

## SKH Lam Kau Mow Secondary School

## 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	Time Scale	Methods of Evaluation	Responsible Committees / Departments / Persons
1.1 Students' effectiveness in learning is enhanced	1.1.1 Leverage AI as a tutor with a positive and proactive learning attitude. <ul style="list-style-type: none"> <li>(a) Use information technology in teaching effectively.               <ul style="list-style-type: none"> <li>(i) Invite experts in applying AI to education, such as university lecturers to share their insights on the Staff Development Days.</li> <li>(ii) Teachers share their experiences and expertise in applying AI to teaching within their subject departments.</li> <li>(iii) Teachers should undergo at least 3 hours of professional development training on AI per year.</li> </ul> </li> <li>(b) Demonstrate the appropriate use of AI as a tool to help students finish a task in class.</li> <li>(c) Include homework which requires the assistance of AI in the teaching schedule.</li> </ul>	<ul style="list-style-type: none"> <li>● <math>\geq 70\%</math> of students report that they can apply AI skills in their learning.</li> <li>● <math>\geq 70\%</math> of students believe that using AI skills can enhance the effectiveness of their learning.</li> <li>● 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.</li> <li>● <math>\geq 70\%</math> of students report regularly reviewing their work and engaging in self-</li> </ul>	Sep25- Jun26	<ul style="list-style-type: none"> <li>● Student survey</li> <li>● Teachers' feedback in departmental meetings and SASIC meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Professional Development Committee</li> <li>● All Departments</li> </ul>

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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>reflection, which enhances their learning.</p> <ul style="list-style-type: none"> <li>● More students indicate that they ask questions through various means, which enhances the effectiveness of their learning.</li> </ul>	<p>Sep25- Jun26</p>		

Targets	Implementation Strategies	Success Criteria	Time Scale	Methods of Evaluation	Responsible Committees / Departments / Persons
1.2 Students' motivation and confidence in learning are boosted	<p>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.</p> <p>1.2.2 Provide engaging reading materials regularly to spark students' interest in the subjects, with at least two sets per term each subject.</p> <p>1.2.3 Each subject department should develop at least one more strategy to boost students' motivation and confidence in learning, <i>respectively</i>, which should be incorporated into their departmental year plans.</p>	<ul style="list-style-type: none"> <li>● <math>\geq 70\%</math> of students agree that the day-trip experience and reading materials recommended motivate them to learn.</li> <li>● The stakeholders' survey shows an improvement in students' confidence and motivation in learning compared to the previous academic year.</li> <li>● Teachers observe that the strategies implemented have enhanced students' motivation. For instance, more students demonstrate interest in the topics by asking additional questions.</li> </ul>	<p>Mar 25</p> <p>Sep25-Jun26</p> <p>Sep25-Jun26</p>	<ul style="list-style-type: none"> <li>● Student survey</li> <li>● Teachers' feedback in departmental meetings and SASIC meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Professional Development Committee</li> <li>● CLP, Math, Biology Departments (1.2.1)</li> <li>● All Departments (1.2.2 &amp; 1.2.3)</li> </ul>

## 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
<p>2.1 Students take the time to relax, take care of their mental health, practise self-compassion, and develop healthy habits. (Rest &amp; Relaxation)</p>	<p>2.1.1 Create a relaxing atmosphere at school through</p> <p>(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.</p> <p>(b) Implement a weekly Sports Uniform Day.</p> <p>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:</p> <ul style="list-style-type: none"> <li>● A talk for having healthy sleeping</li> <li>● A workshop on teaching F.6 students to relax through stretching exercise.</li> </ul> <p>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</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Teachers observe that students take better care of their mental health and begin to develop healthy habits.</li> </ul>	<p>Sep25-May26</p> <p>Dec25</p> <p>Sep25-Jun26</p>	<ul style="list-style-type: none"> <li>● APASO survey</li> <li>● Teachers' feedback in committee meetings concerned.</li> </ul>	<ul style="list-style-type: none"> <li>● LE, D&amp;G, CCA, CLP &amp; RE (2.1.1)</li> <li>● D&amp;G, RE and Social workers (2.1.2)</li> <li>● D&amp;G, SENST, PEC (2.1.3)</li> </ul>

Targets	Implementation Strategies	Success Criteria	Time Scale	Methods of Evaluation	Responsible Committees / Departments / Persons
2.2 Students develop strong relationships with their peers, teachers, and parents. (Relationship)	Health Association of Hong Kong) 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.	<ul style="list-style-type: none"> <li>● 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.</li> <li>● The stakeholders' survey results show that the student-teacher relationship has been further strengthened.</li> <li>● <math>\geq 70\%</math> 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.</li> <li>● Teachers observe that</li> </ul>	Sep25-Jun26 Sep25-Jun26 Sep25-Jun26 Sep25-Jun26 Term2	<ul style="list-style-type: none"> <li>● APASO survey</li> <li>● Stakeholders' survey</li> <li>● Teachers' feedback in committee meetings concerned.</li> <li>● Students’ reflections included in their work.</li> </ul>	<ul style="list-style-type: none"> <li>● LE &amp; Class Teachers (2.2.1- 2.2.3)</li> <li>● LE &amp; Class Teachers (2.2.4)</li> <li>● Ethics Department (2.2.5)</li> <li>● PTA, PEC (2.2.6 - 2.2.7)</li> <li>● Ethics Department (2.2.8)</li> </ul>

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	<p>2.2.6 Encourage parents to attend school activities or inter-school competitions to support their children:</p> <ul style="list-style-type: none"> <li>● Sports Day, Music Gala, Sports Competitions</li> </ul> <p>2.2.7 Organize activities for parents to help them better understand their children's needs:</p> <ul style="list-style-type: none"> <li>● Parents' Talk</li> <li>● Mindfulness parenting course</li> <li>● Mental Health First Aid course</li> </ul> <p>2.2.8 Implement Elite Nurturing Scholarship Scheme by Love Foundation to promote a caring culture at school.</p>	<p>there is an improvement in students' peer relationship.</p>	<p>Sep25-Jun26</p> <p>Sep25-Jun26</p> <p>Sep25-Jun26</p>		

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<p>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)</p>	<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"> <li>● F.1 Training Camp (「我有我價值」訓練營 by EDB and HK Police Force)</li> <li>● F.2 Iron man</li> <li>● Prefect's Camp</li> <li>● Leadership training Camp</li> </ul> <p>2.3.3 Arrange class time programmes (Values Education) with the theme 'resilience' in different forms.</p> <p>2.3.4 Implement 'Strength in Struggles' programme focusing on resilience.</p> <p>2.3.5 Arrange special form periods focused on the topic of "emotions" for different grade levels.</p> <p>2.3.6 Implement programmes to foster a positive sports ambience at school to increase resilience of students.</p> <ul style="list-style-type: none"> <li>● 730 Physical Activity Program</li> <li>● Hong Kong China Rowing Association Chapter Awards Scheme</li> </ul>	<ul style="list-style-type: none"> <li>● The stakeholders' survey results show that more students are trying their best to overcome learning difficulties.</li> <li>● Teachers observe that students actively seek solutions when faced with a challenge.</li> </ul>	<p>Sep25</p> <p>Sep25- July26</p> <p>Sep25- May26</p> <p>Feb25</p> <p>Term1</p> <p>Sep25- May26</p>	<ul style="list-style-type: none"> <li>● Stakeholders' survey</li> <li>● Teachers' feedback in committee meetings concerned.</li> </ul>	<ul style="list-style-type: none"> <li>● All departments (2.3.1)</li> <li>● D&amp;G, LE, CCA (2.3.2)</li> <li>● LE (2.3.3)</li> <li>● D&amp;G, PEC (2.3.4)</li> <li>● D&amp;G (2.3.5)</li> <li>● LE, PE Department (2.3.6)</li> <li>● Biology and Ethics Departments (2.3.7)</li> </ul>

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	2.3.7 Promote life and death education within the school:  Life and Death Education Programme in F.4		Apr25		

\*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.