



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

*Annual School Plan
Year 2024/2025
(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 2024 – 2025

Major concerns

1. Fully implement education on national security and civic education, and strive to cultivate a positive set of values in students.
2. Pay attention to the physical and mental health quality of students, and create a "Positive, Healthy, and Energetic" campus.



1. Major Concern : Fully implement education on national security and civic education, and strive to cultivate a positive set of values in students.

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.)						
1.1 To enhance students' understanding and awareness of national security and civic education by strengthening the curriculum and teaching on the related topics.	<ul style="list-style-type: none"> Incorporate elements from various fields of national security into daily teaching and learning activities across all academic subjects. 	<ul style="list-style-type: none"> Incorporated the elements of different fields of national security into at least one topic or module as shown in scheme of work among all academic subjects, so as to enhance students' understanding and awareness of national security through academic lessons. At least 70% of students think that their sense of national security and civic education have been raised. 	<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"> Designate 'national security' as one of the foci for lesson observations 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 post lesson observations meeting, they can evaluate and discuss the effectiveness of the learning and teaching strategies which creates a platform of professional sharing. 	<ul style="list-style-type: none"> Lesson Study arrangement Lesson observation Post-lesson evaluation meeting Collaborative meeting minutes and record 	Whole year	<ul style="list-style-type: none"> Curriculum Department Heads Subject Panels Subject Teachers 	<ul style="list-style-type: none"> Lesson study record Lesson observation Lesson observation form Lesson plan
	<ul style="list-style-type: none"> Organize activities or talks for students on national security in relevant fields, such as law enforcement, to provide them real-world insights into national 	<ul style="list-style-type: none"> At least 70% of students think that from the talk or activities, their sense of national security has been raised. 	<ul style="list-style-type: none"> Questionnaire Observation 	Whole year	<ul style="list-style-type: none"> National, Civic and Moral Education Department Head 	



	security.				<ul style="list-style-type: none"> • Curriculum Department Heads • Subject Panels 	
	<ul style="list-style-type: none"> • Establish a new curriculum for Humanities subject, which provides a comprehensive and holistic curriculum framework of National Education, including National Security Education, Chinese Intangible Cultural Heritage, etc. 	<ul style="list-style-type: none"> • At least 70% of teachers agree that students’ sense of national identity has been cultivated in a more systematic way through the Humanities curriculum. 	<ul style="list-style-type: none"> • Questionnaire • Evaluation meeting 	Whole year	<ul style="list-style-type: none"> • Curriculum Department Heads • Humanities Subject Panels • National, Civic and Moral Education Department Head 	<ul style="list-style-type: none"> • LMC curriculum framework of Humanities Subject
	<ul style="list-style-type: none"> • Strengthen teachers’ knowledge and skills related to learning and teaching about national security or civic education by attending relevant talks or workshops. 	<ul style="list-style-type: none"> • At least 80% of teachers attended the workshop on Values Education or National Education. • At least 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 	Whole year	<ul style="list-style-type: none"> • Vice-principals • Curriculum Department heads • National, Civic and Moral Education Department Head 	Teacher professional development record form



<p>1.2 To cultivate the sense of national identity among students.</p>	<ul style="list-style-type: none"> • Topics related to national security and civic education would be shared in the morning assemblies. • Parents are also educated about the positive values their child learns at school by attending the morning assemblies. • Videos about national security and civic education are played in the morning assemblies. • Posters of different fields of national security are stuck around the school campuses. • Arrange students to join different competitions related to national security and civic education. 	<ul style="list-style-type: none"> • 80% of students joined related competitions about national security and civic education. • Parents attended the morning assemblies and learn the positive values their child learns at school. • 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 	<p>Whole year</p>	<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 • Related Posters
	<ul style="list-style-type: none"> • Organise local visits, exhibitions and activities to arouse students' understanding of national security. 	<ul style="list-style-type: none"> • A visit to the exhibition about National Security would be held for students. • Evaluation and sharing by students will be conducted after the events. • 70% of both teachers and parents think the events can raise students' understanding of national security. 	<ul style="list-style-type: none"> • Evaluation and sharing by students after joining the events • Questionnaires • Observations from teachers • Interview 	<p>Whole year</p>	<ul style="list-style-type: none"> • National, Civic and Moral Education Department Head and member • Activity Department Heads 	<ul style="list-style-type: none"> • Related visits, competitions



<p>1.3 To deepen students' understanding of Chinese culture and national development, enhance their sense of belonging, and strengthen national identity.</p>	<ul style="list-style-type: none"> Organize trips to broaden students' horizons regarding civic education. 	<ul style="list-style-type: none"> Trips to the mainland were held for students. 90% of the students participated in the study tour to the mainland. 70% of both teachers and parents think the events can deepen students' understanding of Chinese culture and national development, enhance their sense of belonging, and strengthen national identity. 	<ul style="list-style-type: none"> Questionnaires Observations APASO 	<p>October, December, March</p>	<ul style="list-style-type: none"> National, Civic and Moral Education Department Head Activity Department Heads Vice-principals 	<ul style="list-style-type: none"> Study Tour booklet
<p>1.4 To nurture the positive set of values and attitudes in students, strengthening the Values Education.</p>	<ul style="list-style-type: none"> Establish our school-based framework of the twelve priority values and attitudes by incorporating them into our school motto: 'Love, Respect, Diligence, and Integrity.' Posters featuring the school-based framework of the twelve priority values and attitudes are designed and displayed around the school campus. 	<ul style="list-style-type: none"> At least 70% of teachers and parents think that students could develop the positive values and attitudes through the learning opportunities provided by the School. 	<ul style="list-style-type: none"> Questionnaires Observations APASO 	<p>Whole Year</p>	<ul style="list-style-type: none"> Curriculum Department Heads National, Civic and Moral Education Department Head Vice-principals 	<ul style="list-style-type: none"> School-based framework of the twelve priority values and attitudes Related Posters



	<ul style="list-style-type: none"> Incorporate the twelve priority values and attitudes into daily teaching as well as learning activities among all academic subjects. 	<ul style="list-style-type: none"> Incorporated the twelve priority values and attitudes into at least one topic or module as shown in scheme of work among all academic subjects, so as to nurture the positive set of values and attitudes in students during lessons. At least 70% of teachers and parents think that students could develop the positive values and attitudes through the learning opportunities provided by the School. 	<ul style="list-style-type: none"> Collaborative meetings' minutes and records Module evaluation record Evaluation questionnaires 	<p>Whole year</p>	<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"> Organise local community services for students to participate in, thus cultivating students' positive values. 	<ul style="list-style-type: none"> At least one community service was held for students. At least 75% of students participated in the local community services, indicating a strong commitment of students to engaging with the community. Obtain a minimum of 80% positive feedback from students regarding their experiences in community service activities, with their positive perceptions of their values and sense of responsibility. 	<ul style="list-style-type: none"> Evaluation and sharing by students after joining the events Questionnaires Observations from teachers Interview 	<p>Whole Year</p>	<ul style="list-style-type: none"> Curriculum Department Heads Humanities Subject Panels National, Civic and Moral Education Department Head 	<ul style="list-style-type: none"> Community services plan



2. Major Concern : Pay attention to the physical and mental health quality of students, and create a "Positive, Healthy, and Energetic" campus.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To cultivate students' healthy habits to promote physical and mental well-being.	<ul style="list-style-type: none"> Incorporate elements of a healthy lifestyle, habits, and mental health into daily teaching across all academic subjects. 	<ul style="list-style-type: none"> Incorporate the elements of healthy lifestyle, habits and mental health into at least one topic or module as shown in scheme of work among all subjects. Thus, students are cultivated to develop healthy habits so as to promote physical and mental well-being. 	<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 'cultivating students' physical and mental health' as one of the foci in lesson observations which to enhance the effectiveness of learning and teaching, as well as to provide a platform for professional sharing. 	<ul style="list-style-type: none"> At least 70% of teachers agree that through the lesson observations, they can evaluate and discuss the effectiveness of the learning and teaching strategies about promoting students' physical and mental health which creates a platform of professional sharing. 	<ul style="list-style-type: none"> Post-lesson observation evaluation meeting Collaborative meeting minutes and record 	Whole year	<ul style="list-style-type: none"> Curriculum Department Heads Subject Panels Subject Teachers 	<ul style="list-style-type: none"> Lesson observation form Lesson plan
	<ul style="list-style-type: none"> Set the theme for the month as 'Wellness November,' during which whole-school activities, booth games, and related teaching content will be organised in regular lessons to promote physical and mental health. This aims to guide students in coping with pressure and facing difficulties with a positive attitude, as well as caring for their own physical and mental well-being. 	<ul style="list-style-type: none"> 'Wellness November' was held. Activities related to physical and mental health were organised for students to participate in. At least 75% of students could learn the ways to cope with pressure with the positive attitudes. At least 75% of students could learn the ways to 	<ul style="list-style-type: none"> Evaluation questionnaires Interview students 	November	<ul style="list-style-type: none"> Humanities Subject Panels Humanities Subject Teachers 	<ul style="list-style-type: none"> List of activities



		promote and maintain physical and mental health.				
	<ul style="list-style-type: none"> Conduct workshops and talks at school to help students develop healthy lifestyles and understand the importance of physical and mental well-being. 	<ul style="list-style-type: none"> Related talks and workshops were held for students. At least 70% of students learnt the ways of healthy lifestyles and the importance of physical and mental well-being. 	<ul style="list-style-type: none"> Evaluation questionnaires Interview students 	Whole Year	<ul style="list-style-type: none"> Curriculum Department Heads Humanities Subject Panels Discipline & Guidance Department Heads 	Contents of the talks
	<ul style="list-style-type: none"> Plan and integrate various activities during recess at school to encourage students to make good use of their school hours by participating in different types of activities based on their interests. 	<ul style="list-style-type: none"> Different kinds of activities were held during recess time, such as sports games, team building games, chess and board games were played during the recess time. At least 70% of students enjoyed the games or activities during recess time. 	<ul style="list-style-type: none"> Evaluation questionnaires Interview students 	Whole Year	<ul style="list-style-type: none"> Discipline & Guidance Department Heads PE Subject Panels Activity Department Heads 	<ul style="list-style-type: none"> Different kinds of activities, e.g. sports games, team building games, chess and board games, etc.
	<ul style="list-style-type: none"> Encourage students to read relevant books regarding physical and mental well-being and share their insights during morning assemblies 	<ul style="list-style-type: none"> Relevant books regarding physical and mental well-being are borrowed by students. Students shared their learning from reading in morning assemblies. 	<ul style="list-style-type: none"> Evaluation questionnaires Interview students 	Whole Year	<ul style="list-style-type: none"> Discipline & Guidance Department Heads 	Book list
2.2 To enhance students' physical health by increasing the participation in physical activities and sports.	<ul style="list-style-type: none"> Organize weekly sports activities and competitions during recess to encourage student participation. Implement a fitness challenge program that rewards students for achieving their fitness goals in Physical Fitness Tests. 	<ul style="list-style-type: none"> At least 70% of students participated in physical activities and health programs in recess. At least 85% of students participated in Physical Fitness Test Day. At least 75% of students report increased the 	<ul style="list-style-type: none"> Evaluation questionnaires 	Whole Year	<ul style="list-style-type: none"> PE Subject Panels Activity Department Heads 	SportsAct Physical Fitness Test Day Record paper



<p>2.3 To nurture students' growth mindset and positive attitudes to promote mental well-being.</p>	<ul style="list-style-type: none"> Optimize the 'Student Award Scheme' to develop students' growth mindset and positive attitudes. Revise the award criteria to include specific attributes related to a growth mindset, such as resilience, effort, and improvement. Recognizing students who demonstrate these qualities will reinforce the importance of perseverance and a positive attitude. Introduce a peer recognition element within the scheme, allowing students to nominate classmates who exemplify a growth mindset or positive attitude. This will promote a supportive community and encourage students to uplift one another. Share success stories of students who have demonstrated a growth mindset and positive attitudes during morning assemblies. This will inspire others and create a culture that celebrates growth and resilience. Engage parents and guardians by including them in the award scheme, which will help reinforce the importance of a growth mindset at home and encourage positive discussions about perseverance and attitude. 	<p>awareness of physical and mental health.</p> <ul style="list-style-type: none"> At least 75% of students engaged in the 'Student Award Scheme'. At least 80% positive feedback from students regarding the new award criteria and recognition process, measured through surveys conducted after the implementation of the scheme. At least 70% of students actively participated in the peer recognition element by nominating classmates, fostering a sense of community and support. Shared at least one success story during morning assemblies. 	<ul style="list-style-type: none"> Questionnaire Interview Observation APASO 	<p>Whole Year</p>	<ul style="list-style-type: none"> Discipline & Guidance Department Heads 	<p>Student Award Scheme booklet</p>
<p>2.4 To enhance students' sense of belonging by fostering a positive and energetic</p>	<p>2.4.1 Class Level:</p> <ul style="list-style-type: none"> Encourage each class to create a unique slogan that reflects their identity and values. This will promote unity and pride within the 	<ul style="list-style-type: none"> At least 90% of students like going to school. At least 80% of students developed a 	<ul style="list-style-type: none"> Questionnaires Interview APASO 	<p>Whole Year</p>	<ul style="list-style-type: none"> Discipline & Guidance Department Heads Activity 	<p>Schedule of inter-class competitions</p>



<p>campus environment.</p>	<p>class, fostering a sense of belonging.</p> <ul style="list-style-type: none"> Organize monthly birthday celebrations for students within each class. This could include a small party or recognition, allowing students to feel valued and celebrated, promoting camaraderie and connection. Host friendly inter-class competitions (e.g., sports, quizzes, art contests) throughout the year. These activities will encourage teamwork and school spirit, helping students form bonds with peers and creating a vibrant class environment. <p>2.4.2 Whole-School Level:</p> <ul style="list-style-type: none"> Organize enthusiastic cheering sections for each house during Sports Day and the Swimming Gala. This collective support will foster school unity and pride, enhancing the overall experience for students and encouraging participation. Establish a group of ‘Caring Angels’ that focus on wellness activities which will provide students with opportunities to connect over shared interests, promote mental and physical well-being, and encourage collaboration. Provide each school sports team with a designated LMC Team Tee. Wearing a team shirt will foster a sense of belonging and pride among athletes, enhancing their connection to their team and the overall school community. 	<p>sense of belonging at School.</p> <ul style="list-style-type: none"> At least 80% of stakeholders think that the School successfully promoted a positive, healthy and energetic campus environment. 			<p>Department Heads</p> <ul style="list-style-type: none"> All teachers Student Support Department Heads Social workers 	
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<p>2.5 To strengthen students' adaptability and stress resilience in order to actively cope with their personal developmental challenges.</p>	<ul style="list-style-type: none"> Conduct workshops and seminars on stress management, mindfulness, and emotional resilience for students. Establish a peer support group where students can share experiences and seek help. 	<ul style="list-style-type: none"> Achieve at least 80% participation rate among students in the workshops and seminars on stress management, mindfulness, and emotional resilience. Attain a minimum of 85% positive feedback from students who attended the workshops. Establish at least three active peer support groups, with a minimum of 10 participants in each group, meeting regularly (at least once a month) to share experiences and seek help. Conduct a survey to measure students' awareness of support resources related to stress management and emotional resilience, aiming for at least a 70% awareness rate after the workshops. 	<ul style="list-style-type: none"> Evaluation questionnaires APASO 	<p>Whole Year</p>	<ul style="list-style-type: none"> Student Support Department Heads Social workers Discipline & Guidance Department Heads 	<p>Workshops and seminars' information</p>
<p>2.6 To build vibrant communities and nurture positive relationships between students and various stakeholders.</p>	<p>2.6.1 Through various activities, engage different stakeholders to collaboratively nurture students and promote their physical and mental well-being.</p> <ul style="list-style-type: none"> Enhance Teacher Training: Provide training for teachers to focus on students' physical and mental health and to learn techniques for helping students 	<ul style="list-style-type: none"> At least 70% of teachers learnt the skills for helping students establish healthy lifestyle and habits. 70% of teachers could focus more on the students' physical and mental health. 	<ul style="list-style-type: none"> Evaluation questionnaires APASO 	<p>Whole Year</p>	<ul style="list-style-type: none"> Vice-principals PTA committee Social workers 	<p>Teacher Professional Development Record</p>



	<p>establish healthy lifestyle and habits.</p> <ul style="list-style-type: none"> ● Strengthen Parent Training: Offer workshops for parents to raise awareness about students' physical and mental health and to learn techniques for fostering healthy lifestyle habits in their children. 	<ul style="list-style-type: none"> ● 70% of parents raised the awareness about students' physical and mental health. 				
	<p>2.6.2 To strengthen relationships between students and various stakeholders through various activities.</p> <ul style="list-style-type: none"> ● Teacher-Student: Arrange teacher-student sports games and competitions to enhance the relationship between teachers and students. ● Parent-Child: Organize parent talks and workshops to promote parents' physical and mental well-being. Arrange parent-child trips to enhance the parent-child relationship. 	<ul style="list-style-type: none"> ● Achieve at least a 75% participation rate of students and teachers in the arranged sports games and competitions. ● Attain a minimum of 80% positive feedback from both teachers and students regarding the sports games, assessing their enjoyment and perceived impact on relationships. ● Achieve a minimum of 70% attendance from parents at organized talks and workshops aimed at promoting physical and mental well-being. ● At least 85% positive feedback from parents regarding the relevance and effectiveness of the talks and workshops. ● Ensure that at least 60% of families participated in the arranged parent-child 	<ul style="list-style-type: none"> ● Questionnaires ● Observations ● APASO 	<p>Whole Year</p>	<ul style="list-style-type: none"> ● Discipline & Guidance Department Heads ● Activity Department Heads ● PE Subject Panels 	<p>Workshops and talks</p>



		trips, reinforcing the parent-child relationship through shared experiences.				
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