

Po Leung Kuk Lam Man Chan English Primary School
2022-2023 School Annual Plan
Major Concerns and Targets

1. Major Concern 1:

Cultivate students with positive values and proactive attitudes, and equip LMCites with empathy and a sense of law-abidingness.

Targets:

- 1.1 Enhance students' empathy and sense of law-abidingness through academic subjects
- 1.2 Strengthen teachers' skills about learning and teaching in terms of empathy and law-abidingness through teacher professional development
- 1.3 Refine and modify the school-based curriculum of National Security Education with reference to the EDB's suggested curriculum framework and students' needs
- 1.4 Instill positive values and attitudes in students through adopting a whole-school approach
- 1.5 Strengthen students' positive values such as law-abidingness and sense of national identity through programmes and life-wide learning
- 1.6 Promote parent education to enhance home-school communication and cooperation about moral education.

2. Major Concern 2:

Promote students' higher-order thinking skills and innovative attitudes that facilitate high-quality education.

Targets:

- 2.1 Enhance teachers' teaching professionalism and effectiveness of enhancing students' higher-order thinking skills
- 2.2 Try out innovative learning and teaching strategies in all major subjects so as to strive for a more interactive classroom
- 2.3 Encourage teachers to join more workshops organized by EDB or other organizations and conduct professional sharing among teachers
- 2.4 Enhance students' higher-order thinking skills through quality learning and teaching resources
- 2.5 Further develop CoolThink program, so as to further strengthen students and teachers' computational thinking in learning and teaching
- 2.6 Further develop STEM Education to enhance students' problem-solving skills, creative and innovative ideas
- 2.7 Promote parent education to let parents know more about computational thinking



**Po Leung Kuk Lam Man Chan
English Primary School**

*School Annual Plan
Year 2022/2023
(Second Year of 3-year plan)*

願景 Vision

幼有所育，少有所學，壯有所為，老有所依，
貧寡孤困殘病者皆有所望

Children are nurtured. Youngsters are educated.
Adults are supported to contribute. Elderly are cared for.
The less fortunate are lightened with hope.

使命 Mission

成為最傑出、最具承擔的慈善公益機構，
發揮保良精神，以善心建善業，
致力保赤安良，護老扶弱，助貧健診，
培德育才，揚康樂眾，實踐環保，
承傳文化，造福社群

To be the most prominent and committed charitable organisation.

In the Kuk's Spirit to do good deeds with benevolence.

Dedicated in protecting the young and the innocent,

caring for the elderly and the underprivileged,

aiding the poor and healing the sick,

educating the young and nurturing their morality,

providing recreation to the public, caring for the environment,

passing on the cultural inheritance and bringing goodness to the community.

1. The Kuk's Spirit 保良精神

相互尊重

團結合力

延展愛心

行善助人

感恩知德

造福社群的奉獻精神

Mutual Respect

United Effort

Benevolence

Charitable

Gratefulness and Recognition

Dedication to Serving the Community

價值觀 Values

秉承傳統 與時並進

以人為本 關愛感恩

優良管治 務實創新

廉潔奉公 安不忘危

善用資源 注重本益

專業團隊 愛心服務

Fine traditions Accommodate the current needs

People-oriented Care and appreciation

Sound governance Pragmatism and innovative

Integrity Vigilance

Optimal use of resources Cost-effectiveness

Professional team Service with heart

Po Leung Kuk Lam Man Chan English Primary School

Annual School Plan 2022 – 2023

Major concerns

1. Cultivate students with positive values and proactive attitudes, and equip LMCites with empathy and a sense of law-abidingness.
2. Promote students' higher-order thinking skills and innovative attitudes that facilitate high-quality education.

1. Major Concern: Cultivate students with positive values and proactive attitudes, and equip LMCites with empathy and a sense of law-abidingness.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1.1 Enhance students' empathy and sense of law-abidingness through academic subjects</p>	<ul style="list-style-type: none"> • Incorporate the elements of empathy and law-abidingness into scheme of work as well as learning activities among academic subjects. • Set "Empathy" as the main theme in a specific month and arrange related learning tasks or activities for students. 	<ul style="list-style-type: none"> • Incorporated empathy or law-abidingness as positive values and attitudes in at least one topic or module as shown in scheme of work among all academic subjects. Thus, students are cultivated to be empathetic or law-abiding from academic lessons. • Theme month 'Empathy' is held. Learning tasks and activities related to empathy and law-abidingness are held for students to participate in. Students would be cultivated to be empathetic through the lesson tasks and activities. 	<ul style="list-style-type: none"> • Collaborative meetings' minutes and records • Module evaluation record • Evaluation questionnaires • Interview 	<p>Whole year</p>	<ul style="list-style-type: none"> • Curriculum Department Heads • Subject Panels • Subject teachers 	<ul style="list-style-type: none"> • Lesson study record • Peer-lesson observation record • Lesson observation form

1.2 Strengthen teachers' skills about learning and teaching in terms of empathy and law-abidingness through teacher professional development	<ul style="list-style-type: none"> Encourage teachers to attend talks or workshops about Value Education and National Security Education, which enrich teachers' knowledge about empathy and law-abidingness, especially in learning and teaching strategies. 	<ul style="list-style-type: none"> 80% of teachers attended the workshop about National Security Education or Value Education. 70% of the teachers could have more knowledge about value education and National Security Education. 	<ul style="list-style-type: none"> Teacher development record Evaluation questionnaires 	Whole year	<ul style="list-style-type: none"> Vice-principals National, Civic and Moral Education Department Heads 	<ul style="list-style-type: none"> Teacher development record form
	<ul style="list-style-type: none"> Conduct lesson study and set 'empathy' or 'law-abidingness' as one of the foci for the peer lesson observation. 	<ul style="list-style-type: none"> 70% of teachers agree that through the peer-lesson observations, they can evaluate and discuss the effectiveness of the learning and teaching strategies about empathy and law-abidingness, which creates 	<ul style="list-style-type: none"> Lesson Study arrangement Peer-lesson observation Post-lesson evaluation meeting Collaborative meeting minutes and record 	Whole year	<ul style="list-style-type: none"> Curriculum Department Heads Subject Panels Subject Teachers 	<ul style="list-style-type: none"> Lesson study record Peer-lesson observation Lesson observation form Lesson plan

		the platform of professional sharing.				
1.3 Refine and modify the school-based curriculum of National Security Education with reference to the EDB's suggested curriculum framework and students' needs	<ul style="list-style-type: none"> • A comprehensive and holistic National Security Education has been modified. • More learning and teaching contents about National Security Education are added to enrich the curriculum of National Security Education. 	<ul style="list-style-type: none"> • With the refined National Security Education's curriculum, students' knowledge about China and sense of nationhood would be enhanced. • 70% of teachers agree that students' sense of national identity have been cultivated. 	<ul style="list-style-type: none"> • Questionnaire • Evaluation meeting 	Whole year	<ul style="list-style-type: none"> • Curriculum Department Heads • National, Civic and Moral Education Department Heads 	EDB suggested curriculum framework of National Security Education
1.4 Instill positive values and attitudes in students through adopting a whole-school approach	<ul style="list-style-type: none"> • Resume morning assemblies and related moral topics are shared. 	<ul style="list-style-type: none"> • Morning assemblies are held in the school hall and related moral topics have been shared there. 80% of both teachers and parents think that moral sharing can enhance students' positive values. 	<ul style="list-style-type: none"> • Questionnaire • Observation 	Whole year	<ul style="list-style-type: none"> • Curriculum Department Heads • National, Civic and Moral Education Department Heads 	<ul style="list-style-type: none"> • Moral topics PPT • Data from APASO

	<ul style="list-style-type: none"> • Reading promotion to promote moral and national education. 	<ul style="list-style-type: none"> • Librarians or Library teachers recommend books which are related to empathy and law-abidingness. • Some topics which are about National Security Education will be shared in Library lessons. • At least one book report of related moral topics would be written by students. • 80% of teachers think that students' positive attitudes have been cultivated. 	<ul style="list-style-type: none"> • Questionnaire • Observation • Evaluation meeting • Book report • Interview 	Whole year	<ul style="list-style-type: none"> • Library subject panels • National, Civic and Moral Education Department Heads 	<ul style="list-style-type: none"> • Suggested book list
	<ul style="list-style-type: none"> • Launch Student Award Scheme which includes the aspect of empathy and law-abidingness. 	<ul style="list-style-type: none"> • 70% or above participation rate of Student Award Scheme. • 80% of both teachers and parents think students' moral qualities have been cultivated through the schemes. 	<ul style="list-style-type: none"> • Evaluation meeting • Questionnaires • Observations from teachers 	Whole year	<ul style="list-style-type: none"> • Discipline & Guidance Department Heads 	Student Award Scheme Booklet

	<ul style="list-style-type: none"> • Launch Caring Angel programme by inviting students to be Empathy Ambassadors to help promote empathy and provide training to them. 	<ul style="list-style-type: none"> • 70% of the Empathy Ambassadors attended at least 80% of the training meeting. • 80% of both teachers and parents think student Empathy Ambassadors are more empathetic and they can spread love and care to their schoolmates. 	<ul style="list-style-type: none"> • Evaluation meeting • Questionnaires • Observations from teachers 	Whole year	<ul style="list-style-type: none"> • Discipline & Guidance Department Heads • Social workers 	<ul style="list-style-type: none"> • Caring Angel programme
	<ul style="list-style-type: none"> • Posters with positive attitude, especially about empathy and law-abidingness are designed and stuck around the school campuses. 	<ul style="list-style-type: none"> • 80% of teachers and parents think that the positive school atmosphere has been created, thus effectively instilling positive values and attitudes in students. 	<ul style="list-style-type: none"> • Evaluation meeting • Questionnaires • Observations from teachers 	Whole year	<ul style="list-style-type: none"> • Vice-principals • Discipline & Guidance Department Heads • National, Civic and Moral Education Department Heads • Visual Arts 	Posters about positive attitude

					Design Team members	
1.5 Strengthen students' positive values such as law-abidingness and sense of national identity through programmes and life-wide learning	<ul style="list-style-type: none"> Encourage students to join different competitions related to National, Civic and Moral education. 	<ul style="list-style-type: none"> 80% of students joined the related competitions about National, Civic and Moral Education, thus cultivating students' sense of national identity. 70% of both teachers and parents think students' nationhood and national identity have been promoted through competitions. 	<ul style="list-style-type: none"> Competitions Questionnaires Observations from teachers Interview 	Whole year	<ul style="list-style-type: none"> National, Civic and Moral Education Department Heads 	Information of related competitions
	<ul style="list-style-type: none"> Local visits, exhibitions, activities, performances or community services will be organized for students to cultivate positive values. 	<ul style="list-style-type: none"> Movie appreciation Exhibition of display boards about Chinese history and development would be held. At least one local visit or performance about National and Civic aspects has been organized for students to join. 	<ul style="list-style-type: none"> Evaluation and sharing by students after joining the events Questionnaires Observations from teachers Interview 	Whole year	<ul style="list-style-type: none"> National, Civic and Moral Education Department Heads Activity Department Heads 	Related visits, competitions

		<ul style="list-style-type: none"> • Performances may include singing National Anthem in an event. • Evaluation and sharing by students will be conducted after the events. • 70% of both teachers and parents think the events can nurture students' positives values and attitudes, intensify students' sense of nationhood and national pride. 				
	<ul style="list-style-type: none"> • Through Basic Law Student Ambassadors Training Scheme, students can nurture their sense of national identity. 	<ul style="list-style-type: none"> • 80% of the Basic Law Student Ambassadors attended at least 80% of the training programmes and events. • 80% of both teachers and parents think Basic Law Student Ambassadors can cultivate their sense of law-abidingness and national identity. Also, they can help promote the understanding 	<ul style="list-style-type: none"> • Evaluation meeting • Questionnaires • Observations from teachers 	Whole year	National, Civic and Moral Education Department Heads	EDB Basic Law Student Ambassadors Training Scheme

		of the Constitution and the Basic Law to their schoolmates.				
	<ul style="list-style-type: none"> • Arrange training and workshop about national flag raising for students to develop their sense of national identity and nurture students' patriotic values. 	<ul style="list-style-type: none"> • LMC Flag Raising Guard has been set up and training about raising flag has been arranged for students. • National Flag Raising Ceremony is done by Flag Raising Guard of the School once a week and in school events. 	<ul style="list-style-type: none"> • Evaluation meeting • Questionnaires • Observations from teachers 	Whole year	National, Civic and Moral Education Department Heads	EDB Basic Law Student Ambassadors Training Scheme
1.6 Promote parent education to enhance home-school communication and cooperation about moral	<ul style="list-style-type: none"> • Organize workshops for parents to promote the parent-child relationship. 	<ul style="list-style-type: none"> • At least one workshop is organized to promote parent-child relationship. • 70% of the parents think the workshop can help them develop better parent-child relationship. 	<ul style="list-style-type: none"> • Evaluation meeting • Questionnaires • Observations from teachers 	Whole year	Social Workers	Workshop about parent-child relationship

education.	<ul style="list-style-type: none"> • Arrange PTA volunteer work in school events. • Arrange parent meetings to let parents understand the moral education learnt from school. 	<ul style="list-style-type: none"> • 70% of the parents think the parent meeting and volunteer work of school events can let parents know more about moral education which enhance home-school communication and cooperation. 	Questionnaires	Whole year	<ul style="list-style-type: none"> • Vice-principals • PTA committee members 	School events
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2. Major Concern: Promote students' higher-order thinking skills and innovative attitudes that facilitate high-quality education.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>2.1 Enhance teachers' teaching professionalism and effectiveness of enhancing students' higher-order thinking skills</p>	<ul style="list-style-type: none"> Arrange workshops for teachers to learn the ways to enhance students' higher-order thinking skills. 	<ul style="list-style-type: none"> At least one workshop has been organized for teachers to equip them with teaching strategies about higher-order thinking skills or the use of graphic organizers. 80% of teachers agree that the content of the workshop can enhance their knowledge of teaching strategies about higher-order thinking skills and the use of graphic organizers. 	<ul style="list-style-type: none"> Teacher development record Staff meeting minutes Questionnaires 	<p>Whole year</p>	<ul style="list-style-type: none"> Curriculum Department Heads Subject Panels 	<p>Teacher development record form</p>

<p>2.2 Try out innovative learning and teaching strategies in all major subjects so as to strive for a more interactive classroom</p>	<ul style="list-style-type: none"> • At least one lesson study of each major subject is conducted throughout the year. • Set ‘Enhancing students with higher-order thinking skills’ as one of the major foci for lesson study, to improve the effectiveness of learning and teaching (i.e. during lesson collaboration, lesson observation and lesson evaluation). 	<ul style="list-style-type: none"> • Teachers discuss the innovative learning and teaching tasks and strategies to enhance students’ higher-order thinking skills during collaborative meetings and post-lesson evaluation meetings. • Graphic organizers are used to develop students’ higher-order thinking skills. • Advanced questions are asked with instant feedback given to students. • More IT and multimedia can be incorporated during lessons for more interactions. • 80% of teachers agree that through collaborative lesson planning, peer- lesson observations and evaluation meetings, they can promote the 	<ul style="list-style-type: none"> • Lesson Study arrangement • Peer-lesson observation • Post-lesson evaluation meeting • Collaborative meeting minutes and record 	<p>Whole year</p>	<ul style="list-style-type: none"> • Curriculum Department Heads • Subject Panels • Subject teachers 	<ul style="list-style-type: none"> • Lesson study record • Peer-lesson observation • Lesson observation form • Lesson plan
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		strategies of learning and teaching, to enhance students' higher-order thinking skills.				
2.3 Encourage teachers to join more workshops organized by EDB or other organizations and conduct professional sharing among teachers	<ul style="list-style-type: none"> Encourage teachers to join workshops organized by EDB or other organizations, which improve teaching efficacy, especially in enhancing students' higher-order thinking skills. Professional sharing among teachers after the workshop. 	<ul style="list-style-type: none"> 70% of teachers attended at least 2 hours of training which is related to creative or innovative e-learning and teaching. 70% of teachers agree that they can learn the teaching and learning strategies about the related topic from the workshop. 	<ul style="list-style-type: none"> Teacher development record Questionnaires 	Whole year	<ul style="list-style-type: none"> Curriculum Department Heads Subject Panels Subject teachers 	Teacher development record form

<p>2.4 Enhance students' higher-order thinking skills through quality learning and teaching resources</p>	<ul style="list-style-type: none"> • Modify the content of the learning materials that incorporate the element of higher-order thinking skills. 	<ul style="list-style-type: none"> • At least one learning material which is related to higher-order thinking skills has been prepared in each major subject. • Ways of enhancing students' higher-order thinking skills such as setting open-ended questions, challenging questions or using the graphic organizers, etc. have been shown on the learning and teaching resources, e.g. note-taking, assignment and examination papers. • 80% of teachers agree that the school-based learning and teaching resources would enhance students' higher-order thinking skills. 	<ul style="list-style-type: none"> • Book checking • Subject learning and teaching material box file • Students' work sharing of each subject in teachers' meetings 	<p>Whole year</p>	<ul style="list-style-type: none"> • Curriculum Department Heads • Subject Panels • Subject teachers 	<ul style="list-style-type: none"> • Book checking form • Students' work
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	<ul style="list-style-type: none"> Modify the format of the P.3 to P.6 Examination papers by separating into question papers and answer sheets. 	<ul style="list-style-type: none"> The format of P.3 to P.6 Exam papers have been modified. 	<ul style="list-style-type: none"> Exam evaluation meeting of different subjects Questionnaires 	Whole year	<ul style="list-style-type: none"> Curriculum Department Heads Subject Panels Subject teachers 	<ul style="list-style-type: none"> Exam papers Exam evaluation form
2.5 Further develop CoolThink program, so as to further strengthen students and teachers' computational thinking in learning and teaching	<ul style="list-style-type: none"> CoolThink@JC Program would be further developed that P.4 students learn 'Scratch'; while P.5 and P.6 students learn 'App Inventor'. P.4 curriculum is refined according to the first year's teaching experience, 	<ul style="list-style-type: none"> P.5 and P.6 School-based IT booklets which are about App Inventor have been established. Contents of P.4 IT booklets (CoolThink Program) have been modified. 	<ul style="list-style-type: none"> Questionnaires Observation Subject evaluation meeting 	Whole year	<ul style="list-style-type: none"> Curriculum Department Heads IT Subject Panels Subject Teachers 	<ul style="list-style-type: none"> Subject evaluation meeting's minute CoolThink@JC program
	<ul style="list-style-type: none"> CoolThink@JC training workshops and lesson observations will be conducted to enhance teachers' computational thinking and related teaching strategies. 	<ul style="list-style-type: none"> IT teachers attended the CoolThink@JC training workshops and 80% of them agree the contents of the workshop can enhance their knowledge of computational thinking and related teaching strategies. Lesson observations 	<ul style="list-style-type: none"> Teacher development record Questionnaires Lesson Observation Evaluation meeting 	Whole year	<ul style="list-style-type: none"> Curriculum Department Heads IT Subject Panels 	<ul style="list-style-type: none"> Teacher development record form Lesson Observation form Evaluation form CoolThink@JC program

	and evaluations have been conducted with the experts and 80% of teachers agree the evaluation of lesson observation can improve the teaching efficacy of computational thinking.				
<ul style="list-style-type: none"> Form a core learning community among other subject teachers who have interest/potential in exploring the computational thinking, so as to let more teachers know about the computational thinking in learning and teaching of their own subject. 	<ul style="list-style-type: none"> At least a meeting would be held to let teachers know about the computational thinking and the application of it in own subject's learning and teaching. 	<ul style="list-style-type: none"> Questionnaires Meeting minutes 	Whole year	<ul style="list-style-type: none"> Curriculum Department Heads IT Subject Panels 	CoolThink@JC program

<p>2.6 Further develop STEM Education to enhance students' problem-solving skills, creative and innovative ideas</p>	<ul style="list-style-type: none"> • Further develop the STEM Education by establishing STEAM project, which enhance students' problem solving skills, creative skills, innovative ideas and aesthetic sense by incorporating art elements. 	<ul style="list-style-type: none"> • A P.4 STEAM project will be conducted, which include GS, IT, Maths and VA subjects. • 80% of teachers agree that the STEAM project can enhance students' problem solving skills, develop their creative and innovative ideas as well as the aesthetic sense. 	<ul style="list-style-type: none"> • Questionnaires • Students' good work • Evaluation meeting 	<p>Whole year</p>	<ul style="list-style-type: none"> • Curriculum Department Heads • GS, IT, Maths, VA subject panels 	<p>STEAM booklet</p>
<p>2.7 Promote parent education to let parents know more about computational thinking</p>	<ul style="list-style-type: none"> • Organize parent workshop which is about about CoolThink project and computational thinking skills. 	<ul style="list-style-type: none"> • 80% of parents agree that the workshop enables them to know more about the CoolThink project as well as the application of computational thinking in their life. 	<ul style="list-style-type: none"> • Questionnaires 	<p>Whole year</p>	<ul style="list-style-type: none"> • PTA • Committee members 	<p>CoolThink@JC programme</p>