

Po Leung Kuk
Camões Tan Siu Lin Primary School

Annual School Plan

2025-2026

CONTENT

Item	Key Elements of the School Plan	Page
I	Our School	2
	School Motto	2
	Background	2
	School Vision & Mission	2
	School Goals	3
	School Management	3
II	Major Concerns	
	1. To strengthen student ownership of learning	4 - 6
	2. To create a positive school culture	7 - 12
Appendix I	School Plan on Sister School Exchanges (in Chinese only)	13 - 14

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.

II. Major Concerns

Major Concern 1: To strengthen student ownership of learning

- A number of programmes about proper learning attitude were broadcast through CTV. Students learnt different methods to improve their learning. Also, almost all classes were able to achieve the Discipline Campaign award and most students submitted homework on time every month. The strategies worked well and will continue as a reinforcement in 2025-2026.
- Students set up, reviewed and reflected on their learning goals in different PGE lessons throughout the school year successfully. The strategies will continue with optimized data collection.
- Students' good works were displayed and appreciated around the school. Subjects will continue allowing more students' works to be presented in different ways that fit students' learning styles and needs.

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"> • To reinforce students' proper attitude towards their studies (a) To reinforce proper learning attitude through CTV programmes (b) To reinforce proper learning attitude through Discipline Campaign 	<ul style="list-style-type: none"> (a) At least 2 CTV programmes are carried out in each term. (b) At least 80% of classes achieve the Discipline Campaign award. 	<ul style="list-style-type: none"> • CTV broadcast record • Discipline Campaign record • Teachers' feedback • Students' feedback 	Whole Year	<ul style="list-style-type: none"> • Discipline Team • CTV Team 	
	<ul style="list-style-type: none"> • To help establish students' good learning habits (a) To reinforce the importance of self-discipline in homework submission and assignment book writing through the new version of assignment book and Monthly Discipline Homework Record 	<ul style="list-style-type: none"> (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. 	<ul style="list-style-type: none"> • Monthly Discipline Homework Record • Teachers' feedback • Stakeholders' survey 		<ul style="list-style-type: none"> • Class teachers • Subject teachers • Discipline Team 	

1.2 To empower students to learn with autonomy and motivation	<ul style="list-style-type: none"> To guide students to effective learning goal setting, progress tracking and self-reflection <p>(a) To guide students to set effective goals in the first PGE lesson</p> <p>(b) To perform mid-year evaluation of progress and revise the goals in PGE lesson</p> <p>(c) To reflect and review the goals of this year, and plan for next year's goal in PGE lesson</p>	<p>(a) All students have set a learning goal for this year.</p> <p>(b) All students have completed the evaluation task sheet. More than 50% of students achieved positive progress and received rewards as recognition.</p> <p>(c) All students have completed the final self-reflection and planning for next year. More than 80% of students achieved positive progress and received rewards as recognition.</p>	<ul style="list-style-type: none"> Students' progress record Teachers' feedback Students' feedback Stakeholders' survey 	Whole Year	<ul style="list-style-type: none"> Subject teachers Class teachers 	
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1.3 To boost satisfaction and confidence in learning	<ul style="list-style-type: none"> To create opportunities and allow flexibility in school works to cater students' interests <p>(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</p>	<p>(a) Changes made on at least one worksheet or project guideline in major subjects (Chinese, English, Mathematics & General Studies / Primary Science / Primary Humanities).</p>	<ul style="list-style-type: none"> Teachers' feedback Students' feedback Minutes of meeting Scheme of Work 	Whole Year	<ul style="list-style-type: none"> Subject teachers 	
	<ul style="list-style-type: none"> To provide more positive reinforcement and recognition to students' quality work <p>(a) To display and update regularly students' good work on CTV, subject noticeboards around the campus and the Good Work Corner in classrooms</p>	<p>(a) At least 50% of students got work displayed at least once through CTV, around the school campus or in classrooms in the school year. The subject noticeboards are updated at least 2 times throughout the school year.</p>	<ul style="list-style-type: none"> Students' feedback Teachers' feedback CTV broadcast record 		<ul style="list-style-type: none"> Class teachers Subject teachers CTV team 	
	<ul style="list-style-type: none"> To promote peer appreciation and learning <p>(a) To continue "Cheers to Peers" peer 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"> Students' feedback Teachers' feedback 		<ul style="list-style-type: none"> Class teachers Subject teachers 	

Major Concern 2: To create a positive school culture

Briefly list the feedback and follow-up actions from the previous school year:

- A number of values education activities were successfully held to instill proper values and attitudes in students. The School will continue to strengthen values education.
- Various school events and activities were organized to cultivate a positive and supportive school atmosphere. We will further implement unified classroom guidelines across all classes as to create a positive learning environment.
- Feedback from parents on parent education was promising. The School will further raise parents' awareness of the importance of positive parenting.
- Students' sense of national identity was strengthened. The School will continue developing a sense of national identity through the school curriculum and different activities.

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"> • To cultivate a positive and supportive school atmosphere. <ul style="list-style-type: none"> (a) To instill proper values and attitudes in students through different activities. (b) To enhance the wellbeing of students, teachers and parents in alignment with the "4Rs Mental Health Charter". (c) To implement a school-based parent education program as to promote positive parenting. 	<ul style="list-style-type: none"> (a) Different proper values are instilled in students through school activities. (b) <ul style="list-style-type: none"> - Different activities are organized for students, teachers and parents. - 70% of the participants agree that their wellbeing is enhanced. (c) <ul style="list-style-type: none"> - At least five parents' activities are organized. - 70% of the participants have a better understanding on positive parenting after the talk. 	<ul style="list-style-type: none"> • Minutes of core/subject meetings • Values Education Plans for Program • Stakeholder's survey • Post-Activity Survey • Teachers' feedback • Students' feedback • Parents' feedback 	Whole Year	<ul style="list-style-type: none"> • Subject & Team in-charge • Teacher in-charge of 4Rs Mental Health Charter • Teacher in-charge of Parent Education 	

	<ul style="list-style-type: none"> To implement healthy classroom policy to create a welcoming, healthy and safe learning environment. <p>(a) To establish the Classroom Management and Building Team as to promote a positive atmosphere throughout the entire school.</p>	<p>(a)</p> <ul style="list-style-type: none"> - All classes implement the guidelines from the Team. - 80% of teachers agreed that a positive classroom atmosphere is fostered. 	<ul style="list-style-type: none"> Stakeholder's survey Teachers' feedback 	Whole Year	<ul style="list-style-type: none"> Classroom Management & Building Team 	
	<ul style="list-style-type: none"> To help students build a positive self-image as to enhance self-confidence and sense of achievement. <p>(a) To provide students with opportunities to take on leadership roles in school events.</p> <p>(b) To boost students' self-confidence and sense of achievement through CTV programmes.</p>	<p>(a) Students take on various roles in school events and demonstrate leadership skills.</p> <p>(b) At least five CTV programmes are produced.</p>	<ul style="list-style-type: none"> Stakeholder's survey Teachers' feedback 	Whole Year	<ul style="list-style-type: none"> Subject & Team in-charge 	
	<ul style="list-style-type: none"> To promote healthy lifestyle by refining the school timetable and ECA policy. <p>(a) To review the existing school timetable and ECA policy.</p>	<p>(a) An action plan for improvement is proposed for the academic year 2026-2027.</p>	<ul style="list-style-type: none"> Teachers' feedback 	Whole Year	<ul style="list-style-type: none"> Teacher in-charge of ECA & Core 1 	

	<ul style="list-style-type: none"> To implement Positive Education under “PLK Positive Education Movement in Primary Schools” (保良局小學正向同行計劃). <p>(a) To review the school’s needs and determine a focus for positive education.</p> <p>(b) To provide positive education training for teachers, non-teaching staff and parents.</p>	<p>(a) A suitable focus is selected for the implementation of school-based positive education curriculum in the academic year 2026-2027.</p> <p>(b) At least two teacher training sessions, one non-teaching training session and two parent workshops are organized.</p>	<ul style="list-style-type: none"> Plans for Positive Education Activities Summaries for Positive Education Activities Stakeholder’s survey Feedback from teachers, non-teaching staff and parents 	Whole Year	<ul style="list-style-type: none"> Teacher in-charge of PLK Positive Education Movement in Primary Schools 	PLK Positive Education Movement in Primary Schools
2.2 To strengthen Values Education	<ul style="list-style-type: none"> To enhance students’ awareness to the priority values and explore the inner proper attitudes and values that they possess. <p>(a) To develop life education for P3 through “Provision of Services on Planning Life Education in Primary and Secondary Schools” Programme of The Education University of Hong Kong (協助中小學規劃生命教育計劃).</p>	<p>(a)</p> <ul style="list-style-type: none"> - Different priority values are instilled in students through cross-curriculum arrangement. - Different priority values are instilled in students through curriculum, school-based values education booklet and activities. 	<ul style="list-style-type: none"> Subject Schemes of Work Values Education Plans for Program Teachers’ feedback Students’ feedback 	Whole Year	<ul style="list-style-type: none"> Subject & Team in-charge VE Team 	The Education University of Hong Kong Program

		<ul style="list-style-type: none"> - Stories that incorporate values with Chinese cultural elements are broadcast through CTV. - New board games with Chinese cultural elements are available for students to play and learn. 			<ul style="list-style-type: none"> • VE Team & CTV • VE Team 	
	<ul style="list-style-type: none"> • To cultivate students' positive mindset and attitudes towards financial knowledge. (a) To implement financial education for P4 through Jockey Club Financial Education Programme. (b) To enhance financial education for P2 through "Project Morals & Money" (Project M²)". 	<ul style="list-style-type: none"> (a) Students apply the knowledge and attitudes learnt in the year-end program bazaar. (b) At least 60% of participants agreed that they understand attitudes and values. 	<ul style="list-style-type: none"> • Pre-task & post-task student survey • Teachers' feedback • Record of participation 	Term 2	<ul style="list-style-type: none"> • VE Team, G.S. & Math Department 	Jockey Club Financial Education Program & Solomon Learning Group
2.3 To enhance students' sense of national identity	<ul style="list-style-type: none"> • To implement National Education inside and outside the classroom. (a) To implement National Education and National Security Education in subjects according to EDB's updated Curriculum Framework of National Security Education. 	<ul style="list-style-type: none"> (a) Schemes of work are designed with the elements of National Education and National Security Education. 	<ul style="list-style-type: none"> • Record of participation • Participants' feedback • Subject Schemes of Work 	Whole Year	<ul style="list-style-type: none"> • NSE Coordinator, Subject & Team in-charge 	

	(b) To organize Chinese cultural activities outside the classroom.	(b) At least two activities are held.				
	<ul style="list-style-type: none"> To enhance students' understanding of our country and the Chinese culture, and cultivate a sense of belonging to the country and national identity <p>(a) To have board displays on campus to cultivate students' concept of national identity and sense of responsibility to the country.</p> <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>(a) Boards with contents in line with the National Education — Event Planning Calendar are displayed in the campus.</p> <p>(b) At least two visits are organized.</p> <p>(c)</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> Minutes of core meetings Record of participation Participants' feedback Stakeholders' survey 	Whole Year	<ul style="list-style-type: none"> NSE Coordinator, Subject & Team in-charge 	
	<ul style="list-style-type: none"> To equip students with knowledge of National Security, the Basic Law, and the Constitution in order to nurture law-abiding citizens. 		<ul style="list-style-type: none"> Minutes of core meetings 	Whole Year	<ul style="list-style-type: none"> NSE Coordinator, Subject & 	

	<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&A competition about 20 Major Fields under National Security.</p>	<p>(a)</p> <ul style="list-style-type: none"> - 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>(b)</p> <ul style="list-style-type: none"> - Boards are displayed in the campus. - A Q&A competition is organized. At least 50% of the students participated in the Q&A competition. 	<ul style="list-style-type: none"> • Record of participation • Participants' feedback 		Team in-charge	
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保良局陳守仁小學
2025-2026 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

本計劃主要呼應以下幾項關注事項：

- (一) 2025-2026 年度學校關注事項一：提升學生對學習的擁有感 (To strengthen student ownership of learning)
- (二) 國家安全教育：文化安全、社會安全、科技安全
- (三) 價值觀教育：國民身份認同、尊重他人、責任感

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.	兩校學生交流（線上/書信） 日期：2025 年 11 月至 2026 年 5 月 參與人員：約 30 個四、五年級學生 內容：兩校學生以書信/Video Letter 交流	<ul style="list-style-type: none"> 增進對內地的認識和了解 促進文化交流 增強語言/表達/溝通能力 建立友誼 	<ul style="list-style-type: none"> 期末學生分享 問卷調查 75%參與的學生有積極、正面的回饋 	1. 郵費及雜項	\$500
2.	兩校學生交流（實體） (1) 參與姐妹學校天文科技節 日期：十二月初（三天兩夜） 地點：石排鎮實驗小學 參與人員：約 30 個學生（以參與線上/書信交流和天文學會學生優先）及 4-5 位老師 內容：探訪姊妹學校，參與姐妹學校天文科技節之活動。	<ul style="list-style-type: none"> 增進對內地的認識和了解 促進文化交流 促進個人成長，提升自理能力 增強語言/表達/溝通能力 豐富學習經歷 擴闊視野 建立友誼 	<ul style="list-style-type: none"> 問卷調查 學生分享 教師觀察 年末會議報告 	1. 教師簽證費用 2. 交流物資 3. 團費開支（交通/食宿）	\$30,000

	(2) 球類友誼賽 日期：待定（兩天一夜/當天來回） 地點：石排鎮實驗小學 參與人員：約 15 個學生（以參與線上/書信交流和天文學會學生優先）及 2-3 位老師 內容：兩校進行籃球或足球之友誼賽				
3.	兩校教師之專業交流 日期：開放日（2026 年 5 月 2 日）、科組活動週或音樂劇（2026 年 6 月 26/27 日） 地點：陳守仁小學 參與人員：以常識、數學科老師為主 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"> • 促進專業發展 • 建立學習社群/推行教研 • 擴闊視野 • 建立友誼/聯繫 		1. 交流物資 2. 在香港舉辦姊妹學校交流活動的費用 3. 茶點開支	\$5,000