



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

**Three-year-plan
(Year 2021/22 to 2023/24)**



Table of Content

1. The Kuk's Spirit	3
2. Our School	4
- Po Leung Kuk Schools' Vision	
- School Mission	
3. Holistic Review	5
4. Evaluation of the School's Overall Performance	10
5. SWOT analysis	17
6. School Development Plan (3-school-year period)	18 – 26



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



2. Our School

2.1 Po Leung Kuk Schools’ Vision

- 2.1.1 Po Leung Kuk is a charitable organization serving the public with the objective of “protecting the young and the innocent” over a centenary. The Kuk’s education services follow the same objective in providing quality services to students.
- 2.1.2 All Po Leung Kuk affiliated schools of different levels operate on a non-profit making basis. The mission and policy of affiliated schools put the emphasis on social benefit and keep pace with the current needs of the society. “Love, Respect, Diligence and Integrity” is the motto of Po Leung Kuk affiliated schools. “Moral, Cognitive, Physical, Social, Aesthetic Development” emphasize on the cultivation of students, and they are expected to contribute to the society with what they have learnt.
- 2.1.3 The School Management Committee of Po Leung Kuk affiliated schools is a committee with no political or religious background. People can express themselves freely of their own feeling and belief, provided that the law has been complied, and the school order is not threatened. All schools of thoughts and all religions can coexist at schools.
- 2.1.4 Po Leung Kuk is a non-government organization that was established by the Chinese. The Kuk concerns about the community and the Mainland and dedicates to the development of the Chinese Culture. The affiliated schools encourage students to participate in social services to develop their sense of responsibility towards different nationalities, which nurtures them with an open and optimistic attitude as well as global perspective.

2.2 School Mission

Our school is a whole day Direct Subsidy Scheme (DSS) co-educational English primary school which was established in 2007 with “Love, Respect, Diligence and Integrity” as the motto and “L.M.C.” as the mission.

L-Language

(Education towards bi-literacy and bilingualism)

M-Morals

(Moral Education and Respect for all nationalities and cultures)

C-Control

(Learn to control our body, our sense and our mind)



3. Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved, e.g. : Fully Achieved ; Partly achieved ; Not achieved	Follow-up action, e.g. : Incorporated as routine work ; Continue to be major concerns in the next SDP ; Others	Remarks
1. Strengthen teachers' teaching professionalism	Fully Achieved	<p><i>All the strategies will be incorporated as routine work in the next School Development Plan.</i></p> <ul style="list-style-type: none"> ● The School arranged for all teachers to attend the educational seminars. Also, teachers attended different subject-related workshops and seminars. Afterwards, teachers shared teaching methodologies and the workshops' content to other teachers in subject meetings, subject evaluation meetings or staff meetings. ● Professional sharing has been conducted within and outside school. There are collaborative meetings, subject meetings, subject exam evaluation meetings, curriculum meetings and staff meetings, Mentor-mentee Scheme, lesson observations and post-lesson evaluation meetings and sharing, etc. ● Teachers shared our school-based curriculum in the talks and workshops arranged by the Education Bureau and Po Leung Kuk. E.g. P.E. subject. ● The School would continue to apply the School-based 	



		<p>Curriculum Development Support Scheme from the Education Bureau, other universities or organizations from year by year. By Refining and developing the school-based curriculum, teacher’s capacity ability is enhanced. Experts shared the teaching methodologies with teachers, which helped improve the teaching efficiency.</p> <ul style="list-style-type: none">● All subject teachers would have regular collaborative meetings to discuss, evaluate and reflect the lessons in order to improve the effectiveness of learning and teaching. Regular lesson observations are conducted every academic year. Post-lesson sharing and evaluation meetings were conducted to discuss and evaluate teaching organization, teaching strategies with questioning skills, how to cater for learner diversity within classroom level, classroom management, etc.● Lesson Study of major subjects were conducted. After collaborative meetings, teachers designed a lesson plan & lesson demonstration (peer lesson observation). Then, evaluation meetings would be conducted. After that, teachers modified lesson plan/ teaching strategy and teachers had lesson demonstration again (peer lesson observation), evaluation meetings and the sharing in subject meeting.● The lesson study would be kept as routine in the next School Development Plan (SDP) and will include	
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



		minor subjects as well.	
2. Facilitate students' learning through IT teaching	Fully Achieved	<p>All the strategies will be incorporated as routine work in the next SDP.</p> <ul style="list-style-type: none">● Teachers incorporated IT tools, such as e-Whiteboard, tablets, iPads in learning and teaching. Apps or e-learning platforms were incorporated in different subjects, such as Kahoot, Nearpod, Socrative, Geogebra, Seesaw, RainbowOne, BrainPop Jr., etc.● During school suspension periods, Zoom was used for online learning and teaching. Google Classroom and eClass platform were fully utilized.● Different kinds of e-learning materials, such as audios, subject videos, e-assignment, etc. have been made.● School provided school-based trainings and workshops for all teachers about the use of different IT tools, e.g. the new e-Whiteboard, other e-learning apps or software.● There were subject-based workshops for subject teachers. E.g. Chinese teachers learnt about the usage of Nearpod in Chinese lessons.● IT department produced teaching videos to guide teachers how to use the Zoom for teaching, how to create, upload and mark e-assignment on Google Classroom, eClass, Schoolink, etc.● Some teachers attended related workshops organized by EDB and shared the useful contents with other	



		<p>teachers.</p> <ul style="list-style-type: none"> ● The School incorporated technology into school life and subject activities. E.g. During Maths Fiesta, students played Maths games through different learning apps by using tablets or e-whiteboards. Also, students used tablets/ipads in the Chinese inter-class poem competition. There were many IT elements in GS STEM activities, IT robotic competitions, English reading assessments, etc. ● Teachers produced and assigned e-worksheets, audio recordings, pre-lesson preparation tasks on eClass and Google Classroom for students. 	
<p>3. Promote moral education across the curriculum</p>	<p>Fully Achieved</p>	<p>All the strategies will be incorporated as routine work in the next SDP.</p> <ul style="list-style-type: none"> ● The School incorporated moral topics and values into different subjects. ● Different moral values and attitudes were discussed in subject collaborative meetings, marked in module plan and SOW. ● There are moral values / attitudes in each month. ● WPD curriculum has been enriched timely: through the school-based moral curriculum and different kinds of activities, students’ positive moral values were cultivated. ● Through lesson observations, moral teaching strategies were demonstrated in lessons. 	



		<ul style="list-style-type: none">● Other learning experiences were organized to promote moral education, such as service learning to visit the elderly. Community services, events or performances, learning excursions and trips were organized every year. For example, in 2019-20, Belgium Trip and Australia Trip were successfully organized for students.● There were professional workshops to uphold teachers' standards of ethics and behavior.● Parent education has been promoted.	
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



4. Evaluation of the School's Overall Performance

Performance Indicator Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> Po Leung Kuk, IMC¹ and the Principal provided full support and deployed resources for the school development. The structure and policies are transparent. Decision making process involves teacher participation and full consideration of different stakeholders. The public and stakeholders are properly informed of the effectiveness of school work through various channels. School SSE² and PIE³ mechanisms have been embedded in teaching and learning as school routine. The daily running of the school is systematic and there is flexibility in handling ad hoc issues. 	<ul style="list-style-type: none"> Two campuses' situation hinders professional development of teachers. Application for a new campus will be conducted whenever available.
2. Professional Leadership	<ul style="list-style-type: none"> School resources are deployed flexibly and external resources are tapped actively to support the implementation of various measures, thus effectively enhancing school development. The school middle managers are whole-heartedly devoted to their work and they trust the school management and Principal without reservation and throw their unwavering support. The relationship and atmosphere between the school management, middle managers and teaching staff is 	<ul style="list-style-type: none"> Further management and leadership training, including those school middle managers in respective areas of expertise, will be provided.

¹ IMC: Incorporated Management Committee

² SSE: School Self-evaluation

³ PIE: Planning, Implementation, Evaluation



	<p>harmonious and our communication is frequent and smooth. Teachers’ cell groups are formed for professional sharing, guidance, lives caring, etc.</p> <ul style="list-style-type: none"> • Distributed leadership is carried out in the school. • The staff appraisal system is fully inter-accountable and fair. 	
<p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> • A broad and balanced school-based curriculum is set up. • Human and financial resources are deployed properly to carry out the curriculum strategies and formulated plans. • Professional sharing is effectively fostered in various means, such as collaborative meetings, subject meetings, etc. • Effective assignment and assessment policies are implemented. • Different KLAs⁴ are able to implement and follow through. • Multifarious assessment methods are carried out. • The design of assignments takes into consideration of students’ interests and abilities and helps consolidate and extend what they have learnt, such as cross-curricular learning elements in which students’ generic skills are effectively cultivated. • Well-articulated mechanism to monitor curriculum implementation and evaluate the effectiveness of curriculum development. 	<ul style="list-style-type: none"> • Holistic planning and development of each key stage is continuously enhanced under the geographical difficulty of one school, two campuses. • One School, Two campuses hinder thorough and timely communications between Curriculum heads and subject panel heads • The content of professional sharing is limited to either one key stage at respective campus. • Due to school suspension in 2019-20 and 20-21, P.1 Formative Assessments and Learning Reports haven’t been launched completely. Through evaluations, a more comprehensive and completed P.1 Assessment Policy would be adopted next year. • Big data would be generated gradually so as to thoroughly evaluate students’ performance both academically and non-academically.

⁴ KLAs: Key Learning Areas



	<ul style="list-style-type: none"> • Students’ performance and learning difficulties are evaluated, analyzed and followed up. E.g. Exam evaluation meetings. 	
<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> • Students are interested and motivated in learning. They are active and confident. They are expressive when sharing their views with others and presenting in front of the class. They are eager to learn and answer questions enthusiastically. • Students show good communication and presentation skills in the lessons taught in English. They interact with both their teachers and classmates in English fluently and confidently. • Students are able to use a variety of resources in attaining their learning targets. They are adept at applying information technology and extending their space of learning. (Books from library, online resources, IT tools & Apps, etc.) • Teachers are able to provide students with a variety of interactive learning opportunities and meaningful learning contexts and related the content suitably to students’ daily-life experiences. • Teachers are able to deploy classroom and subject resources as well as information technology to create learning environments for enriching students’ experiences and fostering their self-learning. • Teachers are skilful and get used to the medium of instruction to conduct learning & teaching activities. • Teachers successfully create a lively classroom 	<ul style="list-style-type: none"> • Some teaching materials can be tailor-made to cater for learners’ diversity, such as enhancing students’ high-order thinking skills. • During online learning, students are not fully able to utilize feedback to improve their learning. Also, follow up on students' learning progress and provision of opportunities to extend their learning are required to do more.



	<p>learning atmosphere, so that students can learn in a safe and orderly environment.</p> <ul style="list-style-type: none"> • Teachers are able to adjust the pace and the content of lessons with reference to students’ learning progress, infusing elements of positive values and attitudes. • Teachers adopt relevant methods appropriate to the teaching objectives to assess and follow up on students’ learning progress, and can use students’ self-assessment and peer assessment to facilitate self-reflection from different perspectives. • Since 22nd February 2021, face-to-face learning measures have allowed students’ attendance (until 30th June 2021) attained over 97% on average. 	
5. Student Support	<ul style="list-style-type: none"> • The School is able to understand students’ attitudes, behaviour at different stages and needs by observation. SHS⁵ and APASO⁶, the result of the relevant aspects are much higher than the norm. • The development plan is holistic and directional, covering a diversified range of activities, and support services to help students set and achieve their personal development goals. • School adopts the whole school approach to implementation and evaluation and with timely follow-up. • The School makes use of daily life examples and current issues in a timely manner to guide students to 	<ul style="list-style-type: none"> • More teachers should have special training to fulfil the requirements of EDB⁷.

⁵ SHS: Stakeholder Survey

⁶ APASO: Assessment Program for Affective and Social Outcomes

⁷ EDB: Education Bureau



	<p>think from different perspectives and help them clarify the related values before making sensible judgement.</p> <ul style="list-style-type: none">• Various kinds of student development activities and challenging tasks are aptly arranged both inside and outside school for students to apply what they have learnt and develop their potential.• School provides developmental, preventive and remedial counselling services in order to foster their power of resilience for facing challenges.• The curriculum of Whole Person Development including life planning education is actively formulated according to their interests, abilities and orientations for making informed and responsible choices among the multiple pathways available for further studies and careers.• The School has fostered a caring, harmonious and supportive campus. Through class management and peer support scheme, students’ sense of belonging to school is enhanced effectively. The school has received ‘Caring School Award’ for 12 consecutive years.• School has clear reward and punishment system, appropriate guidance activities, focused values education, prefect training, etc. to develop appropriate values.• An effective student support network has already been set up by the school to develop students’ potential and help them establish good interpersonal relationships through activities. The school succeeded in broadening students’ perspectives and heightening their social,	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



	<p>national and global awareness through its strategic plans on life-wide learning outside the classroom.</p> <ul style="list-style-type: none"> • Through a comprehensive and systematic approach, the school can formulate specific policies for developing the potential of every student. • Staff promotes and creates a proactive school climate collaboratively. They have appropriate expectations of the students and encourage them to strive for excellence. • The staff and students love campus and there is strong cohesion among them. 	
6. Partnership	<ul style="list-style-type: none"> • The School strongly believes that Home-School relationship is essential and regards parents as significant partners in school development, grooming and nurturing the students towards a better course. • The commitment of the school managers and teachers gain the trust and commitment of the parents in return. The PTA members are enthusiastic and proactive and lots of voluntary parent workers are supportive and committed in school activities. • PTA is a good platform for home-school cooperation. It effectively collects parents’ opinions toward the school and takes follow-up actions. It also organised some practical skills and workshops for parents. • The school has been making commendable effort to overcome cultural barriers among parents of different ethnicities and maintain a very harmonious school-parent relationship. • The School maintains close ties with the community and external organisations to facilitate school 	<ul style="list-style-type: none"> • More community services should be provided to students to experience. • The school should build up partnership schemes with local schools in different domains.



	<p>development, widen students’ horizons and enriches their learning experiences.</p> <ul style="list-style-type: none"> • The working relation among teachers is harmonious. They are willing to provide mutual support. • Students of different cultural background find common grounds to enjoy campus life and they are able to embrace differences and learn from each other. • All the staff and students exhibit a strong sense of belonging to the school. A warm and loving atmosphere permeates every corner of the campus. • The school door is opened for all alumni. They come back to school at the first day of the school year. 	
<p>7. Attitude and Behaviour</p>	<ul style="list-style-type: none"> • Students are presentable as they are expressive and confident. • Students have a strong sense of belonging. We call ourselves LMCites, and always emphasise “We are ONE family, One Team, One Mind”. Students respect each other and maintain harmonious relationship among themselves. 	<ul style="list-style-type: none"> • Students’ discipline should be maintained, especially courtesy, humility and respect. • The curriculum of WPD⁸ lessons should catch up with the rapid development of the society.
<p>8. Participation and Achievement</p>	<ul style="list-style-type: none"> • Our students have taken part in vast amount of inter- and intra-school activities and competitions with outstanding results. • A systematic record and regular assessment of students’ achievement is established for monitoring the effectiveness of our work. • Our students are active and fit. They joined lots of activities for doing sports. 	<ul style="list-style-type: none"> • Spacious campus is needed for further students’ participation and achievements. • It is better to create a better interface to enhance the efficacy searching individual’s relevant information in six years.

⁸ WPD: Whole Person Development



5. SWOT Analysis

Strengths

- The School is widely recognized in recent years as the number of application for Primary 1 is constantly high.
- The language proficiency of students is high and they are fluent in English and Putonghua.
- Students from different countries build a multi-cultural vision and create a globalized and harmonious atmosphere.
- The School has good Parent-School communication and cooperation.
- There is an excellent relationship between the School and its stakeholders.
- The School is considered to be an excellent stage for student personal growth and development.

Weaknesses

- The School has split campus which incur with expenses and redundant administration work.
- Lack of students' role models can be seen owing to the separation of the two campuses.
- Suffocating size of the School's campus restricted students' learning opportunities, such as exploring in a library with a proper size, STEM laboratory, School Studio, or having a playground to exercise, etc.
- The School has high expenditure on two aged campuses maintenance and renovation work.
- Some newly graduated teachers do not have adequate experiences in both teaching and classroom management.

Opportunities

- There are abundant resources to be mobilized flexibly.
- The School provides many opportunities for students to participate in different kinds of ECA, such as performances and competitions. Plenty of excursions for teachers and students are offered.
- EDB provides a large amount of resource and support for Non-Chinese students to learn Chinese.
- There are other funding and resources from EDB, Po Leung Kuk and different organizations.
- With the new MTR station (To Kwa Wan station), it has shortened the traveling time to school and provides more flexibility for student's time management.

Threats

- Public health may be threatened due to pandemic or related diseases.
- The current pandemic situation is impacting the normal routines of the school.
- With a new norm of learning (blended learning), students may spend much time on the Internet and students can be exposed to unhealthy social media content easily.



Major Concerns for a period of 3 school years (in order of priority)

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.



6. School Development Plan (3-school-year period)

School Development Plan (2021-2024)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. Cultivate students with positive values and proactive attitudes, and equip LMCites with empathy and a sense of law-abidingness.	<ul style="list-style-type: none"> Enhance teachers' knowledge about empathy, its teaching strategies and the issues related to law-abidingness, such as National Security Education 	✓	✓	✓	<ol style="list-style-type: none"> Arrange school-based talks or workshops for teachers to know more about empathy and related teaching contents and strategies. Arrange teachers to join workshops about National Security Education. Encourage teachers to join related professional workshops, talks or seminars organized by EDB or other organizations.



	<ul style="list-style-type: none"> Cultivate students’ empathy and law-abidingness in subjects and formal curriculum level 	✓	✓	✓	<ol style="list-style-type: none"> To include empathy and law-abidingness in learning and teaching, and regard these as major foci in lesson observations. To incorporate the content of empathy into learning activities and tasks among all subjects in the theme month “Empathy”. To implement National Security Education to enhance students’ sense of law-abidingness. Content about empathy or law-abidingness would be incorporated during subject activities. Incorporate empathy into project.
	<ul style="list-style-type: none"> Enhance students’ empathy and law-abidingness by creating a positive school atmosphere and environment 	✓	✓	✓	<ol style="list-style-type: none"> Moral topics related to empathy and law-abidingness will be shared to students in class teacher periods/morning assemblies. Reading promotion by recommending books which are related to empathy and law-abidingness to students. Posters about empathy and law-abidingness are designed and stuck around the school campuses.



	<ul style="list-style-type: none">Nurture students' positives values and attitudes, especially empathy and a sense of law-abidingness through programmes and schemes organized by school and other organizations	✓	✓	✓	<ol style="list-style-type: none">Launch Student Award Scheme which consists of the aspect of empathy and law-abidingness.Launch Caring Angel programme by inviting students to be Empathy Ambassadors, so as to help promote empathy among schoolmates and provide training to them.Through Basic Law Student Ambassadors Training Scheme, students are selected to be Basic Law Student Ambassadors to deepen their understanding of the Constitution and the Basic Law, thus cultivating students' sense of national identity.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---	---	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<ul style="list-style-type: none"> Intensify students' empathy and law-abidingness, including sense of national identity through life-wide learning 	✓	✓	✓	<ol style="list-style-type: none"> More community services and Service Learning will be held for students to join. Local visits, exhibitions, activities or performances will be organized for students to join to cultivate empathy and sense of law-abidingness. For example, singing National Anthem in a ceremony. Encourage students to join competitions which are related to law-abidingness. For example, Flag-raising competitions. Online meeting and online exchange with Sister Schools. Mainland exchange and visits will be held afterwards. Mainland or overseas excursions will be held to broaden students' horizons as well as strengthen students' sense of national identity. Evaluation and sharing by students will be conducted after joining the trips or activities.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------	---	---	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<ul style="list-style-type: none">Promote parents education	✓	✓	✓	<ol style="list-style-type: none">Organize workshops or seminars for parents by social workers to promote the topics related to parent-child relationship.Arrange parent meetings or ‘Lunch with principal’ for parents to standardize the moral education learnt at school.PTA arranges talks/workshops for parents to learn about emotion control of students.PTA organizes tea gatherings or small group learning circles among parents to have sharing of ideas about nurturing child with one another.
--	---------------------------------------------------------------------------	---	---	---	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



School Development Plan (2021-2024)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
2. Promote students' higher-order thinking skills and innovative attitudes that facilitate high-quality education.	<ul style="list-style-type: none"> Enhance teachers' teaching professionalism and effectiveness about enhancing students' higher-order thinking skills 	✓	✓	✓	<ol style="list-style-type: none"> Arrange workshops for teachers to know more about the teaching strategies about higher-order thinking skills and the use of graphic organizers. Set 'Enhancing students with higher-order thinking skills' as the main item for discussion during lesson collaboration, lesson observation, lesson study and lesson evaluation. Encourage teachers to join more related workshops organized by EDB or other organizations. Strengthen professional sharing among teachers in establishing school-based curriculum with innovative elements.



	<ul style="list-style-type: none"> Enhance students' higher-order thinking skills in terms of learning and teaching resources 	✓	✓	✓	<ol style="list-style-type: none"> To design learning and teaching tasks and activities which are related to higher-order thinking skills among subjects, such as having open-ended questions, discussion or using the graphic organizers, etc. Assignments related to enhancing students' higher-order thinking skills would be tailored-made. To incorporate graphic organizers in note-taking, assignment and examination.
	<ul style="list-style-type: none"> Develop both teachers and students' computational thinking, so as to apply 'concept', 'practices' and 'perspectives' into learning and teaching and daily life 	✓	✓	✓	<ol style="list-style-type: none"> CoolThink@JC program would be introduced in senior IT curriculum (P.4-6), while basic coding would continue to be incorporated in IT junior curriculum (P.1-3). CoolThink@JC training workshops and lesson observations will be conducted to enhance teachers' computational thinking. Encourage students to join different computational thinking (CT) competitions.
	<ul style="list-style-type: none"> Enhance students' creative thinking, creative skills and evaluation skills, and cultivate aesthetic sense and significant cultural knowledge 	✓	✓	✓	<ol style="list-style-type: none"> Promote art and music education, enhancing students' creative skills through different tasks, activities and project.



	<ul style="list-style-type: none">Enhance students' problem-solving skills and innovative attitudes through STEM Education and cross-curricular curriculum		✓	✓	<ol style="list-style-type: none">Further promote STEM education by adding more 'Mathematics' elements.Through STEM Project and cross-curricular curriculum, students' problem-solving skills would be enhanced.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------