



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

***School Annual Plan
Year 2021/2022
(First 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 2021 – 2022

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
1.1.Enhance teachers’ knowledge about empathy, its teaching strategies and the issues related to law-abidingness, such as National Security Education	<ul style="list-style-type: none"> Arrange school-based talks or workshops for teachers to know more about empathy and related teaching strategies. 	<ul style="list-style-type: none"> Sharing meeting about the teaching contents of empathy is held by Whole Person Development (WPD) Team. Workshops about empathy are held by Social Workers. 80% of teachers attended these school-based workshops and they agree that the contents can enhance their knowledge about empathy, and they are useful for other subjects’ teaching strategies which are related to empathy. 	<ul style="list-style-type: none"> Meeting minutes Teacher development record 	<ul style="list-style-type: none"> October to December Whole year 	<ul style="list-style-type: none"> Curriculum Department Heads Social workers WPD Subject Heads 	<ul style="list-style-type: none"> WPD’s teaching content which is related to empathy Teacher development record form Related handouts



	<ul style="list-style-type: none">• Arrange teachers to join workshops about National Security Education (NSE).	<ul style="list-style-type: none">• The School arranged Onsite Teacher Workshop on National Security Education organized by EDB• 90% of teachers attended the EDB workshop about National Security Education• Through talks, discussions and interactive sessions in the Workshop, 70% of the teachers could have a holistic view on the implementation strategies for a whole-school curriculum planning of NSE, and enhance the understanding of the use of different learning and teaching resources to systemically implement NSE	<ul style="list-style-type: none">• Teacher development record• Evaluation Questionnaires	<ul style="list-style-type: none">• Whole year	<ul style="list-style-type: none">• Vice-principals• National, Civic and Moral Education Team leaders	<ul style="list-style-type: none">• EDB Circular No. 112/2021• Teacher development record form
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		within and outside the classroom.				
	<ul style="list-style-type: none"> Encourage teachers to join related professional workshops, talks or seminars organized by EDB or other organizations, which are about empathy and law-abidingness. 	<ul style="list-style-type: none"> 80% of teachers, especially in the NSE working group, attended related professional workshops, talks or seminars to enhance the knowledge of National Security Education. 90% of teachers agree that the content of the workshop can enhance their knowledge about National Security Education. 70% of our teachers have attended at least one related professional workshop provided by EDB or different institutes. 70% of teachers agree that the contents are useful and they can learn related 	<ul style="list-style-type: none"> Teacher development record Subject meeting minutes Evaluation Questionnaires 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Curriculum Department Subject Panel Heads 	<ul style="list-style-type: none"> Teacher development record form EDB related circulars



		<p>professional knowledge and teaching strategies and ideas. Teachers share the content of workshop in subject meetings.</p>				
<p>1.2 Cultivate students’ empathy and law-abidingness in subjects and formal curriculum level</p>	<ul style="list-style-type: none"> To include empathy and law-abidingness in learning and teaching, and regard these as one of the major foci in lesson observations To incorporate the content of empathy into learning activities and tasks among all subjects in the theme 	<ul style="list-style-type: none"> Incorporated empathy or law-abidingness as positive values and attitudes in at least one topic or module of all subjects has been. Students are cultivated to be empathetic or law-abiding in lessons. During the theme month “Empathy”, 80% of the subjects incorporated the content about empathy into learning and teaching. Students would be cultivated 	<ul style="list-style-type: none"> Collaborative meetings’ minutes and records Module evaluation record Evaluation Questionnaires Interview 	<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"> Lesson study record Peer-lesson observation record Lesson observation form



	month “Empathy”.	to be empathetic through the lesson tasks and activities.				
	<ul style="list-style-type: none"> To implement National Security Education to enhance students’ sense of law-abidingness. 	<ul style="list-style-type: none"> School-based curriculum framework of National Security Education has been established. Related teaching materials and lesson tasks have been developed in General Studies and WPD subjects. 70% of teachers, students and parents agree that the new curriculum of WPD and General Studies, with the contents of National Security Education, can cultivate students’ national identity and sense of law-abidingness. 	<ul style="list-style-type: none"> School-based curriculum framework of NSE Collaborative meetings’ module plans and evaluations Teaching and learning box file with teaching materials of NSE Questionnaires 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Curriculum Department Heads General Studies Subject Panel Heads WPD Subject Panel Heads Social Workers National, Civic, Moral Education Team Leader 	<ul style="list-style-type: none"> EDB National Security Education Curriculum Framework EDB Learning and Teaching Resources of National Security Education EDB related circulars, such as No.



		<ul style="list-style-type: none"> For Music curriculum, all students have to learn to sing Nation Anthem with proper etiquette during Music lessons. 100% of students learn and show proper etiquette when they sing the National Anthem. 100% of students sing National Anthem during class teacher period on every Monday. 	<ul style="list-style-type: none"> Interview 			<p>5/2010</p> <p>“Display of the National Flag and Regional Flag”</p>
	<ul style="list-style-type: none"> To incorporate the content about empathy or law-abidingness into subject activities. 	<ul style="list-style-type: none"> 80% of the subjects incorporate the content about empathy or law-abidingness into subject activities during subject week. 	<ul style="list-style-type: none"> Evaluation 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"> Content about empathy or law-abidingness



		<ul style="list-style-type: none"> 70% of teachers, students and parents agree that the contents of subject activities can help cultivate students' empathy and law-abidingness. 				
1.3 Enhance students' empathy and law-abidingness by creating a positive school atmosphere and environment	<ul style="list-style-type: none"> Moral topics which are related to empathy and law-abidingness will be shared to students in class teacher periods/morning assemblies. 	<ul style="list-style-type: none"> At least one moral topic about empathy and law-abidingness will be shared respectively in class teacher periods/morning assemblies. 80% of both teachers and parents think the moral sharing can enhance students' empathy and law-abidingness. 	<ul style="list-style-type: none"> Questionnaires Reflection sharing from students 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Discipline & Guidance Department WPD Panel Heads Social workers 	<ul style="list-style-type: none"> Moral topics PPT Data from APASO



	<ul style="list-style-type: none">• Reading promotion by recommending books which are related to empathy and law-abidingness.	<ul style="list-style-type: none">• Librarians/ Library teachers recommend books which are related to empathy and law-abidingness.• Those related books are recommended to students in class teacher periods, library lessons or reading lessons.• 70% of students read at least one suggested book.• At least one book report would be written by students.• Sharing by students after reading.• 80% of both teachers and parents think students' empathy or law-abidingness would be promoted from reading.	<ul style="list-style-type: none">• Evaluation Meeting• Questionnaires• Book report about feedback after reading by students• Book sharing by students• Interview	<ul style="list-style-type: none">• Whole year	<ul style="list-style-type: none">• Librarians• Chinese Team• English Team	<ul style="list-style-type: none">• Suggested book list
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	<ul style="list-style-type: none">• Posters about empathy and law-abidingness are designed and stuck around the school campuses.	<ul style="list-style-type: none">• Posters about empathy and law-abidingness are stuck around the school campuses and classrooms.• 80% of both teachers and parents think the positive atmosphere has been created, thus promoting students' empathy and sense of law-abidingness.	<ul style="list-style-type: none">• Evaluation meeting• Questionnaires• Observations from teachers	<ul style="list-style-type: none">• Whole year	<ul style="list-style-type: none">• Vice-principals• Discipline & Guidance Department• National, Civic and Moral Education Department• Operation Department• Visual Arts Design Team	<ul style="list-style-type: none">• Posters about empathy and law-abidingness
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<p>1.4 Nurture students' positives values and attitudes, especially empathy and a sense of law-abidingness through programmes and schemes organized by school and other organizations</p>	<ul style="list-style-type: none"> • Launch Student Award Scheme which consists of 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 are more empathetic and law-abiding under the schemes. 	<ul style="list-style-type: none"> • Evaluation meeting • Questionnaires • Observations from teachers 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Discipline & Guidance Department 	<ul style="list-style-type: none"> • 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 the love and care to their schoolmates. 	<ul style="list-style-type: none"> • Evaluation meeting • Questionnaires • Observations from teachers 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Discipline & Guidance Department • Social workers 	<ul style="list-style-type: none"> • Caring Angel programme



	<ul style="list-style-type: none">• 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">• 70% 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 to promote the understanding of the Constitution and the Basic Law to their Schoolmates.	<ul style="list-style-type: none">• Evaluation meeting• Questionnaires• Observations from teachers	<ul style="list-style-type: none">• Whole year	<ul style="list-style-type: none">• National, Civic and Moral Education	<ul style="list-style-type: none">• EDB Basic Law Student Ambassadors Training Scheme
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1.5 Intensify students' empathy and law-abidingness through life-wide learning	<ul style="list-style-type: none"> • More community services will be held for students to join. 	<ul style="list-style-type: none"> • At least one community service will be held for students to join. • 70% of both teachers and parents think the Service Learning can intensify students' empathy and law-abidingness respectively. • Students' sharing and booklet will be conducted after the service learning. 	<ul style="list-style-type: none"> • Evaluation meeting • Questionnaires • Observations from teachers 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Activity Department • Discipline & Guidance Department • Curriculum Department 	<ul style="list-style-type: none"> • Subject Booklet
	<ul style="list-style-type: none"> • Local visits, exhibitions, activities or performances will be organized for students to join to 	<ul style="list-style-type: none"> • Movie appreciation about empathy would be conducted. • Exhibition of display boards about Chinese history and development would be held. 	<ul style="list-style-type: none"> • Evaluation and sharing by students after joining the events • Questionnaires 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Activity Department • Discipline & Guidance Department • National, 	<ul style="list-style-type: none"> • Students' Sharing paper



	<p>cultivate empathy and sense of law-abidingness.</p>	<ul style="list-style-type: none">• At least one local visit or performance about National and Civic aspects has been organized for students to join. Performances may include singing National Anthem in an event, etc.• Evaluation and sharing by students will be conducted after joining the events.• 70% of both teachers and parents think the events can help intensify students' empathy or law-abidingness.	<ul style="list-style-type: none">• Observations from teachers• Interview		<p>Civic and Moral Education Department</p>	
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	<ul style="list-style-type: none">• Encourage students to join different competitions which are related to law-abidingness, 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 through competitions, students' nationhood and national identity could be promoted.	<ul style="list-style-type: none">• Joined related competitions, such as colouring competitions, Chinese compositions, Online Quiz competition, etc.• Questionnaires• Observations from teachers• Interview	<ul style="list-style-type: none">• Whole year	<ul style="list-style-type: none">• National, Civic and Moral Education Department• Curriculum Department• Subject Panel Heads	<ul style="list-style-type: none">• Information of related competitions
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1.6 Promote parents education	<ul style="list-style-type: none"> Organize Workshops or seminars for parents by social workers to promote the topics related to parent-child relationship. 	<ul style="list-style-type: none"> At least one workshop or seminar organized by social workers about the topics related to parent-child relationship. 	<ul style="list-style-type: none"> Evaluation meeting Questionnaires Observations from teachers 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Social Workers Discipline & Guidance Department 	<ul style="list-style-type: none"> Workshop about parent-child relationship
	<ul style="list-style-type: none"> Arrange parent meetings or ‘Lunch with principal’ for parents to standardize the moral education learnt at school. 	<ul style="list-style-type: none"> At least one workshop or seminar organized by social workers about the topics related to parent-child relationship. 70% of the parents think the parent meeting can let parents know more about school moral education which enhance home-school communication and cooperation. 	<ul style="list-style-type: none"> Questionnaires 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Vice-principals 	<ul style="list-style-type: none"> Related moral education issue



	<ul style="list-style-type: none"> PTA arranges talks/workshops for parents to learn about emotion control of students. 	<ul style="list-style-type: none"> At least one workshop or talk would be held for parents to learn about emotion control of students. 70% of the parents think the workshop can help them develop better parent-child relationship 	<ul style="list-style-type: none"> Questionnaires 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> PTA Team 	<ul style="list-style-type: none"> Related talk information
	<ul style="list-style-type: none"> PTA organizes tea gatherings or small group learning circles among parents to have sharing of ideas about nurturing child with one another. 	<ul style="list-style-type: none"> Informal tea gatherings or small group learning circles will be held among parents to exchange educational and nurturing experience. 	<ul style="list-style-type: none"> Questionnaires 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> PTA 	<ul style="list-style-type: none"> Related information about parent-child relationship



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
2.1.Enhance teachers' teaching professionalism and effectiveness about enhancing students' higher-order thinking skills	<ul 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. 	<ul style="list-style-type: none"> At least one workshop has been prepared for teachers to equip them with teaching strategies about higher-order thinking skills and the use of graphic organizers. 80% of teachers agree that the workshop and sharing 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 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Curriculum Department Subject Panel Heads 	<ul style="list-style-type: none"> Teacher development record form Posters about related teaching professionalism



	<ul style="list-style-type: none"> • Set ‘Enhancing students with higher-order thinking skills’ as one of the major foci for lesson study, so as to improve the effectiveness of learning and teaching (i.e. during lesson collaboration, lesson observation and lesson evaluation). 	<ul style="list-style-type: none"> • ‘Enhancing students with higher-order thinking skills’ is set as one of the major foci during peer-lesson observation and evaluation of lesson study. • Teachers discussed the ways or learning and teaching tasks to enhance students’ higher-order thinking skills during lesson collaboration, co-planning meetings and post-lesson evaluation meetings. • 80% of teachers agree that through collaborative lesson planning, peer- lesson observations and 	<ul style="list-style-type: none"> • Collaborative meeting minutes and record • Lesson observation form • Lesson observation evaluation form • Questionnaires 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Curriculum Department • Subject Panel Heads 	<ul style="list-style-type: none"> • Lesson study record • Peer-lesson observation record • Lesson observation form • Lesson plan
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	evaluation meetings, they can promote the strategies of learning and teaching, so as to enhance students with higher-order thinking skills.				
<ul style="list-style-type: none"> Encourage teachers to join more learning and teaching related workshops organized by EDB or other organizations, which to improve teaching efficacy, especially in enhancing students with higher-order thinking skills. 	<ul style="list-style-type: none"> Teachers have to join at least one subject-related or theme-related workshop. 70% of teachers has attended at least 2 hours of training which is related to creative or 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 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Curriculum Department Subject Panel Heads 	<ul style="list-style-type: none"> Teacher development record form



	<ul style="list-style-type: none">Strengthen professional sharing among teachers in establishing school-based curriculum with innovative elements, thus to enhance teachers' teaching efficacy.	<ul style="list-style-type: none">Encourage teachers to engage in creative or e-learning and teaching in their professional fields.Sharing sessions are held timely for all subjects and levels, and teachers share the useful teaching contents or strategies they have learned recently.Professional dialogue has been formed among teachers.70% of teachers are willing to share the innovative teaching contents or strategies to enhance teaching efficacy.	<ul style="list-style-type: none">Meeting minutesObservations	<ul style="list-style-type: none">Whole year	<ul style="list-style-type: none">Curriculum DepartmentSubject Panel HeadsTeachers	<ul style="list-style-type: none">School-based curriculum with innovative elements
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<p>2.2 Enhance students' higher-order thinking skills in terms of learning and teaching resources</p>	<ul 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"> • At least one learning and teaching task or activity which are related to higher-order thinking skills has been established in each level of each subject. • 80% of teachers agree that the school-based learning and teaching strategies would enhance students' higher-order thinking skills. • At least one assignment of each major subject is related to students' higher-order thinking. • Graphic organizers have been incorporated into note-taking, assignment and examination. 	<ul style="list-style-type: none"> • Book checking • Subject learning and teaching material box file • Exam box file • Students' work scanning 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Curriculum Department • Subject Panel Heads 	<ul style="list-style-type: none"> • Book checking form
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<p>2.3 Develop both teachers and students’ computational thinking, so as to apply ‘concept’, ‘practices’ and ‘perspectives’ into learning and teaching and daily life</p>	<ul style="list-style-type: none"> • CoolThink@JC program would be introduced in senior IT curriculum (P.4-6), while basic coding would continued 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 and related teaching strategies. 	<ul style="list-style-type: none"> • CoolThink@JC program has been incorporated into P.4-6 IT curriculum, with related booklets have been established. • IT teachers attended the CoolThink@JC training workshop and 80% of them agree the contents of the workshop can enhance their knowledge of computational thinking and related teaching strategies. • Lesson observations and evaluations have been conducted with the experts and 70% of teachers agree the evaluation of lesson observation can improve the teaching efficacy of computational thinking. 	<ul style="list-style-type: none"> • Teacher development record • Questionnaires • Observation 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Curriculum Department • IT Subject Panel Heads 	<ul style="list-style-type: none"> • Teacher development record form • Lesson Observation form • Evaluation form • CoolThink@JC program
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<p>2.4 Enhance students' creative thinking, creative skills and evaluation skills, and cultivate aesthetic sense and significant cultural knowledge</p>	<ul style="list-style-type: none"> Promote art and music education, enhancing students' creative skills through activities. 	<ul style="list-style-type: none"> Arts and Music activities have been carried out to enhance students' creative skills, thus cultivating aesthetic sense and cultural significance knowledge. 	<ul style="list-style-type: none"> Questionnaires Students' work Observations 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Curriculum Department Music Subject Panel Heads Visual Arts Subject Panel Heads 	<ul style="list-style-type: none"> Related Programme
<p>2.5 Enhance students' problem-solving skills and innovative attitudes through STEM Education and cross-curricula curriculum</p>	<ul style="list-style-type: none"> Further promote STEM education by adding more 'Mathematics' elements, thus enhance students' problem-solving skills and innovative attitudes. 	<ul style="list-style-type: none"> Mathematics tasks are incorporated into STEM Education. 70% of students, teachers and parents agree that students' problem-solving skills and innovative attitudes have been enhanced in terms of STEM education. 	<ul style="list-style-type: none"> Questionnaires Students' work STEM project Observations 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Curriculum Department Maths Subject Panel Heads General Studies Subject Panel Heads IT Subject Panel Heads 	<ul style="list-style-type: none"> STEM curriculum framework STEM project booklet