

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

2025/26

School Vision and Mission

1. School Motto

Faith, Hope, Love

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

2. School Vision

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

3. School Theme (2025 -2026)

With Hope, We Persevere

Pentecostal Lam Hon Kwong School

Annual School Plan

2025/26

Major Concerns

- 1. To enhance students' well-being through physical, mental, social and spiritual health education.**
- 2. To nurture effective learners with effective learning strategies.**

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

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1.1 Enhance students' well-being by increasing physical health literacy and making informed healthy lifestyle choices	<u>1.1.1 Guide students to recognise the importance of health literacy</u> - Organize nutritionists' talks to teach students about healthy eating literacy. - Competitions will be held to raise students' awareness of healthy eating (e.g. Inter-house Green Master Chef Cooking Competition and Healthy Chinese Menu Design Competition). <u>1.1.2 Provide students with healthy lifestyle choices</u> - Organize inter-class planting competition. - Offer more varieties of activities (e.g. string musical instruments classes and acapella group). <u>1.1.3 Nurture students to have healthy habits</u> - Organize class period activities for students to set goals of building health habits.	- Students exhibit improved health literacy in pursuing healthy lifestyle. - Students are able to set goals and demonstrate progress towards building healthy lifestyle habits. - Students try out various physical activities to make informed healthy lifestyle choices.	- Evaluation Report by Department, Committee and Subject Panels - Meeting minutes - Activity records - Teachers' observation - Students' participating rate - Students' learning outcome - Students' feedback - APASO - School-based questionnaire	Throughout the whole academic year	- MC1 group - Class Management Committee - Form teachers - Healthy School & Lifestyle Committee - Geography & Sustainability Club - ECA Departments - PE Panel	EOEBG, LWLG

	<u>1.1.4 Provide recreational activities for students</u> • Organize various summer activities (e.g. art jamming, watching performing shows, pickle balls). <u>1.1.5 Create more capacity for students to do various kinds of exercise</u> • Conduct regular Class-based Exercise Program through class management during Class Teacher's Period; and Cycling Program in Classrooms. • Purchase and provide various sports equipment.					
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1.2 Enhance students' well-being by staying positive and coping with stress effectively when facing challenges	<u>1.2.1 Foster a supportive and caring learning environment</u> - Utilize the new counselling centre to provide space for students to rest, relax, chat, receive counselling service or participate in small group activities during lunchtime and after school. - Collaborate with different departments to Organize PERMA Days. <u>1.2.2 Equip students with effective coping strategies to face challenges, helping them develop resilience and adaptability in various situations</u> - Organize talks and workshops to provide coping strategies for students to face challenges. - S6: Stress-relief workshops - S4-S5: Talks related to overcoming challenges - S3: Talks and workshops by Health Department - S1-S2: PATHS lessons - S1-S3: Books sharing related to resilience in Reading lessons	- Students seek help when they encounter negative emotions. - Students try different strategies to cope with stress. - Student-family bond strengthened by participating in different activities.	- Evaluation Report by Department, Committee and Subject Panels - Meeting minutes - Activity records - Teachers' observation - Students' participating rate - Students' learning outcome - Students' feedback - APASO - Parents' feedback	Throughout the whole academic year	- MC1 group - Class Management Committee - Form teachers - Counselling Department - Discipline Department - ECA Department - Religion Department	LSG, EOEBG, Hong Kong Children and Youth Services, PHAB
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	<u>1.2.3 Equip parents with effective strategies to deal with family relationship in order to provide better support for students</u> • Talks • Workshops • Day camp					Parent Education Grant
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1.3 Enhance students' well-being by lifting social health and building positive relationships in school and online platforms	<u>1.3.1 Set up new Class Management Committee to design class period activities to build positive relationships in class</u> • Hold various quarterly class period activities to let students learn to show gratitude with each other. • Enhance students' responsibility and engagement in school. • Raise students' sense of belongings to their class, school, society and country. <u>1.3.2 Strengthen vertical positive relationships in various occasions</u> - senior-junior • Organize various ball games and singing contest groups for students. • Organize different Inter-House academic competitions. • Hold various activities in PERMA Day. <u>1.3.3 Enrich students' knowledge and skills to maintain positive relationships on the internet</u> • Organize talks to let students learn to build up correct attitude on the internet. • Train students to solve conflicts on online platforms.	• Students show support in class and in school. • Students show healthy bonding with high participation in various kinds of contests & ball games. • Students develop positive attitudes towards building healthy relationships on various online platforms.	• Evaluation Report by Department, Committee and Subject Panels • Meeting minutes • Activity records • Teachers' observation • Students' participating rate • Students' learning outcome • Students' feedback • APASO • Parents' feedback	Throughout the whole academic year	• MC1 group • Class Management Committee • Form teachers • Counselling Department • Discipline Department • ECA Department • IT Department • Healthy School & Lifestyle Committee	LSG, EOEBG, Hong Kong Children and Youth Services
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1.4 Enhance students' well-being through a more engaging spiritual life	<u>1.4.1 Immerse students in a spiritual climate with visual bible verses, hymn singing and congregation</u> • Encourage students to design and display engaging visual representations of Bible verses around the school, including posters and display TV. • Empower students to take the lead in hymn sharing in order to promote ownership and engagement in their spiritual journeys. • Invite speakers from various spiritual backgrounds to share insights and experiences in order to encourage students to develop deeper relationships with God. <u>1.4.2 Support students in living out Christian values</u> • Encourage and support form teachers to organize prayer meetings so that students can give and receive support from one another. • Incorporate prayer into the school routine, allowing students to start their day with reflection and intention. • Organize Student Christian Fellowship, where students can find hope, healing and purpose so	• Students can gain a deeper understanding of Christian values. • Students can better express their reflections on spiritual growth. • Students can increase their engagement in various religious activities.	• Evaluation Report by Department, Committee and Subject Panels • Meeting minutes • Activity records • Teachers' observation • Students' participating rate • Students' feedback	Throughout the whole academic year	• Religion Department • Hymn Promotion Committee • Subject Panels • Form teachers	EOEBG, LWLG
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	as to help students to build Christian friendships. • Organize a wide range of activities in Gospel Week in order to help students connect with God. • Organize S1 Gospel Camp and Student Christian Fellowship Summer Camp in order to strengthen participants' sense of identity as a Christian and provide students with a chance to reflect on their spiritual health. • Offer support to S6 students in order to deepen their faith under stress. • Organize group-based S1 Biblical Knowledge lessons. • Revise S1 & S2 Biblical Knowledge curriculum.					
1.5 Enhance students' well-being by giving more space	<u>1.5.1 Coordinate with Studies Department and PCs to release students' workload and reduce students' academic stress by giving more space</u> • Conduct review in ACM, PCM, Subject Panel meetings to release students' academic workload so as to give students more free time. • Conduct review in ACM, PCM, Subject Panel meetings to release students' academic stress.	• Students take ownership of using their time.	• Evaluation Report by Department, Committee and Subject Panels • Meeting minutes • Teachers' observation • Students' feedback • APASO	Throughout the whole academic year	• MC1 group • Department of Studies • PCs • Subject Panels • All teachers	

Major Concern 2 : To nurture effective learners with effective learning strategies.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
2.1 Fostering students' abilities to set goals, do career and life planning, and conduct self-evaluation (a SMART learner)	<u>2.1.1 SMART goal setting and self-evaluation</u> • Guide our students to set goals using the 'SMART' approach (specific, measurable, achievable, relevant and time-bound). • The Class Management Committee will integrate existing goal-setting activities from different departments. Targets for each form will be suggested. • Launch a thorough, year-round goal setting scheme, covering both academic and non-academic goals. • Students will have the autonomy to set targets and draft personalized learning contracts. Success criteria will be set by students. • Self-evaluation will be conducted during specific form teacher periods, providing space for student reflection. • Pilot scheme will be launched in S1 to S2, then extended to other forms.	• Students are able to set clear and attainable goals and demonstrate progress within the designated timeframe. • Students exhibit improved motivation and self-discipline in pursuing their academic and personal objectives. • Students continue to set and pursue goals independently beyond the program.	• Evaluation reports by departments, committee and subject panels • Meeting minutes • Activity records • Teachers' observation • Students' participating rates • Students' learning outcomes • Student feedback • APASO • School-based questionnaires	Throughout the academic year	• MC2 group • *Class Management Committee • Form teachers • Department of Studies, Discipline, Counselling, Religion, ECA and Careers • Subject panels	EOEBG, LWLG

2.2 Enhancing students' effective learning skills in various key learning areas (a confident learner)	<u>2.2.1 Building note-taking habits</u> <u>Introduction to note-taking methods</u> • Introduce students to basic note-taking concepts and develop awareness of different note-taking style (in lessons, form teacher periods and assemblies). • Teach note-taking methods, such as outlining, Cornell Method and mind-mapping. <u>Integration of Technology</u> • Besides traditional tools (e.g. notebooks), digital tools will be introduced (e.g. GoodNotes). • Train students to use note-taking apps, audio recordings, and digital organization tools. • Pilot the use of GoodNotes Classroom with selected subjects or teachers from each KLA in the first year and promote to other subjects in the second or third year. <u>Application across subjects</u> • Encourage subject teachers to assign tasks that require note-taking across various subjects, providing constructive feedback. • Facilitate collaboration among teachers to share experiences on developing student's note-taking	<u>Note-taking habits</u> • Students begin to use note-taking methods during lessons as a regular practice. • Students take clear, concise and meaningful notes. • Students reflect and collaborate with peers to improve the quality of the notes. • Students develop lifelong habits for organizing and synthesizing information. <u>Pre-lesson tasks</u> • Students develop responsibility for completing pre-lesson tasks. • Students complete pre-	• Evaluation reports by department, committees and subject panels • Meeting minutes • Teachers' observations • Lesson Observation • Students' learning outcomes • Students' feedback • APASO • School-based questionnaires	Throughout the academic year	• MC2 group • *Department of Studies • e-Learning, IT & IL Committee • Class Management Committee • Form teachers • Subject panels	EOEBG, LWLG
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	skills (e.g. Teacher Collaboration Day or Panel Collaboration Day). • Incorporate note-taking as a focus in lesson observations. <u>Feedback and refinement</u> • Encourage students to reflect on their note-taking experiences using checklists or journals. • Provide opportunities for peer review and discussion. <u>Integration with study skills</u> • Foster personalized, efficient note-taking routines and habits. • Link note-taking with broader study strategies such as revision and exam preparation. <u>2.2.2 Promoting pre-lesson tasks</u> <u>Introduction of pre-lesson tasks</u> • Conduct sessions highlighting the benefits of pre-lesson preparation. • Share success stories and testimonials. <u>Guided Practice by subject teachers</u> • Assign pre-lesson tasks, such as previewing learning objectives, reviewing prior knowledge, or completing quick quizzes.	lessons tasks consistently and thoughtfully. • Students use pre-lesson preparation to participate actively in lessons. • Students collaborate with peers to deepen understanding of pre-lesson materials. • Students take ownership of pre-lesson preparation as a key learning strategy.				
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	• Arrange diverse pre-lesson activities, such as questioning, concept mapping, summarizing readings and watching videos. • Use tools like Kahoot!, Padlet and Mentimeter. • Recognize consistent high-quality preparation through awards or incentives. <u>Reflection and feedback</u> • Encourage students to reflect on their preparation process. • Facilitate peer discussion and reflection on pre-lesson tasks. • Teachers offer positive feedback to reinforce good practices. <u>Fostering autonomy and higher-order thinking</u> • In advanced stages, allow students to select or design their own pre-lesson activities aligned with their learning styles and interests.					
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2.3 Building students' reading habits and nurturing their passion for reading (a reading lover)	<u>2.3.1 Engaging and connecting with reading and cultivating a vibrant reading culture</u> • Establish Reading Promotion (or Library) Ambassador, extending the role of the recent 'Library Prefect'. • Implement a Reading Award Scheme with attractive prizes to motivate students. • Organize various reading-related activities (e.g. reading salons and human library). Themes can be suggested by different KLAs. • Promote a series of thematic reading sessions (e.g. reading café). Library Ambassadors can lead theme suggestions and organization. • Conduct SSE analysis on borrowing habits (by students, classes, forms, month) to understand students' reading habits (evaluation) and plan activities. • Select books for the library. Involve students in selecting books for the library through book exhibitions. • Support self-directed English learning through resource	• Students read more regularly, both in and outside the classroom. • Students express their views on reading materials and engage in constructive intellectual exchange. • Students explore a wider range of genres, authors and text formats. • Students demonstrate critical thinking about texts, making connections, and share insights. • Students develop independent reading routines that extend beyond the	• Evaluation reports by departments, committees and subject panels • Meeting minutes • Activity records • Teachers' observations • Students' participating rates • Students' learning outcomes • Student feedback • Book borrowing data in Library • APASO (reading-related data) • School-based questionnaires	Throughout the academic year	• MC2 group • *School Library and Promotion of Reading Committee • SSE Committee • Subject panels	Promotion of Reading Grant, the One-off Grant for Promotion of Self-Directed Language Learning (English Language and Putonghua)
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	acquisition, enrichment activities and professional services to develop school-based materials and enhance the language environment.	program.				
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2.4 Cultivating students' information literacy and guiding them to become smart and responsible technology users (a smart and responsible technology user)	<u>2.4.1 Developing critical information skills and promoting responsible digital citizenship</u> <u>Background and foundation</u> • The 'Information Literacy for Hong Kong Students Learning Framework (2024)' emphasized the importance of information literacy for lifelong and self-directed learning. • Hong Kong students' information literacy encompasses three categories (and nine literacy areas), focusing on knowledge, skills and attitudes. • The framework guides schools in developing students' information literacy at different key stages. <u>Information literacy in learning and teaching</u> • Information literacy elements should be highlighted in the teaching schedules of all subject panels. The Information Literacy Committee will conduct surveys and advise panels.	• Information literacy elements can be observed in students' assignments and outcomes across subjects. • Students acquire online ethics and adopt best practices for responsible AI and digital information use.	• Evaluation reports by departments, Committee and subject panels • Meeting minutes • Activity records • Teachers' observations • Students' participating rates • Students' learning outcomes • Students' feedback • APASO • School-based questionnaires	Throughout the academic year	• MC2 group • *e-Learning, IT & IL Committee • Department of Studies • Subject panels	EOEBG, LWLG
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	<u>Applying AI wisely</u> • Conduct workshops to educate students on online ethics and best practices for responsible, effective and smart AI and digital information use. • Pilot AI use in selected subjects and teachers, encouraging sharing of learning and teaching applications in various occasions, such as Teacher Collaboration Day, Panel Collaboration Day. <u>Reflection and feedback</u> • Facilitate peer collaboration for sharing research techniques and receiving feedback for self-reflection.					
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