

Po Leung Kuk
Camões Tan Siu Lin Primary School

Annual School Plan

2021-2022

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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 enhance students' physical and mental well-being

Targets / Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluations	People Responsible	
1.1 To strengthen students' physical health through swimming lessons and body fitness programmes	(a) To master the survival skill of swimming.	1. To organize sports team trainings, sports interest classes (including aquatic sports: swimming, triathlon and life-saving) for students after school. Potential students will be invited to join the school sports teams while other students can join paid sports interest classes according to their own interest.	Whole Year	1. More than 80% of students participate in each team or class.	<ul style="list-style-type: none"> • Competition results • Sports coaches' feedback • Students' attendance 	<i>PE teachers and coaches</i>
		2. To include swimming lessons in PE curriculum.	2 nd term	2. 70% of students can master the swimming style they learn in that school year.	<ul style="list-style-type: none"> • Students' attendance 	<i>PE teachers</i>
		3. To organize swimming time trial. The results of the trials will be recorded and top students will be awarded with a certificate.	June-July	3. More than 50% of students participate in the swimming time trial.	<ul style="list-style-type: none"> • Teachers & students feedback 	<i>PE teachers</i>
		4. To promote the aquatic sports (e.g. snorkeling, Underwater Hockey, Aqua Fitness) through knowledge sharing with students via online lessons or Google Classroom, and online assignment.	Whole Year	4. More than 80% of students participate in the online self-study assignment.	<ul style="list-style-type: none"> • Students' participation 	<i>PE teachers</i>
	(b) To strengthen body fitness.	1. To organize a sports area for students during recess.	Whole Year	1. Over 80% of allowed students participate. (Hall: 15, SAC: 15)	<ul style="list-style-type: none"> • Teacher's & Students' feedback 	<i>PE teachers</i>
		2. To organize fitness test. The result will be printed out and returned to students.	Mar	2. Over 80% of students join the test, and over half of the participants can get an award for the fitness tests.	<ul style="list-style-type: none"> • Test results 	<i>PE teachers</i>
		3. To join the SportACT programme designed by the LCSD.	Feb-May	3. The school can get the 'Active School Award' for the SportACT programme.	<ul style="list-style-type: none"> • Programme result 	<i>PE teachers</i>

1.2 To equip students with better emotion management skills	<p>(a) To implement Paws b curriculum under the Jockey Club "Peace and Awareness" Mindful School Culture Project for P3 students.</p> <p>(b) To teach P1-P6 students "Breathing Exercises" to relieve stress and anxiety during PGE and PE lessons.</p> <p>(c) To teach students to express their feelings and identify their emotions in a positive way through Personal Growth Education, Life Educations lessons and civic talks.</p>	Whole Year	<p>(a) Paws b curriculum evaluation reflects that students can better manage their emotion.</p> <p>(b) Students learn and use the ways of breathing to relax and calm themselves.</p> <p>(c) Students can acknowledge their own emotions in the PGE and Life Education lessons. They know how to better manage their anxiety and pressure in a positive way.</p>	<ul style="list-style-type: none"> • Teachers' feedback • Students' feedback 	<p><i>Trained Paws b Teachers</i></p> <p><i>Social worker, all teachers and Pastoral Care Team</i></p>
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Major Concern 2: To enhance learning and teaching effectiveness in different learning modalities

Targets / Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluations	People Responsible
2.1 To optimize the current teaching practices and effectiveness in blended learning mode	<p>(a) To implement teaching activities in blended learning mode based on their function and suitability for online learning and face-to-face lessons to fit students' needs and interests.</p> <p>(b) To continue exploring suitable e-platforms to facilitate interactive learning and teaching.</p> <p>(c) To share good teaching practices among departments.</p>	Whole Year	<p>(a) Appropriate teaching activities are executed to cater for online learning and face-to-face teaching. Through lesson observation, participants reflect that students' learning progress and lesson interactions are enhanced.</p> <p>(b) Appropriate new e-platforms are tried out to enhance interactive learning and teaching.</p> <p>(c) At least one sharing is organized. Participants reflect that they are inspired.</p>	<ul style="list-style-type: none"> • Minutes of subject meetings • Teachers' feedback • Stakeholders' survey 	<i>Panel Heads Core 1</i>
2.2 To reinforce students' awareness and encourage self-directed learning in blended learning mode	<p>(a) To help students reflect on their own learning habits in the learning process.</p> <p>(b) To further develop students' learning skills through BYOD (P5-P6).</p> <p>(c) To implement the self-directed online Astronomy Award Scheme.</p>	Whole Year	<p>(a) Opportunities are given to students to make plans and do evaluation on their learning.</p> <p>(b) At least 50% of P5-P6 students participate in the "Self-Learning Academy" Scheme.</p> <p>(c) Over 80% of students take part in the Scheme.</p>	<ul style="list-style-type: none"> • Teachers' feedback • Students' feedback • Parents' feedback 	<i>Panel Heads</i>

Major Concern 3: To reinforce staff development

Targets / Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
3.1 To build individual strengths and explore potential in teachers	<p>(a) To set up a Human Resources Development Committee to conduct teacher grade structure review</p> <p>(b) To redistribute the administrative duties among all teachers</p> <ul style="list-style-type: none"> - to assign the duties according to the strengths and potential in teachers - to shoulder the duties by arranging more than one PIC who can complement each other - to explore teachers' potential by assigning the second in-charge to some teams 	Whole Year	<p>(a) The grade structure is reviewed under the school context so as to enhance 2022-23 human resources planning.</p> <p>(b) A more comprehensive duty list with more APSM helping in different administrative duties is arranged.</p>	<ul style="list-style-type: none"> • Minutes of core meetings • Stakeholders' survey 	<p><i>Core 1</i></p> <p><i>Human Resource Development Committee</i></p>
3.2 To promote teacher professional development	<p>(a) To encourage teachers to attend external courses and workshops to enrich professional knowledge</p> <ul style="list-style-type: none"> - to assign teachers to attend mindfulness courses - to encourage more teachers to attend the courses on SEN and curriculum development - to provide updated information of course/seminar/workshop through Weekly Memo <p>(b) To widen teachers' horizons and knowledge through organizing talks and workshops</p> <ul style="list-style-type: none"> - to organize a National Security Education workshop for all teachers to enrich their knowledge on the topic - to organize an eLearning workshop to enrich teacher's skills of Blended Learning <p>(c) To establish a full record of Continuing Professional Development of Teachers in eServices system</p> <ul style="list-style-type: none"> - to require all teachers to update the CPD record in eServices system - to review the needs of teachers' professional development and explore appropriate planning 	Whole Year	<p>(a)</p> <ul style="list-style-type: none"> - At least 5 teachers attend mindfulness courses. - At least 2 teachers attend the courses on SEN and curriculum development - Updated course/seminar information is provided in Weekly Memo. <p>(b) At least one talk/workshop/visit is organized. Participants reflect that they are inspired.</p> <p>(c) The CPD record in eServices system is up-to-date. A review is conducted based on the updated CPD record.</p>	<ul style="list-style-type: none"> • Minutes of core/ subject meetings • Stakeholders' Survey • Weekly Memos • Participants' feedback • CPD record in eServices system • Minutes of core meeting 	<p><i>Core 1</i></p> <p><i>PIC of eServices system</i></p> <p><i>Panel Heads</i></p> <p><i>Pastoral Care Team</i></p>