

Po Leung Kuk
Camões Tan Siu Lin Primary School

Annual School Plan

2020-2021

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I. Our School

School Motto

Love, Respect, Diligence, Honesty (愛、敬、勤、誠).

Background

Po Leung Kuk Camões Tan Siu Lin Primary School was previously known as Portuguese Community Schools, Inc., Escola Camões. It was established in the 1950s by the Portuguese Community Education and Welfare Foundation Incorporated.

Since 1996, the School has been run by Po Leung Kuk - the leading charitable organization and fundraiser of Hong Kong founded in 1878. In line with the economic growth of Hong Kong society over the past decade, the service of Po Leung Kuk had evolved from initially helping the children and women into benefiting the well-being of local public as a whole. In reflecting and meeting the needs of our society, Po Leung Kuk has succeeded in providing quality education service for the public on a non-profit making basis.

The educational service of Po Leung Kuk places a strong focus on balanced learning - morality, intelligence, physical integrity, unity and aesthetics. The curriculum can respond quickly to the latest changes and developments locally and internationally, challenging the students to have an informed view of the current issues and events that affect our world. With such vision of flexibility in mind, in the school year 2000/2001, our school has become a pioneer Direct Subsidy Scheme (DSS) primary school in Hong Kong.

Like our sponsoring body, we have no political or religious persuasions in our schools. In the belief that everyone should be able to equally enjoy freedom of expression and religion, we allow that all schools of thought and all religions can co-exist in school with no discrimination or prejudice. Our students are actively encouraged to participate in volunteering work so as to foster a sense of social responsibility to the community.

Our school campus comprises two main buildings, three covered playgrounds and a roofed all-weather swimming pool. Apart from 32 conventional classrooms, there are two orchestra rehearsal rooms, two music rooms, seven piano rooms, two art rooms, a golf practice area, a campus TV studio, a multi-media language centre, a school hall, a theatre which can accommodate over 250 people and wall climbing facilities to cater for the diverse needs of the school curriculum and the whole-person development of students.

School Vision & Mission

Education is about nurturing the whole child - our school embraces development of the child in the moral, intellectual, physical, social and aesthetic spheres. Developing children's potential to the fullest is an overriding aim of our school. Our school is committed to providing a caring, harmonious and stimulating environment where children are joyful and secure enough to be able to work to the best of their ability.

School Goals

1. Every student has his/her own talent and our school strives to develop his/her potential to the fullest.
2. Our school provides a nurturing ground for our students conducive to the development of a whole person.
3. Our school strives to cultivate among our students the values of being honest, amiable, brilliant, faithful, diligent and humble.
4. Our school trains students to think critically, independently and creatively; make rational decisions, solve problems and work in co-operation with others.
5. Our school helps students acquire a better understanding of the world and see things from global perspective.

School Management

The School management is supervised by a board of Incorporated Management Committee (IMC) which includes members from sponsoring body (Po Leung Kuk), the Principal, teachers, parents, alumni and the public.

II. Major Concerns

Major Concern 1: To reinforce student support and personal growth - emotion management and raising the awareness of well-being.

| Targets / Intended Outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluations | People Responsible |
|--|---|--|---|--|---|
| 1.1 Students can better manage their emotions. | <p>(a) To implement different emotion management programmes.</p> <ol style="list-style-type: none"> To introduce emotional management to lower level students using Reader "Little Mushroom". Students learn to express their feelings in a positive way through PGE lessons and civic talks. To teach students ways of stress release through "Breathing Exercises". To organize "Fun in Art Workshop". To enhance Caring Friends, Smart-kids, Project Rainbow and Student Ambassadors Programmes. <p>(b) To strengthen the Counselling Team for guiding students in need, especially SEN students.</p> | <p>Whole Year</p> <p>Whole Year</p> | <p>(a) 1. Learned and use the ways to relax and be peaceful. 2. Students can acknowledge their own emotions in the PGE lessons. 3. Participated students learn how to better manage their anxiety and pressure in a positive way.</p> <p>(b) Appropriate measure is taken to help SEN students.</p> | <ul style="list-style-type: none"> Teachers' feedback Students' feedback Case Record of Pastoral Care | <p><i>Social worker</i></p> <p><i>Pastoral Care Team</i></p> <p><i>All teachers</i></p> |
| 1.2 Students can value and care about themselves and others. | <p>(a) To enhance students' sense of self-management and responsibility</p> <ol style="list-style-type: none"> To promote the value of self-discipline through school routine such as recess arrangement for upper class level and dismissal arrangements. To impart them into SOTM programme, Civic Talk & PGE lessons. <p>(b) To reinforce gratitude in different school events/programme.</p> <ol style="list-style-type: none"> Students express their love/appreciation to parents/teachers during Thanksgiving 360° Week. Teachers give out different kinds of stickers designed by school to students and recognize their efforts. | <p>Whole Year</p> <p>Whole Year</p> <p>Nov</p> <p>Whole Year</p> <p>Whole Year</p> | <p>(a) 1.& 2. Students realize the implement self-discipline.</p> <p>(b) 1. Students send out at least one thanksgiving card. 2. Students collect stamps from at least four teachers.</p> | <ul style="list-style-type: none"> Teachers' feedback Students' feedback | <p><i>Social Worker</i></p> <p><i>Pastoral Care Team</i></p> <p><i>All teachers</i></p> |

| Targets / Intended Outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluations | People Responsible |
|---|--|------------|--|--|---|
| 1.3 Students concern more about the self, the campus and the environment by establishing good habits to keep oneself, the campus and the environment hygienic and to treasure the resources | <p>(a) To connect students to the environmentally-friendly living style through some mini-acts.</p> <ol style="list-style-type: none"> 1. "Climate Action Educational Programme" - To teach students about the significance behind the mini-acts for environmentally-friendly by means of CTV, mobile exhibition, visit. 2. "Energy Saving Action" - To appropriately switch off some of the lights in the classroom during the recess and the lunch time. 3. Classroom Cleanliness & Safety Campaign <ul style="list-style-type: none"> - Students are required to do individual cleaning practice before having snack during recess - "Cleaning Wednesday" To implement "5-minute classroom cleaning mini-act" once a week in P.3 to P.6. 4. - To arouse students the impact of "take away" as to diminish the order of "take away" services. 5. Cleaning Ambassadors <ul style="list-style-type: none"> - To promote "cleaning mini-act" at school campus (by means of PowerPoint, video production) and on large events such as school picnic and sports day. 6. Cherish Water Campus Integrated Education Programme 7. Classroom Recycle and Plastic Usage Reduction Scheme | Whole year | <p>(a)</p> <ol style="list-style-type: none"> 1. Students understand the importance of conservation of the environment and their knowledge of conservation is enriched. 2. 3.4. Class teacher observations and random check by MCNE team reflects that the class have carried out the mini-acts. 5. On-site observation by Discipline Teachers and interview with janitors reflects that the venues are kept clean. 6. Fulfill the criteria set in the education programme organized by the Water Supply Department. 7. The utilization of the classroom recycle box is at its full capacity. The number of garbage bags consumed and the number of request for extra plastic table ware are maintained at a low level. | <ul style="list-style-type: none"> • Students' feedback • Teachers' feedback | <p><i>Pastoral Care Team</i></p> <p><i>Class Teachers</i></p> |

Major Concern 2: To reinforce teaching & learning effectiveness through enhancing classroom management - awareness of self-regulated learning from teachers and students, and a positive classroom climate.

| Targets / Intended Outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluations | People Responsible |
|---|---|------------|---|---|--|
| <p>2.1 Teachers enhance subject-based micro-teaching skills by</p> <p>(a) Sharing eLearning skills</p> <p>(b) widening teachers' horizons</p> | <p>(a) To share knowledge among in-house teachers by</p> <ol style="list-style-type: none"> 1. Sharing of resources 2. Arranging workshops <p>(b) To widen teachers' horizons by organizing inspiring talks/workshops/exchange with other schools.</p> <p>(c) To enhance teachers' teaching pace and interaction with students in class by using IT devices.</p> | Whole Year | <p>(a) Appropriate micro teaching skills are implemented to enhance their teaching.</p> <p>(b) At least one talk/workshop/visit is organized. Participants reflect that they are being inspired.</p> <p>(c) Appropriate times of borrowing IT devices to enhance their teaching. Participants reflect that interactions are enhanced by lesson observation.</p> | <ul style="list-style-type: none"> • Minutes of subject meetings • Teachers' feedback • Stakeholders' survey | <p><i>Panel Heads (Chi, Eng, Math, GS, FYP)</i></p> <p><i>Core 1</i></p> |
| <p>2.2 Students enhance students' awareness in their own learning process and become self-directed learners</p> | <p>(a) To reinforce pre-lesson preparation at home.</p> <p>(b) To reinforce the usage of self-directed learning skills.</p> <p>(c) To reinforce the usage of IT devices to enhance learning efficiency.</p> <p>(d) To help students reflect / evaluate themselves in their learning process in both classroom lessons and outside-school setting such as study tours.</p> | Whole Year | <p>(a) Students can better master learning in lessons.</p> <p>(b) Students can easily access the e-learning platform and materials for self-directed learning.</p> <p>(c) Students can easily access the IT devices in different learning activities.</p> <p>(d) Opportunities are given for students to do evaluation on their learning.</p> | <ul style="list-style-type: none"> • Teachers' feedback • Stakeholders' survey (teachers, parents & students) | <p><i>Panel Heads</i></p> <p><i>PIC of Study Tours</i></p> |
| <p>2.3 Facilitate students' growth and establish good behavior by creating a more positive classroom climate</p> | <p>(a) To create an effective personal learning zone for students</p> <ol style="list-style-type: none"> 1. Guideline for maintaining classroom cleanliness and safe by organizing personal belongings in one's own seat properly with existing facilities. 2. Allocate specific area for over-sized personal belongings such as musical instrument and sport gears. 3. Set up "Lost and Found" corner in each classroom. <p>(b) To better take care of students with</p> <ol style="list-style-type: none"> 1. dual-class teachers in all classes, and additional teachers in some classes on a need basis. 2. Class-level meetings | Whole Year | <p>(a) Random check reflects that students are able to manage their personal learning zone in a proper way.</p> <p>(b) With strengthened collaboration among teachers, students are better taken care of and teaching and learning is enhanced.</p> | <ul style="list-style-type: none"> • Teachers' feedback • Minutes of General Staff Meeting | <p><i>Pastoral Care Team</i></p> <p><i>Class Teachers</i></p> |

Major Concern 3: To reinforce team building - following up on All-Graduate Teaching Force Policy, and providing “mindfulness” training for teachers.

| Targets / Intended Outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible |
|---|--|------------|---|---|---|
| 3.1 Strengthen connection among teachers, parents, students and alumni | <p>(a) To organize activities/school events to further engage participation and reinforce team spirit among staff, parents, students and alumni</p> <ol style="list-style-type: none"> 1. Staff: Organize activities. Better utilization of the Staff Welfare Fund contributed by teachers. 2. Students: Organize more inter-clan activities and strengthen the role of clan leaders; promote school life, life skills & habits via CTV 3. Parents/Alumni: Fine-tuning activities <p>(b) To further reinforce communication mechanisms to better connect parents, students and alumni</p> <ol style="list-style-type: none"> 1. Publish Principal’s newsletter and newspaper writing 2. To invite PTA or alumni representatives to attend senior management meetings/school events. | Whole Year | <p>(a) 1. At least one activity is organized. 2. Clan leaders will participate in more school events, and are able to mobilize the participation of students in the inter-class activities. No. of CTV programmes produced and students’ feedback. 3. No. of members of Alumni Union, and no. of parent participants are increased. Participants find the activities inspiring.</p> <p>(b) 1. At least two Principal’s newsletters and two pieces of Principal’s Newspaper Writing are published. 2. PTA or alumni representatives are invited to attend at least two meetings/school events. Views are shared.</p> | <ul style="list-style-type: none"> • Minutes of core meetings • Stakeholders’ survey | <p><i>Core 1</i></p> <p><i>Pastoral Care Team</i></p> <p><i>PICs of PTA, Alumni Union & Clan System</i></p> |
| 3.2 Strengthen collaborative leadership among subject or administrative team | <p>(a) To create more opportunities for staff to learn to be collaborative by</p> <ol style="list-style-type: none"> 1. inviting individual colleague or a team of core members of subject departments/ administrative teams to attend senior management meetings regularly 2. strengthening the role of the Crisis Management Committee to handle ad hoc issues. 3. reviewing and enhancing the fixed asset management system 4. reviewing and enhancing the management of Janitors 5. reviewing and enhancing the Cleaning Materials Inventory Management. | Whole Year | <p>(a) Participated staff can learn the importance of collaborative problem-solving and decision-making, collaborative process, and an open-minded attitude.</p> <ol style="list-style-type: none"> 1. Individual colleague or each team is invited to attend to join the meeting to have a deeper sharing of experience in wider perspective. 2. The Crisis Management Committee will reinforce communication to work out ad hoc tasks effectively. 3.4.&5. The management skills of concerned non-teaching staff in-charges are enhanced. | <ul style="list-style-type: none"> • Minutes of core/ subject meetings • Stakeholders’ Survey | <p><i>Core 1</i></p> <p><i>Panel Heads</i></p> <p><i>PIC of Functional Groups</i></p> <p><i>Crisis Management Committee</i></p> |

| Targets / Intended Outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluations | People Responsible |
|--|--|------------|---|--|--|
| 3.3 Boost staff morale further with enhanced grade structure and bonus scheme, and foster good team players | <p>(a) To set up a human resource development committee to enhance the teaching and non-teaching grade structure as appropriate.</p> <p>(b) To deliberately provide opportunities to build individuals' strengths</p> <ul style="list-style-type: none"> - encouraging more teachers to attend the SEN courses - setting up a "Mindfulness Core Group", and arranging "mindfulness" workshop /courses for teachers - extending the connection of readers of the Journal Book - encouraging non-teaching staff to attend courses and providing further on-the-job training to enrich their skills/widen exposure. | Whole Year | <p>(a) The grade structure is reviewed in the school context so as to enhance 2020-21 human resource planning.</p> <p>(b) Team players with enhanced individual talents/abilities can make collective contribution.</p> | <ul style="list-style-type: none"> • Stakeholders' Survey | <p><i>Core 1</i></p> <p><i>PIC of Bonus Scheme</i></p> <p><i>Mindfulness Core Group</i></p> <p><i>Journal Book Production Team</i></p> |