



**Pentecostal Lam
Hon Kwong School
School Report
2021-2022**

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 **Profile**” for public reference (Secondary School Profiles) **can be found on** <https://www.chsc.hk/>.
- 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 2021-22, the school has a total of 662 students in 24 classes. The class structure is as follows: (date dated 1 Sep 2021)

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	117	109	117	107	113	99	662

(2) Achievements and Reflections on Major Concerns

Priority Task 1:

To strengthen the core values of Christian education with positive attitudes and virtues

Achievements
<p>1. Enhancing the spiritual atmosphere at school</p> <ul style="list-style-type: none">(1) Assemblies with religious messages, prayers and hymn singing were held to tell students about the love and encouragement of God.(2) Hymns were played on campus TV every morning to give students peace of mind.(3) Campus decorations such as Bible verses and posters were displayed in every classroom. Learning materials about Christian values were also introduced in the lessons of various subjects. They reminded students that God is trustworthy and strengthened students' resilience in facing adversity.(4) Special events such as “Christmas Service” brought joyful and harmonious moments to students, providing them with relief from their stressful life.
<p>2. Strengthening gospel work</p> <ul style="list-style-type: none">(1) S1 Gospel Day Camp has been organized.(2) Gospel Week was organized with a gospel movie, music gatherings and evangelical gatherings in the Student Christian Fellowship.(3) Gospel pamphlets were distributed at the start of the school year.(4) Christian books were selected and distributed to junior form students so as to encourage them to have more reading at home.
<p>3. Enhancing the spiritual growth of students</p> <ul style="list-style-type: none">(1) Student Christian Fellowship has been organized by combining face-to-face medium with online opportunities. Activities included Bible studies, games, hymn singing and group sharing. Students gained support and encouragement from each other.(2) S1 orientation was organized to help S1 students to adapt to the new school life.(3) Follow-up programmes were provided by the church for new believers.(4) A survey on the religious status of students was conducted for the planning of gospel work.
<p>4. Training of student spiritual leaders</p> <ul style="list-style-type: none">(1) Student Christian Fellowship committee members were equipped to lead various gatherings. They were trained to be more responsible and sensitive to schoolmates' needs.(2) The “Little Paul Training Programme” was held to nurture fellowship members to become successors to the Student Christian Fellowship committee members.
<p>5. Strengthening staff support</p>

- (1) Staff prayer meetings and staff fellowship meetings were held so that teachers could learn and share with one another to build up the togetherness of the teaching team.
- (2) Mentors were provided to give new teachers spiritual support and to help them adapt to the new teaching environment.

Reflections

1. The school theme “Advancing Together Amid Adversity” matched students’ needs well. The love and encouragement from schoolmates and God is 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 school life. More activities such as games and live music sharing in classrooms could be introduced.
4. The Shatin Chapel plays an indispensable role in supporting the school’s gospel work. Closer coordination with the Shatin Chapel in this aspect is needed.
5. The follow-up programme for new believers in the online mode should be evaluated.
6. More support to class teachers for conducting the class prayer meeting should be provided.
7. Promotion of the Student Christian Fellowship needs to be strengthened.
8. Student Christian Fellowship committee members should not take up too many posts in school.
9. Spiritual support for S6 students should be strengthened.
10. In short, the targets of Major Concern 1 are mostly achieved. They will be incorporated as the major tasks in the coming academic year.

Priority Task 2:

To strengthen the learning and teaching through different strategies

Achievements

Though it was the last year of the SDP cycle, the influence of the COVID-19 pandemic was still so eminent that quite a lot of plans were disturbed. In general, half-day face-to-face classes were conducted in the first term while online classes resumed in the second term. Despite the adversity, some achievements were made as follows.

1. Promoting independent learning

This year, continuous collaboration was made between the Careers Department and the Studies Department to provide S.4 students with CLP guidance. In mid-October, goal-setting and study skills focusing on the four core subjects were introduced to S.4 students. In February 2022, an online Orientation Day for S.4 students was held. That day, alumni were invited to share their learning experience in different subjects with the S.4 students. The students were positive about the arrangement that day. In addition, the S.1 award scheme started after the 1st UT and ended after the 1st Term Exam.

2. Enhancing students' interest in learning

Students' interest was aroused through interesting learning methods such as eLearning. On Teachers Collaboration Day, some panels, for instance, English, Chemistry and PE, discussed the use of eLearning to enhance the interest of students in the subjects. Also, in the lesson observation, colleagues were requested to insert at least one "interesting element" into their lessons.

3. Catering for learner diversity

Despite the spread of Covid-19, the school strove to cater for learner diversity. To assist low-achievers to obtain better results, the junior form remedial classes and S1 EMI class were kept in the form of Zoom lessons. To help the less motivated students, the ASHWC was kept in the form of an online class. Regarding the Special Enhancement and Remedial Program (SERP) for the senior forms, most of them were conducted online. As for the high-achievers, the Youth Leadership Program (YLP), the signature activity of English public speaking, as well as activities of the Chinese public speaking, would be postponed to late second term.

4. Refreshing teachers with up-to-date teaching pedagogy

At the beginning of the school year, IT training was provided for all on the use of eClass, PowerLesson and so on. In order to further promote the use of Google tools, training was provided on the use of Google Classroom. As for promotion of the use of Google Drive, the IT Department produced a video to introduce the tool and provided assistance for individual panels or departments in setting up the drive and transferring files to the drive. In addition, all teaching assistants were trained about how to set Google form and they in return helped those colleagues in need to acquire the skill. Apart from the above, collaboration between the Drama panel and the Chinese language panel on Drama in Education was carried out throughout the year. Furthermore, colleagues were encouraged from time to time to enhance their professional capacity through participating in professional development programs (PDP). From the KPM report this year, teachers were positive towards teachers' professional development (3.7, highest among 19/20-21/22). Also, the KPM reveals that both students and teachers were quite positive towards teaching (3.6 and 4.2 respectively, both data are the highest among 19/20-21/22).

5. STEAM education

STEAM education was mainly promoted by the STEAM committee and the STEAM club, under the supervision of the vice-principal. One of the achievements of STEAM education must be the establishment of the STEAM Laboratory, which has become a landmark for PLHKS. Both short-term and long-term plans were formulated. In the short run, lesson plans were made and tried out. This experience was part of the teacher training. In the long

run, a school-based STEAM curriculum for S.1 and S.2 would be developed, with focuses on enhancing Science literacy and problem-solving skills of students. Cross-disciplinary collaboration was promoted as the above-mentioned lesson plans were the product of the joint effort among subjects like Science, Design and Technology, Maths and Visual Art.

6. Curriculum review and implementation

In implementing Citizenship and Social Development (CS), the new subject this year, the CS panel put great effort into studying the curriculum framework provided by the EDB and enriching the curriculum with appropriate content and interesting activities. PowerPoint slides and related teaching aids were prepared. Regarding Life and Society in junior forms, school-based textbooks with suitable chapters adopted from textbooks provided by a publisher were used. On top of that, school-based learning activities, namely inter-class forum and project work, were added to the curriculum.

7. Enhancing the academic performance of students

Under the impact of COVID-19, S.6 lessons were completed on a half-day basis. Starting from January 2022, the epidemic became severe and therefore, most of the supplementary classes, SERP, drilling before or after the mock exam could only be conducted on ZOOM. To cater for the needs of those who did not have a good environment for studying, efforts to keep opening the self-study rooms for S.6 to a limited extent were made.

Reflections

1. Further promoting independent learning

This year, little work was done in motivating students to do more reflection on learning, i.e. Assessment as Learning. Good practices from panels should be collected or showcased. Moreover, reading lessons were cancelled due to the pandemic, which hindered the promotion of “Reading across the curriculum”. As shown in the stakeholders survey this year, all kinds of stake-holders reflected that reading of students was not satisfactory. The average scores on “reading leisure-reading materials” given by students and parents are 3.2 and 3.0 respectively, which are the lowest among all items in “views on students’ learning”. From teachers’ perspective, the score on “students like reading” is 2.8 only. It is again the lowest among all items in “views on students’ learning”. In brief, more effort in promoting reading should be put. Different modes, like online mode, should be tried out. Furthermore, our school enrolled in an activity which promoted entrepreneurial spirit in the second term. However, it was cancelled due to the pandemic again.

2. Hinderance to catering for learner diversity

As mentioned above, some gifted education activities such as the YLP and Chinese public speaking were postponed to late second term because of Covid-19. Also, most of the strategies for catering for learner diversity such as junior form remedial classes, the S.1

EMI class, the SERP and the ASHWC had to be conducted using Zoom. This unavoidably undermined the effectiveness of the measures.

3. **Limitations on enhancing academic performance of students**

Similarly, as most of the measures for enhancing students' academic performance, such as the SERP, the mass drilling and the post-mock drilling had to be done using the online mode, the effectiveness was inevitably diminished.

4. **Further equipping teachers**

Regarding the use of Google Drive, it is still limited to a small number of panels. Vigorous effort should be made to further promote the advantages of using Google Drive and related products like Google Classroom. In the area of eLearning, teachers should be trained to get used to collecting, marking and returning online homework to students. Teachers should also be exposed to various pedagogies such as VR and AR.

5. **STEAM education**

As mentioned above, STEAM education has been developing in a good pace. The long-term plan of drafting a STEAM curriculum for S.1 and S.2 needs lots of input from colleagues in different disciplines. In the process, it may be necessary to learn from the experience of other schools or external institutions.

6. **Reviewing the arrangement of “Optimizing the teaching time of the four cores”**

After discussion, members of the Studies Department suggested postponing the review to two years later as the arrangement started this year, and its impact can only be seen after this cohort has completed.

In short, due to the severe influence of the pandemic, **the targets outlined in the second major concern for the school were partially achieved.** More work should be done next year to enhance the effectiveness of learning and teaching.

Priority Task 3:

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

Achievements

1. School-theme-related activities

- (1) Character-building activities were organized for students by various school teams, such as the Counselling Prefect Team, the Social Service Team and the School Prefect Team.
- (2) To express appreciation and encourage a positive culture, students with outstanding performance in each class were elected by their schoolmates and class teachers to be 'Star of the Class'.
- (3) The 'I Can Do It Campaign' and 'We Can Do It Campaign' were held to enhance students' sense of belonging. Awards and merits were given to students and classes with outstanding 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 was launched for potential student leaders from S.2 to S.4. Through training sessions and social services, students were equipped as future leaders of our school.

2. Cross-departmental work

- (1) To strengthen students' resilience and help them to develop a balanced lifestyle, activities like the Cleanliness and Discipline Contest, the Student Organizer Cover Design Competition, the Beat Drug Fund Supported Programme (suspended due to COVID 19, whether it will resume depends on the pandemic development), the Life Education Programme, were successfully carried out with cross-departmental collaboration.
- (2) There was close liaison and coordination among the Religion Department, Counselling Department and Discipline Department, especially when deciding the school theme and school major concerns, organizing the S.1 Orientation Day in August and September and following up students' cases.

3. Moral education programmes

- (1) Moral education lessons were conducted.
- (2) Some specific moral issues were discussed in some special groups to share moral values with students.
- (3) The Discipline Day, under the theme of "Anti-bullying", was launched to resolve student misconduct through moral education.

4. Training for students

- (1) The counselling prefects were trained to serve different groups of students in different forms through different activities.
- (2) Committee members of the student fellowship were trained to serve students in the fellowship.
- (3) The “Little Paul Training Programme” was held to prepare students as successors to the committee members of the student fellowship.
- (4) The “Growth reward scheme” was launched in the student fellowship to encourage students to read the Bible and serve others.
- (5) Training and workshops on human resources management, problem solving skills and sustaining team spirit were conducted for school prefects.
- (6) Adventure activities, including Leadership Training Scheme’s Adventure-based Day Camp, were arranged for developing students’ courage, leadership and team spirit.
- (7) Prefect cadets were trained as a new force to help with the daily, routine school activities, data entering and miscellaneous work in the prefect team.
- (8) In collaboration with the Hong Kong PHAB Association, a three-year Leadership Training Scheme was launched for potential student leaders from S.2 to S.4. Through training sessions and social services, students were equipped as future leaders of our school.
- (9) For better cultivation of student leaders’ quality, the requirements regarding students personal conducts have been clearly shared by outstanding student leaders and professional social workers in a leadership symposium. At the same time, outstanding student leaders were recognized.
- (10) To strengthen students’ global leadership, a number of Leadership Training Scheme students were recommended by the school to have successfully participated in UNICEF Young Envoy 2022 and the UNSDGs Secondary School Students Green Talent Training Program held by The Secretariat of UNESCO Hong Kong Association and Hong Kong Institute of Education for Sustainable Development (HiESD).
- (11) Various ECA Club/Society/Team Chief Advisors mobilized students to have participated and be awarded in a range of inter-school competitions.

5. Talks for students

With the aim of helping students achieve personal growth, special talks, workshops and mass programmes delivered by guest speakers or professional institutions were arranged.

Examples of topics include sex education, stress management, mental health, positive thinking, anti-smoking and anti-gambling awareness, anti-cyber-bullying, reconciliation and facing challenges through walking with Jesus.

6. Social service

- (1) Through visiting centre for the elderly, interviewing residents in subdivided flats and organizing online activities for children in needs, members of PATHS Social Service Team learnt to serve and broadened their horizons.
- (2) Through organizing voluntary services, investigation of global inequality, conducting a survey on positive mindfulness and producing videos on Caring for the Elderly during COVID-19 pandemic, members of the Leadership Training Scheme learnt to serve and show concerns for the community.

7. Special care for students

- (1) S.1 students received special care from “big brothers and sisters” in the S.1 Caring Scheme. This helped them to adapt to the new school environment.
- (2) A special orientation programme was provided for S.1 students. Different departments, including the Counselling Department, Discipline Department, Religion Department, Studies Department, ECA Department and SU worked together. The programme was effective in helping the S.1 students adapt to the different aspects of school life.
- (3) Special counselling services were provided for students in need, such as SEN students, repeaters and students who had problems with their family, studies, mental illness or other issues. They were helped to overcome obstacles and to choose to take the right attitude and stick to their beliefs in tough situations.
- (4) Special care was provided for SEN students, which included forming study groups, equipping them with note-taking skills, providing speech therapy, exam accommodations and designing teaching & learning plans. These efforts aimed at providing SEN students with an appropriate learning environment.
- (5) A three-tier caring scheme was launched for SEN students. Individual education plans (IEPs) were set and implemented to provide tailor-made service for individual students.
- (6) Special care was provided for students who had mental weakness. Individual counselling and special workshops were organized for them.
- (7) Workshops on Pastel Nagomi Art were provided for S.6 students to help them cope with stress.

- (8) Online board games were provided to students during the special epidemic vacation to consolidate interpersonal relationship.
- (9) To show support for the S.6 students, an ice cream van was hired to treat them with free ice cream before Christmas Holidays.
- (10) School rules were relaxed to help S.1 students to get used to the new school life.
- (11) The revised edition of the Student Handbook and Student Organizer facilitated students' management of their school activities.
- (12) Instantly updated notifications through the eDiscipline system and the students' monthly performance summaries effectively enhanced home-school communication and cooperation.
- (13) The "up-to-the-minute" disciplinary records on the school website raised the efficiency of handling students' general discipline more effectively. The instant analysis provided helped students understand their situation.
- (14) The eClass parent app, which helps deliver students' information, strengthened communication between form teachers and parents.
- (15) The revised Demerit Waiving Scheme was effective in helping students deal with their misbehavior positively.
- (16) The optimized web-based conduct assessment system and procedures 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 were promoted.
- (2) To cater for learning diversity, face-to-face and online tutorial classes were provided to students who have difficulties in academic performance in the first term and the special epidemic vacation respectively.
- (3) Assemblies, such as the talk delivered by the guest speaker from Thalassemia Care Association, opened students' eyes to the needs of different groups of people in our society.

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

- (1) Cases were reviewed frequently, with intensive counselling services provided to high-risk students.
- (2) Students were taught knowledge of mental health in students' assemblies.

- (3) Students learned how to get through the difficult times in life through games and Bible teaching in the Christian Student Fellowship.
- (4) More hymn singing in various assemblies was organized to educate students to rely on God whenever they face challenges in life.
- (5) Students were encouraged to relieve their stress through prayers and developing a positive view of life in God.
- (6) Lunch Bible study groups were held in different forms to develop in students a positive attitude through encouraging one another in the peer group.
- (7) The Discipline Department coordinated with special teams over social issues and COVID-19 matters.

Reflections

1. Some planned activities of the S.1 Big Brothers and Sisters Scheme were suspended due to the COVID-19 pandemic. The plan should be included in the departmental plan for the next academic year.
2. The rise in the number of mental illness case reflects the need of providing mental health care for students. Besides, the reasons for such a phenomenon should be scrutinized.
3. With the rise in the number of young suicidal case in Hong Kong, the Crisis Management Committee should be well-prepared when such a case arises.
4. More efforts 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.
5. Due to the COVID-19 pandemic, training of sex education peer counsellors was suspended. Special emphasis will be put on their training as peer counsellors are helpful in launching sex education.
6. The “Fellowship growth reward scheme” run by the Student Fellowship needs to be reviewed.
7. Further cooperation with the Shatin Chapel needs to be explored.
8. Apart from the online leadership symposium, more face-to-face interactive student leadership training sessions should be conducted in order to provide students with experiential learning for better cultivation of student leaders’ quality.
9. More effort should be made to help S.1 students adapt to the new school environment.
10. More capable student leaders should be encouraged to strive for both good academic performance and good non-academic performance. Mediocre students should not take up

too many service posts so as to ensure their good performance.

11. Prefect activities with neighboring schools should be re-established to broaden students' horizons in the prefect service.
12. Adventure activities which provide prefects with an experiential learning environment and nurture them in an active mode should be held.
13. Due to the outbreak of COVID-19 and irregular school arrangements, the handling of students' appearance and routines was loose.
14. Because of the massive increase in online classes, students' abusive use of information technology has increased.
15. Current school rules need to be reviewed in order to encounter today's changes and meet the future development of the school.
16. To avoid duplication of work and to improve the effectiveness of the S.1 Orientation Day, further evaluation, communication and co-operation among departments should be kept.
17. **Due to the widespread of the COVID-19 pandemic and the implementation of strict anti-pandemic measures, a lot of inter-school competitions, extra-curricular activities and leadership training programmes could not be held as usual. Even though the online mode was adopted to keep those events going, the effectiveness was far lower than that of the face-to-face mode. 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 for safeguarding students' mental health and work of preventing students from committing suicide**
 - (3) **Drilling on crisis management**
 - (4) **Activities to promote students' sense of belonging**
 - (5) **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**
 - (6) **Strengthening the effectiveness of the prefect team in serving the school**
 - (7) **Improving the overall performance of students in public places**
 - (8) **Strengthening all aspects of the operation of the prefect team, especially the leadership training of the senior members**
 - (11) **Strengthening various leadership training programmes**

(3) Our Learning and Teaching

1. Promoting independent learning
2. Enhancing students' interest in learning
3. Catering for learner diversity
4. Enhancing the academic performance of students
5. Refreshing teachers with up-to-date teaching pedagogy and methodologies
6. Promoting STEAM education
7. Curriculum review
8. Encouraging teachers to join Professional Development Programs (PDP)

(4) Support for Student Development

1. Helping students develop a balanced lifestyle and achieve a holistic growth
2. Cooperating with other departments and panels to organize activities to match the school's major concern 3
3. Cooperating with other organizations to arrange activities to match the school's major concern 3
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
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 effectiveness 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 service and social skill training service

	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	Organize case conferences which involve various parties, like EP, CP, SSW, MSW and parents to foster collaboration and promote individual students' well-being.
vii	Students of the junior classes are supported by those from the senior classes through the 'Big Brothers & Big Sisters' Scheme.
viii	Counselling and guidance services are provided to individual students in need.
ix	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. The value-added results of our school are good, but there is still room for improvement.

- **Students' non-academic performance**

Students perform well in extra-curricular activities and inter-school competitions, e.g. English debating, English public speaking, Speech Festival, performing arts, the 3-year leadership training programme and basketball matches, in terms of both participation and achievements.

(5) Financial Summary 2021-2022

(PDF attached)

(7) Feedback on Future Planning

- Three major concerns for the school years 2022/23– 2024/25:
 - (1) Major Concern 1: Growing and Learning Together In God's Love
 - (2) Major Concern 2: Student Care and Value Education
 - (3) Major Concern 3: To develop creative thinking skills in learning and teaching
- A number of achievements have been shown in 2021/22, i.e. the third year in the cycle 2019/22. We believe that with the concerted effort of our staff, our school will be further improved by implementing the future SDP and ASP.
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