

SKH Lam Kau Mow Secondary School

Annual School Plan 2026-2027

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

Major Concern 1: Ownership of Learning

Targets	Implementation Strategies	Success Criteria	Time Scale	Methods of Evaluation	Responsible Committees / Departments / Persons
1.1 Students' effectiveness in learning is enhanced	<p>1.1.1 Develop AI-empowered Education.</p> <p>(a) Formulate a school-based AI Policy to guide students on academic honesty and safe, responsible digital citizenship.</p> <p>(b) Organize professional development workshops for teaching staff, focusing on integrating AI into different subjects.</p> <p>(c) Require each subject department to develop at least one teaching example or set of learning and teaching resources utilizing AI applications.</p> <p>(d) Require each subject department to conduct at least one open class or classroom demonstration on AI-assisted teaching for the department members.</p> <p>(e) Hold two experience-sharing sessions on AI-assisted teaching during staff meetings.</p> <p>(f) Arrange workshops for students to enhance their AI literacy and practical skills.</p>	<ul style="list-style-type: none"> ● $\geq 70\%$ of students' report that they can apply AI skills in their learning. ● $\geq 70\%$ 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. ● $\geq 70\%$ of students report regularly reviewing their work and engaging in self-reflection, which 	Sep26- Jun27	<ul style="list-style-type: none"> ● Student survey ● Teachers' feedback in departmental meetings and SASIC meetings 	<ul style="list-style-type: none"> ● Teacher Professional Development Committee ● All Departments

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	<p>1.1.2 Further enhance students' learning habits:</p> <p>(a) Request students to revise what they learn regularly. The revision process should include outlining what they learn and self-reflection.</p> <p>(b) Request students to ask questions in class or write down their questions for searching for answers from different sources themselves.</p> <p>Teachers should check students' work above regularly.</p>	<p>enhances their learning.</p> <ul style="list-style-type: none"> ● $\geq 70\%$ of students indicate that they ask questions through various means, which enhances the effectiveness of their learning. 	Sep26-Jun27		

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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.	<ul style="list-style-type: none"> ● $\geq 70\%$ of students agree that the day-trip experience and reading materials recommended motivate them to learn. 	Mar 26	<ul style="list-style-type: none"> ● Student survey ● Teachers' feedback in departmental meetings and SASIC meetings 	<ul style="list-style-type: none"> ● Teacher Professional Development Committee
	1.2.2 Provide engaging reading materials regularly to spark students' interest in the subjects, with at least two sets per term each subject.	<ul style="list-style-type: none"> ● The stakeholders' survey shows an improvement in students' confidence and motivation in learning compared to the previous academic year. 	Sep26-Jun27		<ul style="list-style-type: none"> ● CLP, Math, Biology Departments (1.2.1)
	1.2.3 Require each subject department to develop at least one more strategy to boost students' motivation and confidence in learning, respectively , which should be incorporated into their departmental year plans.	<ul style="list-style-type: none"> ● Teachers observe that the strategies implemented enhance students' motivation. For instance, more students demonstrate interest in the topics by asking additional questions. 	Sep26-Jun27		<ul style="list-style-type: none"> ● All Departments (1.2.2 & 1.2.3)

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

Targets	Implementation Strategies	Success Criteria	Time Scale	Methods of Evaluation	Responsible Committees / Departments / Persons
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 <i>extended lunch breaks</i> per term. No homework should be given or collected on those days. Students are allowed to wear PE uniform to school. (b) Implement a weekly Sports Uniform Day.	<ul style="list-style-type: none"> 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. 	Sep26-May27	<ul style="list-style-type: none"> APASO survey Teachers' feedback in committee meetings concerned. 	<ul style="list-style-type: none"> LE, D&G, CCA, CLP & RE (2.1.1) D&G, Social workers & PE Dept. (2.1.2) VP (2.1.3) (2.1.4)
	2.1.2 Organize well-being workshops or activities for students to learn about the importance of good-quality rest and relaxation techniques. Examples include a Tension Releasing Workshop, a Mental Well-being Workshop, and similar programmes: <ul style="list-style-type: none"> A workshop on teaching F.6 students to relax through stretching exercise. Form periods are held to understand more about mental health. 		Sep26-May27		
	2.1.3 Provide more sports equipment and facilities for students.		Sep26-Jun27		
	2.1.4 Create more relaxation spaces to improve the school environment.		Sep26-Jun27		

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2.2 Students develop strong relationships with their peers, teachers, and parents. (Relationship)	2.2.1 Organize student-teacher competitions.	<ul style="list-style-type: none"> 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. 	Oct26-Jun27	<ul style="list-style-type: none"> APASO survey Stakeholders' survey Teachers' feedback in committee meetings concerned. Students' reflections included in their work. 	<ul style="list-style-type: none"> LE & Class Teachers (2.2.1- 2.2.3) LE & Class Teachers (2.2.4) Ethics Department (2.2.5) PTA, PEC (2.2.6 - 2.2.7) Ethics Department (2.2.8) LE (2.2.9) AV Team (2.2.10)
	2.2.2 Organize at least one inter-class activity initiated by students per year.		Sep26-Jun27		
	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.		Sep26-Jun27		
	2.2.4 Arrange class time programme (Values Education) with the theme “Interpersonal relationships” in different grade levels		Sep26-Jun27		
	2.2.5 *Implement the ‘Walking in Their Shoes’ Project to facilitate parent-child communication and understanding.		Term 2		
	2.2.6 Encourage parents to attend school activities or inter-school competitions to support their children: <ul style="list-style-type: none"> Sports Day, Open Day, Sports Competitions 		Sep26-Jun27		
	2.2.7 Organize activities for parents to help them better understand their children's needs: <ul style="list-style-type: none"> Parents’ Talk PTA activities 		Sep26-Jun27		

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	<p>2.2.8 Implement Elite Nurturing Scholarship Scheme by Love Foundation to promote a caring culture at school.</p> <p>2.2.9 Install photo frames along school corridors to showcase highlights from class and form activities.</p> <p>2.2.10 Produce short videos documenting school events to foster a sense of togetherness, broadcasting them regularly.</p> <p>2.2.11 Implement a policy requiring all F.1 students to join at least one co-curricular activity that involves weekly meetings and peer interaction.</p>		<p>Oct26-May27</p> <p>Sep26-</p> <p>Sep26-July27</p> <p>Sep26-May27</p>		
2.3 Students adapt to the inevitable stress and setbacks in life, handle their emotions, cope with stress, and overcome difficulties	<p>2.3.1 Incorporate elements of resilience into the schemes of work for different subjects to instill related skills in students.</p> <p>2.3.2 Organize adventure camps and follow-up activities to help strengthen students' resilience:</p> <ul style="list-style-type: none"> ● F.1 JPC Camp ● F.2 Iron man ● Prefect's Camps ● Leadership training Camp 	<ul style="list-style-type: none"> ● 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. 	<p>Sep26-May27</p> <p>Sep26-May27</p>	<ul style="list-style-type: none"> ● Stakeholders' survey ● Teachers' feedback in committee meetings concerned. 	<ul style="list-style-type: none"> ● All departments (2.3.1) ● D&G, LE, CCA (2.3.2) ● LE (2.3.3) ● D&G (2.3.4) ● LE (2.3.5)

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with a positive attitude. (Resilience)	<p>2.3.3 Arrange class time programmes (Values Education) with the theme 'resilience' in different forms.</p> <p>2.3.4 Arrange special form periods focused on the topic of "emotions" for different grade levels.</p> <p>2.3.5 Continue 730 Physical Activity Program to foster a positive sports ambience at school to increase resilience of students.</p> <p>2.3.6 Promote life and death education within the school: Life and Death Education Programme in F.4</p>		<p>Sep26-May27</p> <p>Oct26-May27</p> <p>Oct26-May27</p> <p>Apr27</p>		<p>● Biology and Ethics Departments (2.3.6)</p>

*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)