

Po Leung Kuk
Camões Tan Siu Lin Primary School

Annual School Plan

2022-2023

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I. Our School

School Motto

Love, Respect, Diligence and Integrity (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.

School Facilities

Our school campus comprises three buildings (Main Building, Music Complex and Sports Complex) and four covered playgrounds. In the Main Building built in 1999, there are 32 conventional classrooms, a school hall, an art room, a computer room and sports climbing facilities. In the Music Complex built in 2007, there are two orchestra rehearsal rooms, two music rooms, seven piano rooms, an art room, a campus TV studio, a multi-media language centre, some special rooms, a theatre and a library. The Sport Complex built in 2022 includes an all-weather indoor swimming pool and a mindfulness room. All these facilities 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 Evaluation	People Responsible
1.1 To strengthen students' physical health through swimming lessons and body fitness programmes	<p>(a) To master the survival skill of swimming</p> <ul style="list-style-type: none"> - To include swimming lessons in PE curriculum - 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. - To organize swimming time trial. The results of the trials will be recorded and top students will be awarded with a certificate. - To promote the aquatic sports. Interest classes (e.g. Snorkeling, Underwater Hockey, Stand-up Paddle Boarding) will be carried out. <p>(b) To strengthen body fitness</p> <ul style="list-style-type: none"> - To organize a sports area for students during recess. Newly emerged sports (Soft Dart, Mólkky) will be added. - To organize fitness tests. The results will be printed out and returned to students. - To join the SportACT programme designed by the LCSD. Inter-class competitions will be carried out. 	Whole Year	<p>(a)</p> <ul style="list-style-type: none"> - 50% of students who joined the swimming lessons can perform the swimming style they learn in the school year. - More than 80% of students participate in each sports team or interest class. - More than 30% of students participate in the swimming time trial. - The participation of aquatic sports interest classes can be 80% or above. <p>(b)</p> <ul style="list-style-type: none"> - Over 80% of students participate. (Max. capacity - Hall: 30, SAC: 24) - Over 80% of students join the tests, and over half of the participants can get an award for the fitness tests. - The school can get the 'Active School Award' for the SportACT programme. 	<ul style="list-style-type: none"> • Competition results • Sports coaches' feedback • Students' attendance 	<i>PE teachers and coaches</i>

Targets / Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
<p>1.2 To equip students with better emotion management skills</p>	<p>(a) To implement Paws b curriculum under the Jockey Club “Peace and Awareness” Mindful School Culture Project</p> <ul style="list-style-type: none"> - To conduct Paws b lessons in Heart Space - To organize mindfulness activities, such as mindful walking in Heart Space - To recruit some Student Mindfulness Ambassadors to lead breathing exercises and activities <p>(b) To teach students “Breathing Exercises” to relieve stress and anxiety</p> <ul style="list-style-type: none"> - Students lead breathing exercises at the end of P.E. lessons. - The School Social Worker practices breathing exercises with students in small group workshops. - To broadcast videos through Camões TV <p>(c) To teach students to express feelings and identify emotions</p> <ul style="list-style-type: none"> - Class teachers teach students and enhance their skills of mastering emotions in Personal Growth Education (PGE) and Life Education lessons, and through broadcasting Civic Talks. - The School Social Worker conducts a Civic Talk for P5 and P6 students about positive transition to secondary schools. - To make use of the Counselling Room “T.A.B.” to have early identification of students with emotional needs and provide appropriate support 	<p>Whole Year</p>	<p>(a)</p> <ul style="list-style-type: none"> - At least 1 lesson is conducted in Heart Space for each participated class. - At least 1 time of mindful walking is organized for each participated class. - Recruited Mindfulness Ambassadors can lead schoolmates to do breathing exercises and activities. - Paws b curriculum evaluation reflects that students can better manage their emotions. - Participants reflect that they enjoy the activities. <p>(b) Students learn the ways of breathing and use them to calm down when needed.</p> <p>(c) Students can express and manage their emotions.</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>

Major Concern 2: To enhance learning and teaching effectiveness in different learning modalities

Targets / Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
2.1 To optimize the current teaching practices and effectiveness in blended learning mode	(a) To further enhance teaching activities in blended learning mode based on their functions and suitability for online learning and face-to-face lessons to fit students' needs and interests (b) To continue exploring suitable e-platforms to facilitate interactive learning and teaching (c) To organize eLearning workshop as to enrich teacher's skills of Blended Learning	Whole Year	(a) Appropriate teaching activities are executed to cater for online and face-to-face teaching. Through lesson observation, participants reflect that students' learning progress and lesson interactions are enhanced. (b) Appropriate e-platforms are tried out to enhance interactive learning and teaching. (c) At least 1 activity/workshop is organized. Participants reflect that they have benefited.	<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	(a) To further develop students' learning skills and information literacy through BYOD (P5-6) (b) To implement the self-directed online Reading Award Scheme <ul style="list-style-type: none"> - To provide e-readers in the library and subscribe to online reading platforms to facilitate students' reading after lessons (c) To implement the self-directed online astronomy award scheme "Camõesian Astronomy Academy" <ul style="list-style-type: none"> - To extend the scheme to P1-3 	Whole Year	(a) <ul style="list-style-type: none"> - At least 50% of P5-6 students participate in the "Self-Learning Academy" Scheme. - Fewer cases of improper use of iPad are reported from Discipline Team. (b) Appropriate e-readers are purchased and online reading platforms are subscribed to extend students' learning through reading. At least 50 % of students take part in the Scheme. (c) Over 80% of students take part in the Camõesian Astronomy Academy.	<ul style="list-style-type: none"> • Teachers' feedback • Students' feedback • Parents' feedback 	<i>Panel Heads School Librarian</i>

Major Concern 3: To reinforce staff development

Targets / Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
<p>3.1 To build individual strengths and explore potential in teachers</p>	<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 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 - To provide better support to the staff according to their needs by inviting the PIC and second-in-charge to attend regular core meetings 	<p>Whole Year</p>	<p>(a) The grade structure is reviewed under the school context so as to enhance 2023-24 human resources planning.</p> <p>(b)</p> <ul style="list-style-type: none"> - A more comprehensive duty list with more APSMs helping in different administrative duties is arranged. - PIC and the second-in-charge attend the core meetings to review their work. 	<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>
<p>3.2 To promote teacher professional development</p>	<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 improve teachers' mental health and wellness</p> <ul style="list-style-type: none"> - To arouse the awareness on the importance of teachers' mental health and wellness through organizing activities or workshops <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 	<p>Whole Year</p>	<p>(a)</p> <ul style="list-style-type: none"> - At least 2 teachers attend mindfulness courses. - At least 5 teachers attend the courses on SEN and curriculum development. - Updated course/seminar information is provided in Weekly Memo. <p>(b) At least 2 activities/workshops are organized. Participants reflect that they have benefited.</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 meetings 	<p><i>Core 1</i></p> <p><i>Panel Heads</i></p> <p><i>Pastoral Care Team</i></p> <p><i>PIC of eServices system</i></p>