

SKH Lam Kau Mow Secondary School
School Development Plan
2025/26-2027/28

1. School Vision and Mission

School Vision

To be a school offering to students a holistic and quality education basing on the ethos of Christian whole person education as propounded by the Anglican Church, inculcating in them good moral virtues, intelligence, physical fitness, gregariousness, aesthetics, and spiritual well-being.

School Mission

Living up to our motto of “acquiring knowledge and practising with determination”, we are committed to:

- offering quality education with a well-balanced academic curriculum as well as a comprehensive life education programme to groom students to be passionate lifelong learners with exemplary conduct
- providing opportunities for students to unleash their potential and work to their full capacities
- fostering a caring culture in school and maintaining a high standard of purposeful pastoral care for all students
- building a learning community devoted to professional development and collaboration among the teaching staff
- adopting a shared and inclusive governance model through collaboration and communication

2. School Goals

The school is dedicated to nurturing lifelong learners with strong character by providing quality education, holistic life programmes, and opportunities for students to reach their full potential. It promotes a caring environment, supports staff development through collaboration, and embraces inclusive governance through open communication.

3. School Motto

Acquiring knowledge and practising with determination (致知力行)

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle 2022-2025

Major Concern and Target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: To promote effective learning and teaching (Domain2: Learning and Teaching) Target(s): 1.1 Self-directed learning and good learning habits are strengthened 1.2 Students with diverse learning abilities can learn effectively 1.3 Student-centred pedagogies are employed in daily teaching	1.1 Mostly achieved 1.2 Partly achieved 1.3 Party achieved	• Further enhance students' learning habits. • Make use of AI to raise learning effectiveness of students with various learning needs. • Different departments are requested to develop more strategies to boost students' motivation and confidence in learning.	
Major Concern 2: To enhance STEAM education (Domain 2: Learning and Teaching) Target(s): 2.1 Students have developed creativity, collaboration and problem solving skills 2.2 Students' potential in STEAM subjects is unleashed	2.1 Partly achieved 2.2 Partly achieved	• Put more focus more on STEAM education for all. • Facilitate students' integration of STEAM-related knowledge and skills through cross-disciplinary collaboration. • Enhance students' information literacy.	

Major Concern 3: To promote students' social-emotional development (Domain 3: Student Support and School Ethos) Target(s): 3.1 Christian values and character strengths are nurtured (Focused Christian values and character strengths: love, caring, resilience, risk-taking, self-confidence and self-worth) 3.2 Students have balanced whole-person development 3.3 Positive life attitudes and caring culture are strengthened. 3.4 The sense of national identity is fostered	3.1 Fully achieved 3.2 Fully achieved 3.3 Fully achieved 3.4 Fully achieved	• Continue to promote Christian values, including love, compassion, resilience and self-confidence into daily activities and programmes. • Maintain and enhance a diverse range of activities that support the holistic development of every student. • Continue to strengthen peer support and community service programmes to foster a sustained and caring school culture. • Continue to enrich cultural and national identity education to deepen students' sense of national belonging and pride.	
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b. Self-evaluation**● *How good is my students' performance in achieving the seven learning goals?*****National and global identity**

The school continues to systematically promote national education within and beyond the classroom. Learning elements related to national education, including national security education, are organically embedded in the curricula.

To enhance students' understanding of our country and their sense of responsibility in safeguarding national interests, the school organizes a range of activities, such as exhibitions, national knowledge quiz competitions, and exchange programs with Mainland sister schools. In recent years, Chinese culture has been actively promoted through the establishment of the Chinese Culture Development and Promotion Committee.

Additionally, the school has made efforts to broaden students' global perspectives through overseas study tours and other initiatives. With the formation of the Global Learning Committee, there is better coordination in integrating global issues into different subjects.

Based on students' performance in the national flag-raising ceremony, results from the APSA (Annual Student Performance Assessment), and year-end questionnaires, students demonstrate a strong sense of national and global identity.

Breadth of knowledge

The school strives to broaden students' knowledge foundation through diverse learning activities inside and outside the classroom. A variety of Other Learning Experiences (OLE) activities are organized on Day 2 and OLE Day.

With the development of service learning, students now have more opportunities to learn through experience.

Feedback from students regarding these activities has been generally positive. Notably, some students have shifted their focus beyond academic performance, showing increased interest in community and global affairs, thereby engaging in learning beyond the traditional classroom setting.

Language proficiency

The split-class policy for Chinese and English has been implemented for many years to cater to learner diversity. Students are grouped according to their language proficiency levels to ensure targeted instruction. Considerable effort has been devoted to providing a wide variety of reading programmes and activities, which help strengthen students' language foundation. As observed, students visit the library at recess and lunchtime reading books and magazines. In recent years, the school has achieved satisfactory results in these subjects in the

Hong Kong Diploma of Secondary Education (HKDSE) Examination.

Generic skills

Through the promotion of self-directed learning, good learning habits, and STEAM education, improvements in students' self-management, study skills, and problem-solving abilities have been observed. However, students could further enhance their communication and collaboration skills through learning activities and co-curricular activities. Additionally, they need to develop greater courage and confidence to step out of their comfort zones to foster creativity.

Information literacy

With the gradual implementation of the Bring Your Own Device (BYOD) policy to support self-directed learning, there is an increasing need to strengthen students' information literacy. Currently, a few subjects and committees have incorporated elements of information literacy into their curricula and activities.

Observations indicate that generally students can recognize the need for information, and many are able to retrieve it from various sources to complete their schoolwork. However, in the age of information overload, students must further develop their ability to critically evaluate, ethically use, and responsibly share the information they access. A coordinated school-level approach is recommended to ensure comprehensive coverage of the attitudes, skills, and knowledge outlined in the Information Literacy for Hong Kong Students Learning Framework.

Healthy lifestyle

The school has made significant efforts to promote physical health, social well-being, and mental health through diversified strategies. To encourage regular physical activity, the school has established a Sports Corner, provided sports equipment during recess, lunchtime, and after school, introduced emerging sports in PE lessons, and organized inter-class sports competitions. Observations indicate increased student participation in sports during these periods. However, according to APASO results, students' scores in "Physical Exercise" remain low, suggesting room for improvement.

Regarding mental health, a three-tiered support model is in place. Social workers conduct form periods on emotional well-being, and assembly talks are held to raise awareness of emotional needs. Hands-on activities, such as aroma stone making and acrylic pour painting,

are regularly organized to promote mental health awareness and teach stress management techniques. Peer gatekeeper training programs have also been implemented to foster student-led mental health advocacy. Individual and small-group counseling services are provided by teachers and social workers for students in need. Despite these efforts, APASO results indicate persistent high levels of negative affect among students, highlighting the need for further interventions to improve mental health.

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

In recent years, the school has offered a wide range of learning experiences both inside and outside the classroom to foster whole-person development. These include field trips, service learning, site visits, job shadowing programs, Mainland and overseas study tours, and various extracurricular activities. Student participation in these activities has been generally high. Such initiatives are instrumental in broadening students' perspectives. As experiential learning has been shown to enhance retention, motivation, and engagement, and its continued promotion is recommended.

For life-planning education, the school has a well-structured life-planning education programme to foster students' self-understanding, and guide them to set goals and plan for their future. A variety of activities such as talks, visits, career sharing and job shadowing are organized to broaden students' horizons.

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

The school employs the PIE (Plan-Implement-Evaluate) cycle for continuous improvement. Evaluation efforts have improved, with a shift in focus from strategies to targets. However, evaluations currently rely heavily on quantitative data from stakeholder perceptions. A more balanced approach, incorporating both qualitative and quantitative data, along with a holistic review of student performance, would enhance future planning.

Resource deployment has been effective, with support services from the EDB and tertiary institutions being utilized. However, the current organizational structure, consisting of seven functional groups, may lack the flexibility needed to adapt to the evolving educational landscape, potentially hindering overall school development.

Additionally, communication among school management, middle managers, and teachers could be strengthened to maximize policy effectiveness.

c. How Can My School Be Better?

Learning and teaching

- Review the junior secondary curriculum to ensure comprehensive coverage of essential learning elements, laying a solid foundation for future learning.
- Develop additional teaching and learning strategies to enhance student learning effectiveness, thus raise their confidence and competence in learning.
- Leverage AI tools to improve learning efficiency.
- Strengthen school-level coordination to ensure full coverage of the attitudes, skills, and knowledge outlined in the Information Literacy for Hong Kong Students Learning Framework.

Student support

- Enhance students' physical and mental health by promoting a healthy lifestyle based on the 4Rs principles (Respect, Responsibility, Resilience, Reflection).

School Management

- Improve communication among school leadership, middle managers, and teachers to ensure effective policy implementation.
- Review the organizational structure to enhance operational clarity, optimize talent utilization, and create capacity for future development.

5. Major Concerns of the 2025-2028 School Development Cycle

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

1. Ownership of Learning
2. Students' well-being through the 4Rs ---Rest, Relaxation, Relationship and Resilience

SKH Lam Kau Mow Secondary School

School Development Plan (2025 – 2028)

Major concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Y1	Y2	Y3		
1. Ownership of Learning	1.1 Students' effectiveness in learning is enhanced.	✓	✓	✓	1.1.1 Leverage AI as a tutor with a positive and proactive learning attitude.	● Information literacy ● Generic Skills -information technology skills -problem solving skills -self-management skills -study skills -communication skills
		✓	✓	✓	1.1.2 Further enhance students' learning habits such as doing daily revision and asking questions. Teachers follow up closely.	

Major concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Y1	Y2	Y3		
	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.	● National & global identity ● Language proficiency ● Breadth of knowledge
		✓	✓	✓	1.2.2 Provide engaging reading materials regularly to spark students' interest in the subjects.	
		✓	✓	✓	1.2.3 Each 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.	

Major concerns	Targets	Time Scale			Outline of Strategies	Seven Learning goals
		Y1	Y2	Y3		
2. Students' well-being through the 4Rs --- Rest, Relaxation, Relationship and Resilience	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 holding wellness days or activities regularly at school, and implementing 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. 2.1.3 Join programmes to help students understand/ take care of their mental health:	● Healthy life-style
	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.	● Generic Skills -communication skills

Major concerns	Targets	Time Scale			Outline of Strategies	Seven Learning goals
		Y1	Y2	Y3		
		✓	✓	✓	2.2.6 Encourage parents to attend school activities or inter-school competitions to support their children.	
		✓	✓	✓	2.2.7 Organize activities for parents to help them better understand their children's needs.	
		✓	✓		2.2.8 Implement Elite Nurturing Scholarship Scheme by Love Foundation to promote a caring culture at school.	
	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.	● Healthy life-style
		✓	✓	✓	2.3.2 Organize adventure camps and follow-up activities to help strengthen students' resilience.	
		✓	✓	✓	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.	
		✓	✓		2.3.7 Promote life and death education within the school.	

*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 will be held during or after the exhibition.
3. Related parent activities will be held during or after the exhibition.
4. Book Exhibitions about self-understanding and self-acceptance will be arranged.