SKH Lam Kau Mow Secondary School

Evaluation of Annual School Plan 2025-2026

School Motto: Acquiring knowledge and practising with determination 致知力行

Major Concern 1: Ownership of Learning

Targets	Implementation Strategies	Success Criteria	Achievements, Reflections and Suggestions
1.1 Students' effectiveness in learning is enhanced	1.1.1 Leverage AI as a tutor with a positive and proactive learning attitude. (a) Use information technology in teaching effectively. (i) Invite experts in applying AI to education, such as university lecturers to share their insights on the Staff Development Days. (ii) Teachers share their experiences and expertise in applying AI to teaching within their subject departments. (iii) Teachers should undergo at least 3 hours of professional development training on AI per year. (b) Demonstrate the appropriate use of AI as a tool to help students finish	• ≥70% of students report that they can apply AI skills in their learning. • ≥70% of students believe that using AI skills can enhance the effectiveness of their learning. • Teachers report that, in general, students can apply AI skills in their learning, which enhances the effectiveness of their learning, for example, by using AI tools to receive feedback on their work. • ≥70% of students report regularly reviewing their work and engaging in self-reflection, which enhances their	• 92.4% of students agreed that they could apply AI skills in learning. • 92.7% of students agreed that they could apply AI skills to enhance their learning effectiveness. • 55.9% of teachers agreed that students could apply AI skills in their learning to enhance the effectiveness of learning. • Teachers reported that students effectively applied AI skills to their learning, enhancing their overall academic performance. For instance, using AI tools to get essay feedback raised students' awareness of how to refine specific aspects of their writing. Others utilized UnaGPT to organize and synthesize study notes, yielding positive outcomes. Furthermore, students with clear learning goals successfully leveraged AI for self-assessment and progress tracking. However, some students still tended to rely directly on raw AI outputs without proper modification or critical evaluation. • 91.8% of students agreed that they reviewed their work and had self-reflection to enhance their learning. • While 90.9% of students agreed that asking more questions enhanced their learning, only 53.5% of teachers observed an increase in student questions. This gap suggests that teachers expect students to ask even more

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	a task in class. (c) Include homework which requires the assistance of AI in the teaching schedule. 1.1.2 Further enhance students' learning habits: (a) Request students to revise what they learn regularly. The revision process should include outlining what they learn and self-reflection. (b) Request students to ask questions in class or write down their questions for searching for answers from different sources themselves. Teachers should check students' work above regularly.	learning. • More students indicate that they ask questions through various means, which enhances the effectiveness of their learning.	questions to truly boost their learning effectiveness. • Since AI tools can effectively help students learn better, it is recommended that AI-empowered education be developed. • Clear guidelines are needed to prevent students from over-relying on AI, enhance their AI literacy, and promote responsible usage of AI as a learning tool. • As being able and willing to ask questions is a crucial way to learn, this practice should be further encouraged.

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1.2 Students' motivation and confidence in learning are boosted	1.2.1 Organize an engaging day trip with follow-up feedback exercises to inspire learning and broaden students' horizons: Join "AI Marine Study Day Camp" in the Mainland to learn about AI Development. 1.2.2 Provide engaging reading materials regularly to spark students' interest in the subjects, with at least two sets per term each subject. 1.2.3 Each subject department should develop at least one more strategy to boost students' motivation and confidence in learning, ***respectively***, which should be incorporated into their departmental year plans.	• ≥ 70% of students agree that the day-trip experience and reading materials recommended motivate them to learn. • The stakeholders' survey shows an improvement in students' confidence and motivation in learning compared to the previous academic year. • Teachers observe that the strategies implemented have enhanced students' motivation. For instance, more students demonstrate interest in the topics by asking additional questions.	• 86.7% of students agreed that the reading materials recommended by teachers motivated them to learn. • Based on teachers' observations, students were fully engaged in the AI Marine Study Day Camp and actively participated in all tasks. They were highly motivated by the hands-on, experiential learning. • Based on the stakeholders' survey results, student ratings showed consistent improvement across all key learning metrics: confidence in learning increased from 3.3 to 3.4, motivation increased from 3.3 to 3.4, and ownership of learning rose from 3.5 to 3.6. • Teachers reported that strategies implemented across different departments enhanced students' motivation to learn. For example, organizing experiential learning activities, encouraging active participation in external competitions, hosting school-wide events like Reading Bonanza, designing structured learning progressions, and incorporating diverse multimodal inputs—such as varied reading materials, instructional videos, and news articles—could all significantly boost students' learning motivation.

Major Concern 2: Students' well-being through the 4Rs ---Rest, Relaxation, Relationship and Resilience

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2.1 Students take the time to relax, take care of their mental health, practise self-compassion, and develop healthy habits. (Rest & Relaxation)	2.1.1 Create a relaxing atmosphere at school through (a) holding wellness days or activities regularly at school: Schedule 2 or 3 Wellness Days with *extended lunch breaks* per term. No homework should be given or collected on those days. (b) Implement a weekly Sports Uniform Day. 2.1.2 Organize well-being workshops for students to learn about the importance of good-quality sleep and relaxation techniques. Examples include a Tension Releasing Workshop, a Mental Well-being Workshop, and similar programmes: • A talk for having healthy sleeping • A workshop on teaching F.6 students to relax through stretching exercise. 2.1.3 Join programmes to help students understand/ take care of their mental health: Jockey Club Embrace Life Series 2.0 Quality Mental Health Campus project (The Mental Health Association of Hong Kong)	• There is an increase in the Q score for items related to students' emotional well-being, positivity, satisfaction, and the school atmosphere in the APASO survey. • Teachers observe that students take better care of their mental health and begin to develop healthy habits.	• According to the APASO: - Affective (Positive Affect): The p-value increased from 99 to 110. - Affective (No Negative Affect): The p-value increased from 97 to 114. - Affective (No Anxiety and Depression Symptoms): The p-value increased from 90 to 108. - Satisfaction (School): The p-value increased from 102 to 111. - School Atmosphere (Not Lonely): The p-value increased from 104 to 105. - School Atmosphere (Belonging): The p-value remained unchanged at 116. • 79.1% of teachers agreed that students took better care of their mental health and began to develop healthy habits. • Some teachers noted that allowing students to wear PE uniforms on Fridays, combined with extended lunch breaks on specific days, effectively improved student relationships and created a more relaxed environment for teachers to conduct class-building activities. • Given that these strategies support student rest and overall well-being, they should be maintained in the upcoming year.

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2.2 Students develop strong relationships with their peers, teachers, and parents. (Relationship)	2.2.1 Organize student-teacher competitions. 2.2.2 Organize at least one inter-class activity initiated by students per year. 2.2.3 Organize at least one intra-class activity per term. For example, class teachers could organize outdoor activities, activities at school or have lunch with their classes. 2.2.4 Arrange class time programme (Values Education) with the theme "Interpersonal relationships" in different grade levels 2.2.5 *Implement the 'Walking in Their Shoes' Project to facilitate parent-child communication and understanding. 2.2.6 Encourage parents to attend school activities or inter-school competitions to support their children: • Sports Day, Music Gala, Sports Competitions	• There is an increase in the Q score for items related to students' emotional well-being, positivity, satisfaction, and the school atmosphere in the APASO survey. • The stakeholders' survey results show that the student-teacher relationship has been further strengthened. • ≥70% of the participants in the project, 'Walking in their shoes' agree that it has had a positive impact on their relationship with their parents as they get to know their parents from another angle. • Teachers observe that there is an improvement in students' peer relationship.	• According to the APASO: - Affective (Positive Affect): The p-value increased from 99 to 110. - Affective (No Negative Affect): The p-value increased from 97 to 114. - Affective (No Anxiety and Depression Symptoms): The p-value increased from 90 to 108. - Satisfaction (School): The p-value increased from 102 to 111. - School Atmosphere (Not Lonely): The p-value increased from 104 to 105. - School Atmosphere (Belonging): The p-value remained unchanged at 116. • According to the Stakeholders' Survey: - The student-teacher relationship score dropped slightly from 3.9 to 3.8. - The score for overcoming learning difficulties remained unchanged at 3.8. • In the Ethics Department meeting, teachers reported that most students participating in the "Walking in Their Shoes" project felt they learned more about their parents. Furthermore, over 70% agreed that it had a positive impact on their relationship with their parents. • 81.4% of teachers agreed that there was an improvement in students' peer relationship. • Since these strategies help students build stronger relationships with others, they should be continued in the coming year. In addition, organizing more mixed sports competitions for teachers and students is recommended to

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	2.2.7 Organize activities for parents to help them better understand their children's needs: • Parents' Talk • Mindfulness parenting course • Mental Health First Aid course 2.2.8 Implement Elite Nurturing Scholarship Scheme by Love Foundation to promote a caring culture at school.		further cultivate teacher-student relationships.

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2.3 Students adapt to the inevitable stress and setbacks in life, handle their emotions, cope with stress, and overcome difficulties with a positive attitude. (Resilience)	2.3.1 Incorporate elements of resilience into the schemes of work for different subjects to instill related skills in students. 2.3.2 Organize adventure camps and follow-up activities to help strengthen students' resilience: • F.1 Training Camp (「我有我價值」訓練營 by EDB and HK Police Force) • F.2 Iron man • Prefect's Camp • Leadership training Camp 2.3.3 Arrange class time programmes (Values Education) with the theme 'resilience' in different forms. 2.3.4 Implement 'Strength in Struggles' programme focusing on resilience. 2.3.5 Arrange special form periods focused on the topic of "emotions" for different grade levels. 2.3.6 Implement programmes to foster a positive sports ambience at school to increase resilience of students. • 730 Physical Activity Program • Hong Kong China Rowing	• The stakeholders' survey results show that more students are trying their best to overcome learning difficulties. • Teachers observe that students actively seek solutions when faced with a challenge.	• 62.8% of teachers agreed that students actively sought solutions when faced with challenges. • Teachers observed that students performed well in various activities, such as the adventure camps and the 730 Physical Activity Program. Students gave their best effort in every task, demonstrating a strong "never give up" spirit throughout. • Since these strategies effectively build student resilience, they should be continued in the coming school year.

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	Association Chapter Awards Scheme 2.3.7 Promote life and death education within the school: Life and Death Education Programme in F.4		

*Preliminary arrangements:

1. Students will interview their father or mother to know more about them as teenagers, such as their dreams, the craziest thing they did or unfulfilled ambitions, etc. (Ethics Lessons)
2. Based on their findings, students will create either an artwork or a written piece to showcase their new impressions of their parents. The final work will be shared with the parents. (Ethics Lessons)

**Preliminary arrangements:

1. Exhibition of “the Museum of Epic Failure” (AYFHK); proposed time: Feb 2026 (3 days, including the Parents’ Day)
2. Related student activities are held during or after the exhibition.
3. Related parent activities are held during or after the exhibition.
4. Book Exhibitions about self-understanding and self-acceptance are arranged.