



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

*School Annual Plan
Year 2019/2020
(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 2019 – 2020

Major concerns

1. Strengthen teachers' teaching professionalism
2. Facilitate students' learning through IT teaching
3. Promote moral education across the curriculum



1. Major Concern: Strengthen teachers’ teaching professionalism

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 Enhance the correlations of co-planning and lesson observations	<ul style="list-style-type: none"> • Insert collaborative meeting in timetable • Conduct lesson study and co-planning for lessons • Arrange peer-lesson observations and post-evaluation meetings 	<ul style="list-style-type: none"> • 80% of teachers agree that collaborative lesson planning, peer lesson observations and evaluation meetings can enhance learning and teaching efficacy 	<ul style="list-style-type: none"> • Collaborative meeting minutes and record • Lesson observation and evaluation form • Questionnaires 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Curriculum Department Heads • Subject Panel Heads 	<ul style="list-style-type: none"> • Lesson study record • Peer-lesson observation record • Lesson observation form • Lesson Plan
1.2 To strengthen the ability of subject panels in developing and modifying subject curriculum	<ul style="list-style-type: none"> • Join the EDB School-based Support Scheme which help panels to further develop subject curriculum • Co-planning with EDB officer to further develop school-based learning materials and teaching strategies 	<ul style="list-style-type: none"> • 80% of the related panels agree that the co-planning with EDB officer can strengthen the ability of developing subject curriculum and teaching professionalism 	<ul style="list-style-type: none"> • Collaborative meeting minutes and record • School-based materials • Lesson observation and evaluation • Questionnaires 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Curriculum Department Heads • Related Subject Panel Heads 	<ul style="list-style-type: none"> • Lesson observation form • EDB School-based Support Scheme



1.3 Develop a platform for exchanging teaching skills and professional sharing	<ul style="list-style-type: none"> • Conduct professional sharing of different subjects or cross subjects at school during panel meeting or subject meeting • Sharing in public with tertiary institute 	<ul style="list-style-type: none"> • 80% of teachers agree that the sharing sessions for subjects can enhance learning and teaching efficacy 	<ul style="list-style-type: none"> • Subject meeting minutes • Questionnaires 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Curriculum Department Heads • Subject Panel Heads 	<ul style="list-style-type: none"> • Subject sharing record
	<ul style="list-style-type: none"> • Launch Mentor-mentee Scheme • Form a learning community among teachers which can share about the skills of learning and teaching and classroom management • Arrange Level leaders meeting with same level of class teachers 	<ul style="list-style-type: none"> • 80% of teachers agree that holding Mentor-mentee Scheme and Level leaders meeting can provide a platform for them to exchange the ideas of learning and teaching 	<ul style="list-style-type: none"> • Mentor-mentee sharing document • Questionnaires 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Vice-principals • All mentors • Level coordinators 	<ul style="list-style-type: none"> • Mentor-mentee Scheme record form • Level leaders meeting record



1.4 Enhance teachers' teaching professionalism	<ul style="list-style-type: none"> Each teacher is required to attend subject related talks, seminars or workshops throughout the year After attending, teachers have to share the content of workshop in subject meetings 	<ul style="list-style-type: none"> 80% of our teachers have attended at least one subject related professional workshop provided by EDB or different institutes 80% of teachers agree that the workshop and sharing can enhance their teaching professionalism 	<ul style="list-style-type: none"> Teacher Development record Survey for Teachers' feedback Subject meeting minutes Questionnaires 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Curriculum Department Heads Subject Panel Heads 	<ul style="list-style-type: none"> Teacher Development record form
	<ul style="list-style-type: none"> Organize educational and professional trips for all teachers to join Arrange lesson observation and school visits during the trip 	<ul style="list-style-type: none"> 80% of our teachers have attended the educational and professional trips 70% of teachers agree that the professional trip can enhance teacher's professionalism 	<ul style="list-style-type: none"> Teacher Development record Evaluation questionnaires Survey for Teachers' feedback Post-trip reflection sharing 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Vice-principals Activity Department Heads Core Team Members 	<ul style="list-style-type: none"> Funding and resources for organizing educational trips Teacher Development record form



2. Major Concern: Facilitate students' learning through IT teaching

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 Incorporate learning apps or educational e-learning platforms into learning and teaching	<ul style="list-style-type: none"> Each subject teacher will join the co-planning meetings with the same level teachers and has discussion on all learning apps Subject teachers discuss the teaching strategies of using learning apps during collaborative meeting 	<ul style="list-style-type: none"> 90% teachers use learning apps in lessons 80% of teachers agree that the use of different IT apps can enhance the efficiency of learning and teaching 	<ul style="list-style-type: none"> Collaborate meeting minutes and records Module plans Lesson observations and records Evaluation in curriculum meetings Questionnaires 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Curriculum Department Heads IT Admin Department Subject Panel Heads 	<ul style="list-style-type: none"> E-whiteboard Tablets iPads Lesson observation form
	<ul style="list-style-type: none"> Purchase the licenses of educational apps and e-learning platforms Develop subject accounts and store school-based e-learning materials 	<ul style="list-style-type: none"> Have the licenses of using educational apps and e-learning platform Subject accounts are developed 	<ul style="list-style-type: none"> Purchased licenses record Subject accounts record 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> IT Admin Department Curriculum Department Heads 	<ul style="list-style-type: none"> Funding for e-learning



<p>2.2 Enhance the effectiveness of adopting e-learning teaching with different educational platforms and apps</p>	<ul style="list-style-type: none"> • Provide trainings and workshops for teachers about the use of educational platforms and apps • Encourage the sharing of the usage of educational platforms and apps by subject panels and teachers • Attend relevant talks, seminars and workshops by other institute or EDB 	<ul style="list-style-type: none"> • 80% of teachers agree that the training workshop(s) could serve the purpose on arising students' learning needs • 80% of teachers have attended the relevant seminars and workshops about the usage of educational platforms and apps 	<ul style="list-style-type: none"> • Teacher Development record • Survey for Teachers' feedback • Subject meeting minutes • Questionnaires 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Curriculum Department Heads • IT Admin Department • Subject Panel Heads 	<ul style="list-style-type: none"> • Educational platforms and apps
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<p>2.3 Incorporate technology into school life and subject activities</p>	<ul style="list-style-type: none"> • Integrate IT tools, such as e-whiteboard, tablets into the subject activities, e.g. Hold inter-class competitions by using tablets or other e-learning tools • Focusing on STEM education, hold cross-curricular activity with IT elements, e.g. STEM fun day • Using tablets for fostering STEM education 	<ul style="list-style-type: none"> • 80% of teachers hold inter-class competitions by using tablets or other e-learning tools • All STEM related teachers hold the STEM fun day with IT element 	<ul style="list-style-type: none"> • Questionnaires 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Curriculum Department Heads • IT Admin Department • Subject Panel Heads • STEM group • Math, GS and IT Subject Panel Heads 	<ul style="list-style-type: none"> • E-whiteboard • Tablets • iPads
<p>2.4 Encourage self-regulated learning through e-learning</p>	<ul style="list-style-type: none"> • Educational links and websites of each subject are provided in e-class for students to assess • Design e-worksheet, pre-lesson preparation task or extended learning through E-class platform • Provide subject online learning platforms for students to have extended learning 	<ul style="list-style-type: none"> • 70% of teachers assign e-class learning tasks to students as assignment or preparation of lesson • Subject online learning platforms are set 	<ul style="list-style-type: none"> • Discuss in collaborative meeting • Collaborate meeting minutes and records • Module plans • Questionnaires 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Curriculum Department Heads • Subject Panel Heads • Subject teachers 	<ul style="list-style-type: none"> • E-class platform • Tablets • Relevant software and devices



3. Major Concern: Promote moral education across the curriculum

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 Incorporate moral education into formal curriculum	<ul style="list-style-type: none"> • Incorporate moral topics and values into different subjects, mainly focus on ‘Harmony’ and ‘Life Education’ • Discuss moral attitude in co-planning meetings • Lesson observations 	<ul style="list-style-type: none"> • 80% of teachers can incorporate moral values or attitudes into lessons 	<ul style="list-style-type: none"> • Scheme of Work record • Collaborate meeting minutes and records • Module plans • Lesson observations and records • Join related competitions 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Curriculum Department Heads • Subject Panel Heads 	<ul style="list-style-type: none"> • Moral topics • Related Teaching and learning materials
3.2 Enrich Moral Education curriculum and activities	<ul style="list-style-type: none"> • Enrich the moral topics in WPD curriculum through the aspects of personal, family, community, country and the world 	<ul style="list-style-type: none"> • 80% of teachers satisfy with the WPD curriculum, which helps to promote the moral values for students 	<ul style="list-style-type: none"> • Evaluation meeting of WPD subjects • Questionnaires 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Curriculum Department Heads • WPD Panel Heads • Social workers 	<ul style="list-style-type: none"> • WPD Teaching materials



<p>3.3 Provide students other learning experiences which promote moral education</p>	<ul style="list-style-type: none"> • Organize different learning excursions and trips to Mainland or overseas for students • Provide service learning, e.g. visit elderly center • More community services will be held for students to join 	<ul style="list-style-type: none"> • P.4 Heyuan Trip with the theme of water conservation will be held • P.6 Graduation Trip to Foshan will be held • 80% of students and parents agree the educational trips provide chances for students to explore the world and the country • At least one community service can be held for students to join 	<ul style="list-style-type: none"> • Questionnaires • Evaluation of students after trips 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Activity Department Heads • Social workers • Curriculum Department Heads • GS Panel Heads • Moral Education Team 	<ul style="list-style-type: none"> • Community network
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3.4 Cultivate students' positive attitudes through informal curriculums schemes, policies and daily training	<ul style="list-style-type: none"> Moral topics will be shared in the morning assembly each month 	<ul style="list-style-type: none"> One to two moral topics can be shared in the morning assembly each month 	<ul style="list-style-type: none"> Questionnaires Reflection sharing from teachers 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Moral Education Team D&G Department WPD Panel Heads Social workers 	<ul style="list-style-type: none"> Moral topics Data from APASO
	<ul style="list-style-type: none"> Launch Student Award Scheme Hold Smart-kid Competition Hold Caring Angel Scheme which promote caring and harmonious attitudes 	<ul style="list-style-type: none"> 80% of both teachers and parents think students are more disciplined, responsible and caring under the schemes 	<ul style="list-style-type: none"> Evaluation meeting Questionnaires Observations from all teachers 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Moral Education Team D&G Department WPD Panel Heads Social workers 	<ul style="list-style-type: none"> Student Award Scheme Booklet
	<ul style="list-style-type: none"> Student's conduct will be measured by four aspects (discipline, responsibility, courtesy and neatness) 	<ul style="list-style-type: none"> Set up the policies about measuring students' conduct 80% of teachers 	<ul style="list-style-type: none"> Questionnaires Conduct shown on report cards in each term 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> D&G Department IT Admin Department 	<ul style="list-style-type: none"> Rubrics and guidelines of grades of conduct



		and parents think that the four aspects can be more comprehensive to measure the conduct of each student				
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