

**Po Leung Kuk
Camões Tan Siu Lin Primary School**

School Development Plan

2018-2019

to

2020-2021

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Po Leung Kuk Camões Tan Siu Lin Primary School

I. Our School

School Motto

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

Background

Po Leung Kuk Camões Tan Siu Lin Primary School was previously known as Portuguese Community Schools, Inc., Escola Camões. It was established in the 1950s by the Portuguese Community Education and Welfare Foundation Incorporated.

Since 1996, the School has been run by Po Leung Kuk – the leading charitable organization and fundraiser of Hong Kong founded in 1878. In line with the economic growth of the Hong Kong society over the past decade, the service of Po Leung Kuk had evolved from initially helping the children and women into benefiting the well-being of local public as a whole. In reflecting and meeting the needs of our society, Po Leung Kuk has succeeded in providing quality education service for the public on a non-profit making basis.

The educational service of Po Leung Kuk places a strong focus on balanced learning - morality, intelligence, physical integrity, unity and aesthetics. The curriculum can respond quickly to the latest changes and developments locally and internationally, challenging the students to have an informed view of the current issues and events that affect our world. With such vision of flexibility in mind, in the school year 2000/2001, our school has become a pioneer Direct Subsidy Scheme (DSS) primary school in Hong Kong.

Like our sponsoring body, we have no political or religious persuasions in our schools. In the belief that everyone should be able to equally enjoy freedom of expression and religion, we allow that all schools of thought and all religions can co-exist in school with no discrimination or prejudice. Our students are encouraged to participate actively in volunteering work so as to foster a sense of social responsibility to the community.

Our school campus comprises two main buildings, three covered playgrounds and a roofed all-weather swimming pool. Apart from 32 conventional classrooms, there are two orchestra rehearsal rooms, two music rooms, seven piano rooms, two art rooms, a golf practice area, a campus TV studio, a multi-media language centre, a school hall, a theatre which can accommodate over 250 people and wall climbing facilities to cater for the diverse needs of the school curriculum and the whole-person development of students.

School Vision

Education is about nurturing the whole child - our school embraces development of the child in the moral, intellectual, physical, social and aesthetic spheres. Developing children's potential to the fullest is an overriding aim of our school. Our school is committed to providing a caring, harmonious and stimulating environment where children are joyful and secure enough to be able to work to the best of their ability.

School Management

The School management is supervised by a board of Incorporated Management Committee which includes members from the school sponsoring body, the Principal, teachers, parents, alumni and the public.

II. Holistic Review

Effectiveness of the previous 3-Year School Development Plan (2015/2016 - 2017/2018):

Based on the periodic assessments and evaluations on the effectiveness of the school operation for the past years (2015/2016, 2016/2017 and 2017/2018) and after considering the contextual, social and educational needs, the school would map out the new 3-Year School Development Plan from 2018/2019 to 2020/2021.

Major Concerns	Extent of Targets Achieved	Follow-up Action
1. To Enhance the Effectiveness of Teaching & Learning	<p>Targets are mostly achieved.</p> <ul style="list-style-type: none">• The school curriculum of Chinese, English, Maths and Final Year project have been refined to suit the learning needs of our students. Students enjoy the lessons with E-learning.• Split classes and co-teaching have been adopted to cater for students with diverse learning needs. The effectiveness of some co-teaching lessons would be evaluated further.• Greater collaboration and professional sharing were promoted among teachers.	Reinforcing classroom management should be one of the foci to enhance the teaching and learning effectiveness.
2. To Build Up Camõesian Core Values	<p>Targets are mostly achieved.</p> <ul style="list-style-type: none">• The six Camõesian Core Values were defined and integrated into Personal Growth Education lessons and nurtured in school events such as Thanksgiving 360°. Tour Guide Training and Campus TV training, study tour.• Since the establishment in 2013-14, the operation of the Clan System and Alumni Union were on the right track. Their roles could be further strengthened for the benefits of students and alumni respectively.• Parents are generally very supportive to the school. More parent education is required in view of the pressure parents are facing in the community nowadays.	Student support and alumni connection should be further enhanced.

<p>3. To Reinforce Staff Development</p>	<p>Targets are mostly achieved.</p> <ul style="list-style-type: none"> • Some teachers of English, Chinese, Maths and VA have joined the EDB or PLK Professional Learning Community to pursue professional development to improve their knowledge, skills and attitudes. They subsequently shared their experiences with fellow teammates to enhance teaching effectiveness. • Mentorship scheme were mainly subject-based. This facilitated new teachers to more easily to adapt to the new school environment. • Three senior teachers have attended the “Preparation for Principalship Course for Aspiring Principals” and gained more insight on strategic, instructional, organisational and community leadership, as well as how to establish sound beliefs and value. • The non-teaching staff including the General Office (GO) and Support Team have provided effective administrative and logistics support to the operation of school. The GO has assisted in the implementation of the e-Payment System which has significantly minimised the administrative work of teachers, parents and GO staff. Support Team has played an important role in the successful operation of the organic garden, especially when the organic farming has been incorporated in the P3 GS curriculum since 2017-18. • The weekly meetings with non-teaching staff and the Principal have reinforced communication between teaching and non-teaching staff. This arrangement has also helped streamline the day-to-day school operation. 	<p>Team building activities will be planned for teaching non-teaching staff to enhance team spirit, sense of belonging and collaboration.</p>
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III. Evaluation of the School’s Overall Performance

PI Area	Major Strength	Areas for Improvement
<p>1. School Management</p>	<ul style="list-style-type: none"> - Dedicated and hard-working staff. - Well-established operational system. - Experienced Management Team to enhance efficiency and effectiveness 	<ul style="list-style-type: none"> - Strengthening of middle management (subject and administrative teams) through empowerment and training. - Leadership training
<p>2. Professional Leadership</p>	<ul style="list-style-type: none"> - The School Core Group dedicated to oversee the overall development of the school and enhance its day-to-day operation. - Good team spirit and collaboration among School Core Group Members, and Subject Panel Heads. 	<ul style="list-style-type: none"> - Enhancement in Instructional Leadership. - Enhancement of interpersonal and management skills

3. Curriculum and Assessment	<ul style="list-style-type: none"> - Professional teachers are confident to tailor-make school-based curriculum for our students to meet the ever-changing needs of the community. - High autonomy and trust are given by the school management. - Outstanding performance by students in public examinations and competitions. - Multi-language learning environment. 	<ul style="list-style-type: none"> - Student learning profile establishment. - Greater utilization of assessment and feedback to aid the curriculum development. - Enhance coordination of enrollment of various school teams/interests classes.
4. Student Learning and Teaching	<ul style="list-style-type: none"> - Students enjoy their school life. - Students are confident, active and expressive. - Ample learning opportunities in both inside and outside classroom settings are provided. - Good school facilities. 	<ul style="list-style-type: none"> - Students' interpersonal communication skill needs to be further strengthened. - Enhancement of students' self-learning skills and self-discipline.
5. Student Support	<ul style="list-style-type: none"> - Good relationships between teachers and students. - Projects and activities provide opportunities for students to widen their exposure and brush up their interactive skill with fellow students and other people. - Good relationship with other educational institutions. 	<ul style="list-style-type: none"> - Not all students are willing to face challenges encountered while participating in projects or activities. - Different approaches will be mapped out to deal with individual differences among students.
6. Partnership	<ul style="list-style-type: none"> - Good home-school partnership. - Actively seeking partnership with educational bodies and non-government organizations to provide quality learning experiences for students and widen their exposure. 	<ul style="list-style-type: none"> - Closer cooperation with other educational bodies to provide a variety of learning experiences for our students.
7. Attitude and Behaviour	<ul style="list-style-type: none"> - Students are active and vivid. - Students are well adapted to our multi-cultural environment at school, and respect each other. - Most students have high self-esteem. 	<ul style="list-style-type: none"> - Enhancement of Self-management skills. - Further development of school-based "Moral & Civic Education" programmes.
8. Participation and Achievement	<ul style="list-style-type: none"> - Good language proficiency. - Students are eager to engage themselves in extra-curricular activities, sport & music activities, outside campus activities and competitions, with good performance. 	<ul style="list-style-type: none"> - Students and parents are advised to strike a good balance between academic and non-academic achievements

IV. SWOT Analysis for TSL

Strengths	Weaknesses
<ul style="list-style-type: none"> • Professional and dedicated teachers from different countries. • Multi-cultural, multi-language & multi-faceted activities learning environment. • A good balance between academic and non-academic achievements. • Good school facilities and convenient location. • Strong Camõesian Culture that fosters students’ character formation and values. 	<ul style="list-style-type: none"> • Individual difference of learning ability among some students. • Over-protective parents who may hinder children’s ability to develop self-management and establish harmonious relationship with fellow students. • Teachers are under relative pressure in carrying out both teaching and administrative duties. • Supporting and frontline staff need enhancement in performance in order to meet the increasing demand from stakeholders.
Opportunities	Threats
<ul style="list-style-type: none"> • Our school provides learning experiences in which students can excel academically and non-academically and this lays a solid foundation for our students in their future educational development either locally or abroad. • Except Chinese Language which is taught in Putonghua and Cantonese, the medium of instruction for all subjects is English. In addition, students can select French, Japanese or Spanish as a basic language subject. This has created a rich language learning environment for our students. • DSS primary schools are more popular by parents. • With the merge of French Stream and English Stream into one stream for P1 with effect from 2016-17, more resources will be allocated to cater for the learning diversity of students in their study of Chinese Language. • The number of our P6 graduates being admitted by local prestigious secondary schools is on the rising trend. 	<ul style="list-style-type: none"> • Pressure is mounting with the changing or tightening of policy by Education Bureau on DSS schools. • There is keen competition among DSS primary schools and those with “through-train” schools are in a more advantageous position.

V. Major Concerns for a Period of Three School Years (2018/19 to 2020/21)

Major Concern	Targets/ Intended Outcomes	General Outline of Strategies	Time Scale		
			18/19	19/20	20/21
1. To strengthen student support and personal growth	1.1 Students can better manage their emotions	(a) To implement different emotion management programmes. (b) To strengthen the Counselling Team for guiding students in need, especially SEN students.	✓	✓	✓
	1.2 Students can value and care about themselves and others	(a) To organize "Big Brother Big Sister" Scheme. (b) To enhance students' sense of mutual respect through organizing programmes/talks/PGE lessons. (c) To reinforce gratitude/appreciation elements in different school events.	✓	✓	✓
	1.3 Students concern more about the environment by establishing good habits to treasure resources	(a) To connect students to the environmentally-friendly living style through some mini-acts.	✓	✓	✓
2. To reinforce teaching & learning effectiveness through enhancing classroom management	2.1 Teachers enhance subject-based micro-teaching skills	(a) To share knowledge among in-house teachers. (b) To widen teachers' horizons through talks and school visit.	✓	✓	✓
	2.2 Students are actively involved in knowledge acquisition and construction, and evaluation of their learning.	(a) To reinforce pre-lesson preparation at home. (b) To reinforce the usage of self-directed learning skills. (c) To help students reflect/evaluate themselves in their learning process.	✓	✓	✓
	2.3 To facilitate students' growth and establish good behavior by creating a more positive classroom climate	(a) To create an effective personal learning zone. (b) To facilitate a more interactive learning by enhancing IT equipment in classrooms. (c) To strengthen the roles of dual-class teachers.	✓		

Major Concern	Targets/ Intended Outcomes	General Outline of Strategies	Time Scale		
			18/19	19/20	20/21
3. To reinforce team building	3.1 To strengthen connection among teachers, parents, students and alumni	(a) To organize activities/school events to engage participation and reinforce team spirit among staff, parents, students (b) To reinforce communication mechanisms to better connect staff, parents, students and alumni.	✓	✓	✓
	3.2 To strengthen collaborative leadership among subject or administrative teams	(a) To create opportunities for staff to learn to be collaborative.	✓	✓	✓
	3.3 To boost morale with enhanced grade structure, and foster good team players	(a) To set up a human resource development committee to conduct teacher grade structure review. (b) To deliberately provide opportunities to build individuals' strengths	✓	✓	✓

VI. Budget for 2018/19 to 2020/21

School Year	2018/19	2019/20	2020/21
	HK\$	HK\$	HK\$
Total Income	75,337,854.30	78,223,019.00	81,176,615.00
Total Expenditure	(96,339,005.73)	(97,508,944.50)	(102,506,852.26)
Surplus/(Deficit)	(21,001,151.43)	(19,285,925.50)	(21,330,237.26)

Note: Estimated figures pending for audit approval.