

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

School Development Plan

2024/25 - 2026/27

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Po Leung Kuk Camões Tan Siu Lin Primary School

1. School Vision and 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.

2. 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.

3. School Motto

Love, Respect, Diligence, Integrity (愛、敬、勤、誠)

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action	Remarks
<p>Major Concern 1: To enhance students' physical and mental well-being</p> <p>Target(s): a) To strengthen students' physical health through swimming lessons and body fitness programmes</p> <p>b) To equip students with better emotion management skills</p>	Fully achieved	Incorporated as routine work	
<p>Major Concern 2: To enhance learning and teaching effectiveness in different learning modalities</p> <p>Target(s): a) To optimize the current teaching practices and effectiveness in blended learning mode</p> <p>b) To reinforce students' awareness and encourage self-directed learning in blended learning mode</p>	Fully achieved	Incorporated as routine work	
<p>Major Concern 3: To reinforce staff development</p> <p>Target(s): a) To build individual strengths and explore potential in teachers</p> <p>b) To promote teacher professional development</p>	Fully achieved	Incorporated as routine work	

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ **How good is my students' performance in achieving the seven learning goals?**

Most of the students are active learners. According to stakeholders' survey data, more than 90% of teachers and 80% of parents agreed that our students are able to take the initiatives in learning. Highly interested and motivated in learning, students actively participate in the learning activities within and beyond the classroom. They are provided with ample opportunities to master and apply the knowledge and skills they have learnt, and to take the initiatives to explore and develop their potential.

When students work on investigations that require them to transfer knowledge across different subjects, they can apply a range of generic skills as listed in the seven learning goals. According to the External School Review Report of our School in 2022, which was completed in the previous development cycle, our students' generic skills to acquire and construct knowledge were well-fostered since a diversified school curriculum with a strong emphasis on students' development of generic skills is in place. Moreover, students are nurtured to think critically, creatively and work collaboratively. Their learning experiences are greatly and continuously enriched by the school curriculum and a variety of life-wide learning activities. For instance, the different types of experiential learning activities organized in the theme-based subject weeks, namely Chinese Week, English Week, Third Languages Week and STEAM Week, provided students with pleasurable learning beyond classroom. From the evaluation results, more than 90% of students enjoyed the subject weeks very much. Being able to master and apply what they have learnt, they wanted the subject weeks to be extended and looked forward to similar activities in the future.

Students' language proficiency is good. They are capable of communicating with others in a clear, coherent and presentable way. They are confident in expressing themselves and responding to others in different occasions.

From the APASO-III survey data, the Q-scores of "Reading (Non-assigned Reading Materials)" and "Reading (Time for Leisure Reading)" both reached a very high score, which obviously indicated that our students have developed a habit of reading. They read extensively and are equipped with comprehension and analytical skills. From teachers' observation and students' assessments, most of the students could connect ideas in reading materials with their learning in different subjects. They are capable of grasping the key learning points, and can flexibly apply the knowledge and skills in different contexts.

Since the end of the pandemic, our students have gradually developed a healthy lifestyle. Their overall performance is outstanding. Most students display self-motivation and show enthusiasm in acquiring knowledge both inside and outside the classroom. They keenly participate in academic and non-academic activities and competitions, and have attained distinguished achievements in areas of sports, music and visual arts. Their continuous outstanding performance in the Hong Kong Schools Speech Festival and Schools Music Festival is notable. In addition, they have obtained numerous individual and group awards in district-wide and territory-wide dancing, fencing and rope skipping competitions. The Q-Score of “Physical Exercise” was high, indicating that our students actively participated in physical activities. As for their psychological health, in the subscales “Affect (Positive Affect)”, “Affect (No Anxiety, Depressive Symptoms)” and “Satisfaction (School)” of APASO-III, the Q-Scores indicate that our students, on the whole, are experiencing good psychological health. Students’ well-being is properly promoted to cater for their physical and emotional needs. Taking advantage of the newly built Henry Tan Sports Complex, swimming, breathing, and mindfulness exercise are integrated into the Physical Education and PGE. In parallel, all students enjoy diversified LWL activities focusing on the promotion of healthy lifestyle. We believe that the implementation of the above-mentioned activities and the development of a growth mindset, to a great extent, contributed to enhance students’ physical and mental well-being.

Students have developed a positive view on enhancing the sense of national identity. In the subscales “National Identity (Responsibility, Obligations)”, “National Identity (Proud, Love)”, “National Identify (National Flag, Anthem)” and “National Identity (Achievements)” of APASO-III, the satisfactory Q-Scores indicated that students’ national identity in different aspects can be strengthened.

◆ **How good is my school in enriching students’ learning experiences for their whole-person development and lifelong learning?**

Building on the reflective evaluation of students’ development needs, our School has made continuous efforts in enriching student learning experiences by utilising our resources and integrating with teachers’ expertise into the curriculum to maximise its benefits to the students. For instance, the newly built Henry Tan Sports Complex is well optimised to promote students’ healthy lifestyle, including physical and mental well-being. Besides, the Organic Gardening in P.3 GS school-based curriculum is also well designed to provide learning opportunities in an authentic context. Furthermore, we successfully overcame the challenges brought by the pandemic with our solid foundation of using e-platforms by students and teachers. We further consolidated the experiences of online learning to promote blended learning inside and outside the classroom. Blended learning is widely promoted across subject panels to enhance learning and teaching effectiveness and develop students into self-directed learners. Relevant learning elements such as effective and ethical use of information and information technology have been appropriately incorporated into the school curriculum and assignments.

In line with the Hong Kong's aims of education and school's goals, the school endeavours to promote whole-person development through the provision of rich and wide-ranging learning experiences. Our curriculum connects students' learning with their daily lives and provides them with diversified life-wide learning experiences. From the Stakeholders' Survey of teachers, 95% of teachers agreed that the school curriculum aligned with all the seven learning goals and the overall mean score of the survey aspect "My views on school curriculum and assessment" was high. Besides, the overall mean scores of the survey aspects "My views on student learning" and "My views on support for student development" of teachers', students' and parents' surveys were also high. All these figures prove that our School performed well in students' whole-person development and lifelong learning.

With flexible use of learning time, LWL activities are well connected with student learning in the classroom, conducive to extending and deepening their knowledge. By giving our students abundant opportunities to participate in a free choice of activities of their own interest, they have high motivation to learn and are well immersed in a pleasurable and dynamic learning environment on the campus.

Meanwhile, our school provides vigorous support in building students' character, nurturing positive values and attitudes, and developing their social-emotional domains. Information and data obtained from lesson observations, SHS, and APASO-III have been used to identify students' needs for support in different stages. Deliberatively designed with proper progression, the PGE curriculum focuses on self-management and social skills for students' adaptation to school life at the lower primary levels, whereas an emphasis is placed on service learning and life planning education for developing students' character and independence at the upper primary levels. Theme-based activities and different award schemes are organised to promote positive values and attitudes and nurture a communal learning environment. For instance, "Thanksgiving 360" is arranged annually to promote a culture of gratitude to their peers, family, neighbourhood as well as nature. Furthermore, the Clan System, Student Ambassadors and School Tour Guides are well in place to strengthen the bonding, friendship and mutual support among the peers and build up their sense of belonging to the school. Students are provided with plentiful opportunities to develop their commitment, empathy and responsibility.

In summary, having a vibrant learning environment, our School takes good care of the academic and non-academic development of students, together with the nurture of positive values and attitudes. Students' active learning, a strong sense of belonging and Camõesian values are evident in their daily life. We remain committed to inspiring students to pursue personal growth and well-being in a holistic manner.

◆ **How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?**

Following the latest education policies, seven learning goals, pedagogical trends, and considering our School's vision, mission, as well as student characteristics, we are committed to continuous improvement and development. Moreover, we spare no effort in providing the learning environment for our students by concerted efforts, programme planning, and data-driven evaluation. From the Stakeholders' Survey of teachers, the overall mean scores of the survey aspects "My views on principal's professional leadership", "My views on vice-principal's professional leadership" and "My views on subject panel/committee heads professional leadership" were high. It reflected that The school management and the middle managers could effectively formulate suitable and specific programme plans to lead the School's continuous improvement and development for students' whole-person development and lifelong learning.

Our School's self-evaluation practices help us conduct evaluation and prepare a solid foundation to formulate the school's major concerns. For example, in the middle of the school development cycle before last, we had already noticed the emerging need in enhancing students' mental wellness through student survey and teacher observation. As such, we joined the Jockey Club "Peace and Awareness" Mindfulness Culture in Schools Initiative', a professional network organised by the University of Hong Kong and invited teachers to receive training in teaching mindfulness. In parallel, the ideas of mindfulness were introduced to parents and students through talks and CTV progressively, which strategically prepared and engaged stakeholders about the future development of the School and smoothed the introduction of new initiatives in the major concerns in the last school development cycle.

In consideration of school context and the latest development of educational trends, the School Core Group, subject panels and committees suitably conduct an annual situational analysis to review our strengths and weaknesses based on the development focus. The objectives are duly formulated and targeted at improving student performance on the whole and aligned with the school development focus. Related programmes, strategies, success criteria and evaluation methods are devised and empirical data is collected in evaluating student performance comprehensively, both qualitatively and quantitatively. Based on the review results, follow-up actions are formulated aptly to improve the achievements of target objectives that echo with our major concerns. For example, subject panels are able to make effective use of evaluation data such as students' assessment results and daily performance in lessons and assignments to improve curriculum planning and learning and teaching resources. All the above practices have remarkably shown that we make effective use of data and formulate constructive feedback to inform planning.

c. How Can My School Be Better

◆ What are my students' needs?

According to Stakeholder Survey of students, the mean of the item “I know how to set learning goals for myself.” in the survey aspect of “My views on student learning” was not low but the means in the previous two years were more or less the same, which indicated that our students might need more guidance to help them set learning goals. The pandemic might have hindered students' ability in this aspect. Besides, according to teachers' observation, having successfully implemented different learning modalities, students' responsibility in learning can be strengthened. Therefore, our students need to own their learning. When they do so, they know how to apply what they are learning in different contexts and take responsibility for their progress and success. Teaching students to take ownership of their learning also helps them develop life skills such as self-discipline, problem solving, decision making, and independent thinking.

Regarding values education, it does take time to cultivate correct values. Our school will continue to deepen the understanding of national identity and other priority values in the upcoming development cycle. The findings from the APASO-III survey indicate that our students' national identity can be strengthened. Meanwhile, from the Stakeholder Survey of students, the average score of the item “My schoolmates are self-disciplined and abide by school regulations.” was rather low while the means of the other items in the same survey aspect were significantly higher. This echoes the finding of the same item in the Stakeholder Survey of teachers. In order to create a positive school culture and strengthen values education, our School began to have a new series of themes under “A Better Me” in 2023/24 as we knew the needs of our students from teachers' observation and student survey data. The new series will last four years covering the upcoming developmental cycle from 2024 to 2027. We have created 4 characters to help us promote different values including the twelve priority values and attitudes introduced by the EDB.

According to the ESR findings in 2022, our students' interest and talents in STEAM education are well nurtured. Our students have already acquired a good foundation in STEAM education. All students are given ample chances to experience fun-filled STEAM-related activities and build a scientific mindset. Members of the Science School Team have even received more advanced training in such aspect and they have attained a number of awards and prizes in territory-wide competitions in recent years. Having such a solid foundation, STEAM education should continue to develop on a broader scale. We have begun to step forward to strengthen cross-curricular collaboration for a more coherent and effective promotion of STEAM education for all students. Joining the CoolThink@JC - Computational Thinking Education Programme in 2023/24 certainly facilitated the learning and teaching of computational thinking skills of our students. It also helped refine and enrich our curriculum at the upper

primary levels. Besides, we have successfully applied for EDB's Quality Education Fund Thematic Networks - Self-directed Learning as a Strategy to Promote STEAM Education (2024-25) in which P.2 and P.4 teachers will be supported by experts from University of Hong Kong to adopt various strategies to encourage self-directed learning in their teaching so as to cater for the learning needs of our students. This will definitely further develops our students' critical thinking and problem-solving skills.

◆ **What is my school's capacity for continuous improvement and development?**

Our school management attaches great importance to the all-round development of students, as well as building a professional and dedicated teaching team, by providing students and teachers an autonomous environment for individual and collaborative advancement. A growth mindset is already a firm belief of students and teachers resulting in a strong devotion to learning and teaching as well as determination to self-improvement. The mature practice of distributed leadership has continued and sustained to be the powerhouse of school development. The school management is receptive to teachers' feedback and has profound knowledge of the students, teachers and school culture, and it facilitates the formulation of visionary goals and practices of distributed leadership with the teachers. Through close communication, the professional capacities and expertise of teachers are identified and mobilised effectively for smooth implementation of new initiatives, such as blended learning. Teachers are empowered with responsibility, capitalised on their strengths and shined in their specialised areas to enrich student learning experiences ultimately. Such approach has not only promoted the professional development of future leaders but also fostered a culture of collaboration and shared decision-making.

Our school is privileged to have a stable and professional team of teaching staff who are committed to education. Through their dedication, we have successfully implemented innovative measures to support our students, gaining valuable experiences that will drive our growth in the future. Our teachers are well informed of the latest developments in education and are always ready to initiate changes accordingly. Furthermore, our School has successfully fostered a strong sense of fellowship and received unfailing support from our students, alumni, and parents with the support from the Parent-Teacher Association and the Alumni Union.

◆ **What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?**

As blended learning and self-directed learning have been incorporated in our teaching and learning routine, our School is determined to further strengthen student ownership of learning. Students can be empowered so they are more likely to set goals and try new things, even if they face challenges. They learn that they can get better at things with hard work and practice. This helps them stay curious and not give up when they make mistakes, because they understand that mistakes are just chances to learn more. We will continue to nurture them to become lifelong learners who

are not afraid to take risks and keep improving themselves.

To optimize our School's capacity for fostering our students' whole-person development, we need to address their needs and focus on continuous improvement and development. In the new development cycle, we are going to prioritize creating a positive school culture. Since most of the students have already developed a growth mindset, we are going to promote positive education and join a program called "Po Leung Kuk Positive Education Movement in Primary Schools (保良局小學正向同行計劃)" with Bei Shan Tang Foundation. Besides, in order to develop our students to be responsible citizens, more emphasis will be put on the twelve priority values and attitudes, and strengthening their sense of national identity. By adopting a whole-school approach, the said values and sense of national identity will be integrated into daily teaching and learning to make the values learnt sustainable.

5. Major Concerns of the 2024/25 - 2026/27 School Development Cycle

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
 - 1. To strengthen student ownership of learning**
 - 2. To create a positive school culture**

School Development Plan (2024/25 - 2026/27)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. To strengthen student ownership of learning	1.1 To strengthen responsibility in learning	✓	✓	✓	(a) To reinforce students' proper attitude towards their studies	Proper Values and Attitudes
		✓	✓	✓	(b) To help establish students' good learning habits	Knowledge of Key Learning Areas Generic Skills
	1.2 To empower students to learn with autonomy and motivation	✓	✓	✓	(a) To guide students to effective learning goal setting, progress tracking and self-reflection	National Identity Proper Values and Attitudes Knowledge of Key Learning Areas Language Skills Generic Skills Reading and Information Literacy Healthy Lifestyle
	1.3 To boost satisfaction and confidence in learning	✓	✓	✓	(a) To create opportunities and allow flexibility in school works to cater students' interests	Proper Values and Attitudes Knowledge of Key Learning Areas
		✓	✓	✓	(b) To provide more positive reinforcement and recognition to students' quality work	Generic Skills
		✓	✓	✓	(c) To promote peer appreciation and learning	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. To create a positive school culture	2.1 To foster a positive mindset and behavior	✓	✓	✓	a) To cultivate a positive and supportive school atmosphere.	Proper Values & Attitudes Generic Skills Healthy Lifestyle
		✓	✓	✓	b) To implement healthy classroom policy as to create a welcoming, healthy and safe learning environment.	
		✓	✓	✓	c) To help students build a positive self-image as to enhance self-confidence and sense of achievement.	
			✓	✓	d) To promote healthy lifestyle by refining the school timetable and ECA policy.	
			✓	✓	e) To implement Positive Education under “PLK Positive Education Movement in Primary Schools” (保良局小學正向同行計劃).	
	2.2 To strengthen values education	✓	✓	✓	a) To enhance students’ awareness to the priority values and explore the inner proper attitudes and values that they possess.	Proper Values & Attitudes National Identity Generic Skills

		✓	✓	✓	b) To cultivate students' positive mindset and attitudes towards financial knowledge.	
	2.3 To enhance students' sense of national identity	✓	✓	✓	a) To implement National Education inside and outside the classroom.	Proper Values & Attitudes National Identity
		✓	✓	✓	b) To enhance students' understanding of our country and the Chinese culture, and cultivate a sense of belonging to the country and national identity.	
		✓	✓	✓	c) To equip students with knowledge of National Security, the Basic Law, and the Constitution as to nurture law-abiding citizens.	