individual students in need.
- viii The social service team is organized to promote integrated education.

(5) Student Performance

- **Students' academic performance**

1. In general, students' performance in internal assessments is good.
2. In general, students' performance in public examinations is good.
3. Students perform very well in academically-related activities such as the Speech Festival, English debating and English public speaking.
4. Students' performance in the TSA is fair, but there is still room for improvement.
5. The value-added results of our school are good, but there is still room for improvement.

- **Students' non-academic performance**

1. Students perform well in extra-curricular activities in terms of both participation and achievements, e.g. English debating contests, speech competitions (English, Chinese

and PTH), performing arts and the 3-year leadership training programme.

2. Students perform well in inter-school activities and competitions in terms of both participation and achievements, e.g. volleyball, basketball, soccer and table tennis competitions.

(6) Financial Summary

Financial Summary 2019-2020

	BALANCE B/F (S) DR.	INCOME (S)	EXPENDITURE (S)	BALANCE C/F (S)
Government Funds				
(A) EOEBG				
(1) Administration Grant		4,223,796.00	4,578,030.11	
(2) Capacity Enhancement Grant		634,017.00	618,077.64	
(3) Composite Information Technology Grant		420,652.00	296,620.00	
(4) Air-conditioning Grant		578,757.00	460,802.00	
(5) School-based Management Top-up Grant		50,000.00	-	
(6) EOEBG Baseline Reference		1,846,453.58		
		7,753,675.58	5,953,529.75	
Other Income		896,538.55		
		8,650,214.13		
School Specific			5,953,529.75	
Non-School Specific			1,908,791.05	
		8,650,214.13	7,862,320.80	787,893.33
Surplus brought forward from previous period/year	2,495,941.14			2,495,941.14
				3,283,834.47
Prior year(s) adjustment				2,710.91
				3,286,545.38
(B) Salaries Grant				
(1) Teaching Staff		42,654,366.37	42,763,962.37	
(2) Supply Staff		43,628.00	43,628.00	
(3) Teaching supporting Staff		1,760,600.00	1,760,600.00	
Surplus / (Deficit) for the year		44,458,594.37	44,568,190.37	(109,596.00)
* Surplus / (Deficit) brought forward from previous period/year		203,053.74	-	203,053.74
Surplus / (Deficit) forward to next year				93,457.74
(C) Grant Accounts Outside EOEBG				
(1) Setting / Subsidizing Expense of Parent-Teacher Association	1,930.40	5,633.00	5,158.70	2,404.70
(2) Special Home-School Co-operation Grant	-	16,800.00	16,800.00	-
(3) School-based After-school Learning and Support Programmes	55,200.00	51,600.00	55,200.00	51,600.00
(4) Learning Support Grant for Secondary Schools	171,864.00	572,880.00	572,880.00	171,864.00
(5) Diversity Learning Grant (Other Programmes)	84,000.00	84,000.00	84,000.00	84,000.00
(6) Diversity Learning Grant (Applied Learning Courses)	-	29,250.00	29,250.00	-
(7) Fractional Post Cash grants	252,240.00	10,700.00	230,840.00	32,100.00
(8) Extra Senior Sec. Curr. Support Grant Provision	220,285.06	5,019.00	203,955.58	21,348.48
(9) Senior Secondary Curriculum Support Grant	555,945.38	770,400.00	661,156.39	665,188.99
(10) Moral and National Education Support Grant	230,937.63	-	-	230,937.63
(11) Career and Life Planning Grant	-	-	-	-
(12) Extra Recurrent Grant under ITE4	43,703.00	66,740.00	110,443.00	-
(13) One-off Information Technology Grant for e-Learning in Schools	-	-	-	-
(14) One-off Grant for the Promotion of Chinese History and Culture	43,717.76	-	21,061.89	22,655.87
(15) Information Technology Staffing Support Grant	48,740.21	317,338.00	309,208.34	56,869.87
(16) Grant for the Sister School Scheme	40,864.28	154,950.00	45,734.20	150,080.08
(17) Promotion of Reading Grant	473.40	61,980.00	36,801.90	25,651.50
(18) Life-wide Learning Grant	-	1,158,000.00	234,341.62	923,658.38
(19) School Executive Officer Grant	-	534,660.00	290,610.33	244,049.67
(20) Special Anti-epidemic Grant	-	25,000.00	25,000.00	-
(21) Summer Reading Programme - "Gift Book Pilot Scheme (2020)"	-	57,700.00	57,700.00	-
(22) One-off Special Support Grant	-	100,000.00	-	100,000.00
(23) Chief Executive's Award for Teaching Excellence Awardee Workshop in 2018-19	-	25,190.75	25,190.75	-
	1,749,901.12	4,047,840.75	3,015,332.70	2,782,409.17
(D) Teacher Relief Grant-Annual recurrent	611,551.50	213,106.00	239,185.63	585,471.87
Teacher Relief Grant-Optional		3,469,884.00	2,609,359.96	860,524.04
Others		31,855.00	31,576.76	278.24
	611,551.50	3,714,845.00	2,880,122.35	1,446,274.15
(E) Student Activities Support Grant	-	79,300.00	79,300.00	-
School Funds	7,765,077.21			7,765,077.21
(1) Tong Fai		85,800.00		85,800.00
(2) Profit on Sale of Exercises Books and Stationery		910.32		910.32
(2) Profit on Sale of School Uniforms		100.00		100.00
(4) Tuckshop Rental		46,060.00		46,060.00
(5) Donations		82,283.85		82,283.85
** (6) Other Income		465,700.03		465,700.03
*** (7) Appropriations			2,020.00	(2,020.00)
# (8) Other Expenditure			311,230.18	(311,230.18)
	7,765,077.21	680,854.20	313,250.18	8,132,681.23
Prior year(s) adjustment				(2,710.91)
				8,129,970.32

(7) Feedback on Future Planning

- Based on the School's Self-evaluation, we have identified the following major concerns for the school year 2020/21:
 - (1) Major Concern 1: **To strengthen Christian education core values with positive attitudes and virtues**
 - (2) Major Concern 2: **To strengthen learning and teaching through different strategies**
 - (3) Major Concern 3: **To enhance students' responsibility and sense of belonging by creating a caring and positive environment**

- We believe that with the concerted effort of our staff, our school will be further improved by implementing the future SDP and ASP.