

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

# **Annual School Plan**

**2024/25**

## CONTENT

| <b>Item</b>       | <b>Key Elements of the School Plan</b>                          | <b>Page</b> |
|-------------------|---|-------------|
| <b>I</b>          | <b>Our School</b>   | 2           |
|                   | School Motto  | 2           |
|                   | Background  | 2           |
|                   | School Vision & Mission   | 2           |
|                   | School Goals  | 3           |
|                   | School Management   | 3           |
|                   | Annual School Plan 2024/25                                      | 4           |
| <b>II</b>         | <b>Major Concerns</b>   |             |
|                   | 1. To strengthen student ownership of learning                  | 5 - 7       |
|                   | 2. To create a positive school culture                          | 8 - 11      |
| <b>Appendix I</b> | <b>School Plan on Sister School Exchanges (in Chinese only)</b> | 12          |

## **I. Our School**

### **School Motto**

Love, Respect, Diligence and Integrity (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 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 actively encouraged to participate in volunteering work in order to foster a sense of social responsibility to the community.

Our school campus is comprised of three buildings (Main Building, Music Complex and Sports Complex) and four covered playgrounds. In the Main Building built in 1999, there are 32 conventional classrooms, a school hall, an art room, a computer room and sports climbing facilities. In the Music Complex built in 2007, there are two orchestra rehearsal rooms, two music rooms, seven piano rooms, an art room, a campus TV studio, a multi-media language centre, special rooms, a theatre and a library. The Sport Complex built in 2022 includes an all-weather indoor swimming pool and the Heart Space (a mindfulness room). All these facilities cater for the diverse needs of the school curriculum and the whole-person development of students.

### **School Vision & Mission**

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 Goals**

1. Every student has his/her own talent and our school strives to develop his/her potential to the fullest.
2. Our school provides a nurturing ground for our students conducive to the development of a whole person.
3. Our school strives to cultivate among our students the values of being honest, amiable, brilliant, faithful, diligent and humble.
4. Our school trains students to think critically, independently and creatively; make rational decisions, solve problems and work in co-operation with others.
5. Our school helps students acquire a better understanding of the world and see things from global perspective.

**School Management**

The School management is supervised by a board of Incorporated Management Committee (IMC) which includes members from sponsoring body (Po Leung Kuk), the Principal, teachers, parents, alumni and the public.

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

## **Annual School Plan**

**2024/25**

### **Major Concerns**

**1. To strengthen student ownership of learning**

1.1 To strengthen responsibility in learning.

1.2 To empower students to learn with autonomy and motivation.

1.3 To boost satisfaction and confidence in learning.

**2. To create a positive school culture**

2.1 To foster a positive mindset and behavior.

2.2 To strengthen Values Education.

2.3 To enhance students' sense of national identity.

## II. Major Concerns

### Major Concern 1: To strengthen student ownership of learning

**Briefly list the feedback and follow-up actions from the previous school year:**  
**(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)**

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| Target                                       | Implementation Strategy   | Success Criterion   | Method of Evaluation   | Time Scale   | Responsible person  | Resource Required |
|--|---|---|--|--------------|---|-------------------|
| 1.1 To strengthen responsibility in learning | <ul style="list-style-type: none"> <li>• To reinforce students' proper attitude towards their studies               <ul style="list-style-type: none"> <li>(a) To instill proper learning attitude through CTV programmes</li> <li>(b) To reinforce proper learning attitude through Discipline Campaign</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>(a) At least 2 CTV programmes are carried out in each term.</li> <li>(b) At least 80% of classes achieve the Discipline Campaign award.</li> </ul>                       | <ul style="list-style-type: none"> <li>• CTV broadcast record</li> <li>• Discipline Campaign record</li> <li>• Students' feedback</li> </ul>         | • Whole Year | <ul style="list-style-type: none"> <li>• Discipline Team</li> <li>• CTV Team</li> </ul>                                   |                   |
|  | <ul style="list-style-type: none"> <li>• To help establish students' good learning habits               <ul style="list-style-type: none"> <li>(a) To reinforce the importance of self-discipline in homework submission and assignment book writing through Monthly Discipline Homework Record</li> </ul> </li> </ul>          | <ul style="list-style-type: none"> <li>(a) More than 80% of students can submit homework on time every month throughout the school year. Recognition is given to classes that show good performance.</li> </ul> | <ul style="list-style-type: none"> <li>• Monthly Discipline Homework Record</li> <li>• Teachers' feedback</li> <li>• Stakeholders' survey</li> </ul> |              | <ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Subject teachers</li> <li>• Discipline Team</li> </ul> |                   |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <p>1.2 To empower students to learn with autonomy and motivation</p> | <ul style="list-style-type: none"> <li>● To guide students to effective learning goal setting, progress tracking and self-reflection               <ul style="list-style-type: none"> <li>(a) To guide students to set effective goals in the first PGE lesson</li> <li>(b) To perform regular progress tracking throughout the term</li> <li>(c) To allow year-end self-reflection to review and plan for next year's goal</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>(a) All students have set a learning goal for this year.</li> <li>(b) All students have completed regular progress tracking. More than 50% of students achieved positive progress and received rewards as recognition.</li> <li>(c) All students have completed the final self-reflection.</li> </ul> | <ul style="list-style-type: none"> <li>● Google Form</li> <li>● Teachers' feedback</li> <li>● Students' feedback</li> <li>● Stakeholders' survey</li> </ul>  | <ul style="list-style-type: none"> <li>● Whole Year</li> </ul> | <ul style="list-style-type: none"> <li>● Subject teachers</li> <li>● Class teachers</li> </ul> |  |
| <p>1.3 To boost satisfaction and confidence in learning</p>          | <ul style="list-style-type: none"> <li>● To create opportunities and allow flexibility in school works to cater students' interests               <ul style="list-style-type: none"> <li>(a) To allow students to work on topics of their interests and present their ideas in a way that fits their learning styles and needs</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>(a) Changes made on at least one worksheet or project guideline in major subjects (Chinese, English, Math &amp; GS).</li> </ul>   | <ul style="list-style-type: none"> <li>● Teachers' feedback</li> <li>● Students' feedback</li> <li>● Minutes of meeting</li> <li>● Scheme of Work</li> </ul> | <ul style="list-style-type: none"> <li>● Whole Year</li> </ul> | <ul style="list-style-type: none"> <li>● Subject teachers</li> </ul>                           |  |

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• To provide more positive reinforcement and recognition to students' quality work</li> </ul> <p>(a) To allow more displays of students' good works in classrooms and around the campus</p> | <p>(a) At least 30% of students got work displayed in classrooms, around school campus or through CTV at least once throughout the school year.</p> | <ul style="list-style-type: none"> <li>• Students' feedback</li> <li>• Teachers' feedback</li> <li>• CTV broadcast record</li> </ul> |  | <ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Subject teachers</li> <li>• CTV team</li> </ul> |  |
|  | <ul style="list-style-type: none"> <li>• To promote peer appreciation and learning</li> </ul> <p>(a) To launch "Appreciation Sticker Scheme" in classrooms</p>   | <p>(a) All students have given out or received appreciation stickers from peers as a recognition to peers' work.</p>                                | <ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Students' feedback</li> </ul>                                 |  | <ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Subject teachers</li> </ul>                     |  |

**Major Concern 2: To create a positive school culture**

**Briefly list the feedback and follow-up actions from the previous school year:**  
 (In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

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| Target  | Implementation Strategy   | Success Criterion  | Method of Evaluation  | Time Scale  | Responsible person  | Resource Required |
|---|---|--|---|---|---|-------------------|
| 2.1 To foster a positive mindset and behavior | <ul style="list-style-type: none"> <li>• To cultivate a positive and supportive school atmosphere.</li> <li>(a) To instill proper values and attitudes in students through different activities.</li> <li>(b) To have sharing from different people (famous icons, teachers, parents, etc.) on how to overcome challenges through talks or CTV.</li> <li>(c) To organize a parents' talk as to arouse parents' awareness on the importance of positive parenting</li> </ul> | <p>(a) Different priority values are instilled in students through school activities.</p> <p>(b)</p> <ul style="list-style-type: none"> <li>- At least one sharing session is organized.</li> <li>- A CTV programme with the sharing from different people is produced.</li> </ul> <p>(c)</p> <ul style="list-style-type: none"> <li>- A parents' talk is organized.</li> <li>- 70% of the participants have a better understanding on positive parenting after the talk.</li> </ul> | <ul style="list-style-type: none"> <li>• Minutes of core/subject meetings</li> <li>• Values Education Plans for Program</li> <li>• Stakeholder's survey</li> <li>• Teachers' feedback</li> <li>• Students' feedback</li> <li>• Parents' feedback</li> </ul> | <p>Whole Year</p> <p>Whole Year</p> <p>Term 1</p> | <p>Subject &amp; Team in-charge</p> <p>CTV</p> <p>Teacher in-charge of Parent Education</p> |                   |

|                                    |   |  |  |            |   |  |
|------------------------------------|---|--|--|------------|---|--|
|                                    | <ul style="list-style-type: none"> <li>To implement healthy classroom policy to create a welcoming, healthy and safe learning environment</li> </ul> <p>(a) To set guidelines for healthy and safe classrooms</p> <p>(b) To guide students to review their existing learning routine and build good learning habits</p> | <p>(a) All classes implement the guidelines.</p> <p>(b) Each student sets up an individual weekly study timetable.</p>   | <ul style="list-style-type: none"> <li>Minutes of core/subject meetings</li> <li>Stakeholder's survey</li> <li>Teachers' feedback</li> <li>Students' feedback</li> </ul> | Whole Year | Counselling Team & Teacher in-charge of Student Safety                      |  |
| 2.2 To strengthen Values Education | <ul style="list-style-type: none"> <li>To enhance students' awareness to the priority values and explore the inner proper attitudes and values that they possess</li> </ul>   | <p>(a) Different priority values are instilled in students through curriculum and activities.</p> <p>(b) School-based materials is designed and adopted in Values Education.</p> <p>(c) A CTV programme is produced.</p> <p>(d) Board games with Chinese culture elements are kept in classrooms for students to play and learn.</p> | <ul style="list-style-type: none"> <li>Scheme of Work</li> <li>Values Education Plans for Program</li> <li>Teachers' feedback</li> <li>Students' feedback</li> </ul>     | Whole Year | Subject & Team in-charge<br><br>VE Team<br><br>VE Team & CTV<br><br>VE Team |  |

|   |   |  |   |            |   |   |
|---|---|--|---|------------|---|---|
|   | <ul style="list-style-type: none"> <li>To cultivate students' positive mindset and attitudes towards financial knowledge</li> </ul> <p>(a) To develop financial education for P4 to P6 through Jockey Club Financial Education Programme</p>  | <p>(a) Students apply the knowledge and attitudes learnt in the year-end program bazaar.</p>                                 | <ul style="list-style-type: none"> <li>Pre-task &amp; post-task student survey</li> <li>Teachers' feedback</li> </ul>   | Term 2     | Values Ed Team, G.S. & Math Department    | Jockey Club Financial Education Programme |
| 2.3 To enhance students' sense of national identity | <ul style="list-style-type: none"> <li>To implement National Education inside and outside the classroom</li> </ul> <p>(a) To review and refine the implementation of the existing National Education in subjects</p> <p>(b) To organize Chinese cultural activities outside the classroom</p>   | <p>(a) Schemes of work are refined with the elements of National Education.</p> <p>(b) At least two activities are held.</p> | <ul style="list-style-type: none"> <li>Record of participation</li> <li>Record of participation</li> <li>Participants' feedback</li> <li>Subject SOW</li> </ul>           | Whole Year | NSE Coordinator, Subject & Team in-charge |   |
|   | <ul style="list-style-type: none"> <li>To enhance students' understanding of our country and the Chinese culture, and cultivate a sense of belonging to the country and national identity</li> </ul> <p>(a) To have board displays on campus to cultivate students' concept of national identity and sense of responsibility to the country</p> | <p>(a) Boards about the National Day and Constitution Day are displayed in the campus.</p>                                   | <ul style="list-style-type: none"> <li>Minutes of core meetings</li> <li>Record of participation</li> <li>Participants' feedback</li> <li>Stakeholder's survey</li> </ul> | Whole Year | NSE Coordinator, Subject & Team in-charge |   |

|  |  |  |   |            |   |  |
|--|--|--|---|------------|---|--|
|  | <p>(b) To arrange visits to let students better understand China's historic events, famous figures and their deeds, profile of ethnic development, and social and cultural features</p> <p>(c) To organize study tours to China to let students learn about Chinese history in actual scenes</p>   | <p>(b) At least two visits are organized.</p> <p>(c) At least two study tours to China are organized. At least 70% of the participants agreed that their understanding of the country and Chinese culture enhanced.</p>  |   |            |   |  |
|  | <ul style="list-style-type: none"> <li>To equip students with knowledge of National Security, the Basic Law, and the Constitution in order to nurture law-abiding citizens</li> </ul> <p>(a) To recruit Constitution and Basic Law Student Ambassadors to promote the understanding of the Constitution and the Basic Law on campus</p> <p>(b) To arrange display boards and Q&amp;A competition about 20 Major Fields under National Security</p> | <p>(a) At least 10 Student Ambassadors are recruited to join the training scheme by EDB. Students promote the understanding of the Constitution and the Basic Law in campus after training.</p> <p>(b) Boards are displayed in the campus. A Q&amp;A competition is organized. At least 50% of the students participated in the Q&amp;A competition.</p> | <ul style="list-style-type: none"> <li>Minutes of core meetings</li> <li>Record of participation</li> <li>Participants' feedback</li> </ul> | Whole Year | NSE coordinator, Subject & Team in-charge |  |

保良局陳守仁小學  
2024-2025 年度  
姊妹學校交流計劃書

Appendix I

內地姊妹學校名稱: 廣東省東莞市無痕教育集團石排鎮實驗小學

| 項目編號 | 交流項目名稱及內容   | 預期目標   | 監察／評估  | 預算開支  |          |
|------|---|--|--|---|----------|
| 1.   | <b>兩校教師之專業交流</b><br>日期：待定<br>地點：陳守仁小學<br>參與人員：以常識、數學科老師為主<br>內容：邀請姐妹學校之管理層實地參觀本校，並以專題研討/座談會（待定）的形式，就雙方在科學、天文的課程現況展開交流 | <ul style="list-style-type: none"> <li>促進專業發展</li> <li>建立學習社群/推行教研</li> <li>擴闊視野</li> <li>建立友誼/聯繫</li> </ul>   | <ul style="list-style-type: none"> <li>會議記錄</li> <li>年末會議報告</li> </ul>                             | <ul style="list-style-type: none"> <li>1. 交流物資</li> <li>2. 在香港合辦姊妹學校交流活動的費用</li> <li>3. 茶點開支</li> </ul> | \$3,000  |
| 2.   | <b>兩校學生交流（實體）</b><br>日期：下學期<br>地點：石排鎮實驗小學<br>參與人員：20-25 學生（以科學校隊和天文學學生優先）及 5-6 位老師<br>內容：探訪姊妹學校，學生體驗內地的教學日常           | <ul style="list-style-type: none"> <li>增進對內地的認識和了解</li> <li>促進文化交流</li> <li>促進個人成長，提升自理能力</li> <li>增強語言/表達/溝通能力</li> <li>豐富學習經歷</li> <li>擴闊視野</li> <li>建立友誼</li> </ul> | <ul style="list-style-type: none"> <li>問卷調查</li> <li>學生分享</li> <li>教師觀察</li> <li>年末會議報告</li> </ul> | <ul style="list-style-type: none"> <li>1. 教師簽證費用</li> <li>2. 交流物資</li> <li>3. 團費開支（交通/食宿）</li> </ul>    | \$80,000 |
| 3.   | <b>兩校學生交流（線上，異地同課）</b><br>日期：待定<br>地點：雙方學校<br>參與人員：高年級約 30 個學生  | <ul style="list-style-type: none"> <li>增進對內地的認識和了解</li> <li>促進文化交流</li> <li>增強語言/表達/溝通能力</li> <li>豐富學習經歷</li> <li>擴闊視野</li> </ul>                                      | <ul style="list-style-type: none"> <li>課後分享</li> <li>學生反饋</li> </ul>                               | <ul style="list-style-type: none"> <li>1. 購置視訊器材</li> <li>2. 教材</li> </ul>                              | \$50,000 |

