

Po Leung Kuk  
Camões Tan Siu Lin Primary School



School Development Plan

2009/10 – 2011/12

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## **1. School Mission, Vision & Motto**

### **(1) School Mission**

Po Leung Kuk is a charitable organisation working voluntarily for the benefits and well-being of the public as a whole. Our main concern is to serve people from different walks of life and to provide education. We strictly uphold the principle of providing quality education for the community.

In reflecting and meeting the needs of our society, Po Leung Kuk has established different types of schools to provide education for the public on a non-profit making basis. Our educational policies are in close response to the changing needs of our society and are based on the philosophy of making substantial contribution to our community in all aspects of life.

All Po Leung Kuk schools ethos are to instil in the minds of our students the teaching of concern and respect for others, diligence and honesty. We aim to foster students' all-round development not only by imparting book knowledge and work skills, but also by helping them develop a healthy physique. To this end, we have the responsibility to inculcate students with the correct social behaviour and moral values through school programmes and day-to-day school life. The Chinese virtues of morality, intelligence, physical integrity, unity and aesthetics are what we are practising as a major part of school curriculum in all schools now.

Po Leung Kuk is a non-political or religious organisation. We believe people should have freedom to express their feelings and beliefs. Provided that the prosperity and stability of society is not threatened, all schools of thought and all religions can co-exist in schools with no discrimination or prejudice.

Po Leung Kuk was established over a century ago by a group of enthusiastic Chinese people. It has long been our practice to promote Chinese culture, to show concern for local affairs and the latest events in China. Hence in schools, our aims are to encourage students to pay attention to the developments and changes in China, and to cultivate their sense of belonging and responsibility to China and Chinese culture.

### **(2) School Vision**

- To develop the potential of every individual child so that they can possess multi talents.
- To train students to think logically, independently and creatively; make rational decisions, solve problems independently and work in co-operation with others.
- To help students to acquire a better understanding of the world and build up an international perspective.
- To help students to develop their creativity and aesthetic awareness.

### **(3) School Motto**

- Love, Respect, Diligence, Honesty (愛 . 敬 . 勤 . 誠)

## 2. Holistic Review

### (1) Effectiveness of the previous 3-Year School Development Plan (2006/07 – 2008/09)

Major Concerns	Extent of targets achieved	Follow-up action
1. Self Management of students	<ul style="list-style-type: none"> <li>● To a large extent, the target has been achieved.</li> <li>● Through the various in-door and out-door projects, tasks, activities and workshops designed by different panel heads, students have developed a higher sense of responsibility and accountability to the family, school and community. In addition, they have demonstrated significant enhancement in self-image, self-confidence and self-respect.</li> </ul>	<ul style="list-style-type: none"> <li>● All the key elements of self-management learning should be maintained. Self-discipline and self-motivation need further enhancement.</li> </ul>
2. Academic Excellence - Focusing School Based Curriculum Development	<ul style="list-style-type: none"> <li>● Generally, teachers have mastered the tactic of incorporating each year's academic theme into curriculum design with programmes being mapped out with detailed action time-line and close review for refinement. Students' awareness of the theme was aroused and they were motivated to actively take part in various assignments and activities to widen their knowledge and exposure.</li> <li>● In order to further develop students' learning capacity, pedagogy and curriculum planning, assessment designs and practices need to be fine-tuned from time to time with due consideration to the changing expectation of different stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development initiatives should be targeted on raising teachers' better understanding of their roles and responsibilities, and furthering their capability to achieve them.</li> <li>● Continue to be major concern in the next SDP.</li> </ul>

Major Concerns	Extent of targets achieved	Follow-up action
<p>3. IT in Education - Building up the platform for self learning &amp; life-long learning</p>	<ul style="list-style-type: none"> <li>● “IT in Education” enhances both learning and teaching. Its benefit is particularly evident during long holiday and class suspension where students are able to do on-line exercise and learn through games. It enriches the traditional learning platform in the classroom.</li> <li>● Teachers, parents and students have gradually got used to communicate with each other via e-class system and get glimpses of school’s latest news and development on its webpage.</li> <li>● The setting-up of the professional TV studio in 2007/08 for Campus TV’s shooting and broadcasting, and related training have enhanced students’ presentation and communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>● There is room for developing this concern so as to further enhance learning and teaching.</li> <li>● Continue to be major concern in the next SDP.</li> </ul>
<p>4. Team Spirit - Strengthening students’ and teachers’ sense of belonging, collaboration and coherence for striving for the best student performance</p>	<ul style="list-style-type: none"> <li>● The APASO Report 2008-2009 has indicated that our students hold a positive attitude towards our school and generally expressed good teacher-student relationship.</li> <li>● As regards teachers, a SWOT analysis conducted in 2006/07 revealed that communication, collaboration and sense of belonging among teachers were weak. During the past 3 years, reinforced collaboration periods and “teaching &amp; sharing” sessions, coupled with encouraged participation in policy making and decision making have helped cultivating a culture of sharing and support among teachers. In addition, the mentor system has also seen positive feedback while drop-out rate of teachers has been “record-low” in 08/09.</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthening of team spirit is instrumental to better performance.</li> <li>● Continue to be major concern in the next SDP.</li> </ul>

(2) Evaluation of the School’s Overall Performance (2006/07 – 2008/09)

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>• The day-to-day operation of the school is systematic and effective.</li> <li>• Experienced administrative staff contributes to the effective planning, implementation, monitoring and evaluation of different tasks to ensure objectives of the school are met.</li> </ul>	<ul style="list-style-type: none"> <li>• Training on middle management needs to be strengthened for their professional development as well as for better achievement of the goal for school-based curriculum.</li> <li>• “Self Leadership” training would be planned and aimed to increase self-awareness, self-development and actualization of potential among staff.</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• All our teachers are fully qualified and experienced in the teaching of their respective subjects. Some of them are pursuing further education for continuous self-improvement.</li> <li>• Good collaboration among team members is maintained, through sharing of peer lesson observation.</li> </ul>	<ul style="list-style-type: none"> <li>• “Instructional leadership” is to be enhanced by the Principal through working closely with teachers on the definition of educational objectives, allocation of necessary resources and creating new learning opportunities for both students and staff. A collaborative learning environment is thereby envisaged.</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• Being a DSS school, our school has the autonomy to design and prioritize school-based curriculum objectives and goals to tie in with educational trends, school’s vision and mission and cater for the students’ learning diversity.</li> <li>• The language learning environment, in particular English, is enriched with better deployment of human and financial resources. Language Kingdom with designated rooms for different languages, and different language weeks further enhance learning and teaching in this respect.</li> </ul>	<ul style="list-style-type: none"> <li>• The mechanism for assessment and feedback on the effectiveness of the overall curriculum development requires further exploration for improvement.</li> <li>• A student learning profile is being established to keep proper track of students’ performance.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• Our students have actively participated in various learning activities. They are encouraged and feel confident to express their views and feelings. Teachers are generally skillful to create a fun-filling and interactive learning atmosphere both within and outside classroom.</li> <li>• The school fitted with the all-weather swimming pool, musical theatre, wall-climbing facilities, e-learning centre etc provides various good resources to arouse students' interests in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Through prompt and appropriate feedback to students for improvement and encouragement for work well done, it could maximize their initiative to learning.</li> <li>• Opportunities are to be explored to foster a life-wide learning mindset to students.</li> </ul>
5. Student Support	<ul style="list-style-type: none"> <li>• The school has embarked on creating an "inviting learning environment" for our students. In addition to traditional learning, learning outside the classroom such as overseas study tour is one of the initiatives to provide them with different learning experience.</li> <li>• The school takes pride that teachers and students maintain a very good relationship and the latter express that they enjoy their school life very much.</li> </ul>	<ul style="list-style-type: none"> <li>• It is intended to further enhance the support for students' development by making closer cooperation with other bodies.</li> <li>• The school maintains close contact with our alumni who are eager to participate in the school's events, such as X'mas party. It is planned to formally set up an Alumni Association.</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>• The school maintains a strong partnership with parents through PTA, who actively mobilizes volunteers to assist the school in organizing various activities, and render financial support.</li> <li>• Telephone calls, facsimiles, SMS emails, school intranets, school circulars/ letters, student's handbooks, parents' meetings/ interviews are effective means of communication channels between school and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Apart from existing parent volunteers, efforts would be made to explore and enhance relationships with external organizations to support the school's sustainable development.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>• APASO Report 2008-2009 indicated that the self-concepts of our students are above the HK norm, both in academic self and appearance self.</li> <li>• Students enjoy good interpersonal relationship and generally get on well with their fellow schoolmates and feel accepted as who they are.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-discipline and leadership skills are the two main areas which the school aims to strengthen among students.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Our students attain excellent proficiency in English in both internal and external examinations.</li> <li>• Our students actively participate in various non-academic activities and attain remarkable achievements in various internal and external competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Though it is very difficult to strike a good balance between academic and non-academic pursuits for our students, the school would endeavour to attain a whole-person development for them.</li> </ul>

### 3. Where We Are Now – SWOT Analysis

SWOT analysis has been conducted. This helps us to strategically set our targets for the coming three school years (2009/10 to 2011/12) with a view to achieving school improvement and development.

<b>Strengths</b>	
(1)	<p>Management</p> <ul style="list-style-type: none"> <li>• Our principal has rich experience in the education field. He is fully committed to lead our school forward.</li> <li>• Teamwork is emphasized within the school so as to leverage the collective wisdom of the different talents of staff to reap much with less effort.</li> </ul>
(2)	<p>Resources</p> <ul style="list-style-type: none"> <li>• Teachers are well qualified, energetic and open-minded. Majority of them have an overseas study exposure. They are committed to nurture our students to be whole-persons, and to see things in global perspective.</li> <li>• Ample human resources enable the school to have better class and teacher ratio as well as many split classes and remedial groups.</li> <li>• Rich financial resources enable an optimal learning environment for cultivating children's all round development. For example, the all-weather swimming pool and the musical and art annex.</li> </ul>

(3)	<p>Special features</p> <ul style="list-style-type: none"> <li>• Our sponsoring body, Po Leung Kuk, is dedicated and committed to nurturing the future pillars of the community. It fully supports the school to strive for further enhancement.</li> <li>• Our school has become the pioneer DSS primary school in the territory since 2000/2001.</li> <li>• It enjoys a positive upward trend of results in both the academic and non-academic pursuits.</li> </ul>
(4)	<p>Parents</p> <ul style="list-style-type: none"> <li>• Parents are supportive and eager to involve in school activities.</li> </ul>
(5)	<p>Students</p> <ul style="list-style-type: none"> <li>• The students' multi-cultural background creates a natural cosmopolitan environment for cultural exchange and a motivating language learning context.</li> <li>• Students are expressive, creative and multi-talented. They are good at languages and in extra-curricular activities.</li> <li>• Students have a strong sense of belonging and enjoy a good teacher-student relationship.</li> </ul>
<b>Weaknesses:</b>	
(1)	<p>School</p> <ul style="list-style-type: none"> <li>• Staff development requires to be further enhanced.</li> </ul>
(2)	<p>Students</p> <ul style="list-style-type: none"> <li>• Students' self-discipline and leadership skills need further nurturing.</li> </ul>
(3)	<p>Teachers</p> <ul style="list-style-type: none"> <li>• Management and leadership skills at the middle-level needs to be further strengthened for enhancement and career development.</li> </ul>
(4)	<p>Parents</p> <ul style="list-style-type: none"> <li>• Parents are too enthusiastic in supporting children's learning with a very high expectation in academic aspect.</li> <li>• Parents need to be encouraged to sit for the PTA committee for more active involvement.</li> </ul>
<b>Opportunities:</b>	
(1)	The bountiful facilities such as the all-weather swimming pool and musical theatre attract potential applicants for admission to our school.
(2)	The Incorporated Management Committee consisting of representatives of parents and teachers has been set up in 2007. The school-based management will be further enhanced.
(3)	In light of globalization, parents are becoming more aware of the benefit of sending their children to a school with multicultural background.
<b>Threats:</b>	
(1)	A decrease of birth rate in Hong Kong may affect our student admission.
(2)	More new DSS schools offer more choices for parents, and thus creates keener competition.
(3)	An increase in DSS "through train" schools leads to a keen competition in student admission as our school does not link with any secondary schools.
(4)	Change of curriculum may affect our school-based curriculum development.
(5)	Burdened with heavy workload, teachers face pressure and may not have spare time to acquire new knowledge and skills to meet future challenges.
(6)	The non-Chinese students have a limited choice of secondary schools.

#### 4. Major Concerns for a period of 3 school years (2009/10 – 2011/12)

##### (1) School Based Curriculum development and enhancement

Targets	09/10	10/11	11/12	Strategies
1. Adapt curriculum to suit students' strength and weaknesses	✓	✓	✓	<ul style="list-style-type: none"> <li>To enhance teachers' subject and professional knowledge.</li> </ul>
	✓	✓	✓	<ul style="list-style-type: none"> <li>To set up a mechanism of evaluation students' performance data at internal and external assessments for curriculum planning</li> </ul>
	✓	✓	✓	<ul style="list-style-type: none"> <li>To strengthen the E-class platform as the resource sharing and self-learning platform for teachers</li> </ul>
2. Curriculum integration to arouse students' interest in studies	✓	✓	✓	<ul style="list-style-type: none"> <li>To join the School-based Support Service of EBD</li> </ul>
		✓	✓	<ul style="list-style-type: none"> <li>To emphasize coordination between different subject panels for strengthening the linkage of learning of the 8 KLAs.</li> </ul>
3. Help students develop an attitude of diligence and perseverance towards self-learning and life-long learning	✓	✓	✓	<ul style="list-style-type: none"> <li>To strengthen the E-class platform as the resource sharing and self-learning platform for students</li> </ul>
4. Motivate students to play an active role in the learning process	✓			<ul style="list-style-type: none"> <li>To reinforce the Reading Award Scheme with the coordination of all subject panels.</li> </ul>
5. Encourage students take initiatives and learn to the best of their abilities	✓	✓	✓	<ul style="list-style-type: none"> <li>To design challenging programmes for extended studies by students in order to uplift their pursuit of competency, such as organizing overseas study tours.</li> </ul>
6. Strive for effective teaching in training students' high order thinking skills	✓	✓		<ul style="list-style-type: none"> <li>To encourage "Lesson Study" of various subjects.</li> </ul>
	✓	✓		<ul style="list-style-type: none"> <li>To emphasize the lesson demonstration and lesson observation mechanism for staff development</li> </ul>

(2) IT in Education- Building up the platform for self learning& life-long learning

Targets	09/10	10/11	11/12	Strategies
1. Set up an efficient electronic platform for learning, teaching and daily operation.	✓	✓		<ul style="list-style-type: none"> <li>To encourage staff, parents and students to communicate with E-class platform.</li> </ul>
	✓	✓		<ul style="list-style-type: none"> <li>To strengthen the E-circular system for administration and communication channel with parents.</li> </ul>
2. Maximize the use of IT in resource sharing for learning and teaching	✓			<ul style="list-style-type: none"> <li>To share the teaching materials among teachers.</li> </ul>
	✓	✓	✓	<ul style="list-style-type: none"> <li>To upgrade IT equipments in staff rooms, classrooms, special rooms and hall by providing new desktops for teachers, installing interactive whiteboard in classroom and setting up an e-learning centre</li> </ul>
	✓	✓	✓	<ul style="list-style-type: none"> <li>To reinforce the cross-curricular project learning with IT resources.</li> </ul>
3. Equip students with self-learning and life-long learning skills	✓	✓	✓	<ul style="list-style-type: none"> <li>To enhance Campus TV's shooting and broadcasting by widening students' exposure to extend the coverage of shooting beyond the campus, e.g. seeking cooperation with local broadcaster, and enhancing pronunciation of reporters with the aid of a Native-speaking colleague.</li> </ul>

(3) Strengthening students' and teachers' sense of belonging and collaboration

Targets	09/10	10/11	11/12	Strategies
1. Enhance the commonly-shared school mission and vision	✓	✓	✓	<ul style="list-style-type: none"> <li>To reinforce the collaboration periods for cultivating the culture of sharing and support.</li> </ul>
2. Reinforce the school education aims and objectives	✓	✓	✓	<ul style="list-style-type: none"> <li>To organise staff development programs for teachers through workshops and circulation of printed materials.</li> </ul>
3. Strengthen staff collaboration and cooperation	✓	✓	✓	<ul style="list-style-type: none"> <li>To enhance the effectiveness of the "Teaching &amp; Sharing" sessions for cultivating the spirit of collaboration.</li> </ul>
4. Highlight students' and teachers' achievements	✓	✓	✓	<ul style="list-style-type: none"> <li>To recognize the achievements of students and teachers through school publications and websites for strengthening team spirit.</li> </ul>
5. Instill students' sense of belonging	✓	✓	✓	<ul style="list-style-type: none"> <li>To enhance the image of the school prefects, tour guide ambassadors and school team members for respecting the school.</li> </ul>
	✓	✓		<ul style="list-style-type: none"> <li>To establish the Alumni Association for promoting sense of belongings.</li> </ul>