

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

# **School Development Plan**

**2021-2022**

**to**

**2023-2024**

## Content

	<u>Page</u>
<b>I. Our School</b>	
<b>School Motto .....</b>	<b>3</b>
<b>Background .....</b>	<b>3</b>
<b>School Vision .....</b>	<b>3</b>
<b>School Management .....</b>	<b>4</b>
<b>II. Holistic Review .....</b>	<b>4-5</b>
<b>III. Evaluation of the School's Overall Performance .....</b>	<b>5-6</b>
<b>IV. SWOT Analysis for TSL .....</b>	<b>7</b>
<b>V. Major Concerns for a Period of Three School Years     (2021/2022 to 2023/2024) .....</b>	<b>8-9</b>
<b>VI. Budget for 2021/2022 to 2023/2024 .....</b>	<b>10</b>

## Po Leung Kuk Camões Tan Siu Lin Primary School

### 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 the 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 encouraged to participate actively 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**

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 Management

The School management is supervised by a board of Incorporated Management Committee which includes members from the school sponsoring body, the Principal, teachers, parents, alumni and the public.

## II. Holistic Review

### Effectiveness of the previous 3-Year School Development Plan (2018/2019 - 2020/2021):

Based on the periodic assessments and evaluations on the effectiveness of the school operation for the past years (2018/2019, 2019/2020 and 2020/2021) and after considering the contextual, social and educational needs, the school would map out the new 3-Year School Development Plan from 2021/2022 to 2023/2024.

Major Concerns	Extent of Targets Achieved	Follow-up Action
1. To reinforce student support and personal growth - emotion management and raising the awareness of well-being	Targets are mostly achieved. <ul style="list-style-type: none"><li>• With the implementation of different emotion management programmes and strengthening of the Counselling Team for guiding students in need, students could better manage their emotions.</li><li>• Through the “Big Brother &amp; Big Sister Scheme” - “Student Ambassadors”, Student of the Month Programme, other school events and the nurturing of Class Teachers, students could better value and care about themselves and others.</li><li>• Students learnt to concern more about the environment by establishing good habits and mini-acts. Some mini-act programmes, which could not be implemented in 2020-21 due the tight schedule of half-day arrangement, would be continued with the resumption of whole-day school.</li></ul>	To enhance students’ physical and mental well-being after reviewing the impact of the prolonged COVID-19 pandemic.
2. To reinforce teaching & learning effectiveness through enhancing classroom management	Targets are mostly achieved. <ul style="list-style-type: none"><li>• Teachers have enhanced subject-based micro-teaching skills through in-house sharing sessions, and widened their horizons through attending inspiring workshops and exploratory tour. Greater collaboration and profession sharing were promoted among teachers.</li><li>• E-Learning materials were being developed, facilitating students to enhance their awareness in their own learning progress and self-directed learning skills.</li><li>• A more positive classroom climate has been created to better facilitate students’ growth and establish good behaviour.</li></ul>	To enhance learning and teaching effectiveness in different learning modalities after considering the enhanced IT eLearning skills of teachers and students.

<p>3. To reinforce team building</p>	<p>Targets are mostly achieved.</p> <ul style="list-style-type: none"> <li>• Through the organization of different interesting and meaningful school activities and events, connection among teachers, parents, students and alumni has been strengthened.</li> <li>• Collaborative leadership among subject or administrative teams has been strengthened through the collaborative opportunities and ad hoc assignments.</li> <li>• Morale among teachers has been enhanced with the implementation of the “All-Graduate-Teaching Force” policy. Turn-over of teaching staff is kept very low. Good team players are fostered with opportunities to build individuals’ strengths.</li> </ul>	<p>To reinforce staff development in order to meet future challenges and demands.</p>
--------------------------------------	--	---

### III. Evaluation of the School’s Overall Performance

PI Area	Major Strength	Areas for Improvement
<p>1. School Management</p>	<ul style="list-style-type: none"> <li>- Dedicated, energetic and creative staff.</li> <li>- Well-established operational system.</li> <li>- Experienced Management Team of both teaching and non-teaching staff to enhance efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>- Further strengthening of middle management (subject and administrative teams) through empowerment and training.</li> </ul>
<p>2. Professional Leadership</p>	<ul style="list-style-type: none"> <li>- Members of the School Core Group are dedicated to oversee the overall development of the school and enhance its day-to-day operation.</li> <li>- Good team spirit and collaboration among School Core Group Members, and Subject Panel Heads.</li> </ul>	<ul style="list-style-type: none"> <li>- Further enhancement in Instructional Leadership.</li> </ul>
<p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> <li>- Professional teachers are confident to tailor-make school-based curriculum for our students to meet the ever-changing needs of the community.</li> <li>- High autonomy and trust are given by the school management.</li> <li>- Outstanding performance by students in public examinations and competitions.</li> <li>- Multi-language learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Development of blended learning.</li> </ul>

4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>- Students enjoy their school life.</li> <li>- Students are confident, active and expressive.</li> <li>- Ample learning opportunities in both inside and outside classroom settings are provided for students' growth.</li> <li>- Good school facilities.</li> </ul>	<ul style="list-style-type: none"> <li>- Enhancement of students' self-directed skills.</li> </ul>
5. Student Support	<ul style="list-style-type: none"> <li>- Good relationships between teachers and students.</li> <li>- Projects and activities provide opportunities for students to widen their exposure and brush up their interactive skill with fellow students and other people.</li> <li>- Dual Class Teachers better nurture students.</li> </ul>	<ul style="list-style-type: none"> <li>- To map out different approaches to deal with individual differences among students.</li> <li>- Not all students are willing to face challenges encountered while participating in projects or activities.</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>- Good home-school partnership.</li> <li>- Actively seeking partnership with educational bodies and non-government organizations to provide quality learning experiences for students and widen their exposure.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore cooperation with other educational bodies in China to enrich the learning experiences for our students.</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>- Students are active and vivid.</li> <li>- Students are well adapted to our multi-cultural environment at school, and respect each other.</li> <li>- Most students have high self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>- Further enhancement of emotion management skills.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>- Good language proficiency.</li> <li>- Students are eager to engage themselves in extra-curricular activities, sport &amp; music activities, outside campus activities and competitions, with good performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Students and parents are advised to strike a good balance between academic and non-academic achievements.</li> <li>- Enrichment of online ECA from Monday to Friday and implementation of face-to-face ECA on Sat (AM) during the half-school day arrangement.</li> </ul>

#### IV. SWOT Analysis for TSL

A SWOT survey was carried out by teachers during 20-27 August 2021. The following is the analysis:

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Professional, dedicated and creative teachers with a growth mindset.</li> <li>• Multi-cultural, multi-language (English, Chinese, French, Spanish, Japanese) &amp; multi-faceted activities learning environment.</li> <li>• A good balance between academic and non-academic achievements.</li> <li>• Good school facilities and convenient location.</li> <li>• Strong sense of belonging to the school amongst teachers, parents and students.</li> <li>• Strong support from Po Leung Kuk, school donor and parents.</li> <li>• Smart, confident and presentable students.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual difference of learning ability among some students.</li> <li>• Concern for emotion management of students facing the pro-longed COVID-19 pandemic.</li> <li>• Decreasing face-to-face ECAs in view of the half-day school arrangement.</li> <li>• Over-protective parents who may hinder children’s ability to develop self-management and establish harmonious relationship with fellow students.</li> <li>• A comparatively less favourable learning environment for Chinese than English.</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Our P6 graduates are usually admitted by local prestigious secondary schools.</li> <li>• Positive school image and great student performance attract more applicants to apply to our school.</li> <li>• New ambience with the forthcoming New Sports Complex.</li> <li>• Exploring blended learning with the good eLearning skills of both teachers and students.</li> <li>• A balanced curriculum lays a solid foundation for our students in their future educational development either locally or abroad.</li> <li>• DSS primary schools are popular among parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing number of withdrawing students mainly due to immigration, especially senior level students.</li> <li>• Keen competition among DSS primary schools, and those from “through-train” schools.</li> <li>• Mounting pressure from the changing or tightening of policy by Education Bureau on DSS schools.</li> </ul>

**V. Major Concerns for a Period of Three School Years (2021/22 to 2023/24)**

Major Concern	Targets/ Intended Outcomes	General Outline of Strategies	Time Scale		
			21/22	22/23	23/24
1. To enhance students' physical and mental well-being	1.1 To strengthen students' physical health through swimming lessons and body fitness programmes.	<p>(a) To master the survival skill of swimming.</p> <p>(i) 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 school sports teams while other students can join paid sports interest classes according to their own interest.</p> <p>(ii) To include swimming lessons in the PE curriculum.</p> <p>(iii) To organize swimming time trial. The results of the trials will be recorded and top students will be awarded with a certificate.</p> <p>(iv) To promote aquatic sports (e.g. snorkeling, Underwater Hockey, Aqua Fitness) through knowledge sharing with students via online lessons or Google Classroom, and online assignment.</p> <p>(b) To strengthen body fitness.</p> <p>(i) To organize a sports area for students during recess.</p> <p>(ii) To organize fitness test. The result will be printed out and returned to students.</p> <p>(iii) To join the SportACT programme designed by the LCSD.</p>	✓	✓	✓



	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.</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>	✓	✓	✓
2. To enhance learning and teaching effectiveness in different learning modalities	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>	✓	✓	✓
	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>	✓	✓	✓
3. To reinforce staff development	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>	✓	✓	
	3.2 To promote teacher professional development	<p>(a) To encourage teachers to attend external courses and workshops to enrich professional knowledge.</p> <p>(b) To widen teachers’ horizons and knowledge through organizing talks and workshops.</p> <p>(c) To establish a full record of Continuing Professional Development of Teachers in eServices system.</p>	✓	✓	✓

**VI. Budget for 2021/22 to 2023/24**

<b>School Year</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
	<b>HK\$</b>	<b>HK\$</b>	<b>HK\$</b>
Total Income	85,820,965.00	86,062,445.00	86,712,045.00
Total Expenditure	(103,050,812.92)	(91,015,264.95)	(94,327,564.95)
Surplus/(Deficit)	(17,229,847.92)	(4,952,819.95)	(7,615,519.95)

Note:

The above are estimated figures pending for audit approval. This budget reflects the cash estimation. The total deficit mainly accounts for the following reasons:

- (a) To settle the construction cost (overall estimated cost: about \$71m) of the New Annex B (Henry Tan Sports Complex) scheduled to be completed in 2021/22, and the fee for purchase of new assets in this new Sports Complex.
  
- (b) To cover the costs of repairs & maintenance for Old Annex (Main Building) built in 1999, and New Annex A (Tan Lam Pak Kim Music Complex) built in 2007. Major works will include renovation of toilets and renew of all students' chairs and desks in Old Annex.

There is sufficient reserve from school fund to cover the above estimated expenditures for the above three school years. This will be reflected in the final full audit report.