

PLK HKTA

Yuen Yuen Primary School



**SCHOOL DEVELOPMENT PLAN
2018/2019**

School Development Plan
2018/2019

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SCHOOL MISSION

1. School Vision, Mission and Motto

1.1. School Vision

We believe every child in our school can have excellent academic result, they can explore their potential and they know grasping the life's principles and cultivate the virtue.

1.2. School Mission

The School is managed under Po Leung Kuk's school system. Owing to the uniqueness of our teaching and learning environment, the school preserves its own curriculum and teaching methodology. The mission of the School is to provide a quality education that develops confident children.

We are now running the school under the Direct Subsidy Scheme for the fourteenth year. With better resources, we aim to offer an excellent learning environment and ideal facilities to enhance effective and enjoyable learning, and new initiatives will be adopted to enhance learning and teaching.

We provide various learning experience and opportunities to encourage our children to develop their potential.

1.3. School Motto

Love, Respect, Diligence, Integrity; Understanding Tao, Establishing Virtue.

2. SWOT Analysis

2.1. Our Strengths

- ◆ Passionate teachers and good teacher-student relationship
- ◆ Students are highly motivated to learn
- ◆ Students are multi-talented
- ◆ Good foundation of e-learning (e.g. have started using ipads in junior grades)
- ◆ Teachers have more chances to visit sister schools in mainland China, in order to enhance our professional development
- ◆ We pay more importance to vertical curriculum in most subjects
- ◆ STEM room will be in use
- ◆ School Team reputation (ie. teams not only in sports are performing well)
- ◆ Teacher/Student Harmony - recognized by outside parties
- ◆ Our students are adaptable to an international culture
- ◆ Teachers are multi-talented
- ◆ Activities and events are executed professionally
- ◆ The students have great potential, and the school offers plenty of opportunities for students to reach their potential
- ◆ The campus has an excellent reading atmosphere
- ◆ Abundant resources
- ◆ The school's teaching facilities are getting better and better
- ◆ The music atmosphere on the campus is very strong
- ◆ A popular school in Tuen Mun with a good reputation
- ◆ Many opportunities for cultural exchange in mainland China / foreign countries
- ◆ Large variety of extra-curricular activities available for students
- ◆ Co-teaching
- ◆ School provides teachers a work environment to try out new ideas and teaching strategies
- ◆ Majority of students have a happy school life as they don't have much homework
- ◆ There are lots of extra-curricular activities provided for students to experience
- ◆ Different school teams have a remarkable achievement and performance
- ◆ Our school adopts a more flexible curriculum
- ◆ Maintenance of facilities: a new STEM room and old facilities are renovated every year

2.2. Our Weaknesses

- ◆ No foreign students come to our school
- ◆ Not enough e-teaching training for teachers
- ◆ Insufficient IT support (e.g. not enough IT equipment other than ipads, not enough IT staff)

- ◆ Too many activities so teaching quality is affected
- ◆ Abundant resources, less motivation to seek for more resources (QEF)
- ◆ More organized school plan of activities and training, any time or space can buffer the adhoc activities and trips
- ◆ Lack of main linkage of whole curriculum e.g. moral education / STEM / self learning
- ◆ P.5 and P.6 students are showing discontent compared to HK norm
- ◆ We are expanding a lot quicker than our school infrastructure can handle
- ◆ Appraisal completed only at the end of the school year
- ◆ Too much responsibility is given to too few people
- ◆ Some campus facilities require maintenances
- ◆ The development of electronic campus is low
- ◆ No through-trained secondary schools
- ◆ More and more activities required a balance between activities and teaching
- ◆ Retirement of the Principal
- ◆ Insufficient coordination between different departments when planning school activities and curriculum
- ◆ There is a room for improvement in student self-management and discipline – School lacks a coherent curriculum for developing students' values and attitudes
- ◆ Immature STEM curriculum
- ◆ Allocation of resources and opportunities (chance to go on cultural exchanges, award trips, participation in school teams seem to go to the same students all the time etc.)
- ◆ Insufficient preparation and consideration when it comes to planning activities
- ◆ Need to enhance the school security
- ◆ We don't have much support and opportunities for the average students since most overseas experience are for high performing students
- ◆ Students have poor self-management skills
- ◆ Not enough support for SEN students including both low ability and gifted ones

2.3. Our Opportunities

- ◆ Many ECAs to develop students' potentials
- ◆ Many exchange tours for students
- ◆ Alumni and parents' resources (e.g. alumni and PTA help ECA or school events)
- ◆ Increasing number of sister schools in mainland China
- ◆ Students are given many opportunities to experience different cultures. (e.g. oversea study trip, sister school exchange program.)
- ◆ New Principal, new ideas (e.g. managing swimming pool)
- ◆ Manpower gain i.e. young and energetic teachers
- ◆ New principal
- ◆ Growing network of relationships with schools worldwide

- ◆ Growing reputation and popularity with the education field of Hong Kong
- ◆ Enhanced technological developments can better cater to student learning
- ◆ Collaboration with other schools within Hong Kong
- ◆ There are more and more foreign cultural exchange activities, which can increase the knowledge of teachers and students
- ◆ The new principal is very experienced in the development of the swimming team
- ◆ Both Musical and the pool are good for publicity
- ◆ The school has sufficient resources and is very supportive of teachers' development of effective new teaching reforms
- ◆ Good relationship with parents is conducive to promoting school policy
- ◆ Government funding
- ◆ Potential learning experiences that come with cultural exchange in mainland China / Foreign countries – require concise reforms
- ◆ New networking by the new Principal
- ◆ EDB has invested more in education so we can get more funding for the school
- ◆ Maintain a good relationship with alumni (We can invite them to give a talk to our senior grade students to share their experiences)
- ◆ Connection with sister schools (enhance students' PTH and other areas like sports.)
- ◆ More APSM posts (STs can share their experience more with other teachers: better knowledge management.)

2.4. Our Threats

- ◆ Old and dangerous campus
- ◆ E-learning/ STEAM / STEM development is slower than other schools
- ◆ E-administrative platforms start later than other schools
- ◆ Not many staff are willing to take up middle management duties
- ◆ Retirement of senior management
- ◆ Manpower loss i.e. more permanent teacher posts than other schools
- ◆ Lack of the main linkage of whole curriculum e.g. moral education/STEM/self learning)
- ◆ Negative feeling and attitude towards school among higher form students
- ◆ Low security
- ◆ New Principal
- ◆ The 1 year contract policy has the potential to create BIG problems in September
- ◆ Due to our lack of hygiene, incoming viruses and sickness could easily cause an epidemic
- ◆ Cyber attacks
- ◆ Decreasing number of students looking for schools
- ◆ Some of the students' data in the APASO assessment were below the territory level and were worse than in

- previous years
- ♦ The access control of campus entrances and exits is weak, and outsiders have the opportunity to enter the campus
- ♦ The IT department has a high turnover rate
- ♦ The interview for P1 was not very smooth due to technical reasons, which slightly damaged the image of the school
- ♦ The team of teachers is not stable
- ♦ Change in administration
- ♦ Change of policies by the new principal
- ♦ Lower birth rate in HK may affect the intake of students
- ♦ Good teachers are leaving because of a better offer e.g. Permanent posts of teachers from other subsidized schools
- ♦ Pressure on students from different parties e.g. SSPA, parents
- ♦ Our school takes full responsibility of the swimming pool management if anything happens

3. Major Concerns for 2018/2019

- 3.1. Enhancing cross-curricular collaboration across all subject areas
- 3.2. Integrating the moral value of respect into curriculum

4. School management and organization plan for 2018/19

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	Install a drowning detection system at the swimming pool	Dec	Successfully install	● Feedback from the user (teachers and swimming company)	Jason C., Polly, Jason W., Herman & Maggie	School fund
B.	Install silencers for swimming pool heater	Jan	Successfully install & receive fewer complaints from the neighborhood	● Feedback from teachers	Jason C., Polly, Jason W., Herman & Maggie	School fund
C.	Install one water fountain at the basketball court	Nov	Successfully install	● Feedback from school staff, parents and students	P.E. Team	School fund
D.	Renovate the modular house	Dec	Renovation work is done	● Feedback from the user (staff and teachers)	F&E Team: Sanny*, Kat, Sophie & Jessica	School fund
E.	Campus TV room- install High Definition System	3 rd term	Successfully upgrade the equipment to high definition	● Feedback from the user (IT technicians and teachers)	Money and IT technicians	School fund
F.	Renovate of the music room	Aug	Renovation work is done	● Feedback from the user (staff and Music teachers)	Music Team	School fund
G.	Renovate the STEM room	Aug	Renovation work is done	● Feedback from the user (staff and GS teachers)	STEM team	School fund

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
H.	Summer holidays: <ul style="list-style-type: none"> ● 3/F kitchen ● Teachers' lockers and homework cabinets ● Doors and door frames (all rooms, except classrooms) ● G/F, 1/F to 3/F boys and girls toilet ● Gates (Main entrance and car park) ● Staircase handrail (front and back stairs) ● School Hall 	Aug	All the renovation work could be done by the end of the school year.	<ul style="list-style-type: none"> ● Feedback from the user (office clerks and IT support team) 	F&E Team: Sanny*, Kat, Sophie & Jessica	School fund

5. Teaching and Learning for 2018/19
5.1. English subject plan for 2018/19

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	Update P.4 English Curriculum - Teachers will get reference from the UK National Curriculum and adopt a new curriculum in our school.	Sept 18 – June 19	Students will be asked to do a previous assessment after the first term. On average, students should score higher than the previous year's students.	<ul style="list-style-type: none"> ● Assessment scores ● 2. Teachers' observation 	Sophie and Mark	Assessment Paper in the past Survey
B.	Staff Professional Development in Pedagogy (SEN + Designing Lesson with Integrated Skill)	Sept 18 – June 19	80% of the teachers will find the information of the workshop useful and are willing to implement it in their teaching.	<ul style="list-style-type: none"> ● Survey 	Zoe	Survey
C.	Cross curricular projects *	Sept 18 – June 19	Each subject should collaborate on at least 1 project with another subject each year	<ul style="list-style-type: none"> ● Teachers' Observations ● Project Document ● Evaluation 	Zoe	Project Guideline Grade Level meeting
D.	SEN groups (P.2 to P.6) - Reading and Writing Recovery Program	Sept 18 – June 19	90%- 95% of the Students who are in the program will be able to move out of the Red Zone.	<ul style="list-style-type: none"> ● Teachers' Observation ● PM e-Collection Record 	Vedran	PM e-platform Report Evaluation Forms
E.	Variety of Competitions	Sept 18 – June 19	1 scrabble competition will be introduced to students 1 Battle of the Books (P4) as ECA to prepare for the next year competition	<ul style="list-style-type: none"> ● Application record 	Mark, Vedran and Joshua	Application record Budgets for gifts and travel expenses from English Department

5.2. Chinese subject plan for 2018/19

* 配合學校關注事項

	Strategies / Task 策略/工作	Time Scale 時間表	Success Criteria 成功準則	Methods of Evaluation 評估方法	Person(s)-in-charge 負責人	Resources Required 所需資源
A.	推行「雙主教」教學模式。 從五年級開始推行，每班兩位中文主教，其中一位負責課文、閱讀教學，另外一位負責寫作、聆聽和說話教學。	全學年	八成教師認為該教學模式能夠增加教師間的專業交流，提升教師協作教學的效能。 八成教師認為該教學模式能夠加深兩位教師對學生的了解，學生能得到教師更多的關注和支援。	● 問卷	P5 中文老師	問卷調查紙
B.	跨學科教學 與 M&M 推行跨科合作，M&M 課題〈香港污染〉，與寫作課—說明文結合。	第三學期	八成老師認為學生透過資料搜集及小組報告，對推行的課題有更深的認識；推行跨科，節省了寫作課的寫作預備時間。	● 問卷	P5 中文老師	問卷調查紙
C.	培養中華文化素養及品德情意。 推廣三字經：將三字經納入小四至小六的中文課程當中。	全學年	八成教師認為學習三字經能夠提升學生的中華文化素養。 八成教師認為學習三字經能夠提升學生的品德情意。	● 問卷	所有老師	問卷調查紙
D.	創設普通話語境，發展學生潛能。 普通話廣播：學生需在午飯時段進行普通話廣播，內容包括成語故事、寓言故事或者古詩解析等。	全學年	八成教師認為普通話廣播能夠提升學生的聆聽能力、能夠訓練負責播音的學生的口語能力和能夠給學生提供表演的機會，從而發展學生的潛能。	● 問卷	所有老師	問卷調查紙

	Strategies / Task 策略/工作	Time Scale 時間表	Success Criteria 成功準則	Methods of Evaluation 評估方法	Person(s)-in-charge 負責人	Resources Required 所需資源
E.	<p>營造閱讀氛圍：</p> <p>P1： 教師分享繪本故事（每週一次）</p> <p>P2： 十分鐘閱讀時段（逢一、三、五）</p> <p>P3： 學生圖書分享（每週一次）</p>	全學年	<p>八成學生能夠在閱讀時段投入閱讀。</p> <p>八成老師認為課堂十分鐘閱讀時段能夠培養學生的閱讀習慣。</p>	<ul style="list-style-type: none"> ● 問卷 	所有中文老師	問卷調查紙

外籍中文

	Strategies / Task 策略/工作	Time Scale 時間表	Success Criteria 成功準則	Methods of Evaluation 評估方法	Person(s)-in-charge 負責人	Resources Required 所需資源
A.	提高自學能力	全學年	<p>學生在家使用點讀筆完成聆聽家課</p> <p>增加使用點讀筆的誘因，提高使用率，以期培養自學學力</p>	<ul style="list-style-type: none"> ● 聆聽家課 	各級外籍中文老師	聆聽練習
B.	認識中華文化	全學年	八成學生能透過活動認識及欣賞中華文化	<ul style="list-style-type: none"> ● 外遊活動 ● 中文日 	各級外籍中文老師	小冊子
C.	<p>加強學生說話能力：</p> <ul style="list-style-type: none"> - 課後朗讀 - 與伴讀大使閱讀圖書後，討論故事內容及分享感受 	全學年	八成學生能完成朗讀手冊	<ul style="list-style-type: none"> ● 課後朗讀手冊 ● 本地學生跟外籍學生配對，以小組討論或朗讀課文的形式評估外籍學生的表現 	任教外籍中文班老師及伴讀大使	評估表、朗讀手冊

5.3. Mathematics subject plan for 2018/19

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	To promote the authentic purpose of using Mathematics in daily life	Whole year	All grades have done at least one practical assessment during the school year. Each practical assessment weighs 5% of a quiz (the written parts weigh 95%).	<ul style="list-style-type: none"> ● Quiz paper 	All Math teachers	Quiz paper
B.	To enhance teaching and learning.	Whole Year	Math teachers test students on their previous math from all prior quizzes and assessments. This section weighs 5%.	<ul style="list-style-type: none"> ● Quiz paper 	All Math teachers	Quiz paper
C.	To enhance e-learning and self-learning	Whole Year	All P4-6 students used Google Classrooms for lesson preparation and self-study. All pre-lesson preparation notes (PowerPoint slides) are completed in P4 to P6.	<ul style="list-style-type: none"> ● PowerPoint Slides made by Math teachers ● Students' participation in Google Classroom 	All P4-6 Math teachers	PowerPoint files saved in grade folder
D.	Promote students' interest in Math.	2 nd term or 3 rd term	Math month was held and at least 75% of students in each class participated.	<ul style="list-style-type: none"> ● Participation record of each class 	Math Panel heads	Participation record sheet
E.	Promote students' interest in learning Math and boost their confidence. Provide students with a chance to handle more challenging tasks	Whole year	Students participated in at least 6 competitions. Students were selected by Math teachers and applied through YYPS	<ul style="list-style-type: none"> ● Participation of teachers and students 	Bianca	Competition results record

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
F.	Enhance teachers' professional development in Math	Whole Year	<p>Every Math teacher attended at least one Math professional program, talk or activity.</p> <p>Every Math teacher completed at least one peer lesson observation in Math.</p> <p>Math teachers used different types of questions to guide students thinking critically as stated in the 1718 Math Lesson Observation Forms.</p> <p>Math co-teacher taught one Math topic each term.</p> <p>A professor / speaker was invited to come to our school for professional development.</p>	<ul style="list-style-type: none"> ● All Math main teachers observed a lesson among the grade they teach at least one time. ● All Math main teachers attended Math related workshop, course or seminar at least one time. ● All co-teachers taught one Math topic in every term for students in their grades. ● All teachers should have asked one kind of higher order thinking question in their lesson observed. ● The professor is invited to our school for education purposes on Staff Development Day. 	All Math teachers	<p>Self-learning record</p> <p>Peer lesson observation form</p>

5.4. General Studies subject plan for 2018/19

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	Cross-curricular Stem Project * Enhancing cross-curricular collaboration across all subject areas	Whole Year	At least one experiment of each STEM topic intergrade with other subjects	Google form	Grade coordinators	
B	Peer observation of other subjects at least once a year to increase the understanding of how other subjects are taught and look into possibilities of cooperation. *Enhancing cross-curricular collaboration across all subject areas	Whole year	80% of teachers finish at least one peer observation of other subjects	Google form	GS teachers	Lesson observation form
C.	Continuous professional development training (not only GS subjects) for teachers. * Enhancing cross-curricular collaboration across all subject areas	Whole year	100% of teachers completed at least one training	Google form	GS teachers	Circulate the training information by google form

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
D.	Emphasize the value of respect into our teaching content. i.e. Topics P1 : gender difference P2 : respect community helpers P3 : different races P4 : privacy on internet P5 : China culture P6 : citizenship *Integrating the moral value of respect into curriculum	Whole year	Emphasized the value of respect in at least one unit of GS curriculum	Google form	Grade coordinators	

5.5. Physical Education subject plan for 2018/19

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	<p>Strategies / Tasks (motor and sport skills) * Encourage students to participate in competitions.</p> <ul style="list-style-type: none"> - Participate in joint-schools sports day and inter-school competitions. - To hold a Games Day for all students to participate in. - Organize sport team overseas training/exchange trip 	Sept, 18 – June, 19	Over 30% of students have participated in the competitions. All students have participated in Games Day's events. Over 70 % of students and teachers are satisfied	<ul style="list-style-type: none"> ● The no. of participants ● The no. of participants 	PE Panel PE teachers	Award Scheme Handbooks
B.	<p>Hold exercise courses / demonstration</p> <ul style="list-style-type: none"> - To hold different experience courses for students 	Sept, 18 – June, 19	Over 70% of students and teachers are satisfied	<ul style="list-style-type: none"> ● Observation 		School Fund
C.	<p>Strategies / Tasks (Health and Fitness) Provide more opportunities for students to do exercises and maintain a healthy life-style.</p> <ul style="list-style-type: none"> - Jump ropes are provided for students in recesses. - Fitness station will be set up in recess in order to enhance the fitness level of students. 	Sept, 18– June, 19	Over 70% of students and teachers are satisfied. Over 40 % of students can reach the requirement of fitness station and over 60% of students can reach grade 3 of fitness level in Hong Kong.	<ul style="list-style-type: none"> ● Observation ● The no. of people who has reached the requirement. 	PE Panel PE teachers	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
D.	Participate in Sport ACT Award Scheme and Sport FIT Award Scheme* - Participate in Sport ACT Award Scheme to develop students' Awareness, Choice and Target of doing sports. - Participate in the Sport FIT Award Scheme which encourages students to enhance their fitness level.	Sept, 18 – June, 19	More than 60% of students receive the bronze award of Sport ACT Award Scheme. More than 50% of students receive the bronze award of Sport FIT Award Scheme.	<ul style="list-style-type: none"> ● The result of the SportACT Award Scheme ● The result of the SportFIT Award scheme 	PE Panel PE teachers	LCSD
E.	Strategies / Tasks (Sports related Values and Attitudes) * (Moral Education) Train up student leaders/helpers in school & build a welcoming campus(a loving & caring school)* I. All students have to be helpers for helping teachers and classmates in P.E. lessons. II. Recruit senior students for helping junior students to take part in different PE activities.	Sept, 18 – June, 19	Over 70% of teachers are satisfied with students' performance.	<ul style="list-style-type: none"> ● Observation 	PE Panel PE teachers	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
F.	<p>Strategies / Task (Knowledge and Practice of Safety) (knowledge of movement) Arouse students' knowledge of P.E. and sports news* (enhance cross-curricular teaching)</p> <p>I. Provide the knowledge of P.E. by exhibitions through applying boards and sports promotion activities from different organizations.</p> <p>II. Provide the information of sports by PE bulletin board</p> <p>III. *Newspaper cutting about "Sports" will be conducted.</p> <p>IV. *Teach senior grade student bar chart & draw chart skills that related to fitness data.</p> <p>V. *Use 'kahoot' or other sports apps to enhance learning</p>	Sept, 18– June, 19	Once per year	● Observation	PE Panel PE teachers	Bulletin board LCSD Worksheet Excel software Ipad

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
G.	<p>Strategies / Tasks(teacher's development) Enhance the quality of teaching & teachers' professional development</p> <ul style="list-style-type: none"> - Execute lesson observation and focus on 'students' participation and mastering outcome'. - Encourage teachers to attend subject-related seminars and workshops of EDB. 	Sept, 18– June, 19	Once per year, teachers rate "3" in overall rating(1-5) Once per year	<ul style="list-style-type: none"> ● Observation ● The attendance of the teachers 	PE Panel PE teachers	
H.	<p>Enhance co-teaching practice</p> <ul style="list-style-type: none"> - Co-teachers without PE qualification mainly take care of students according to subject policy and give assistance to SEN students. - Co-teachers with PE qualification can practice small group teaching. 	Whole year	Over 70% of teachers are satisfied.	<ul style="list-style-type: none"> ● Feedback from PE teachers ● Feedback from PE co-teachers 	PE Panel PE teachers	
I.	<p>Arrange swimming lessons for whole school students</p> <ul style="list-style-type: none"> - Arrange swimming lessons for P1-P6 students. - Students will be taught by swimming club 	Sept, 18 – June, 19	Each grade can have 6 lessons per year 80% students can achieve the unit objectives related to swimming	<ul style="list-style-type: none"> ● Observation 	PE Panel head	School fund

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
J.	STEM (Science, Technology, Engineering and Mathematics) in P.E. Use different apps or software to teach students some basic knowledge of sports science and do fitness data analysis (e.g. teaching Excel to analyze fitness test results, slow motion record function provides immediate feedback, posture analysis could be done simply with images captured from video and painting software.	Sept, 18 – June, 19	Over 70% of teachers are satisfied.	<ul style="list-style-type: none"> ● Feedback from PE teachers ● Feedback from PE co-teachers 	PE Panel PE teachers	School fund/ QE fund application
K.	* (enhance cross-curricular teaching) - 13/9 mini-tennis demonstration (M&M) - 20/9 table-tennis demonstration (M&M) - 8/11 water safety talk by HK Swimming Teachers Association (M&M) E.g. Teach students about measurement of sport court/ swimming pool (English/Math)	Sept, 18 – June, 19	Over 70% of teachers are satisfied.	<ul style="list-style-type: none"> ● Feedback from PE teachers ● Feedback from PE co-teachers 	PE Panel PE teachers	Service supplier (successful bidder) Measurement tools

5.6. Music subject plan for 2018/19

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	<p>Consolidation of assessment mechanism</p> <ul style="list-style-type: none"> ● Update on performance rubric ● Introduction of assessment report ● Changing of weighting ● Establishment of database recording music training of students in and out of school. 	Term 1 - 3	-Meaningful assessment mechanism will ultimately lead to enhancement in student learning	<ul style="list-style-type: none"> ● Feedback and evaluation by teachers on application of mechanism ● Feedback and evaluation by teachers on observed student learning 	Music Panel Music teachers	
B.	<p>Standardizing documentation of horizontal curriculum</p> <ul style="list-style-type: none"> ● Implementation and use of new scheme of work template ● Documentation of new scheme of work in relation to vertical curriculum expected learning outcomes 	Term 1- 3	<p>-Teachers can refer to documents and have better understanding of curriculum structure</p> <p>-Clear documentation of horizontal curriculum facilitates effective teaching</p>	<ul style="list-style-type: none"> ● Feedback and evaluation by teachers on application of new scheme of work format ● Feedback and evaluation by teachers on observed student learning 	Music Panel Music teachers	
C.	<p>Structured implementation of Xylophone and movement as key learning components</p> <ul style="list-style-type: none"> ● Pedagogy workshops and training for teachers conducted by Merak or other guest pedagogues 	Term 1 - 3	<p>-Expanding breadth of learning experiences in music lessons across all grades</p> <p>-Enhancement in musicality of students</p>	<ul style="list-style-type: none"> ● Feedback and evaluation by teachers on application of pedagogy ● Feedback and evaluation by teachers on observed student learning. 	Music Panel Music teachers	Gift cards

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
D.	<p>Enhancement to instrument class and orchestra program</p> <ul style="list-style-type: none"> ● Program briefing session for parents and instrument demonstration for students combined with the addition of instrument testing sessions for students. ● Showcase at the end of the year for students in the instrument programs to perform for their parents and peers. ● Establishment of double bass and oboe instrument classes ● Introducing double bass and oboe into orchestra ● Expanding size of orchestra ● JSMA聯校音樂大賽 ● Improvement in program infrastructure in preparation for contract renewal of instrument class and orchestra program in 19/20 	Term 1 - 3	<p>-Improvement in caliber of orchestra</p> <p>-Students will develop showmanship, confidence, motivation and self-efficacy through training and performance</p> <p>-Students will broaden their perspective in instrumental performance when observing performances of peers and other schools.</p>	<ul style="list-style-type: none"> ● Feedback and Evaluation form for parents and instrument class participants ● Observation of mastery and achievement outcomes of instrument class program ● Feedback and evaluation by teachers and orchestra coaches 	Music Panel Music teachers	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
E.	<p>Expansion of Vocal training program.</p> <ul style="list-style-type: none"> ● Increased to 3 classes, with each class targeting P2 – P6 students ● 4 – 8 students in 1 class ● Vocal training classes moved to Saturday ● Vocal training students will participate in HKSMSA competitions 	Term 1-3	<p>-Students will develop showmanship, confidence, motivation and self-efficacy through training and performance</p> <p>-Students will broaden their perspective in instrumental performance when observing performances of peers and other schools.</p> <p>-Improved results in HKSMSA competitions for vocal solo</p> <p>-Improvement in caliber of choirs</p>	<ul style="list-style-type: none"> ● Observation of mastery and achievement outcomes of vocal training program 	Music Panel Music teachers	
F.	<p>Broadening horizons of choir members by sending them to an overseas music exchange / competition tour</p> <p>Senior Choir participation in overseas / choir festival / exchange program</p>	Summer 2019	<p>-Students will develop showmanship, confidence, motivation and self-efficacy through training and performance</p> <p>-Students will broaden their perspective in instrumental performance when observing performances of peers and other schools.</p> <p>-Broadening of perspective will in turn improve caliber of choir members</p>	<ul style="list-style-type: none"> ● Observation of mastery and achievement outcomes of Senior Choir program ● Feedback and evaluation by teachers and coach 	The company chosen by the school to run the instrument classes/ ensemble	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
G.	Reinforcing the importance of respect in school culture through music-making <ul style="list-style-type: none"> ● Students participation in various integrated music-learning experiences such as ensemble performance-based learning activities as both performers and audience or engaging in folk dances or social dances 	Term 1-3	Through experience and discourse of teachers, students develop collaboration skills, tolerance and a respectful attitude required for working with others	<ul style="list-style-type: none"> ● Feedback and evaluation by teachers on observed change in student attitudes and values. 	The company chosen by the school to run the instrument classes/ensemble	
H.	Assisting the GS department in encouraging students to explore the scientific method <ul style="list-style-type: none"> ● P.3 students will create their own paper cup ocarinas during GS lessons and learn to play them during music lessons. 	Term 1 Unit 2	-Students will develop the skills to utilize the scientific method when problem solving -Students will develop interest towards creating their own musical instruments or other useful devices	<ul style="list-style-type: none"> ● Student Feedback ● Feedback and evaluation by GS and Music teachers 	Music teachers and GS teachers	

5.7. Visual Arts subject plan for 2018/19

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	Appreciate and respect different kinds of art and culture in Visual Art Lessons*	Whole year	Over 80% of students are satisfied with the activities and joined the discussion during the lesson.	<ul style="list-style-type: none"> ● Observation of the process and achievement. 	VA Panel VA teachers	Reference materials and textbooks.
B.	Appreciate and respect others artwork in Visual Art Lessons*					
C	Cross curricular Projects / Activities*	Whole year	At least one project or activity per year	<ul style="list-style-type: none"> ● Record of participants, ● Observation 	VA Panel VA teachers	Other subject SWO
D.	Provide a programme for VA gifted students	1 st Term / 2 nd Term	Over 80% student participation	<ul style="list-style-type: none"> ● Record of participants, ● Observation 	VA Panel VA teachers	Fee for workshops and camp
E	Hold school art exhibitions to honor student work	Twice a year	Over 80% of participants are satisfied with the activities.	Observation	VA Panel VA teachers	Display boards
F	Provide different Art ECA for students	2 nd Term and 3 rd Term	Over 80% of participants are satisfied with the activities.	<ul style="list-style-type: none"> ● Observation 	VA Panel VA teachers	Different art material
G	Introduce more types of Art and media in the VA curriculum	Whole year	Over 80% of students finished the art work	<ul style="list-style-type: none"> ● Observation ● Record of participants 	VA Panel VA teachers	Reference materials, textbooks, and art material
H	Organize a design and drawing competition	3rd Term	Over 80% of students take part in this competition	<ul style="list-style-type: none"> ● Observation and Record of participants 	VA Panel VA teachers	Prizes

5.8. Library subject plan for 2018/19

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	<p>Support teaching and learning*</p> <ol style="list-style-type: none"> 1. Invite teachers and students to make purchase suggestions for enriching the collection of school library as well as supporting teaching and learning. 2. Books related to the curriculum themes (e.g. STEM, the moral value of respect) will be purchased and displayed so that students can read and borrow them from library. 	Whole year	<p>80% of the suggestions for purchases will be bought.</p> <p>Organize a thematic book display every month</p>	<ul style="list-style-type: none"> ● Library catalog records ● Activity record 	Librarian, Subject teachers	
B.	<p>Create a reading and sharing culture at school and foster students' good reading habits through various library activities.</p> <ol style="list-style-type: none"> 1. Reading Award Scheme 2. Top Readers 3. Book Fair 4. Bookplate Design Competition 5. Book Exchange 6. Author Talk 	Whole year	70% of students have participated in the activities.	<ul style="list-style-type: none"> ● Activity record ● Observation 	Librarian, Subject Panels	Prizes

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
C.	Organize Current Affairs Quiz and 2018 Top 10 News Election in order to raise students' awareness of the world.	Whole year	30% of students have participated in the activities.	<ul style="list-style-type: none"> ● Activity record 	Librarian	Prizes
D.	<p>Student librarians</p> <ol style="list-style-type: none"> 1. Hold an "Outstanding Student Librarians Award" to recognize their effort and contribution to the library's daily operation, to support them within a respectful atmosphere. 2. Organize training camp for student librarians in order to cultivate their collaborative leadership skills. 	Feb 2019	<p>Three student librarians will be awarded.</p> <p>70% of librarians take part in the camp. Over 80% participants are satisfied with the activity.</p>	<ul style="list-style-type: none"> ● Activity record ● Questionnaire 	Librarian, Social workers	

6. Discipline and Moral Education plan for 2018/19

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	Strengthen the value of respectfulness Sign design competition -Students are invited to design different signs with slogans and quotes about respectfulness. -winning signs will be posted around campus afterwards	End of Oct	Teachers and principals will determine the best artworks.	By their artworks submitted.	Tina	Class Dojo checklist
B.	Enhancement of campus cleanliness -Inter-class competition	Whole Year	Teachers and janitors will check regularly and students will be awarded.	By observation every day and check form	Vivian	Checklist
C.	Strengthen leadership skills of prefects -Prefects will be trained monthly and skills will be enhanced during the training.	Whole Year	D&C teachers will whole meeting with them every month and receive feedback from prefects	Questionnaire to teachers and prefects	Lorraine	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
D.	<p>Recess</p> <ul style="list-style-type: none"> - Provide more games and facilities - divide junior and senior grade students in half and set up a quiet (OCP) and active zone (NCP). Students can decide what they want to do. - Active Zone: hula hoops, skipping ropes, shuttlecocks, four square, hopscotch, etc. - Quiet Zone: Student can rest, have snacks, read books, etc. 	Whole year	Teachers and students feedback	Questionnaire to teachers and students	Herman	
E.	<p>Encouragement for good behavior</p> <ul style="list-style-type: none"> -Advanced Award Scheme - Award cards will be given to students widely in different areas (e.g. +5 for dictation marks, being polite to teachers, dressing tidily etc. to encourage students to “do good” every day.) - Students can exchange gifts from the social workers regularly 	Whole year	All teachers will give out cards. 90% of students receive cards from teachers and come to exchange gift	Questionnaires	Sharon J.	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
F.	To provide students with a welcoming campus - "Big Brother and Big Sister" scheme, Caring Ambassadors scheme, Stars of the Month, Secret Angel program, Guess Who, Board Game Play Room, Music Station, etc	Whole year	Fewer students complain about each other and the relationship between teachers and students is improved	Feedback from teachers.	Tommy, Karen	
G.	Boost self-confidence of senior grade students -Students are trained to provide different services for school (e.g. tour guide, big brothers and big sisters, caring ambassadors, reading angels) - A camp will be provided to train caring ambassadors and big brothers and big sisters. Adventure ship program is introduced.	Whole year	Students are able to fulfill their duties and their self-confidence is enhanced.	Questionnaire Feedback from teachers	Tommy, Karen	
H.	Self-management Program for P.3 students. - An overnight camp to enhance P.3 students' self-care skills.	December	Students can finish the tasks that assigned.	Questionnaire	Tommy	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
I.	Self-confidence Program for P.5 students. - An overnight camp to enhance P.5 students' self-confidence and problem-solving skills.	April	Students can finish the tasks that assigned. Students think their self-confidence is enhanced.	Questionnaire	Tommy	
J.	Enhance P.4 – P.6 students' resilience. - Sunshine Kids Program for P.4 – P.6 students on the attitude of facing problems and problem solving skills	Whole year	80% of students have the positive feedback.	<ul style="list-style-type: none"> ● Observation ● Questionnaire 	Tommy	
K.	Render support to students with special needs - Program of attention skills training, Chinese literacy training, social skills training, emotion management training are introduced. - Speech Therapy Service and Educational Psychology Service are provided.	Whole year	Students have improvements regarding their trained areas. Students with special needs receive suitable assessment and interventions.	<ul style="list-style-type: none"> ● Questionnaire, ● Verbal feedback from parents, students and teachers. 	Tommy, Karen	
L.	Enhancement of parent-child relationship - Parent-child day camp and activities are introduced for junior and senior grades separately. - A parent-child volunteer team is introduced.	Whole year	Parent-child relationship is improved and has more positive communication	<ul style="list-style-type: none"> ● Questionnaire, ● Observation 	Tommy, Karen	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
M.	<p>Enhancement of parent education</p> <ul style="list-style-type: none"> - A series of parents' group or talks are organized, to enhance their parental skills. 	Whole year	Parents are able to utilize the skills they learned.	<ul style="list-style-type: none"> ● Questionnaire 	Tommy, Karen	
N.	Sing National Anthem on the first school day of each month.	Whole year	Students can behave well in the ceremony.	<ul style="list-style-type: none"> ● Feedback from teachers. 	All teachers	
O.	<p>M&M period</p> <ul style="list-style-type: none"> - Every Thursday there will be an 'M&M' period for a program related to Moral and Multi-intelligence Education. - Teachers will talk about different topics in the lesson. - Guests and organizations will be invited to give students talks or shows based on different moral topics. 	Whole year	Most students can tell what they have learned in the M&M period.	<ul style="list-style-type: none"> ● Feedback from teachers and students. 	M & M subject teachers	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
P.	<p>Enhancement of positive education atmosphere in school 加強正向價值觀的學校氛圍</p> <ul style="list-style-type: none"> - Work with Campus TV Team, let our students broadcast stories through the Broadcasting system in school - Work with D&C Team, let our students design posters with slogans. Wining posters will be posted around campus afterwards - Students are invited to join colour competition with given theme. Wining artworks will be posted to the board for awarding our students - School rules(校園規則) will be posted around campus 	Whole year	<p>Teachers and students feedback</p> <p>Teachers and principal will determine the best artwork</p>	<ul style="list-style-type: none"> ● Questionnaire ● Students' artwork 	Campus TV Team, M&M Team core members.	
Q.	<p>Enhancement of money management education</p> <ul style="list-style-type: none"> - Encourage our M&M teachers to use teaching materials from PLK and "The Chin Family" financial education platform 	Whole year	Most students can tell what they have learned in the M&M period.	<ul style="list-style-type: none"> ● Feedback from teachers and students. 	M&M Team core members	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
R.	Improvement of discipline in hall during M&M periods - M & M hall dojo point scheme(using Class dojo system) -To award classes which behaves well during assembly at hall	Whole year	The class that got the highest score in senior and junior grade will have an extra section to use computer room.	Questionnaire to teachers	M&M Team core members	
S.	Development of teaching and learning material for Moral Education in school 發展德育校本教材 Apply for QEF and submit the proposal. - Develop animation as teaching and learning material for Moral Education in our school - cooperate with animation company and our school Campus TV Team, let our students use new technology for creating videos for M&M teaching and learning. Renew teaching materials. -Teaching materials from NGO, new textbooks, PLK and government are references for renew	Whole year	Teachers and students feedback At least one ECA activity involving animation.	<ul style="list-style-type: none"> ● Questionnaire to teachers ● Students' work 	M&M core Team members, Campus TV Team and IT Support Team.	

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
T.	Experience Chinese culture and enhance the ethnic Identity - A study tour program will be organized for P.4-6 students to Macau - Study tour programs will be organized for students to mainland China. (Hunan & Yunnan)	Mar 2019 Apr 2019	Successful trips were held on the assigned dates	<ul style="list-style-type: none"> ● Feedback from teachers and students. ● Students' work 	Chinese and M&M Subject Teachers	

7. Extra-Curricular Activities plan for 2018/19

* Align with school major concern.

	Strategies / Task	Time Scale	Success Criteria	Methods of Evaluation	Person(s)-in-charge	Resources Required
A.	Digitizing all information for better accuracy and for easier access. -students enroll in ECAs via eEnrollment -eAttendance will be used to record students attendance.	2 nd & 3 rd terms	Mistakes of students' attendance is reduced.	<ul style="list-style-type: none"> ● Student participation & feedback ● Teacher observation & feedback ● Office ladies feedback 	ECA Coordinator, all teachers	A wide variety of activities for different activity groups. eAttendance system needs to be set up.
B.	To introduce activities that can involve the whole school so as to improve students' confidence and sense of belonging.	Whole year	-Completed Activities -Students gain knowledge and learning experience from these activities.	<ul style="list-style-type: none"> ● Completed activities ● Student participation ● Teacher observation & feedback ● Questionnaire 	ECA Coordinator, Subject teachers	A wide variety of activities and resources for different activity groups.
C.	To set regulation to reduce clash and ensure the safety: -All subject panels need to decide all activities for the year by August -New activities cannot be added mid school year.	Whole year	70% teachers agree that clashes among students reduced.	<ul style="list-style-type: none"> ● Student participation ● Teacher observation & feedback 	ECA Coordinator, all teachers	Questionnaire
D.	Keep the regular whole school events to provide other learning opportunities, e.g. games day, variety show	Whole year	Students gain learning experience from various school events.	<ul style="list-style-type: none"> ● Student Participation ● Teacher observation & feedback 	ECA Coordinator, all teachers	
E.	To train students to be cooperative and show sportsmanship through activities.	Whole year	Students gain learning experience from Sports Day.	<ul style="list-style-type: none"> ● Student Participation ● Teacher observation & feedback 	ECA Coordinator, all teachers	

促進香港與內地姊妹學校交流計劃
2018-2019 計劃書

學校名稱：保良局香港道教聯合會圓玄小學

姊妹學校名稱/締結日期：寧波市行知實驗小學（2018年）/雲南昆明市明通小學（2018年）/南沙金隆小學(2013年)/
浙江海曙中心小學(2012年)/武漢育才小學(2010年)

本校擬於試辦計劃推行期間舉行下列姊妹學校交流活動：

項目	交流項目名稱及內容	預期目標	監察／評估	津貼分配
1.	姊妹學校師生互訪交流	--與姊妹學校（雲南昆明市明通小學） 進行學術或體藝活動交流	安排起跟姊妹學校的互訪活動 。	境內交流活動 所涉及的費用