



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

*School Annual Plan
Year 2023/2024
(Third 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 2023 – 2024

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.

Briefly list the feedback and follow-up actions from the previous school year:

Learning & Teaching:

- Students' empathy and sense of law-abidingness were enhanced through learning and teaching, such as academic subjects' normal lessons and activities. We would keep and continue to incorporate the elements of empathy and law-abidingness into our learning and teaching.
- Values & Potential Building (VPB) lessons in lesson 6 was established, which is comprised of three aspects: Moral Values & Reading (Aspect 1), Potential Building (Aspect 2) and Global Studies (Aspect 3). Students' positive values and attitudes were cultivated as well as the national identity of China.
- In the aspect of teaching professionalism, there was a new school-based curriculum framework of National Security Education. It provides a holistic plan of the learning and teaching of National Security Education, which let students learn about the National Security Education in a more systematic way.
- Teachers' teaching skills about empathy and law-abidingness have been strengthened through lesson study and joining different related talks and workshops, which helps to enhance the teachers' knowledge of National Security Law.

Follow-up: The curriculum of both aspect 1: Moral Values & Reading and aspect 3: Global Studies would also be modified this year in order to have a holistic planning of the learning contents and tasks.

Create a supportive atmosphere that caters to individual differences through schemes and school environment:

- Students' positive values and attitudes were instilled through different schemes, such as Student Award Scheme, Student Caring Angel programme, Reading Award Scheme. Students' positive attitudes, including empathy and a sense of law-abidingness, were cultivated.
- Sharing in the Morning Assemblies enhanced students' positive values.
- The positive school atmosphere created through printed-rich environment and daily morning trainings provides a favourable environment for students to cultivate positive attitudes.

Service Learning:

- More service learning will be provided for students to participate this year in order to strengthen students' confidence, abilities and trust in themselves and each other.

Life-wide Learning:

- Students' positive values particularly their sense of law-abidingness and national identity were strengthened through life-wide learning, such as joining competitions, local visits, community services, etc.



- Basic Law Student Ambassadors Training Scheme was launched and LMC Flag Raising Guard was set up, which students hold the National Flag Raising Ceremony every Monday in both campuses and joined the flag raising competitions or perform in National Flag Raising Ceremony in some big events.

Develop students' a global perspective:

- More trips will be organized for student to broaden horizons and to know more about both within China and other places in the world.

Parent Education:

- Workshops and activities were organized to promote parent-child relationships, which enhance home-school cooperation and understanding of moral and national education.



Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
Learning & Teaching:						
1.1 To enhance students' empathy and sense of law-abidingness through learning and teaching.	<ul style="list-style-type: none"> Incorporate the elements of empathy and law-abidingness into daily teaching as well as learning activities among academic subjects. 	<ul style="list-style-type: none"> Incorporated empathy or law-abidingness as positive values and attitudes into 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. 	<ul style="list-style-type: none"> Collaborative meetings' minutes and records Module evaluation record Evaluation questionnaires 	Whole year	<ul style="list-style-type: none"> Curriculum Department Heads Subject Panels Subject Teachers 	<ul style="list-style-type: none"> Scheme of work
	<ul style="list-style-type: none"> Set "Empathy" as the main theme in March and arrange related learning tasks or activities for students. 	<ul style="list-style-type: none"> 'Empathetic March' is held. Activities related to empathy are organized for students to participate in. Students' products and work of performance were displayed and shown off. 	<ul style="list-style-type: none"> Evaluation questionnaires Students' products and work of performance were displayed and shown, which were shared to public by the means of different media channels. 	March	<ul style="list-style-type: none"> GS Subject Panels WPD Subject Panels GS and WPD Subject Teachers. 	<ul style="list-style-type: none"> List of activities



	<ul style="list-style-type: none"> ★ Values & Potential Building (VPB) lessons in lesson 6, comprising three aspects: Moral Values & Reading (Aspect 1), Potential Building (Aspect 2) and Global Studies (Aspect 3), would be modified. The learning contents and tasks are modified so as to have a holistic plan. During the Global Studies lessons, Intangible Cultural Heritage of China would be included in the curriculum to enhance students' knowledge of Chinese culture and foster their national identity. In the Moral Values & Reading lessons, students' positive values and attitude are cultivated. 	<ul style="list-style-type: none"> 70% of both teachers and parents think students can know more about the Chinese culture through the learning in Global studies. 70% of both teachers and parents think positive values and attitudes are cultivated. 	<ul style="list-style-type: none"> Questionnaire (Students and teachers) Evaluation meeting Interview Student's work 	Whole year	<ul style="list-style-type: none"> Heads of VPB lessons All teachers 	<ul style="list-style-type: none"> VPB lesson framework and materials
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	<ul style="list-style-type: none"> Establish and modify a comprehensive and holistic curriculum framework of school-based National Security Education, which ensures the learning and teaching contents about 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 	<p>Whole year</p>	<ul style="list-style-type: none"> Curriculum Department Heads National, Civic and Moral Education Department Head 	<ul style="list-style-type: none"> LMC curriculum framework of National Security Education
	<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 to enhance the effectiveness of learning and teaching, as well as to provide a platform for professional sharing. 	<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 a platform of professional sharing. 	<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



	<ul style="list-style-type: none"> Strengthen teachers' knowledge and skills about learning and teaching in terms of empathy or law-abidingness through attending talks or workshops about Values Education and National Education. 	<ul style="list-style-type: none"> 80% of teachers attended the workshop on Values Education or National Education. 70% of the teachers could have more knowledge about value education and National Education. 	<ul style="list-style-type: none"> Teacher development record Evaluation questionnaires 	<p>Whole year</p>	<ul style="list-style-type: none"> Vice-principals Curriculum Department heads National, Civic and Moral Education Department Head 	<ul style="list-style-type: none"> Teacher development record form
	<ul style="list-style-type: none"> ★ Enhance teachers' awareness and knowledge about China by visiting Beijing during the Teacher Professional Development days 	<ul style="list-style-type: none"> All teachers visited Beijing to expand their understanding of China. 70% of the teachers agree that they have better understanding of China, and the sense of nationhood has been further fostered. 	<ul style="list-style-type: none"> Teacher development record Evaluation questionnaires 	<p>March</p>	<ul style="list-style-type: none"> Vice-principals, National, Civic and Moral Education Department Head 	<ul style="list-style-type: none"> Teacher development record form



Create a supportive atmosphere that caters to individual differences through schemes and school environment:						
1.2 To instill positive values and attitudes in students, and to facilitate individual personal growth, through a whole-school approach.	<ul style="list-style-type: none"> Launch Student Award Scheme which includes the aspects 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 	<ul style="list-style-type: none"> Student Award Scheme Booklet
	<ul style="list-style-type: none"> Launch Student Caring Angel programme by inviting students to be Empathy Ambassadors or Caring Angels to help promote empathy and provide training to them. 	<ul style="list-style-type: none"> 70% of the Empathy Ambassadors / Caring Angels 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"> Student Caring Angel programme



	<ul style="list-style-type: none"> Promote values and national education through Reading Award Scheme. 	<ul style="list-style-type: none"> Librarians or Library teachers recommend books related to empathy and law-abidingness 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 through reading related books. 	<ul style="list-style-type: none"> Questionnaire Observation Evaluation meeting Book report Interview Prize presentation to outstanding students' work 	<p>Whole year</p>	<ul style="list-style-type: none"> Library Subject Panels National, Civic and Moral Education Department Head 	<ul style="list-style-type: none"> Suggested book list Reading Award Scheme, award and certificates
	<ul style="list-style-type: none"> Topics related to Values Education would be shared in the morning assemblies. Videos about positive values are played in the morning assemblies. 	<ul style="list-style-type: none"> Morning assemblies are held in school hall and related topics are shared. 80% of both teachers and parents think that the topics shared can enhance students' positive values. 	<ul style="list-style-type: none"> Questionnaires Observations from teachers and parents 	<p>Whole year</p>	<ul style="list-style-type: none"> Vice-principals, Curriculum Department Heads, National, Civic and Moral Education Department Head 	<ul style="list-style-type: none"> PPT with moral topics Data from APASO



	<ul style="list-style-type: none">• Posters with positive attitude, especially about empathy and law-abidingness are designed and stuck around the school campuses.• Sports Teams trainings are held to create the atmosphere filled with perseverance and positive attitude.	<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 Head• Visual Arts Design Team members• PE Team	<ul style="list-style-type: none">• Posters about positive attitude
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Service Learning:						
1.3 ★ To foster empathy and build caring interpersonal relationships at both the peer and community levels.	<ul style="list-style-type: none"> • Conduct a series of programmes and activities, such as service learning to help students become more caring and develop empathy. • Assign students to participate in service learning. • Provide training for students as volunteers. • Invite students with active participation in community service to share their experience of voluntary work with students at other levels. 	<ul style="list-style-type: none"> • Students develop positive values and become more caring, thankful and empathetic towards others. • 80% of the targeted students complete the service learning. • Students could show empathy to other people who are in need in the society. • 80% of teachers think students can apply the practical skills when they are having the service learning. 	<ul style="list-style-type: none"> • Evaluation meeting • Questionnaires • APASO • Interview 	Whole year	<ul style="list-style-type: none"> • Teachers in-charged of ‘Values & Potential Building’ (Aspect 3) • Curriculum Department Heads • WPD Subject Panels • Social workers 	<ul style="list-style-type: none"> • Videos making • Photos of the service learning, which would be included in the videos and thus share to all stakeholder, such as IMC managers, teachers, parents and students.



Life-wide Learning:						
1.4 To strengthen students' positive values such as law-abidingness and sense of national identity through life-wide learning.	<ul style="list-style-type: none">• Arrange for students to join different competitions related to National, Civic and Moral education.	<ul style="list-style-type: none">• 80% of students joined elated competitions about National, Civic and Moral Education, thus nurturing 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 Head and members	<ul style="list-style-type: none">• Information of related competitions



	<ul style="list-style-type: none">Organise local visits, exhibitions, activities, performances or community services for students to cultivate positive values.	<ul style="list-style-type: none">Movie appreciationExhibition 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 studentsPerformances 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 foster national pride.	<ul style="list-style-type: none">Evaluation and sharing by students after joining the eventsQuestionnairesObservations from teachersInterview	Whole year	<ul style="list-style-type: none">National, Civic and Moral Education Department Head and memberActivity Department Heads	Related visits, competitions
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	<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, including the trip to Beijing. 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 of the Constitution and the Basic Law to their schoolmates at school. 	<ul style="list-style-type: none"> Evaluation meeting Questionnaires Observations from teachers 	<p>Whole year</p>	<ul style="list-style-type: none"> National, Civic and Moral Education Department Heads 	<ul style="list-style-type: none"> EDB Basic Law Student Ambassadors Training Scheme
	<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 	<p>Whole year</p>	<ul style="list-style-type: none"> National, Civic and Moral Education Department Heads 	<ul style="list-style-type: none"> EDB Basic Law Student Ambassadors Training Scheme



Develop students' a global perspective:						
1.5 To broaden horizons of students and further develop students' sense of nationhood and national pride.	<ul style="list-style-type: none"> ★ Educational study tour to the Mainland will be held for senior students to gain a deep understanding of the development trends of China and its culture. 	<ul style="list-style-type: none"> Senior students have joined the study tour to the Mainland China. 80% of the students agree that going to the trip to China can develop their sense of nationhood as well as the national identity. 80% of the students agree they can even learn about responsibility, respect, care and empathy by experience. 	<ul style="list-style-type: none"> Evaluation meeting Questionnaires Observations from teachers Interview students Sharing from students Students' booklets (reflection) 	April to July	Core Administrative Team members	Study tour booklet



Parent Education:						
1.6 To enhance home-school communication and cooperation about moral education.	<ul style="list-style-type: none"> Parents are welcome to join the Morning assemblies every school day. Parents also are welcome to join the national flag raising ceremony on every Monday. Organize workshops for parents to promote parent-child relationships. 	<ul style="list-style-type: none"> Parents' sense of national identity would be cultivated through joining the daily morning assemblies. At least one workshop or activity is organized to promote parent-child relationships. 70% of the parents think the workshop or activity can help them develop better parent-child relationship. 	<ul style="list-style-type: none"> Evaluation meeting Questionnaires Observations from teachers 	Whole year	<ul style="list-style-type: none"> Vice-principal PTA Social Workers 	<ul style="list-style-type: none"> Morning assemblies sharing topics Workshop about parent-child relationship
	<ul style="list-style-type: none"> Arrange PTA volunteer work for school events. Arrange parent meetings to let parents understand the moral education taught at 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, hence enhancing home-school communication and which enhance home-school communication and cooperation. 	Questionnaires	Whole year	<ul style="list-style-type: none"> Vice-principals PTA committee members 	School events



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

Briefly list the feedback and follow-up actions from the previous school year:

Learning & Teaching:

- Students' higher-order thinking skills were enhanced through using the graphic organizers to mater their learning contents.
- Students' higher-order thinking skills were developed with the new format of examination paper.
- Teachers' teaching professionalism in terms of teaching strategies and tools for higher- order thinking skills were enhanced through workshops, lesson study, lesson observations and professional sharing at school.
- CoolThink Education has been established and students learnt the concepts of computational thinking.
- STEAM Education has been developed.
- P.4 STEAM project has been conducted. Smart fan with coding was made. Students shared their products and the design in the morning assemblies. Students voted for their favourite smart fan design through iPads.

Parent Education:

- Workshop about computational thinking would be held for parents.



Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To promote students' divergent thinking skills in learning and teaching.	<ul style="list-style-type: none"> Enhance students' higher-order thinking skills through quality learning and teaching resources. Incorporate the content of the elements learning materials incorporate the element of higher-order thinking skills, such as setting open-ended questions, challenging questions and using the graphic organizers. 	<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 	Whole year	<ul style="list-style-type: none"> Curriculum Department Heads Subject Panels Subject teachers 	<ul style="list-style-type: none"> Book checking form Students' work
	<ul style="list-style-type: none"> Enhance teachers' teaching professionalism 	<ul style="list-style-type: none"> At least one workshop has been organized for 	<ul style="list-style-type: none"> Teacher development 	Whole year	<ul style="list-style-type: none"> Curriculum Department 	Teacher development



	<p>in terms of teaching strategies and tools for higher- order thinking skills, such as the graphic organizers, so as to train students’ divergent thinking skills.</p>	<p>teachers to equip them with teaching strategies about higher-order thinking skills or the use of graphic organizers.</p> <ul style="list-style-type: none"> 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. 	<p>record</p> <ul style="list-style-type: none"> Staff meeting minutes Questionnaires 		<p>Heads</p> <ul style="list-style-type: none"> Subject Panels 	<p>record form</p>
	<ul style="list-style-type: none"> Encourage teachers to join workshops organized by EDB or other organizations, to 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 	<p>Whole year</p>	<ul style="list-style-type: none"> Curriculum Department Heads Subject Panels Subject teachers 	<p>Teacher development record form</p>
	<ul style="list-style-type: none"> At least one lesson study of each major subject is 	<ul style="list-style-type: none"> 80% of teachers agree that through 	<ul style="list-style-type: none"> Lesson Study arrangement 	<p>Whole year</p>	<ul style="list-style-type: none"> Curriculum Department 	<ul style="list-style-type: none"> Lesson study record



	<p>conducted throughout the year, with ‘Enhancing students with higher-order thinking skills’ as one of the major foci for the lesson study.</p> <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 facilitate students’ divergent thinking skills.• Advanced questions are asked with instant feedback given to students.• More IT and multimedia can be incorporated during lessons for more interactions.	<p>collaborative lesson planning, peer-lesson observations and evaluation meetings, they can promote the strategies of learning and teaching, so as to enhance students’ higher-order thinking skills.</p>	<ul style="list-style-type: none">• Peer-lesson observation• Post-lesson evaluation meeting• Collaborative meeting minutes and record		<p>Heads</p> <ul style="list-style-type: none">• Subject Panels• Subject teachers	<ul style="list-style-type: none">• Peer-lesson observation• Lesson observation form• Lesson plan
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2.2 To further strengthen students and teachers' computational thinking skills in learning and teaching.	<ul style="list-style-type: none"> CoolThink@JC Program would be developed which includes the three levels of learning contents. P.4 students learn 'Scratch'; while P.5 students learn App Inventor (Level 1) and P.6 students learn 'App Inventor (Level 2)'. 	<ul style="list-style-type: none"> Students are able to develop the Computational Concept and submit the final project, which incorporates different Computational Concepts (CT). 	<ul style="list-style-type: none"> Project which requires CT concept 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 of teachers 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 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"> 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



	<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
2.3 To enhance students' problem-solving skills, creative and innovative ideas through STEAM Education.	<ul style="list-style-type: none"> Further develop STEAM Education by implementing 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.3-5 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 	Whole year	<ul style="list-style-type: none"> Curriculum Department Heads GS, IT, Maths, VA Subject Panels GS, IT, Maths, VA Subject teachers 	STEAM booklet
2.4 To promote parent education about computational thinking.	<ul style="list-style-type: none"> Organize parent workshop which is about computational thinking, so as to disseminate the key messages of "code to learn" and "code to 	<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 	<ul style="list-style-type: none"> Questionnaires 	Whole year	<ul style="list-style-type: none"> PTA Committee members 	CoolThink@JC programme



	play” to parents and raise the awareness of how coding-based activities can enhance parent-child communications and their computational thinking.	of computational thinking in their life.				
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