



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

***Annual School Plan
Year 2025/2026
(Second Year of 3-year plan)***



願景 Vision

幼有所育，少有所學，壯有所為，老有所依，
貧寡孤困殘病者皆有所望

Children are nurtured. Youngsters are educated.
Adults are supported to contribute. Elderly are cared for.
The less fortunate are lightened with hope.

使命 Mission

成為最傑出、最具承擔的慈善公益機構，
發揮保良精神，以善心建善業，
致力保赤安良，護老扶弱，助貧健診，
培德育才，揚康樂眾，實踐環保，
承傳文化，造福社群

To be the most prominent and committed charitable organisation.
In the Kuk's Spirit to do good deeds with benevolence.

Dedicated in protecting the young and the innocent,
caring for the elderly and the underprivileged,
aiding the poor and healing the sick,

educating the young and nurturing their morality,
providing recreation to the public, caring for the environment,
passing on the cultural inheritance and bringing goodness to the community.

1. The Kuk's Spirit 保良精神

相互尊重
團結合力
延展愛心
行善助人
感恩知德
造福社群的奉獻精神

Mutual Respect
United Effort
Benevolence
Charitable

Gratefulness and Recognition
Dedication to Serving the Community

價值觀 Values

秉承傳統 與時並進
以人為本 關愛感恩
優良管治 務實創新
廉潔奉公 安不忘危
善用資源 注重本益
專業團隊 愛心服務

Fine traditions Accommodate the current needs
People-oriented Care and appreciation
Sound governance Pragmatism and innovative
Integrity Vigilance
Optimal use of resources Cost-effectiveness
Professional team Service with heart



Po Leung Kuk Lam Man Chan English Primary School

Annual School Plan 2025 – 2026

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.	Integrate various fields of national security into daily lessons across subjects.	- 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 75% of students think that their sense of national security and civic education has been raised.	- Collaborative meeting minutes and records - Module evaluation record - Evaluation questionnaires - Students' work	Whole year	- Curriculum Department Heads - Subject Panels - Subject Teachers	Scheme of work
	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.	70% of teachers agree that through the post lesson observations meeting, they can evaluate and discuss the effectiveness of the learning and teaching and the teaching strategies which create a platform of professional sharing.	- Lesson study - Lesson observation - Post-lesson evaluation meeting - Collaborative meeting minutes and record	Whole year	- Curriculum Department Heads - Subject Panels - Subject Teachers	- Lesson study record - Lesson observation - Lesson observation form - Lesson plan
	Engage students in subject competitions or activities related to national security, e.g. Chinese Competition, Art Competition related to National Security.	At least 70% of students think that from the activities or competitions, their understanding of national security has been raised.	- Questionnaire - Observation - Students' work	Whole year	- Subject Panels - National, Civic and Moral Education Department Heads	
	Refine the new curriculum for the Humanities subject to establish a comprehensive and	At least 70% of teachers agree that students' sense of national identity has	- Questionnaire - Evaluation meeting	Whole year	Curriculum Department Heads	LMC curriculum framework of Humanities



	holistic curriculum framework of National Education, including National Security Education and Chinese Intangible Cultural Heritage.	been cultivated in a more systematic way through the Humanities curriculum.			• Humanities Subject Panels	Subject
	Organise workshops for teachers on national security education and values education to enhance the knowledge of national security.	- At least 80% of teachers attended the workshop on Values Education or National Education. - At least 70% of the teachers gain more knowledge about values education and National Education.	- Teacher development record - Evaluation questionnaires	Whole year	- Vice-principals - Curriculum Department Heads - National, Civic and Moral Education Department Heads	Teacher professional development record forms
1.2 To nurture the school-based positive set of values and attitudes in students, strengthening Values Education.	- The twelve priority values and attitudes under the school motto "Love, Respect, Diligence, and Integrity" are well established. - Stickers featuring the school-based framework of these twelve priority values and attitudes have been printed for distribution to all students, parents and staff. - Posters showcasing the school-based framework of the twelve priority values and attitudes are designed and displayed around the school campus.	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.	- Questionnaires - Observations - APASO	Whole Year	- Vice-principals - Operation Department Heads	- School-based framework of the twelve priority values and attitudes - Related Posters
	Incorporate the twelve priority values and attitudes into daily teaching as well as learning activities among all academic subjects.	Incorporated the twelve priority values and attitudes into at least one topic or module as shown in scheme of work for all academic subjects, so as to nurture the positive set of values and attitudes in students during lessons.	- Collaborative meetings' minutes and records - Module evaluation record - Questionnaires - Observations - APASO	Whole year	- Curriculum Department Heads - Subject Panels - Subject Teachers	Scheme of work



		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.				
	Organise community services for students to participate in, thus cultivating students' positive values.	- At least one community service was held for students. - At least 80% 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.	- Evaluation and sharing by students after joining the events - Questionnaires - Observations from teachers - Interview - APASO	Whole Year	- Humanities Subject Panels - Social Workers	- Community services plans of Humanities Subject - Humanities-practical assessment (Community Service)
1.3 To cultivate the sense of national identity and positive values among students.	1.3.1 Informal Curriculum- Morning assemblies: - Topics related to national security and civic education are shared in the morning assemblies, especially 'the Sharing under the National Flag'. - Videos about national security and civic education are played in the morning assemblies.	80% of students joined the morning assemblies, where the sharing focused on national security and civic education. 75% of students know more about China, which has helped increase their sense of national identity and positive values.	- Competitions - Questionnaires - Observations from teachers - Interview	Whole year	National, Civic and Moral Education Department Head and members	- Information of related competitions - Related Posters
	1.3.2 Other Learning experiences: Organise local visits, exhibitions and activities to arouse students' understanding of national	- A visit to the exhibition about National Security will be held for students. - Evaluation and sharing by	Evaluation and sharing by students after joining the	Whole year	National, Civic and Moral Education	Related visits, competitions



	security. • Arrange students to join different competitions related to national security and civic education.	students will be conducted after the events. • 70% of both teachers and parents think the events can raise students' understanding of national security. • 70% of both teachers and parents think students' nationhood and national identity have been promoted through competitions.	events • Questionnaires • Observations from teachers • Interview		Department Head and members • Activity Department Heads	
	1.3.3 Environment of campuses: • Posters of different fields of national security and positive values are displayed around the school campuses.	• 70% of both teachers and parents believe that the school campuses are filled with positive messages, including those related to national security and positive values.	• Questionnaires • APASO	Whole year	• Operation Department Heads	• Posters of national security and positive values
1.4 To deepen students' understanding of Chinese culture and national development, enhance their sense of belonging, and strengthen students' national identity.	• Organise trips to Mainland China to broaden students' horizons regarding civic education.	• Trips to the mainland were held for students. • 90% of the students participated in the study tour to the mainland. • 75% 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 their national identity.	• Questionnaires • Observations • APASO • Students' work (Trip booklet)	Whole Year	• National, Civic and Moral Education Department Head • Activity Department Heads • Vice-principals	• Study Tour booklet • Students Exchange Programme Subsidy Scheme: "Understanding Our Motherland"



1.5 To cultivate students' sense of national identity and positive values through parents' education.	- Parents are also educated about the national security topics and positive values their child learns at school by attending the morning assemblies. - Enhance parents' skills in instilling the correct values in their children through various parental education activities, such as workshops, talks, etc. - Organise PTA trips to the mainland to help parents learn more about Chinese culture, fostering a deeper understanding and appreciation of cultural traditions, which can enhance community engagement and support for the school's initiatives.	- Parents attended the morning assemblies and learnt the positive values their child learns at school. 70% of both teachers and parents believe that the sense of national identity and positive values among students are cultivated. - At least 60% of families participate in the arranged parent-child trips, reinforcing the parent-child relationship through shared experiences as well as the common understanding and appreciation of cultural traditions.	- Questionnaires - APASO	Whole year	- Vice-principals - PR Department Heads - PTA	One-off Grant on Parent Education (Primary)
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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.	Incorporate elements of a healthy lifestyle, habits, and mental health into daily teaching across all academic subjects.	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 encouraged to develop healthy habits so as to promote physical and mental well-being.	- Collaborative meetings' minutes and records - Module evaluation record - Evaluation questionnaires	Whole year	- Curriculum Department Heads - Subject Panels - Subject Teachers	Scheme of work
	Set 'cultivating students' physical and mental health' as one of the foci in lesson observations to enhance the effectiveness of learning and teaching, as well as to provide a platform for professional sharing.	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 for professional sharing.	- Post-lesson observation evaluation meeting - Collaborative meeting minutes and record	Whole year	- Curriculum Department Heads - Subject Panels - Subject Teachers	- Lesson observation form - Lesson plan
	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.	'Wellness November' was held. Activities related to physical and mental health were organised for students to participate in. - At least 75% of students can learn the ways to cope with pressure with the positive attitudes. - At least 75% of students can learn the ways to	- Evaluation questionnaires - Interview students	November	- Humanities Subject Panels - Humanities Subject Teachers	List of activities



		promote and maintain physical and mental health.				
	Conduct workshops and talks at school to help students develop healthy lifestyles and understand the importance of physical and mental well-being.	- 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.	- Evaluation questionnaires - Interview students	Whole Year	- Humanities Subject Panels - Discipline & Guidance Department Heads	Contents of the talks
	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.	- Different kinds of activities were held during recess time, such as sports games, team-building games, chess and board games during the recess time. - At least 70% of students enjoyed the games or activities during recess time.	- Evaluation questionnaires - Interview students	Whole Year	- Discipline & Guidance Department Heads - PE Subject Panels - Activity Department Heads	Different kinds of activities, e.g. sports games, team building games, chess and board games, etc.
	Encourage students to read relevant books regarding physical and mental well-being and share their insights during morning assemblies	- Relevant books regarding physical and mental well-being are borrowed by students. - Students shared their learning from reading in morning assemblies.	- Evaluation questionnaires - Interview students	Whole Year	Library Subject Panels and Librarians	Book list
2.2 To enhance students' physical health by increasing participation in physical activities and sports.	- Develop an application for recording fitness data for the Physical Fitness Test Day and activity hours using the grant. - Implement a fitness challenge programme that rewards students for achieving their fitness goals in Physical Fitness Tests (SportAct).	- At least 85% of students participated in Physical Fitness Test Day. - At least 75% of students report increased awareness of physical and health.	- Questionnaire - Interview - Observation - APASO	October	PE Subject Panels	- SportsAct - Physical Fitness Test Day Record - One-off Grant for Promotion of a Sports Ambience and MVPA60 in



						Schools
	Organise weekly sports activities and competitions during recess to encourage student participation.	At least 70% of students participated in physical activities and health programs in recess.	- Questionnaire - APASO	Whole Year	- PE Subject Panels - Activity Department Heads	
2.3 To nurture students' growth mindset and positive attitudes to promote mental well-being.	- The Scheme 'Zone of Regulation' is introduced and practiced to promote mental well-being among students and teachers. 'Zone of Regulation' and the related content of positive mindset are added in the Student Journals. - Students are encouraged to record the things they are grateful for in their daily lives in their student journals.	- At least 75% of students participated in the Scheme 'Zone of Regulation'. - Students completed the 'Zone of Regulation' on the Student Journals.	- Questionnaire - APASO - Students' work of student journal	Whole Year	- Social workers - Discipline & Guidance Department Heads - Student Support Department Head	Student Journals
	- Optimize the 'Student Award Scheme' to develop students' growth mindset and positive attitudes. - Revise the award criteria to include specific attributes related to emotion control, 'zone of regulation', a growth mindset, such as resilience, effort, and improvement. - Peer recognition within the scheme, allowing students to nominate classmates who exemplify a growth mindset or positive attitude, promoting a supportive community and encouraging students to uplift one another. - Share success stories of students who have demonstrated a growth mindset and positive attitudes during morning assemblies, inspiring others and creating a culture that celebrates growth and resilience. - Engage parents and guardians by including them in the award scheme,	- 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	- Questionnaire - Interview - Observation - APASO	Whole Year	Discipline & Guidance Department Heads	Student Award Scheme booklet



	which will help reinforce the importance of a growth mindset at home and encourage positive discussions about perseverance and attitude.	success story during morning assemblies.				
	Establish the groups related to emotion control or ‘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.	Students participated in the group meetings and activities	- Questionnaires - Interview - APASO	Whole Year	- Social workers - Student Support Department Head	Information of groups
2.4 To enhance students’ sense of belonging by fostering a positive and energetic campus environment.	2.4.1 Class Level: - 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. 2.4.2 Whole-School Level: - Organise cheering sections with enthusiasm for each house during Sports Day and the Swimming Gala. This collective support will	- At least 90% of students like going to school. - At least 80% of students developed a sense of belonging at School. - At least 80% of stakeholders think that the School successfully promoted a positive, healthy and energetic campus environment.	- Questionnaires - Interview - APASO	Whole Year	- Discipline & Guidance Department Heads - Activity Department Heads - All teachers - Student Support Department Head - Social workers	Schedule of inter-class competitions



	foster school unity and pride, enhancing the overall experience for students and encouraging participation. • Provide each school sports team with a designated LMC Team T-shirt, fostering a sense of belonging and pride among athletes, enhancing their connection to their team and the overall school community.					
2.5 To strengthen students' adaptability and stress resilience in order to actively cope with their personal developmental challenges.	• Conduct workshops and seminars on stress management, mindfulness, and emotional resilience for students.	• Achieve at least 80% participation rate among students in the workshops and seminars on stress management, mindfulness, and emotional resilience. • Receive at least 85% positive feedback from students who attended the workshops. • 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.	• Evaluation questionnaires • APASO	Whole Year	• Student Support Department Heads • Social workers • Discipline & Guidance Department Heads	Workshops and seminars' information



2.6 To build vibrant communities and nurture positive relationships between students and various stakeholders.	Through various activities, engage different stakeholders to collaboratively nurture students and promote their physical and mental well-being. 2.6.1 Enhance Teacher Training: Provide training for teachers to focus on students' physical and mental health and to learn techniques for helping students establish a healthy lifestyle and habits.	- At least 70% of teachers learnt the skills for helping students establish healthy lifestyle and habits. 70% of teachers are able to focus more on students' physical and mental health.	- Evaluation questionnaires - APASO	Whole Year	- Vice-principals - Social workers	Teacher Professional Development Record
	2.6.2 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.	70% of parents became more aware of students' physical and mental health. 70% of parents believe that the sense of positive values among students would be cultivated.			- PTA committees - Social workers	One-off Grant on Parent Education (Primary)
	To strengthen relationships between students and various stakeholders through activities. 2.6.3 Teacher-Student: Arrange teacher-student sports games and competitions to enhance the relationship between teachers and students. 2.6.4 Parent-Child: Organise parent talks and workshops to promote parents' physical and mental well-being. Arrange parent-child trips to enhance the parent-child relationship.	- 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 organised talks and workshops	- Questionnaires - Observations - APASO	Whole Year	- Discipline & Guidance Department Heads - Activity Department Heads - PE Subject Panels	Workshops and talks



		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.				
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