



**Pentecostal Lam
Hon Kwong School
Annual School Plan**

2024/25

School Vision and Mission

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

Pentecostal Lam Hon Kwong School

Annual School Plan

2024/25

Major Concerns

- 1. To grow and learn together in God's love**

在神的愛中成長和學習

- 2. To provide care and promote values education**

關懷學生和推動價值教育

- 3. To develop creative thinking skills in learning and teaching**

在學與教中發展創意思維技巧

1. Major Concern 1 : To grow and learn together in God's love

Briefly list the feedback and follow-up actions from the previous school year:

- More structured training will be provided for the Student Christian Fellowship committee members to help them develop and apply generic skills in an integrative manner.
- A joyful and harmonious atmosphere is precious to school life. With the easing of the pandemic, more interactive activities could be organized.
- Promotion of hymn singing can help students to relieve emotions and reduce stress, which can lead to a healthier lifestyle both mentally and spiritually.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
<ul style="list-style-type: none"> • <i>Enhancing the spiritual atmosphere in PLHKS</i> 	1.1 Invite guest speakers to share their testimonies in religious assemblies in order to encourage students to develop their relationships with God.	<ul style="list-style-type: none"> • 70% of the teachers involved comment that this is effective in enhancing the spiritual atmosphere at school. • 70% of the students involved comment that this is effective in enhancing the spiritual atmosphere in school. 	<ul style="list-style-type: none"> • Survey • Observation • Discussion 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Religion Department 	
	1.2 Invite teachers to share religious messages on campus TV and in morning assemblies.			<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Religion Department 	
	1.3 Cooperate with other departments and panels to embed religious messages in various assemblies.			<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Religion Department 	

<ul style="list-style-type: none"> • <i>Enhancing the spiritual atmosphere in PLHKS</i> 	1.4 Cultivate an attitude of gratitude in our students through organizing the Easter service and the Christmas service.	<ul style="list-style-type: none"> • 70% of the teachers involved comment that this is effective in enhancing the spiritual atmosphere at school. • 70% of the students involved comment that this is effective in enhancing the spiritual atmosphere in school. 	<ul style="list-style-type: none"> • Survey • Observation • Discussion 	• 9/2024 - 6/2025	• Religion Department	
	1.5 Decorate the campus with posters featuring Christian themes and Bible verses.			• 9/2024 - 6/2025	• Religion Department	
	1.6 Organize religious education activities on Open Day so that our students have opportunities to apply what they learn to serve one another within the school community and in our neighbourhood.			• 9/2024 - 6/2025	• Religion Department	

<ul style="list-style-type: none"> • <i>Enhancing the spiritual atmosphere in PLHKS</i> 	<p>1.7 Promote hymn singing education with the Music Panel so as to help students understand that worshipping God is about celebrating who God is, what God has done and is doing, and what God has created.</p> <p>(1) Singing hymns in various assemblies (2) Hymn dedication in Gospel Week (3) Playing hymns on campus TV every morning</p>	<ul style="list-style-type: none"> • 70% of the teachers involved comment that this is effective in strengthening gospel work. • 70% of the students involved comment that this is effective in strengthening gospel work. 	<ul style="list-style-type: none"> • Survey • Observation • Discussion 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Religion Department 	
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<ul style="list-style-type: none"> • <i>Spreading the Gospel and leading students to live a life according to Christian values</i> 	<p>2.1 Organize Student Christian Fellowship, where students can find hope, healing and purpose so as to help students to build Christian friendships.</p> <ol style="list-style-type: none"> (1) Strengthen the promotion of the Student Christian Fellowship. (2) Encourage teachers to join the Student Christian Fellowship. (3) Set up a spiritual growth plan. (4) Organize a barbeque night. (5) Assign teachers to be group leaders to nurture students. (6) Organize evangelical gatherings in Student Christian Fellowship. 	<ul style="list-style-type: none"> • 70% of the teachers involved comment that this is effective in strengthening gospel work. • 70% of the students involved comment that this is effective in strengthening gospel work. 	<ul style="list-style-type: none"> • Survey • Observation • Discussion 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Religion Department 	
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<ul style="list-style-type: none"> • <i>Spreading the Gospel and leading students to live a life according to the Christian values</i> 	<p>2.2 Organize a wide range of activities in Gospel Week in order to help students connect with God.</p> <ol style="list-style-type: none"> (1) Hymn sharing gathering (2) Evangelical gathering (3) Gospel movie (4) Gospel book fair (5) Classroom board design competition (6) Reading gospel texts in reading lessons (7) Gospel week participation competition (8) Student testimonies 	<ul style="list-style-type: none"> • 70% of the teachers involved comment that this is effective in strengthening gospel work. • 70% of the students involved comment that this is effective in strengthening gospel work. 	<ul style="list-style-type: none"> • Survey • Observation • Discussion 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Religion Department 		
	<p>2.3 Organize S1 Gospel Camp and Student Christian Fellowship Summer Camp in order to strengthen participants' sense of identity as a Christian and provide students with a chance to reflect on their spiritual health.</p>						Co-workers from the KPC Shatin Chapel
	<p>2.4 Encourage and support class teachers to organize prayer meetings so that students can give and receive support from one another, e.g. organizing form prayer meetings.</p>						Co-workers from the KPC Shatin Chapel

<ul style="list-style-type: none"> • <i>Spreading the Gospel and leading students to live a life according to Christian values</i> 	<p>2.5 Strengthen support for S1 students through organizing different orientation activities and S1 assemblies led by pastors from the church.</p> <p>(1) S1 assemblies for all S1 classes led by teachers from the Religion Department and pastors from the church</p> <p>(2) Organizing S1 orientation activities to introduce Student Christian Fellowship and the church</p>	<ul style="list-style-type: none"> • 70% of the teachers involved comment that this is effective in strengthening gospel work. • 70% of the students involved comment that this is effective in strengthening gospel work. 	<ul style="list-style-type: none"> • Survey • Observation • Discussion 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Religion Department 	<p>Co-workers from the KPC Shatin Chapel</p>
	<p>2.6 Offer support to S6 students in order to deepen their faith under stress.</p> <p>(1) Organizing S6 prayer meetings</p> <p>(2) Giving a gift of encouragement, “garlic boy”, to S6 students to encourage them to rely on God when facing challenges from the public examination</p> <p>(3) Organizing the S6 DSE fighter concert</p>					<p>Co-workers from the KPC Shatin Chapel</p>

<ul style="list-style-type: none"> • <i>Spreading the Gospel and leading students to live a life according to Christian values</i> 	2.7 Organize follow-up programmes for new believers by the church so as to help the new believers to have a better understanding of God.	<ul style="list-style-type: none"> • 70% of the teachers involved comment that this is effective in strengthening gospel work. 	<ul style="list-style-type: none"> • Survey • Observation • Discussion 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Religion Department 	Co-workers from the KPC Shatin Chapel
	2.8 Organize a bible study group in order to help students build up a bible reading habit.	<ul style="list-style-type: none"> • 70% of the students involved comment that this is effective in strengthening gospel work. 				
	2.9 Having group-based S1 Biblical Knowledge lessons ★					<ul style="list-style-type: none"> • S1 BK teachers
<ul style="list-style-type: none"> • <i>Nurturing students to be serving leaders</i> 	3.1 Provide regular training for Student Christian Fellowship committee members to help them develop godly character and spiritual values.	<ul style="list-style-type: none"> • 70% of the teachers involved comment that this is effective in nurturing students. • 70% of the students involved comment that this is effective in nurturing students. 	<ul style="list-style-type: none"> • Survey • Observation • Discussion 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Religion Department 	

	<p>3.2 Equip Student Christian Fellowship committee members with the skills to lead various gatherings and serve as a witness for God.</p> <p>(1) Invite Student Christian Fellowship committee members to promote the student fellowship every week through the PA system and campus TV.</p> <p>(2) Assign Student Christian Fellowship committee members to follow up with new believers in Christ.</p> <p>(3) Invite Student Christian Fellowship committee members to give testimony in every class in Gospel week.</p>	<ul style="list-style-type: none"> ● 70% of the teachers involved comment that this is effective in nurturing students. ● 70% of the students involved comment that this is effective in nurturing students. 	<ul style="list-style-type: none"> ● Survey ● Observation ● Discussion 	<ul style="list-style-type: none"> ● 9/2024 - 6/2025 	<ul style="list-style-type: none"> ● Religion Department 	
	<p>3.3 Provide opportunities for students to serve the school and extend a helping hand to those in need.</p>					

<ul style="list-style-type: none"> • <i>Enhancing the supportive and caring school climate</i> 	4.1 Organize staff prayer meetings with sharing by teachers and prayer support from colleagues.	<ul style="list-style-type: none"> • 70% of the teachers involved comment that this is effective in strengthening staff support. 	<ul style="list-style-type: none"> • Survey • Observation • Discussion 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Religion Department 	
	4.2 Organize staff fellowship meetings so that teachers can learn together to know more about God and serve God.	<ul style="list-style-type: none"> • 70% of the teachers involved comment that this is effective in strengthening staff support. 	<ul style="list-style-type: none"> • Survey • Observation • Discussion 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Religion Department 	
	4.3 Collaborate with Staff Development Committee to strengthen spiritual support in mentoring new teachers.					Cooperate with the Staff Development Committee
	4.4 Encourage teachers to join evangelical gatherings of Student Christian Fellowship.					
	4.5 Participate in organizing the Kowloon Pentecostal Church retreat day.					Cooperate with Kowloon Pentecostal Church

2. Major Concern 2 : To provide care and promote values education

Briefly list the feedback and follow-up actions from the previous school year:

- Further review of the arrangements for the PERMA Day, such as wearing casual attire, to help optimize the event.
- To integrate the PERMA elements and the core values stated in the values education curriculum, careful planning by the school administration is necessary so that students can lead a healthy lifestyle.
- Various leadership training programmes, with an emphasis on generic skills like communication, problem-solving and collaboration skills, have been fully resumed. Therefore, student leaders have been given opportunities to be well-equipped with these skills. Furthermore, the school has provided information about different training programmes for capable student leaders.
- The Discipline Department should work out a schedule so that the school rules as well as the award and punishment system can be thoroughly reviewed.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
<ul style="list-style-type: none"> Creating a positive learning environment with the PERMA model (positive emotion, engagement, relationships, meaning, achievement) to develop students' positive values 	1.1 Collaborate with different parties, like departments, panels or other organizations, to hold activities that foster positive values.	<ul style="list-style-type: none"> 70% of the teachers involved in the programme find that the programme is helpful to the students 	<ul style="list-style-type: none"> Discussion Student survey on need basis Observation 	<ul style="list-style-type: none"> 9/2024 – 8/2025 	<ul style="list-style-type: none"> Various departments Various subject panels 	Outside organizations
	1.2 Implement integrated education, such as organizing PATHS Social Experience Day, social skills training groups, assessment moderation for students with SEN, etc. to create a supportive and harmonious environment.	<ul style="list-style-type: none"> 70% of the students involved in the programme find that the programme is helpful to them 	<ul style="list-style-type: none"> Student survey on a need basis KPM Students' reflection Observation 	<ul style="list-style-type: none"> 9/2024 – 7/2025 	<ul style="list-style-type: none"> Counseling Department Studies Department 	Outside organizations
	1.3 Enrich teachers' and parents' understanding of positive education through various means, like Staff Development Day and Parent Talks.		<ul style="list-style-type: none"> Parent survey Teacher survey KPM 	<ul style="list-style-type: none"> 9/2024 – 7/2025 	<ul style="list-style-type: none"> Staff Development Committee Counseling Department 	Outside organizations

<ul style="list-style-type: none"> <i>Creating a positive learning environment with the PERMA model (positive emotion, engagement, relationships, meaning, achievement) to develop students' positive values</i> 	1.4 Foster a positive working environment for teachers.	<ul style="list-style-type: none"> 70% of the teachers find that they work in a positive environment 	<ul style="list-style-type: none"> Observation Discussion Teacher survey 	<ul style="list-style-type: none"> 9/2024–8/2025 	<ul style="list-style-type: none"> GA Staff Welfare Staff Development Committee 	Outside organizations
	1.5 Organize bonding activities that foster the teacher-student relationship.	<ul style="list-style-type: none"> 70% of the teachers involved in the programme find that the programme is helpful in fostering the teacher-student relationship 70% of the students involved in the programme find that the programme is helpful in fostering the teacher-student relationship 	<ul style="list-style-type: none"> Teacher survey Student survey KPM Observation Discussion 	<ul style="list-style-type: none"> 9/2024 – 7/2025 	<ul style="list-style-type: none"> SU Class teachers 	

<ul style="list-style-type: none"> • <i>Creating a positive learning environment with the PERMA model (positive emotion, engagement, relationships, meaning, achievement) to develop students' positive values</i> 	<p>1.6 Work out a schedule to review the current award and punishment systems, i.e. the criteria of conduct assessment, the demerit waiving scheme, the award schemes, etc., to incorporate elements of positive education.</p>	<ul style="list-style-type: none"> • School rules are more up-to-date • Students' conduct grades (including merits and demerits) are more in line with their performance 	<ul style="list-style-type: none"> • KPM • The number of merits students are awarded • An increase in the number of students getting higher conduct grades (A to B+) 	<ul style="list-style-type: none"> • 9/2024 – 8/2025 	<ul style="list-style-type: none"> • Discipline Department • Office • Studies Department 	<p>All teachers, to implement the new regulations/school rules</p>
	<p>1.7 Give more encouragement and support to the average and low achievers.</p>	<ul style="list-style-type: none"> • 70% of the teachers involved in the programme find that the programme is helpful to the students. • 70% of the students involved in the programme find that the programme is helpful to them. 	<ul style="list-style-type: none"> • Discussion • Student survey on need basis • Students' reflection • Academic results • KPM 	<ul style="list-style-type: none"> • 9/2024 – 8/2025 	<ul style="list-style-type: none"> • Studies Department • Counselling Department 	<ul style="list-style-type: none"> • Outside organizations • Alumni tutors

<ul style="list-style-type: none"> • <i>Empowering students to build on their strengths</i> 	<p>2.1 Conduct programmes that aim to raise students’ awareness of their strengths and weaknesses as well as help them fit in well at school.</p> <p>2.2 Organize PERMA Days without any meetings, tutorials, training sessions, tests, etc. to increase positive emotions.</p> <p>2.3 Offer a wider range of activities, competitions or platforms to showcase students’ talents.</p> <p>2.4 Invite capable student leaders to join different training programs, thereby improving their performance.</p> <p>2.5 Participate in some inter-school competitions, extra-curricular activities and leadership training programmes to broaden students’ horizons.★</p>	<ul style="list-style-type: none"> • 70% of the teachers involved in the programme find that the programme is helpful to the students. • 70% of the students involved in the programme find that the programme is helpful to them. 	<ul style="list-style-type: none"> • Teacher survey • KPM • Discussion • Observation 	<ul style="list-style-type: none"> • 9/2024 – 6/2025 	<ul style="list-style-type: none"> • Studies Department • Other departments 	
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<ul style="list-style-type: none"> Guiding students to embrace positive values in life 	<p>3.1 Emphasize positive emotion and positive relationships to echo the school theme “With Faith, We Dream”. (懷著信，成就夢想) ★</p>	<ul style="list-style-type: none"> 70% of the teachers involved in the programme find that the programme is helpful to the students. 70% of the students involved in the programme find that the programme is helpful to them 	<ul style="list-style-type: none"> Teachers’ feedback Students’ feedback KPM Observation 	<ul style="list-style-type: none"> 9/2024 - 7/2025 	<ul style="list-style-type: none"> Various departments 	
	<p>3.2 Invite guest speakers to talk about PERMA elements and to guide students to have a positive mindset and yearn for their goals in life.★</p>	<ul style="list-style-type: none"> 70% of the students involved in the programme find that the programme is helpful to them 	<ul style="list-style-type: none"> Teachers’ feedback Student survey on need basis Discussion Observation 	<ul style="list-style-type: none"> 9/2024 - 6/2025 	<ul style="list-style-type: none"> Counselling Department Other departments 	<ul style="list-style-type: none"> Outside organizations

<ul style="list-style-type: none"> • <i>Guiding students to embrace positive values in life</i> 	<p>3.3 Strengthen school-based programmes, such as Big Brothers and Sisters Caring Scheme, prefect training, and Leadership Training Scheme, to foster healthy relationships among students.</p>	<ul style="list-style-type: none"> • 70% of the teachers involved in the programme find that the programme is helpful to the students. • 70% of the students involved in the programme find that the programme is helpful to them 	<ul style="list-style-type: none"> • Student survey on need basis • Discussion • Observation 	<ul style="list-style-type: none"> • 8/2024 - 6/2025 	<ul style="list-style-type: none"> • Counselling Department • Discipline Department • ECA Department • Careers Department 	<p>Outside organizations</p>
	<p>3.4 Allow teachers and students to wear casual attire in special school events to create a joyful atmosphere. Further review and seek support from class teachers may help optimize the practice.</p>		<ul style="list-style-type: none"> • Teachers' feedback • Students' feedback • Discussion • Observation 	<ul style="list-style-type: none"> • 9/2024 - 7/2025 	<ul style="list-style-type: none"> • Principal • Discipline Department • Class teachers 	

<ul style="list-style-type: none"> Developing a school-based positive education programme 	<p>4.1 Conduct positive emotion education in class teacher periods and assemblies. Arrange moral education talks during morning announcements to fully cover the core values stated in the values education curriculum.</p>	<ul style="list-style-type: none"> 70% of the teachers involved in the programme find that the programme is helpful to the students. 70% of the students involved in the programme find that the programme is helpful to them 	<ul style="list-style-type: none"> Discussion Observation Student survey on need basis 	<ul style="list-style-type: none"> 9/2024 - 6/2025 	<ul style="list-style-type: none"> Civic Education Committee Discipline Department Various departments 	
	<p>4.2 Enhance students' positive values towards the nation through the implementation of NSE education in various subjects, the weekly flag-hoisting ceremony, assemblies, Discipline Day, etc.</p>		<ul style="list-style-type: none"> Discussion Observation 	<ul style="list-style-type: none"> 9/2024 - 7/2025 	<ul style="list-style-type: none"> Various departments Subject panels Civic Education Committee 	

3. **Major Concern 3: To develop creative thinking skills in learning and teaching**

Briefly list the feedback and follow-up actions from the previous school year:

- To help students become proficient in biliterate communication for better study and life, it is crucial to continue offering a comprehensive range of language activities in the upcoming academic year.
- To facilitate students in developing and applying one of the nine generic skills, specifically creativity, in an integrative manner, and to assist them in becoming independent and self-directed learners for future studies and work, the school will continue with this year's practices in learning and teaching.
- To further support the development of students' creative thinking skills, subject panels will be encouraged to incorporate creative thinking elements into the curriculum and pre-lesson activities, highlight their application throughout teaching schedules and strengthen lesson designs that foster creativity. Extra workshops, tailored to different key learning areas to strengthen lesson designs that promote creativity, will be offered.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
<ul style="list-style-type: none"> To develop creative thinking skills in learning 	<p>1.1 Create an appropriate learning and teaching environment for creative learning.</p> <p>1) To coordinate with panel chairpersons to design boards on creative thinking skills which are displayed in the hallways or to design slides shown on the TVs at the entrance and outside the tuck shop. ★</p> <p>2) To encourage panel members to share their current teaching practices on developing students' creative thinking skills in panel meetings.</p>	<ul style="list-style-type: none"> 70% of the teachers involved have positive comments 70% of the students involved have positive comments 	<ul style="list-style-type: none"> Teachers' feedback Students' feedback Departmental evaluation meeting Panel survey 	<ul style="list-style-type: none"> 9/2024 - 8/2025 	<ul style="list-style-type: none"> Studies Department Panel chairpersons Campus Development Working Committee 	<ul style="list-style-type: none"> EOEBG School fund

<ul style="list-style-type: none"> • <i>To develop creative thinking skills in learning</i> 	<p>1.2 Engage students in a wide range of creative educational activities during the assembly time.</p> <ol style="list-style-type: none"> 1) To provide opportunities for students to have a hands-on experience with the application of creative thinking skills in their learning of different subjects, e.g. Language Arts Assembly. 2) To coordinate different educational activities for different levels by departments or subject panels. For example, guest speakers are invited to talk about the use of creative thinking skills in the workplace. 	<ul style="list-style-type: none"> • 70% of the teachers involved have positive comments • 70% of the students involved have positive comments 	<ul style="list-style-type: none"> • Panel evaluation meeting • Department evaluation meeting • Student and teacher surveys at the end of each corresponding activity 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • All department heads • Panel chairpersons 	<ul style="list-style-type: none"> • EOEBG • School fund
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<ul style="list-style-type: none"> To develop creative thinking skills in learning 	<p>1.3 Engage students in activities that involve creative thinking skills like experimentation, communication, organization, problem-solving or open-mindedness.</p> <ol style="list-style-type: none"> To coordinate with panel chairpersons to design activities involving experimentation, communication, organization, problem-solving or open-mindedness. ★ To provide opportunities for students to share the creative thinking process through different means. 	<ul style="list-style-type: none"> 70% of the teachers involved have positive comments 70% of the students involved have positive comments 	<ul style="list-style-type: none"> Students' work Panel evaluation meeting 	<ul style="list-style-type: none"> 9/2024 - 6/2025 	<ul style="list-style-type: none"> Studies Department Panel chairpersons 	
	<p>1.4 Create ample learning opportunities that allow students to exercise their creativity, like project work.</p> <ol style="list-style-type: none"> To coordinate with panel chairpersons to incorporate creative thinking elements in the project design. To incorporate creative thinking skills in the pre-lesson, while-lesson and extended learning tasks. 		<ul style="list-style-type: none"> Student and teacher surveys after activities Students' projects Panel evaluation meeting 	<ul style="list-style-type: none"> 9/2024 - 6/2025 	<ul style="list-style-type: none"> Panel chairpersons 	

<ul style="list-style-type: none"> • <i>To develop creative thinking skills in learning</i> 	<p>1.5 Include creativity as an assessment criterion in students' work.</p> <p>1) To coordinate with panel chairpersons to design and use a rubric for the assessment of creative thinking skills that includes experimentation, communication, organization, problem-solving or open-mindedness relevant to the subject content. ★</p>	<ul style="list-style-type: none"> • All panels design a rubric for the assessment of creative thinking skills 	<ul style="list-style-type: none"> • Panel meeting • Students' assessment 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Panel chairpersons 	
	<p>1.6 Extra-curricular and cross-curricular activities and inter-school competitions could be arranged.</p> <p>1) To provide opportunities for students to apply creative thinking skills in different activities and competitions.</p>	<ul style="list-style-type: none"> • 70% of the teachers involved have positive comments • 70% of the students involved have positive comments 	<ul style="list-style-type: none"> • Students' performance • Panel meeting • Students' reflection 	<ul style="list-style-type: none"> • 9/2024 - 8/2025 	<ul style="list-style-type: none"> • Panel chairpersons • Department heads 	

<ul style="list-style-type: none"> To develop students' creative thinking skills through teaching 	<p>2.1 Implement creative thinking skills in STEAM education</p> <ol style="list-style-type: none"> To use the STEAM lab to accommodate activities that use creative thinking skills. ★ To refine and further explore the formal curriculum and lesson plans on creative thinking skills in S.1 and S.2.★ 	<ul style="list-style-type: none"> 70% of curriculums have creative thinking elements 70% of teaching schedules highlight the creative thinking skills 	<ul style="list-style-type: none"> Panel meeting Students' performance and their work Students' reflection 	<ul style="list-style-type: none"> 9/2024-6/2025 	<ul style="list-style-type: none"> STEAM committee 	<ul style="list-style-type: none"> EOEBG School fund
	<p>2.2 Promote creativity in different subjects</p> <ol style="list-style-type: none"> To coordinate with panel chairpersons to incorporate creative thinking elements in the curriculum. To highlight the teaching of creative thinking skills in the teaching schedules. To coordinate cross-curricular teaching projects for enhancement of students' creative thinking skills, such as LaC in history teaching. ★ 	<ul style="list-style-type: none"> 70% of curriculums have creative thinking elements 70% of teaching schedules highlight the creative thinking skills 	<ul style="list-style-type: none"> Panel meeting Students' performance and their work Students' reflection 	<ul style="list-style-type: none"> 9/2024 - 6/2025 	<ul style="list-style-type: none"> Panel chairpersons 	

<ul style="list-style-type: none"> • <i>To develop students' creative thinking skills through teaching</i> 	<p>2.3 Organize relevant and interactive learning activities that create opportunities for students to develop their creative thinking skills.</p> <p>1) To design progressively leveled activities that train students to tackle problems creatively.</p>	<ul style="list-style-type: none"> • 70% of learning activities can develop students' creative thinking skills 	<ul style="list-style-type: none"> • Panel evaluation meeting • Student survey after conducting the activities 	<ul style="list-style-type: none"> • 9/2024 - 8/2025 	<ul style="list-style-type: none"> • Panel chairpersons 	
	<p>2.4 Encourage teachers to include creative thinking skills in lesson planning and to obtain formative evaluation on the lesson materials.</p> <p>1) To encourage teachers to add at least one question or task that requires students to apply creative thinking skills in some of their lessons.</p> <p>2) To implement the lesson plans designed last year on creative thinking skills in teaching. ★</p> <p>3) To have all panels submit one lesson plan from junior forms and one from senior forms on creative thinking skills.</p>	<ul style="list-style-type: none"> • 70% of teachers include the teaching of creative thinking skills in lesson planning 	<ul style="list-style-type: none"> • Panel meeting 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Studies Department • Panel chairpersons 	

<ul style="list-style-type: none"> • <i>To develop students' creative thinking skills through staff development</i> 	<p>3.1 Offer a series of training sessions to teachers to develop their understanding of creative thinking skills such as experimentation, communication, organization, problem-solving or open-mindedness. ★</p> <p>1) To invite teachers and guest speakers to share examples of how creative thinking skills could be taught in different subject content and how such elements could be incorporated in the task design.</p> <p>2) To encourage teachers to take courses on creative thinking skills in the professional development programme.</p>	<ul style="list-style-type: none"> • 70% of the teachers involved comment that this is useful • 70% of panels submit and implement the plan 	<ul style="list-style-type: none"> • Teacher survey after workshops • Lesson plans • Panel meeting 	<ul style="list-style-type: none"> • 9/2024 - 6/2025 	<ul style="list-style-type: none"> • Studies Department • Panel chairperson • Staff Development Committee 	<ul style="list-style-type: none"> • EOEBG • School fund
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<ul style="list-style-type: none"> To develop students' creative thinking skills through staff development 	<p>3.2 Equip teachers with IT tools and eLearning tools that are needed to facilitate the teaching of creative thinking skills.</p>	<ul style="list-style-type: none"> 70% of the teachers involved comment that this is useful 	<ul style="list-style-type: none"> Lesson observations Lesson evaluation 	<ul style="list-style-type: none"> 9/2024 - 6/2025 	<ul style="list-style-type: none"> Studies department IT department Panel chairpersons eLearning committee 	<ul style="list-style-type: none"> EOEBG School fund
	<p>3.3 Use the existing “Teacher Collaboration Days” of our school as a platform for teachers to design and share creative teaching strategies in lessons.</p> <p>1) To encourage panels to archive the lesson materials and samples of students applying creative thinking skills in their work in Newcommon. ★</p>	<ul style="list-style-type: none"> 70% of teachers observed the related lessons and have positive comments 	<ul style="list-style-type: none"> Teacher lesson collaboration Lesson recordings Lesson plans Lesson evaluation 	<ul style="list-style-type: none"> 9/2024 - 6/2025 	<ul style="list-style-type: none"> Studies Department Panel chairpersons 	
<ul style="list-style-type: none"> To develop students' creative thinking skills through curriculum review 	<p>4.1 Review and strengthen the curriculum to include creative thinking skills.</p> <p>1) To review the existing curriculum with panel chairpersons.</p> <p>2) To set short-term and long-term goals to implement creative thinking skills in teaching.</p>	<ul style="list-style-type: none"> 70% of the teachers incorporated elements of creative thinking skills in lesson design 	<ul style="list-style-type: none"> Curriculum plans from panels Panel meeting 	<ul style="list-style-type: none"> 9/2024 - 6/2025 	<ul style="list-style-type: none"> Studies Department Panel chairpersons 	<ul style="list-style-type: none"> EOEBG School fund

<ul style="list-style-type: none"> • <i>To develop students' creative thinking skills through curriculum review</i> 	<p>4.2 Review and strengthen the assessment of creative thinking skills by including them alongside traditional assessment areas.</p> <ol style="list-style-type: none"> 1) To discuss with panel chairpersons how to formulate plans to incorporate creative thinking skills in formative and summative assessments. 2) To include “creative thinking skills” in the plans for assessment tasks. 	<ul style="list-style-type: none"> • 70% of the teachers incorporated elements of creative thinking skills in lesson design 	<ul style="list-style-type: none"> • Curriculum plans from panels • Panel meeting 	<ul style="list-style-type: none"> • 8/2024 - 6/2025 	<ul style="list-style-type: none"> • Studies Department • Panel chairpersons 	<ul style="list-style-type: none"> • EOEBG • School fund
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