

*Po Leung Kuk*  
*Camões Tan Siu Lin Primary School*

# **Annual School Plan**

**2023-2024**

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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 is comprised of 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, special rooms, a theatre and a library. The Sport Complex built in 2022 includes an all-weather indoor swimming pool and the Heart Space (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"> <li>- To provide more chances for improving students' swimming skills by increasing the number of swimming lessons.</li> <li>- To diversify students' interests by promoting different aquatic sports teams and interest classes. (e.g. Snorkeling, Underwater Hockey, Stand-up Paddle Boarding, SUP YOGA and Kayak).</li> <li>- To encourage students to improve their swimming skills by doing time trials. Certificates will be printed out to award them.</li> </ul> <p>(b) To strengthen body fitness</p> <ul style="list-style-type: none"> <li>- To provide more chances for students to join physical activities in the sports area during recess</li> <li>- To enhance students' fitness and develop healthy habits by implementing skipping programmes in P1 and P2 PE lessons.</li> <li>- To enhance students' motivation to improve their fitness by visual materials such as providing certification print-out or score chart display board.</li> </ul>	Whole Year	<p>(a)</p> <ul style="list-style-type: none"> <li>- 50% of students who join the swimming lessons can perform the swimming styles they learn in the school year.</li> <li>- The participation of aquatic sports interest classes can be 80% full or above.</li> <li>- More than 30% of students participate in the swimming time trials.</li> </ul> <p>(b)</p> <ul style="list-style-type: none"> <li>- Over 80% of students participate. (Max. capacity - Hall: 30, SAC: 24)</li> <li>- Over 80% of P1 and P2 students can perform basic skipping skills and 50% of P1 and P2 students' endurance is improved.</li> <li>- Over 80% of students join the tests, and over half of the participants can get an award for the fitness tests.</li> </ul>	<ul style="list-style-type: none"> <li>• Competition results</li> <li>• Sports coaches' feedback</li> <li>• Students' attendance</li> </ul>	<i>PE teachers and coaches</i>

Targets / Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
1.2 To equip students with better emotion management skills	(a) To further develop Paws b curriculum under the Jockey Club "Peace and Awareness" Mindful School Culture Project	Whole Year	(a) - Each participating class takes turns to conduct lessons in Heart Space. - Paws b curriculum evaluation reflects students can better manage their emotions. - Students use the breathing methods they learnt to regulate their emotions when needed.	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>Students' feedback</li> </ul>	<i>Trained Paws b Teachers, class teachers and PE teachers</i>
	(b) To enhance students experience to express feelings and identify emotions - To further develop the "T.A.B." to support students' social and emotional needs - To evolve the use of "Heart Space" with different theme based activities	Whole Year	(b) - Students reflect that they enjoy the activities.	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>Students' feedback</li> </ul>	<i>Pastoral Care Team</i>
	(c) To continue liaising the topics of PGE and Life Education to echo with values education, school core values and school year theme.	Whole Year	(c) - Students can express and manage their emotions.	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>Students' feedback</li> </ul>	<i>Class teachers, Social worker and Pastoral Care Team</i>
	(d) To arouse students' awareness to explore their inner strengths, the values and attitudes to possess.  - Through different platforms including broadcasting in Camões TV, planting in OG.	Whole Year	(d) - Students learn the values. - Students can reflect what values that they possess and develop the attitudes.	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>Students' feedback</li> </ul>	<i>GS teachers and Pastoral Care Team</i>
	(e) To allow students to learn from role-model among schoolmates that could further strengthen their inner strengths, values and attitudes.  - Through "Student-of-the-Month" campaign with CTV promotion.	Whole Year	(e) - About 180 students are awarded as "Student-of-the-Month" - Students learn from the Awardees.	<ul style="list-style-type: none"> <li>Student-of-the-Month awardees record</li> </ul>	<i>Discipline team</i>

	(f) To promote the values that students should have through reward scheme - Using discipline campaign reward scheme as a whole-class approach to deliver the qualities that students should have	Once in 1 <sup>st</sup> term and once in 2 <sup>nd</sup> term	(f) - All students participate and 80% of them are rewarded.	<ul style="list-style-type: none"> <li>• Discipline campaign rewarded classes record</li> <li>• Teachers' feedback</li> </ul>	<i>Discipline team</i>
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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	(a) To reinforce the existing blended learning model as a standard framework in curriculum design and implementation.  (b) To continue exploring suitable e-platforms to facilitate interactive learning and teaching.	Whole Year	(a) Blended learning activities are planned and executed in different subjects.  (b) Various e-platforms and apps are tried out to enhance interactive learning and teaching.	<ul style="list-style-type: none"> <li>• Minutes of subject meetings</li> <li>• Scheme of Work</li> <li>• Lesson observation</li> <li>• Teachers' feedback</li> <li>• Stakeholders' surveys</li> </ul>	<i>Panel Heads Core 1</i>

<p>2.2 To reinforce students' awareness and encourage self-directed learning in blended learning mode</p>	<p>(a) To further develop students' learning skills through BYOD (P5-6).</p> <p>(b) To further enhance the self-directed online Reading Award Scheme.</p> <ul style="list-style-type: none"> <li>- To provide <i>HyRead</i> e-readers in the library and subscribe to online reading platforms to facilitate students' reading after lessons.</li> </ul> <p>(c) To set up a Self-learning Sharing Area in every classroom to encourage students to share supplementary materials they have explored on taught topics.</p>	<p>Whole Year</p>	<p>(a) At least 50% of P6 students participate in the "Self-Learning Academy" Scheme.</p> <p>(b) More new 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.</p> <p>(c) At least 10 pieces of sharing are displayed in each classroom throughout the year.</p>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Students' feedback</li> <li>• Parents' feedback</li> <li>• <i>HyRead</i> usage data</li> <li>• Self-learning Sharing Area</li> </ul>	<p><i>Panel Heads, subject teachers, class teachers, school librarian</i></p>
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### 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 Resource Development Committee to review the new teacher grade structure in 2023-2024</p> <p>(b) To redistribute the administrative duties among all teachers</p> <ul style="list-style-type: none"> <li>- to shoulder the duties by arranging more than one PIC who can complement each other</li> <li>- to explore teachers' potential by assigning the second in-charge to some teams</li> <li>- to provide better support to the staff according to their needs by inviting the PIC and second in-charge to attend regular core meetings</li> </ul> <p>(c) To provide better support to the staff by assigning an advisor to them under the organizational chart</p>	<p>Whole Year</p>	<p>(a) The grade structure is reviewed under the school context so as to enhance 2024-25 human resource planning.</p> <p>(b)</p> <ul style="list-style-type: none"> <li>- A more comprehensive duty list with more APSM helping in different administrative duties is arranged.</li> <li>- PIC and the second in-charge attend the core meetings to review their work.</li> </ul> <p>(c) School events run smoothly, and administrative teams function properly. PICs reflect that they know how to seek support when necessary.</p>	<ul style="list-style-type: none"> <li>• Minutes of core meetings</li> <li>• Stakeholders' surveys</li> </ul>	<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 courses and workshops to enrich professional knowledge</p> <ul style="list-style-type: none"> <li>- to assign teachers to attend mindfulness courses</li> <li>- to encourage more teachers to attend the courses on SEN and curriculum development</li> <li>- to organise STEAM related staff development activities</li> </ul> <p>(b) To improve teachers' mental health and wellness</p> <ul style="list-style-type: none"> <li>- to organize activities or workshops as to arouse the awareness on the importance of teachers' mental health and wellness</li> <li>- To organize a wellness scheme that allows teachers to have more time to implement their own wellness plans</li> </ul> <p>(c) To establish a full record of Continuing Professional Development of Teachers on e-Services Portal</p> <ul style="list-style-type: none"> <li>- to require all teachers to update the CPD record on e-Services Portal</li> <li>- to review the needs of teachers' professional development and explore appropriate planning</li> </ul> <p>(d) To organize a staff development tour to China to promote teachers' professional role in National Security Education</p>	<p>Whole Year</p>	<p>(a)</p> <ul style="list-style-type: none"> <li>- At least 2 teachers attend mindfulness courses.</li> <li>- At least 5 teachers attend the courses on SEN and curriculum development.</li> <li>- Each teacher participates in at least 1 STEAM related learning activity.</li> </ul> <p>(b)</p> <ul style="list-style-type: none"> <li>- At least 2 activities/workshops are organized. Participants reflect that they are benefited.</li> <li>- At least 50% of the teachers participate in the scheme.</li> </ul> <p>(c) The CPD record on e-Services Portal is up-to-date. A review is conducted based on the updated CPD record.</p> <p>(d) A staff development tour to China is organized. Teachers can identify their professional role in National Security Education.</p>	<ul style="list-style-type: none"> <li>• Minutes of core/subject meetings</li> <li>• Stakeholders' Surveys</li> <li>• Participants' feedback</li> <li>• Record of participation</li> <li>• CPD record on e-Services Portal</li> <li>• Minutes of core meetings</li> <li>• Minutes of core meetings</li> <li>• Participants' feedback</li> </ul>	<p><i>Core 1</i></p> <p><i>Panel Heads</i></p> <p><i>Pastoral Care Team</i></p> <p><i>PIC of Staff Wellness Programme</i></p> <p><i>PIC of e-Services Portal</i></p>
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保良局陳守仁小學

2023-2024 年度

姊妹學校交流計劃書

內地姊妹學校名稱: 廣東省東莞市無痕教育集團石排鎮實驗小學

項目編號	交流項目名稱及內容	預期目標	監察／評估	預算開支	
1.	<p><b>教師參訪石排鎮實驗小學</b>            日期：二零二三年十二月七至九日            地點：石排鎮實驗小學            參與人員：不多於 30 位老師            內容：探訪姊妹學校，參與該校天文科技節之部分活動</p>	<ul style="list-style-type: none"> <li>增進對內地的認識和了解</li> <li>促進專業發展</li> <li>擴闊視野</li> <li>建立友誼/聯繫</li> <li>訂定下次交流框架</li> </ul>	<ul style="list-style-type: none"> <li>問卷調查</li> <li>年中會議報告</li> </ul>	1. 教師簽證費用 2. 交流物資 3. 團費開支（交通/食宿）	\$60,000
2.	<p><b>兩校教師之專業交流</b>            日期：二零二四年二月下旬            地點：陳守仁小學 / 視訊            參與人員：以常識、數學科老師為主            內容：以專題研討/座談會的形式，就雙方在科學、天文的課程現況展開交流</p>	<ul style="list-style-type: none"> <li>促進專業發展</li> <li>建立學習社群/推行教研</li> <li>擴闊視野</li> <li>建立友誼/聯繫</li> <li>商討兩校學生交流方向</li> </ul>	<ul style="list-style-type: none"> <li>視訊會議記錄</li> <li>年末會議報告</li> </ul>	1. 交流物資 2. 在香港合辦姊妹學校交流活動的費用 3. 茶點開支 4. 視像器材	\$50,000

項目編號	交流項目名稱及內容	預期目標	監察／評估	預算開支	
3.	<b>兩校學生交流</b> 日期：二零二四年六月下旬 地點：石排鎮實驗小學 / 視訊 參與人員：20-25 學生（以五年級為主） 及 5-6 位老師 內容：在科學、天文方面的學習與交流	<ul style="list-style-type: none"> <li>· 增進對內地的認識和了解</li> <li>· 促進文化交流</li> <li>· 促進個人成長，提升自理能力</li> <li>· 增強語言/表達/溝通能力</li> <li>· 豐富學習經歷</li> <li>· 擴闊視野</li> <li>· 建立友誼</li> </ul>	<ul style="list-style-type: none"> <li>· 問卷調查</li> <li>· 學生分享</li> <li>· 教師觀察</li> <li>· 年末會議報告</li> </ul>	1. 教師簽證費用 2. 交流物資 3. 團費開支（交通/食宿）	\$60,000
				全年預算開支	\$170,000