



**Po Leung Kuk Lam Man Chan
English Primary School
School Development Plan
2024/25 - 2026/27**



Po Leung Kuk Lam Man Chan English Primary School

Table of Content

1. The Kuk's Spirit	3
2. Po Leung Kuk Schools' Vision	4
3. Our school Mission and Motto	4
4. Holistic Review of School Performance	5
5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle	15



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.

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

**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



2. Po Leung Kuk Schools' Vision

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

3. School Mission and Motto

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

L-Language

(Education towards bi-literacy and bilingualism)

M-Morals

(Moral Education and Respect for all nationalities and cultures)

C-Control

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



4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24¹

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<p>Major Concern 1: Cultivate students with positive values and proactive attitudes, and equip LMCites with empathy and a sense of law-abidingness.</p> <p>Target(s): Cultivate students’ empathy and law-abidingness in subjects and formal curriculum level</p>	<p>Fully achieved</p>	<ul style="list-style-type: none"> 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 <i>was established</i>, 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 	

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.



		<p>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.</p> <ul style="list-style-type: none"> 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. <p><i>All the strategies will be incorporated as routine work in the next School Development Plan.</i></p>	
<p>Target(s): Enhance students’ empathy and law-abidingness by creating a positive school atmosphere and environment.</p>	<p>Fully achieved</p>	<ul style="list-style-type: none"> 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. <p><i>All the strategies will be incorporated as routine work in the next School Development Plan.</i></p>	
<p>Target(s): Nurture students’ positives values and attitudes, especially empathy and a sense of law-abidingness through programmes and schemes organized by school and other organizations and other life-wide learning</p>	<p>Fully achieved</p>	<ul style="list-style-type: none"> 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. 	



<p>experiences.</p>		<ul style="list-style-type: none"> • 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. • Mainland trips to Donguan, Hangzhou, Xi’An, Zhuhai were held to broaden students’ horizons as well as strengthen students’ sense of national identity. Exchange with sister schools were also held. <p>All the strategies will be incorporated as routine work in the next School Development Plan.</p>	
<p>Target(s): To enhance home-school communication and cooperation about moral education, thus nurturing students with positive values and proactive attitudes, and equip LMCites with empathy and a sense of law-abidingness.</p>	<p>Fully achieved</p>	<ul style="list-style-type: none"> • Workshops and activities were organized to promote parent-child relationships, which enhance home-school cooperation and understanding of moral and national education. <p>All the strategies will be incorporated as routine work in the next School Development Plan.</p>	



<p>Major Concern 2: Promote students' higher-order thinking skills and innovative attitudes that facilitate high-quality education.</p> <p>Target(s): Enhance students' higher- order thinking skills in terms of learning and teaching.</p>	<p>Fully achieved</p>	<ul style="list-style-type: none"> • 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. <p><i>All the strategies will be incorporated as routine work in the next School Development Plan.</i></p>	
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b. Based on the reflection against the seven learning goals^{2II}, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ How good is the students’ performance in achieving the seven learning goals?

(Students’ performance is primarily reflected in domain IV of the PI. Schools could conduct a holistic review of students’ performance in achieving the seven learning goals, including students’ values and attitudes, knowledge and generic skills, their academic and non-academic performance as well as areas for improvement, etc. Schools could refer to the PI for the focus questions under 4.2 Learning Performance, 7.1 Affective Development and Attitude, etc.)

National Identity

- With the new curriculum of our school national security education, students understood our country and the Chinese culture, and cultivated a sense of belonging and national identity towards China
- Students learnt the Chinese Intangible Cultural Heritage through the Values and Potential Building Lessons (VPB).
- Students learning the Chinese cultures through the Chinese lessons, General Studies lessons.
- In Music lessons, students learnt the etiquette of singing National Anthem, and the Chinese instruments.
- In Arts lessons, students learnt the Chinese painting and Chinese artists.

Proper values and attitudes

- The School upholds the motto of "Love, Respect, Diligence, and Integrity," cultivating students' character traits of respect, humility, kindness, law-abidingness, politeness, responsibility, and care for others. During this period, the School has incorporated values such as "Empathy" and "law-abidingness."
- The School's Discipline and Guidance Department systematically promote positive values through the "Student Award Scheme" program, which is reflected in students' daily behaviors.
- Additionally, the National, Civic and Morals Department implements the "Speech Under the National Flag" initiative to cultivate students' spirit of patriotism, responsibility, law-abidingness, empathy, and care.
- The National, Civic and Morals Department, along with the Curriculum Team, also leads various subject groups to organize different activities that allow students to experience and appreciate diverse people and cultures, fostering an international perspective and understanding that "inclusiveness" means "harmony in diversity" while progressing together.
- The school strategically integrates values education with various learning areas, subject curricula, and comprehensive learning activities, helping

^{2II} The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.



students cultivate positive values and proactive attitudes holistically. This is especially aimed at broadening students' horizons, allowing them to understand society, the nation, and the world, thereby fostering their civic awareness and sense of social responsibility.

Knowledge of key learning areas

- Our school's curriculum system is well-established and can align with educational policies, school development, and student needs.
- In the subjects of Chinese, English, and Mathematics, our school offers a comprehensive school-based curriculum that covers a wide range of learning content.
- Additionally, scientific inquiry, learning outside the classrooms, and STEAM projects have been incorporated into the General Studies curriculum.
- The Visual Arts subject collaborates with artists, providing students with opportunities to leave the classroom and experience the diverse aspects of visual arts education.
- Physical Education, Music, and Visual Arts subjects also have specialized teachers and their own theme learning curriculum. Teachers possess rich subject knowledge, enabling them to effectively assist students in mastering the knowledge in these learning areas, both in curriculum design and classroom instruction.
- Our students perform excellently in academic results, and the secondary school placement outcomes have also reached an ideal level, which fully demonstrates that students have a solid knowledge foundation.

Language skills

- Our school emphasize on Languages which has adopted English as our medium of instruction across all subjects except for Chinese Language learning, which is conducted in Putonghua. (2 commonly used languages in Asia and the world). Students can speak fluently both English and Mandarin.
- In these academic years, our school has received awards in various competitions, including the Chinese and English solo verse speaking competitions, the English Drama competition, Chinese writing competitions, which fully demonstrate the students' performance in language skills.
- At the same time, there are classes for advanced Chinese and English students, English and Chinese Enhancement Classes, and an English Drama Team, which extend the learning opportunities for students with strong language abilities.

Generic skills

- This year, our school has placed special emphasis on cultivating students' high-order thinking skills, creativity, problem-solving skills and various efforts have achieved the expected goals. For example, in STEAM projects across different levels, students have demonstrated excellent skills in data collection, analysis, and problem-solving, as well as using science and technology to create works that improve their lives. In addition, students learnt the coding through the CoolThink Program.



Reading and information literacy

- We have library lesson that students read books during the library lessons. In addition, there is Reading Award Scheme which encourage students to read more books. In generally, most students have developed a habit of reading and mastered a range of reading strategies.
- In IT lessons, students learnt the Information literacy and the ethical practices in the use of information technology. Also, talks were organized for students to learn the information literacy.

Healthy lifestyle

- Our school provides students with diverse and comprehensive learning opportunities. Each subject leads students in outdoor visits, on-campus extracurricular activities, themed activities, a variety of post-exam activities as well as learning study tours in mainland or overseas, allowing students to experience different learning experiences. By understanding society, the nation, and the world, students broaden their horizons and cultivate their innovative spirit and national identity, effectively addressing the diversity of students, including their learning motivations, interests, and abilities.
- In addition, our school offers almost 70 school teams and interest classes during extra-curricular time, systematically providing students with opportunities to try and experience new things, while deepening the cultivation and development of their talents.
- The School comprehensively plans and allocates various resources to support students' holistic development in learning, activities, and character education, helping them cultivate interests and build good interpersonal relationships for healthy growth in physical and mental aspects.
- To expand students' opportunities for physical activity, our school effectively utilizes community resources to overcome the limitations of the school facilities, offering a variety of sports activities such as soccer, basketball, table tennis, volleyball, badminton, taekwondo, athletics, ice hockey, fencing, and emerging sports.
- Our school is committed to effectively linking learning inside and outside the classroom, allowing students to achieve balanced development in moral, intellectual, physical, social, and aesthetic aspects, thereby attaining a state of overall well-being.



◆ **How good is the school in enriching students’ learning experiences for their whole-person development and lifelong learning?**

(The school’s performance in this aspect is primarily reflected in domains II and III of the PI. Schools could conduct a holistic review of their work and effectiveness in enriching students’ learning experiences, such as whether and how they are providing a broad and balanced curriculum, including life-wide learning activities, to broaden students’ horizons and develop their lifelong learning skills. Schools could refer to the PI for the focus questions under 3.1 Curriculum Organisation, 5.1 Support for Student Development, etc.)

- In accordance with Hong Kong’s aims of education, the seven learning goals and latest trends of education development, the school has formulated well-defined and prioritised curriculum development targets.
- Po Leung Kuk Lam Man Chan English Primary School follows government education policies and adheres to the educational principles set by Po Leung Kuk. With the school motto "Love, Respect, Diligence and Integrity" as the horizontal axis and the five aspects of education—moral, intellectual, physical, social and aesthetic development—as the vertical axis, along with multi-culturalism as a side axis, we embody the core values of "Thinking Outside the Box, Nurturing the Extraordinary; One Team, One Mind." Our commitment is to create a high-quality English learning environment for students, nurturing their refined character and positive attitude towards life, and becoming a holistic education base rooted in care and compassion.
- The School provides a broad and balanced curriculum with diverse learning experiences inside and outside classrooms, such as local visits, local talks, sharing with HK former athletes, study tours, etc. These arrangements help students acquire rich learning experiences within and beyond the classroom and achieve the seven learning goals.
- This year, we lead all P.4 students to Foshan, China and P.5 students to Xi’an China for cultural learning respectively. In addition, all P.6 students went to Shenzhen and Zhuhai, China for cultural experience as well.
- The school actively equips students with various skills, discovers their talents, and provides different platforms for students to shine. We have implemented an innovative curriculum named “Values and Potential Building” lessons for students to further explore their interest in four aspects: Sports, Music, Arts and Information Technology.
- For example, in the “Values and Potential Building” lessons, students can learn skateboarding during Sports classes and use harmonious pastels in Arts classes to achieve a calm mind and relieve stress.
- Furthermore, our school offers numerous opportunities for students to showcase their learning outcomes, broadening their horizons and enriching their educational experiences. The sustainable growth of our institution is evident in our outstanding achievements across academic, sports, music, and visual arts competitions. This year, we proudly hosted a total of 65 extracurricular activities and 40 school team classes, reflecting our commitment to fostering a well-rounded education for all students.
- To cater for students’ levels, needs and abilities, and fully consider their balanced development with physical and mental well-being, the School has devised assessment policy, including assignment policy to provide students with sufficient time for rest, development of interests and building of good interpersonal relationships.



◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?
(The school's performance in this aspect is primarily reflected in domain I of the PI. Schools could review their performance in leading continuous improvement and development in terms of consensus building among stakeholders, professional leadership and development, deployment of human and financial resources, collaboration and support, etc. They could also reflect on how to enhance the effectiveness of other domains of work through school management and organisation. Schools could refer to the PI for the focus questions under 1.1 Planning, 2.1 Leadership and Monitoring, etc.)

- Po Leung Kuk, IMC³ and the Principal provided full support and deployed resources for the school development.
- The structure and policies are transparent. Decision making process involves teacher participation and full consideration of different stakeholders. The public and stakeholders are properly informed of the effectiveness of school work through various channels. With a variety of channels available, the School is able to inform the public and stakeholders of its work effectiveness, and to collect their opinions so as to enhance its accountability and transparency of its operation and management.
- The School fully realises the spirit of school-based management, fostering a culture of self-evaluation effectively. School SSE⁴ and PIE⁵ mechanisms have been embedded in teaching and learning as school routine.
- The daily running of the school is systematic and there is flexibility in handling ad hoc issues.
- When formulating its school development plan, the School ties in with Hong Kong's aims of education, the seven learning goals and latest trends of education development, and takes into account its own vision and mission, students' backgrounds and attributes.
- Upholding the evidence-based principle, the School is able to conduct systematic and comprehensive review of its strengths and weaknesses, followed by setting appropriate development priorities, and devising clear work targets and feasible strategies for promoting students' whole-person development and life-long learning.
- Subject panels and committees formulate suitable and specific programme plans, and develop appropriate evaluation methods and success criteria against the targets of work to align with the school's development focuses actively. Under its careful holistic planning, the School demonstrates effective deployment of manpower and other existing resources, sound use of grants for specific purposes as well as strategic sourcing and utilisation of external resources, with a view to promoting various priority tasks.

³ IMC: Incorporated Management Committee

⁴ SSE: School Self-evaluation

⁵ PIE: Planning, Implementation, Evaluation



5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
 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.



School Development Plan (2024/25 - 2026/27)

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

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
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. • 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. • Organize activities or talks for students on national security in relevant fields. • Establish a new curriculum for Humanities subject. • Strengthen teachers’ knowledge and skills related to learning and teaching about national security by attending relevant talks or workshops. 	<ul style="list-style-type: none"> • National Identity • Proper Values and Attitudes • Knowledge of Key Learning Areas • Language Skills • Generic Skills • Reading and Information Literacy



1.2 To cultivate the sense of national identity among students.	✓	✓	✓	<ul style="list-style-type: none"> • Topics related to national security and civic education will be shared in the morning assemblies. Parents are also educated during these morning assemblies. • Videos about national security and civic education are shown in the morning assemblies. • Posters related to different aspects of national security are displayed around the school campus. • Arrange students to participate in various competitions related to national security and civic education. 	<ul style="list-style-type: none"> • National Identity • Proper Values and Attitudes • Generic Skills • Reading and Information Literacy
	✓	✓	✓	<ul style="list-style-type: none"> • Organize local visits, exhibitions and activities to enhance students' understanding of national security and national identity. 	<ul style="list-style-type: none"> • National Identity • Proper Values and Attitudes • Knowledge of Key Learning Areas • Generic Skills
1.3 To deepen students' understanding of Chinese culture and national development, enhance their sense of belonging, and strengthen national identity.	✓	✓	✓	<ul style="list-style-type: none"> • Organize trips to broaden students' horizons regarding civic education. 	<ul style="list-style-type: none"> • National Identity • Proper Values and Attitudes • Language Skills • Generic Skills



1.4 To nurture a positive set of values and attitudes in students, strengthening the Values Education.	✓	✓	✓	<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. 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"> National Identity Proper Values and Attitudes Knowledge of Key Learning Areas Language Skills Generic Skills
	✓	✓	✓	<ul style="list-style-type: none"> Organize local community service activities for students to participate in, thereby cultivating their positive values. 	<ul style="list-style-type: none"> National Identity Proper Values and Attitudes Language Skills Generic Skills



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

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
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. • 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. • 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. • 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"> • Proper Values and Attitudes • Knowledge of Key Learning Areas • Language Skills • Generic Skills • Healthy Lifestyle



	✓	✓	✓	<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. 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"> Healthy Lifestyle Generic Skills Reading and Information Literacy
2.2 To enhance students’ physical health by increasing 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. 	<ul style="list-style-type: none"> Proper Values and Attitudes Knowledge of Key Learning Areas Healthy Lifestyle



<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. 	<ul style="list-style-type: none"> • Proper Values and Attitudes • Knowledge of Key Learning Areas • Language Skills • Generic Skills • Healthy Lifestyle
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<p>2.4 To enhance students’ sense of belonging by fostering a positive and energetic campus environment.</p>	✓	✓	✓	<p>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 class, fostering a sense of belonging. • Allow 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>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. 	<ul style="list-style-type: none"> • Proper Values and Attitudes • Language Skills • Generic Skills • Healthy Lifestyle
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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"> • Proper Values and Attitudes • Language Skills • Generic Skills • Healthy Lifestyle
<p>2.6 To build vibrant communities and nurture positive relationships between students and various stakeholders.</p>	✓	✓	✓	<p>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 establish healthy lifestyle and habits. • 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"> • Language Skills • Generic Skills • Healthy Lifestyle
	✓	✓	✓	<p>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"> • Language Skills • Generic Skills • Healthy Lifestyle