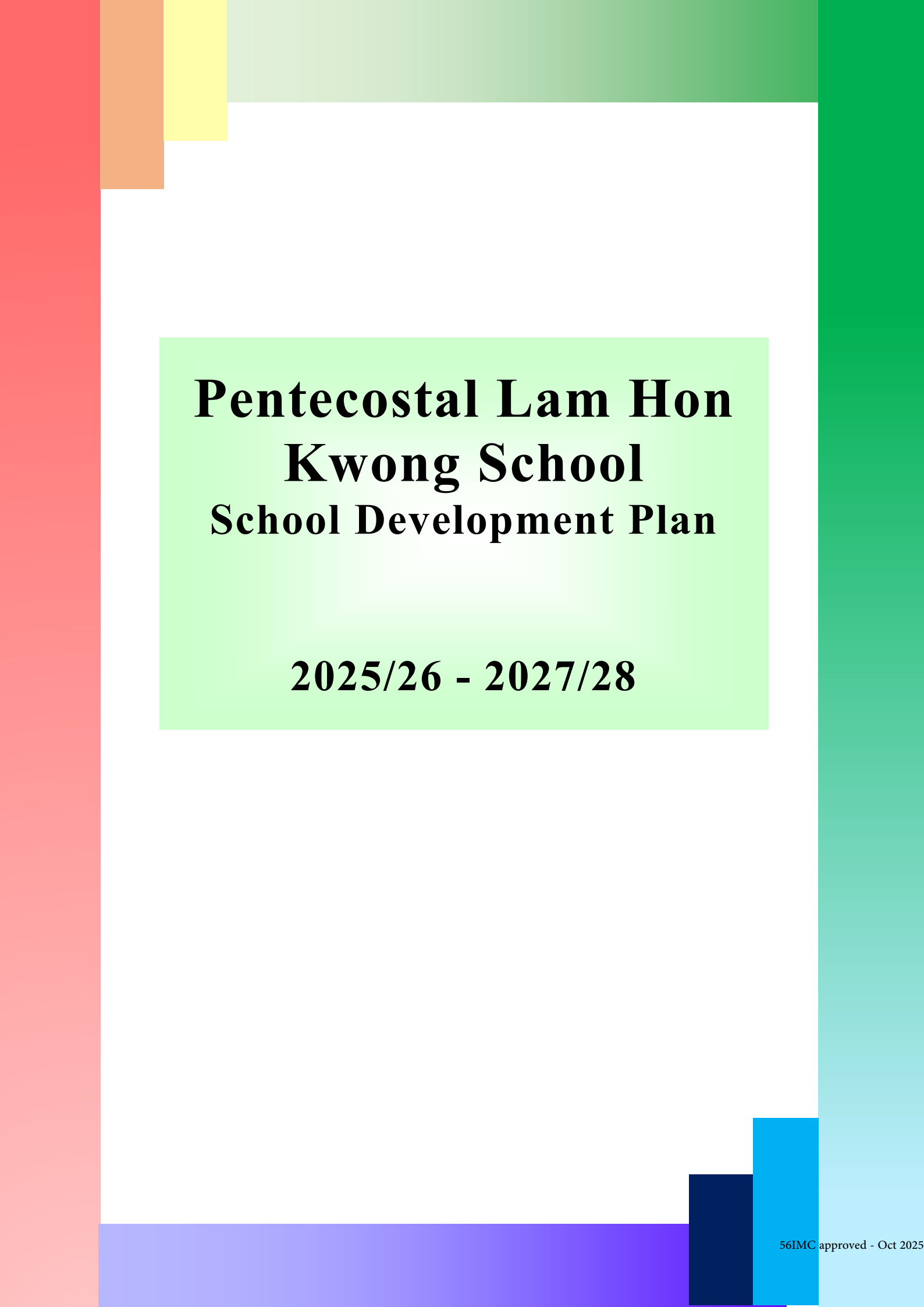




Pentecostal Lam Hon Kwong School School Development Plan

2025/26 - 2027/28

Pentecostal Lam Hon Kwong School

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

2026 -2027 With Grace, We Cherish

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2022/23 - 2024/25¹

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
Major Concern 1: To grow and learn together in God's love Target(s): 1. Engaging students in a spiritual atmosphere 2. Guiding students to live by Christian values within a Gospel-rich environment 3. Nurturing students to become serving leaders 4. Creating opportunities for students to contribute to a supportive and caring school climate	Fully achieved	Incorporated as routine work	

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

Major Concern 2: To provide care and promote values education Target(s): 1. Creating a positive learning environment with the PERMA model (positive emotion, engagement, relationships, meaning, achievement) to develop students' positive values 2. Empowering students to build on their strengths 3. Guiding students to embrace positive values in life 4. Developing a school-based positive education programme	Partly achieved	Continue to be a major concern for the next development cycle with adjusted target(s)	
Major Concern 3: Target(s): 1. To develop creative thinking skills in learning 2. To develop students' creative thinking skills through teaching 3. To develop students' creative thinking skills through staff development 4. To develop students' creative thinking skills through curriculum review	Partly achieved	Incorporated as routine work	

b. Based on the reflection against the seven learning goals^{II}, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

The following three questions serve as a reference for schools to reflect on how good they are in fostering whole-person development and lifelong learning of students. In the process of reflection, reference could be made to the relevant PI areas and their focus questions. The school should holistically review and evaluate the performance in various aspects, based on evidence and data, by flexibly intertwining different PI domains (There is no need to report the school performance in different PI areas and the seven learning goals one by one) and identify the areas which need to be strengthened. **For details, please refer to paragraph 3.3.1(b) and the appendix of the related compilation guidelines.**

◆ How good is my students' performance in achieving the seven learning goals?

Domain 4: Our students have demonstrated exceptional achievement, securing above-average results in public examinations and excelling in external competitions. They actively participate in diverse educational activities such as Academics Week, cross-border tours, subject field trips and Drama Nite, some of which incorporate elements of Chinese culture. Their creative thinking and generic skills have been strengthened, along with their effective use of iPads and online learning platforms. Extensive engagement with interactive tools like Power Lesson and Google Classroom has further enhanced their digital proficiency, particularly in information literacy.

Additionally, students have improved their language development through language-across-the-curriculum classes and gifted English and Chinese programs. Their life planning skills have been cultivated through community service and extracurricular activities. To support holistic well-being, they have taken part in activities promoting a healthy lifestyle and psychological support, including PERMA Day and the creation of the book Emo Hotel. Furthermore, students have expressed that the Dual Class Teachers system has provided stronger support for personal development.

◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

Domain 2 and 3: Our school implements a diverse development policy across all levels, fostering an enriched learning environment with whole-school participation. With around forty clubs spanning academics, interest groups, sports and community service, students have ample opportunities to explore their passions. Leadership training and service-learning initiatives, including programs with the Hong Kong PHAB Association, further support their growth. Through the 'Three-tier Implementation Model', students with diverse learning needs receive tailored support and many have earned prestigious awards in sports, English debates and public speaking competitions.

^{II} The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

To promote core values in life education, students developed essential skills and attitudes — responsibility, empathy and respect — through weekly assemblies and specialized programs in collaboration with the Youth Services Department and the Department of Health. Psychological needs were addressed with reference to the data from the APASO questionnaire and school surveys. Notably, 75.7% of students reported that PERMA Days, which integrate PERMA elements and core values from the Values Education Curriculum, helped relieve stress. Additionally, students have become more proactive in learning through inclusive education programs such as PATHS Social Experience Day and social skills training.

◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

Domain 1: Our school demonstrates a robust and systematic approach to continuous improvement, with a clear focus on fostering students' whole-person development and lifelong learning. This commitment is reflected in our comprehensive use of data, strategic planning, and collaborative implementation across the school community.

1. Data-Driven Approach for Identifying Areas for Improvement

The school places significant emphasis on evidence-based decision-making. We proactively utilize a range of assessment tools, including APASO questionnaires, to gather data on students' well-being, attitudes, and learning experiences. These quantitative findings are complemented by qualitative insights from teacher observations and feedback from key stakeholders such as parents and students. Through this multi-faceted approach, we are able to pinpoint specific areas requiring attention and tailor our development priorities accordingly.

2. Strategic Planning and Targeted Interventions

Building on the data collected, our school has identified “Caring for Students and Promoting Values Education” as a major focus for the current development cycle. This priority is addressed through a coordinated, whole-school effort that involves multiple departments — Counselling, Religion, Discipline, ECA, and academic subject teams. Concrete initiatives, such as the S.1 Orientation Day, student leader training, and PERMA Day, have been implemented to address the identified needs and to foster a positive, values-driven school culture. These programs are designed not only to support students' academic growth but also their emotional, social, and spiritual well-being.

3. Continuous Monitoring and Evaluation

Our commitment to improvement is underpinned by an ongoing cycle of planning, implementation, and evaluation. The school regularly reviews assessment results and stakeholder feedback to monitor the effectiveness of its strategies. This ensures that interventions remain responsive to students' evolving needs and that successful practices are sustained and further developed. The collaborative nature of our approach — bringing

together teachers, support staff, and the wider school community — ensures shared ownership of the school’s vision and goals.

4. Leadership and Resource Allocation

The school’s leadership team plays an active role in guiding continuous development. Through regular meetings and open communication channels, leaders facilitate the effective deployment of resources — both human and financial — to support key initiatives. The school’s management committee provides oversight and professional support, ensuring that all improvement efforts are well-coordinated and aligned with the school’s mission of holistic education.

Conclusion

In summary, our school is highly effective in leading its continuous improvement and development for students’ whole-person development and lifelong learning. By systematically using data to identify needs, developing targeted and innovative strategies, fostering collaboration across departments, and maintaining a strong culture of evaluation and adaptation, our school ensures that every student is supported to thrive academically, emotionally, socially, and spiritually.

Review Based on the Seven Learning Goals

1. National and Global Identity

Our school is dedicated to fostering a strong sense of national identity among students. Regular flag-raising ceremonies are held, with student leaders and scouts taking active roles in hosting and performing Chinese-style marching. Student leaders also deliver “Speeches under the National Flag,” reinforcing the importance of national values.

Cultural appreciation is further promoted through Drama Night, which features elements of Chinese culture, such as Cantonese Opera and classic literature like “Journey to the West.” Learning Days provide opportunities for S2 students to visit significant cultural sites, including the Hong Kong Palace Museum and the M+ Museum, deepening their understanding of Chinese art, history, and national security.

Family involvement is encouraged through PTA activities that incorporate national security themes, such as the National Security Contest during PTA BBQs. Signature programs like “Nezha Invades PLHKS” creatively integrate reading, Chinese culture, and national security education.

To broaden students' horizons, the school offers various exchange programs, including a 5-day Beijing cultural exchange tour. Activities based on the National Security Education calendar are continually expanded, ensuring students develop both national pride and global awareness.

2. Breadth of Knowledge / Balanced Curriculum

Our school takes pride in being a pioneer in arts and drama education. Since 2000, we have been the first aided school in Hong Kong to formally integrate arts education into the curriculum, offering students diverse choices such as drama, music, dance, and visual arts. Our drama education program, with a 40-year legacy, has nurtured many talented alumni and cultivated students' creativity and confidence.

Learning Days for S1-S5 students emphasize experiential learning outside the classroom. These days are designed with themes that promote values education and cultural appreciation, allowing students to reflect on their experiences through assignments and self-reflection.

Cross-border learning is a key feature of our curriculum. Annual sister school exchanges, biennial English study tours, and themed trips — such as environmental protection in Taiwan and art appreciation in Japan — provide students with exposure to different cultures and perspectives.

Subject-specific field trips are organized for various disciplines, including Geography, Biology, Chemistry, Physics, ERS, and Economics. These experiences enrich students' academic journeys and support their holistic development.

3. Language Proficiency Development

Language development is a cornerstone of our school's educational philosophy. In English, we promote curriculum innovation and professional sharing among teachers through regular open classes and collaboration with the EDB. Students are encouraged to participate in English public speaking, debating, and interpretive reading competitions.

The English Self-learning Centre (SAC) offers a range of engaging activities, such as Scrabble contests and idiom quizzes, to foster a love of language. Our cross-curricular English courses (LaC) integrate English with subjects like History, DT/STEAM, Mathematics, and Geography, creating a rich EMI (English as a Medium of Instruction) environment where students use English in classes and school announcements.

For Chinese, we actively promote cultural appreciation through activities such as calligraphy, Hanfu, and lantern-making. Students can participate in gifted programs like Chinese debating and writing, while reading culture is enhanced through book promotion competitions and thematic reading activities, such as "Nezha Invades PLHKS."

Collaboration with the Drama panel enables creative teaching strategies, including situational teaching, which further strengthens students' language skills and cultural understanding.

4. Generic Skills

Developing generic skills is a school-wide priority. We collect and share creative thinking lesson plans from various subjects, encouraging the integration of creative thinking into assessments and lesson observations. This approach ensures that creative and critical thinking are embedded in daily teaching and learning.

Arts education plays a vital role in nurturing collaboration, communication, and creativity among students. Through art lessons and projects, students develop essential skills for teamwork and self-expression.

Our DT/STEAM curriculum for S1-S2 is delivered through formal lessons, with classes divided into smaller groups for hands-on learning. Extended courses, co-planning time for teachers, and a strong culture of collaboration within the DT/STEAM team further enhance the quality of instruction.

Students have opportunities to participate in STEAM clubs and competitions, which promote problem-solving, innovation, and teamwork. These experiences help students build a strong foundation of generic skills essential for future success.

5. Information Literacy

Our school recognizes the importance of information literacy in the digital age. We have integrated interactive learning platforms, such as Power Lesson and Google Classroom, across all subjects, and students regularly use iPads to enhance their learning experiences.

Information literacy is explicitly taught in subjects like DT/STEAM, CES, ICT, and Arts Education. Morning assemblies feature information literacy series, and educational theatre productions address the safe and ethical use of technology.

To keep students informed, important messages are broadcasted via the school's TV system, including in the tuck shop. Parent seminars are organized to help families support their children's digital literacy at home.

The Studies Department provides clear guidelines for the use of AI in teaching and learning, ensuring that both students and teachers are prepared to navigate the rapidly evolving technological landscape responsibly.

6. Life Planning

Life planning is a comprehensive process at our school, beginning with a three-year leadership training program for S2-S4 students. Guided by mentors, students engage in signature projects such as volunteer work, event organization, and community research, helping them develop leadership and social responsibility.

A wide range of extracurricular activities — around 40 in total — are offered, covering academics, interests, service, and sports. These activities, along with career and life planning support at every level, help students discover their passions and set meaningful goals.

Specialized career planning activities are provided, including subject guidance days for S3 students and JUPAS counseling for S6 students. Gifted education programs offer university experience opportunities during holidays, while CLP Ambassadors organize student-centered activities within the school.

These initiatives ensure that students are well-prepared to make informed decisions about their academic and career futures.

7. Healthy Lifestyle and Psychological Support

Promoting a healthy lifestyle is at the heart of our school's mission. We integrate care and values education, PERMA Day activities, and positive education programs — such as “Refueling Stations” and “Nap & Relax Zones” — to support students' physical and mental well-being.

Special support is provided for students with special educational needs (SEN), including social skills groups and specialized courses. Homework support classes are available for S1-S3 students to help them stay on track academically.

Parent education initiatives, such as seminars and parent-child day camps, foster strong home-school partnerships and equip families to support their children's well-being.

The innovative “Emo Hotel” project, a collaboration between the ECA department, Counselling department, and Drama panel, combines reading, research, and drama to promote positive values and emotional literacy. The MVPA 60 program encourages daily exercise, with students tracking their activity for recognition and awards.

A dual class teacher system in S1-S2 provides enhanced support for junior students and mentorship for new teachers, ensuring a nurturing, inclusive, and supportive environment for all.

c. How Can My School Be Better

Building on the reflection in the previous part (4b), schools could further consider how they can do better in helping students achieve the seven learning goals based on students' needs and the school's capacity for continuous improvement and development when setting out development priorities. **For details, please refer to paragraph 3.3.1(b) and the appendix of the related compilation guidelines.**

◆ What are my students' needs?

In today's rapidly evolving world, our students face a diverse set of challenges and opportunities at every stage of their learning journey. To support their whole-person development and lifelong learning, our school recognizes the importance of nurturing not only academic excellence but also physical, emotional, social, and spiritual well-being.

Our students need a positive and supportive learning environment where mental health is prioritized. By integrating the PERMA elements and the core values from the Values Education Curriculum, we aim to foster a culture where students feel connected, resilient, and empowered to seek help when needed. In addition, students benefit from practical strategies — such as those outlined in the 4Rs Mental Health Charter — to manage stress and maintain a positive outlook during busy school life.

Spiritual development is also a key need, as we strive to deepen students' understanding of Christian values and help them build a lifelong relationship with God. Physical health remains a foundation for learning, and students require regular opportunities for physical activity both within and beyond the classroom.

Social well-being is increasingly important in an interconnected world. Our students need to develop communication skills, emotional intelligence, and meaningful relationships, both in person and online. Furthermore, a strong reading culture is essential for broadening horizons and cultivating curiosity; thus, we continue to innovate across the curriculum to make reading a vibrant part of school life.

To prepare students for the demands of the future, there is a clear need to enhance their generic skills — such as creative thinking, problem-solving, and collaboration — through cross-disciplinary learning. Information literacy is another critical area, equipping students to find, evaluate, and use information effectively in a digital world. Lastly, our students need guidance and support to reflect on their strengths and interests, enabling them to set and pursue meaningful life goals.

◆ What is my school's capacity for continuous improvement and development?

Our school is built upon a strong foundation of dedicated staff, a supportive community, and a culture of continuous improvement. Teachers are committed to professional growth, regularly engaging in training and collaborative planning to adopt the latest pedagogical strategies. The seamless integration of e-learning platforms and resources has enhanced both teaching and learning, allowing us to respond flexibly to changing

educational needs.

The school's ongoing commitment to values education and mental health is supported by structured programs and practical initiatives, such as the 4Rs Mental Health Charter, which are consistently reviewed and refined. Our teaching team actively collaborates to design cross-curricular activities that promote creativity, reading, and language development, ensuring that learning remains engaging and relevant.

We also benefit from strong partnerships with external organizations and professional bodies, which provide valuable opportunities for teacher development and resource sharing. The school's administrative and financial support systems are robust, enabling us to allocate resources effectively towards our major targets. Teachers are actively involved in decision-making processes, fostering a sense of shared purpose and collective responsibility for school improvement.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Looking ahead, our school is steadfast in its commitment to further strengthening the holistic development of every student. We will continue to promote a positive and supportive learning environment by embedding the PERMA model and our core values throughout all aspects of school life. This ongoing focus on mental health, well-being, and fostering a strong sense of belonging ensures that students feel supported and engaged within our community.

At the same time, we are dedicated to deepening the spiritual growth of our students. Through sustained efforts, we aim to nurture their understanding of Christian values and help them build a meaningful relationship with God. Recognizing the importance of physical health, the school will also provide a wide range of opportunities for students to participate in regular physical activities, which are essential for their overall well-being.

In addition, we place great emphasis on the development of social and emotional skills. Our programs and activities are thoughtfully designed to enhance communication abilities, emotional intelligence, and the formation of positive relationships, both within the school environment and in the digital world. To foster a culture of curiosity and lifelong learning, we will continue to implement innovative strategies and cross-curricular activities that encourage reading and language development, helping students to broaden their horizons.

Furthermore, our school is committed to developing students' generic and information literacy skills. By expanding cross-disciplinary approaches, we will integrate creative thinking, problem-solving, and digital literacy into everyday learning experiences. Finally, we strive to empower students to set and achieve meaningful life goals. Through reflective practices and targeted guidance, we support students in identifying their strengths and aspirations, enabling them to plan purposeful and achievable pathways for their future.

5. Major Concerns of the 2025/26 – 2027/28 School Development Cycle

◆ Based on the above holistic review of school performance, the major concerns in order of priority are:

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

透過身、心、社、靈健康教育，提升學生的幸福感。

2. To nurture effective learners with effective learning strategies.

運用有效的學習策略，培育學生成為高效學習者。

School Development Plan (2025/26-2027/28)

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

Major Concerns	Targets (Expected students' outcomes)	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
		Year 1	Year 2	Year 3		
1. To enhance students' well-being through physical, mental, social and spiritual health education	Enhance students' well-being by increasing physical health literacy and making informed healthy lifestyle choices	✓	✓	✓	- Promoting the importance of health literacy by providing healthy lifestyle choices, nurturing healthy habits and organising recreational activities - Creating more capacity for students to do various kinds of exercise by providing more: - time and space - resources and choices	National and Global Identity Breadth of Knowledge Language Proficiency Generic Skills Information Literacy Life Planning Healthy Lifestyle

	Enhance students' well-being by staying positive and coping with stress effectively when facing challenges	✓	✓	✓	- Fostering a supportive and caring learning environment (e.g. new counseling centre) using the PERMA model and the 4RS strategies in order to nurture students' emotional and social needs. - Equipping students with effective coping strategies to face challenges, helping them develop resilience and adaptability in various situations 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 - Equipping parents with effective strategies to deal with family relationship in order to provide better support for students	Breadth of Knowledge Generic Skills Life Planning Healthy Lifestyle
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	Enhance students' well-being by lifting social health and building positive relationships in school and online platforms	✓	✓	✓	- Setting up new Class Management Committee to design class period activities to build positive relationships in class - Strengthening vertical positive relationships in various occasions - senior-junior - teacher-student - alumni-student - Enriching students' knowledge and skills to maintain positive relationships on the internet	National and Global Identity Breadth of Knowledge Language Proficiency Generic Skills Information Literacy Life Planning Healthy Lifestyle
	Enhance students' well-being through a more engaging spiritual life	✓	✓	✓	- Immersing students in a spiritual climate with visual bible verses, hymn singing and congregation. - Supporting students in living out Christian values through - prayers, - bible study; and - daily devotion.	Breadth of Knowledge Generic Skills Life Planning Healthy Lifestyle
	Enhance students' well-being by giving more space	✓	✓	✓	Coordinating with Studies Department and PCs to release students' workload and reduce students' academic stress by giving more space	Breadth of Knowledge Generic Skills Life Planning Healthy Lifestyle

2. To nurture effective learners with effective learning strategies.

Major Concerns	Targets (Expected students' outcomes)	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
		Year 1	Year 2	Year 3		
2. To nurture effective learners with effective learning strategies.	Fostering students' abilities to set goals, <u>do career and life planning</u>, and conduct self-evaluation (a SMART learner)	✓	✓	✓	<u>SMART Goal setting and self-evaluation</u> Empower students as self-directed learners by integrating SMART goal-setting and reflective practices. Enable them to develop self-awareness, confidence and essential skills through ongoing self-assessment to set and achieve meaningful short- and long-term goals.	National and Global Identity Breadth of Knowledge Generic Skills Information Literacy Life Planning

	Enhancing students' effective learning skills in various key learning areas (a confident learner)	✓	✓	✓	<u>Building note-taking habits</u> Adopt a comprehensive approach to note-taking by introducing fundamental traditional and digital methods and integrating these strategies across subjects. Collaborate with teachers, offer constructive feedback and encourage reflective practices to enhance overall study routines. <u>Promoting pre-lesson tasks</u> Implement engaging pre-lesson tasks that encourage students to prepare and engage with learning objectives before class. Foster autonomy and higher-order thinking through guided practice, reflective discussions and recognition of effective preparation techniques.	National and Global Identity Breadth of Knowledge Language Proficiency Generic Skills Information Literacy Life Planning
	Building students' reading habits and nurturing their passion for reading (a reading lover)	✓	✓	✓	<u>Engaging and Connecting with Reading and Cultivating a Vibrant Reading Culture</u> Develop students into confident, passionate readers through diverse resource acquisitions, interactive enrichment activities, professional service, cross-curricular reading integration and a variety of digital and traditional resources. Foster lifelong reading habits, self-directed learning and academic success with engaging programs like reading salons and human library events.	National and Global Identity Breadth of Knowledge Language Proficiency Generic Skills

	<i>Cultivating students' information literacy and guiding them to become smart and responsible technology users</i> <i>(a smart and responsible technology user)</i>	✓	✓	✓	<u>Developing Critical Information Skills and Promoting Responsible Digital Citizenship</u> <i>Develop information literacy through structured skill-building and ethical digital practices to foster autonomous, responsible 21st-century learners.</i>	Breadth of Knowledge Generic Skills Information Literacy Life Planning
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