

PLK HKTA YUEN YUEN PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

2021-2024



PLK HKTA Yuen Yuen Primary School

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1. About Po Leung Kuk

Po Leung Kuk's Spirit 保良精神

Mutual Respect
相互尊重
United Effort
團結合力
Benevolence
延展愛心
Charitable
行善助人
Gratefulness and
Recognition
感恩知德

Dedication to serving the Community 造福社群的奉獻精神

Vision 願景

Children are nurtured. Youngsters are educated. Adults are supported to contribute. Elderly are cared for. The less fortunate are lightened with hope.
幼有所育，少有所學，壯有所為，老有所依，貧寡孤困殘病者皆有所望

Mission 使命

To be the most prominent and committed charitable organization. In the Kuk's Spirit to do good deeds with benevolence. Dedicated in protecting the young and the innocent, caring for the elderly and the underprivileged, aiding the poor and healing the sick, educating the young and nurturing their morality, providing recreation to the public, caring for the environment, passing on the cultural inheritance and bringing goodness to the community.
成為最傑出、最具承擔的慈善公益機構，發揮保良精神，以善心建善業，致力保赤安良，護老扶弱，助貧健診，培德育才，揚康樂眾，實踐環保，承傳文化，造福社群

Values 價值觀

Fine traditions, Accommodate the current needs, People-oriented, Care and appreciation, Sound governance, Pragmatism and innovative, Integrity, Vigilance, Optimal use of resources, Cost-effectiveness, Professional team, Service with heart

秉承傳統 與時並進
以人為本 關心感恩
優良管治 務實創新
廉潔奉公 安不忘危
善用資源 注重本益
專業團隊 愛心服務

2. School Vision & Mission

School Vision

We believe that every child in our school can achieve the following goals:

- ❖ Academic Excellence
- ❖ Explore their Potential
- ❖ Love, Respect, Diligence and Integrity
- ❖ Grasp Principles and Cultivate Virtue

School Mission

- ❖ We love our children
- ❖ We care about our children
- ❖ We offer an excellent learning environment and ideal facilities to enhance effective and enjoyable learning
- ❖ We provide various learning experiences and opportunities to encourage them to develop their potential

3. School Motto

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

4. Holistic Review

Effectiveness of the previous School Development Plan (2018/2021)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. Enhance Cross-Curricular Teaching and Learning	Mostly achieved	Incorporated as routine work with modification	Cross-curricular learning offers an innovative learning mode to help students develop knowledge and generic skills and their capabilities to integrate all of them. Through interesting cross-curricular topics, learning activities stimulate students' thinking and promote flexible application of knowledge in different domains in the problem solving process. In lesson planning, teachers encourage students to inquire, analyze data and learn to present their learning outcomes in groups.
2. Incorporate Moral Education into all Subjects	Partly achieved	Continue to be a major concern in the Discipline and Counselling Team annual plan with special emphasis on the sustainable development of integrating moral education and national security education in our school- based curriculum. For subjects, the school has started to integrate elements of moral education into the curriculum and will continue to refine the integration.	We will continue with the programmes which help instill moral and civil values. Besides, we will include the national education value in students and to foster continuous whole-person development. We will attempt programmes which help students to take up positive attitudes towards life and self in the coming annual plan.

<p>3. Provide Every Student with Opportunities to Develop his/her Potential</p>	<p>Mostly achieved</p>	<p>Incorporated as routine work with modification</p> <p>Talent pool has been established to let teachers look for suitable students and allocate them into different teams and activities. We will continue to make good use of that platform in the future.</p>	<p>We make good efforts to support students' whole-person development. We will continue to use the school time flexibly to enrich students' learning experiences. We will continue to organize more whole school events to involve all students. To achieve this goal, we will establish the House System at school in 2021/22 to boost students' sense of belonging.</p>
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5. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ● Attention is paid to transparency, consensus and accountability when formulating school development policies and strategies. ● The IMC trusts the Principal and renders full support to the school in its stride towards excellence. ● Appropriate contingency and follow-up measures are taken to provide students with a safe and orderly learning environment. ● Stakeholders are properly informed of the school work through different channels (eClass, newsletters, social media, etc.) ● The overall school development planning and coordination are enhanced. A culture of discussion and consultation among all parties within the school is promoted. ● A self-evaluation culture is promoted through data collected from school based surveys to identify development priorities for planning purposes, and formulation of follow-up actions. ● A reliable and fair appraisal system for staff has been well-developed. 	<ul style="list-style-type: none"> ● The school organization structure could be further streamlined to facilitate more effective administration. ● The school SSE mechanism could be further developed. Emphasis could be placed on building and implementing the self-improvement mechanisms, as well as developing a self-reflective culture across the different levels, from the school management, subject panels and functional committees, to individual teachers and students. ● The organization structure can be further refined to facilitate the work of holistic planning and collaboration among committees and functional groups. ● The staff appraisal mechanism should be used more effectively to identify the weaknesses and training needs of teaching staff for continuous improvement of their work performance.
2. Professional Leadership	<ul style="list-style-type: none"> ● There is a harmonious relationship between the senior management and teaching staff. ● School management and middle managers have a strong commitment to school. ● Duties and responsibilities of staff members are clearly delineated. 	<ul style="list-style-type: none"> ● The culture of striving for continuous reflection and self-improvement among teachers could be further cultivated. ● More professional exchange for the administrative team and teachers in and outside school could be promoted to develop the school into a professional learning

	<ul style="list-style-type: none"> ● School resources are deployed flexibly and external resources are tapped actively to support the implementation of various measures, thus effectively enhancing school development. 	<p>community.</p> <ul style="list-style-type: none"> ● We advised the school administrative team to keep themselves abreast of the latest curriculum reform by participating enthusiastically in professional development programmes provided by the Education Bureau and other professional bodies.
3. Curriculum and Assessment	<ul style="list-style-type: none"> ● The school continuously refines its curriculum appropriately to meet the students' needs and follow the current trends of curriculum development. ● The school has established a well-articulated mechanism to monitor curriculum implementation through a variety of methods, in an effective and timely manner. ● More attempts have been made to strengthen students' self-learning ability through e-learning means. The extensive use of the e-platform has facilitated learning and assessment beyond the classroom. ● Teachers continue to extend their knowledge in e-learning and have become more ready to try out different e-learning means to promote the effectiveness in learning and teaching. ● The assessment-related work of different subjects and the assessment policy is well-articulated. 	<ul style="list-style-type: none"> ● The school curriculum could be fine-tuned to meet the needs of different students. ● To cater for learner diversity, more support measures will be implemented to promote the effectiveness of student learning, especially those with special educational needs, transfer students and less able students. ● Systematic cross-curricular learning activities could be further enriched. ● Student centred learning will further be strengthened through interactive and cooperative classroom activities and e-learning platforms. ● The data collected through students' performance in each summative assessment could have been utilised and analyzed to enable teachers to work out measures to further enhance learning effectiveness and to provide timely support to students.
4. Student Learning and Teaching	<ul style="list-style-type: none"> ● The School has successfully established a Biliterate and Trilingual environment for student learning. Students are competent and confident to communicate with English and Chinese (Putonghua and Cantonese). ● Students are well-disciplined and generally adopt a serious attitude to learning. Most students are attentive in class. They are also active in listening and 	<ul style="list-style-type: none"> ● The strategies to cater for learner diversity in classroom teaching including cooperative learning as well as eLearning could be further developed. ● Students' learning motivation, interests and abilities could be more effectively catered for and self-directed learning skills could be further developed. ● Strategies in identifying students' learning needs could

	<p>willing to answer questions.</p> <ul style="list-style-type: none"> ● Teachers are friendly and caring to students. They possess sound subject knowledge and a good command of English as the medium of instruction. ● Students have high learning and language abilities, and are able to use good communication and critical thinking skills. ● A reading culture has been successfully established. 	<p>be further developed.</p> <ul style="list-style-type: none"> ● Staff training in SEN teaching and the whole school approach to guidance and discipline is to be further developed.
5. Student Support	<ul style="list-style-type: none"> ● A wide range of OLE covering various areas is provided for students and good use of both internal and external resources. ● A wide range of on-stage performance opportunities is provided for students to develop their interests and talents. ● A sound mechanism for organizing, coordinating and monitoring the activities and services is put in place. ● A Talent Pool has started to be put in place to ensure students' talent in different fields can be identified and sufficient opportunities provided to develop their potential. ● We made use of information obtained from APASO and different questionnaires to identify needs for student support. Information and follow-up actions were shared and discussed with all teachers. ● We provided various kinds of support services and programs to students. ● Teacher-student relationships were strong and positive. Students are happy to participate in school activities and services. 	<ul style="list-style-type: none"> ● Regular staff professional development should be conducted to re-visit the school's vision and mission and provide support to staff so that they can duly perform their duties in school activities and affairs. ● Students with special education needs or less able students could be better catered for. ● Gifted education for more able students could be provided to further develop their potential.

	<ul style="list-style-type: none"> ● We responded to daily life issues or discipline concerns on student development proactively and constructively. 	
6. Partnership	<ul style="list-style-type: none"> ● The school values home-school co-operation and good communication is maintained through various channels. ● The PTA continues to provide staunch support to the School. ● Teachers have close relationships with former graduates. ● The school has close links with other PLK schools. 	<ul style="list-style-type: none"> ● The Alumni association will be established in 2021/22. ● The School will attempt to establish contact with different Mainland schools, local and overseas schools to provide more extensive opportunities for exchange and sharing of experience and learning opportunities.
7. Attitude and Behaviour	<ul style="list-style-type: none"> ● Students are courteous, lively, pleasant, friendly, cheerful, cooperative, self-disciplined and confident. ● Students have, in general, good interpersonal relationships, social and leadership skills. They are enthusiastic to serve others by taking active part in school services. ● Students show a positive learning attitude, enjoy their school life and demonstrate a strong sense of belonging to the School. ● A harmonious relationship prevails at all levels in the school. 	<ul style="list-style-type: none"> ● Students' self-management skills as well as civic obligation should be further fostered for their leadership development. ● More leadership training and interviewing techniques can be offered and taught to students. ● Digital citizenship should be integrated into the curriculum. Students should be taught to achieve and understand digital literacy, as well as ensuring cyberbullying prevention, online safety, digital responsibility, and digital health and wellness.
8. Participation and Achievement	<ul style="list-style-type: none"> ● Students participate in various competitions and achieve outstanding results. ● Students are keen on joining school programmes to serve others. 	<ul style="list-style-type: none"> ● The passive students can be further encouraged to participate and contribute in giving service or taking up responsibility to enhance their confidence and potential.

6. SWOT Analysis

Our Strengths

- We are an IE (Invitational Education) school. Students are always our number one priority. We incorporate IE values into our curriculum to build a welcoming and happy learning and working environment for our students and staff.
- We are a happy school. A warm and loving school environment has been cultivated. Teacher-student relationship is close and positive discipline is adopted. Students enjoy going to school.
- We have many experienced staff members who are committed to their work and also younger members of staff have added much of their enthusiasm and vitality to the School.
- Staff are dedicated members: they are loving, professional, possess high qualifications and have a mix of cultures (there are 12 native English speaking teachers teaching not only Language Arts, some also teach Math, G.S. & ICTS) ; teamwork is emphasized within the school.
- Our students are creative, expressive and multi-talented. They are strong in English, Putonghua and in extra-curricular activities.
- We enjoy close ties with the Parent-Teacher Association and work in partnership with parents for the development of our students. Parents are actively involved in school activities, such as volunteer helpers in various activities. They are supportive to the School as well as to their children's learning.
- Our students enjoy plentiful opportunities for international and local exposure through tours, field trips, trainings, performances and competitions.
- We have developed a vibrant reading culture to nourish students' minds with knowledge, stretch their imagination, instill moral values and inspire them to pursue their dreams.
- We have our own swimming pool complex. Swimming is a life skill and it is part of our Physical Education curriculum. It's something children will retain for the entirety of their life.
- We have a team of 66 passionate teaching staff. We have a favorable student-teacher ratio (12:1) which enables the School to cater for a variety of learning diversity through the co-teaching model in most of the subjects.

Our Weaknesses

- Our school campus is comparatively smaller than those millennium schools. There is a need to upgrade or enhance the sporting, music and teaching facilities of the school. There is a lack of rooms for conducting more small group teaching.
- School-based curriculum (both academic and non-academic, and moral education) needs to be further refined to ensure vertical continuity and horizontal integration.
- We do not have a 'through-train' secondary school.
- Further effort needs to be put into catering for learner diversity.

Our Opportunities

- Under the Direct Subsidy Scheme, the School can have greater freedom and flexibility to develop school-based curriculum and explore innovative teaching methods to extend the potential of our students and cater for learners' diversity.
- We have strong sister school networks both in China and overseas which provide our students with the opportunity to participate in a wide-range of tours and overseas experiences.
- The School and our students enjoy a positive reputation from parents and the public.
- We have a strong link with the alumni and many of them are not only supportive but also studying in such diverse areas as law, medicine, politics, education, finance, etc. We have constantly received news about the outstanding achievement from our former students.

Our Threats

- We need to strive to maintain academic excellence for SSPA and an all-round development for students as a happy school.
- We need to provide the same quality of facilities already offered by our competitors with our limited space constraints.
- Stepping into an era of digital learning and teaching, there is a strong demand on teachers' ICT competence. More support, resources, time and effort is needed to equip all staff with the relevant skills and literacy.
- We need to provide the same quality of facilities already offered by our competitors with our limited space constraints.
- There is a drop in the number of pupils enrolled in primary schools in Hong Kong. Due to COVID-19 situation, many cross-border students won't be able to come back to have F2F lessons in Hong Kong. Besides, some families chose to leave the city. As a result, we have more transfer students than usual that we need to provide more care for them to assure that they can get used to our school culture.

7. Major Concerns for 2021/2024

1. Catering for Individual Learner Differences
2. Professional Development of Teachers

School Development Plan (2021-2024)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. Catering for Individual Learner Differences	Students' learning diversities are well catered for in class and after class.	✓	✓	✓	<ul style="list-style-type: none"> ● To adopt suitable teaching strategies in classroom to cater for learning diversities <ul style="list-style-type: none"> (i) graded questions and exercises are to be set for students of diverse abilities (ii) high order thinking questions and bonus questions are to be set for students to aim for higher achievement (iii) opportunities for students to have exposure to different fields and learning experiences
		✓	✓	✓	

	The learning needs of gifted students are catered for.	✓	✓	✓	<ul style="list-style-type: none"> To develop and refine gifted education in school by <ul style="list-style-type: none"> (i) modifying and updating the Talent Pool (ii) reviewing the development of gifted education in school with School Self-enhancing Tool
		✓	✓	✓	
		✓	✓	✓	<ul style="list-style-type: none"> To enhance the understanding of stakeholders on gifted education by <ul style="list-style-type: none"> (i) arranging talks for parents on understanding the characteristics and needs of gifted children (ii) equipping teachers with knowledge and skills to support gifted students
		✓	✓	✓	
		✓	✓	✓	<ul style="list-style-type: none"> To stretch students' potentials with challenging learning opportunities by <ul style="list-style-type: none"> (i) enhancing the performance of students with outstanding achievements in subject specific domains with school-based programmes and related competitions (ii) nominating gifted students to join off-site enrichment and extension learning programs (iii) forming enhancement programmes for gifted students of different talents to promote their whole person development
		✓	✓	✓	
✓	✓	✓			

	<p>The learning needs of SEN and less able students are catered for.</p>	<p>✓ ✓ ✓ ✓ ✓</p>	<p>✓ ✓ ✓ ✓ ✓</p>	<p>✓ ✓ ✓ ✓ ✓</p>	<ul style="list-style-type: none"> ● To provide comprehensive support for SEN students by <ul style="list-style-type: none"> (i) reviewing and modifying the identification mechanism for SEN students (ii) meeting SEN students on a regular basis to provide support and guidance on their learning and emotional needs through a designated working group (iii) helping SEN students in their learning through inclusive education (iv) organizing a support group for parents of SEN students to conduct experience sharing, workshops and to provide referral and information on external resources (v) SEN coordinator to oversee and coordinate the day-to-day operation of the school's SEN policy (vi) less able students will be invited to join enrichment class and/or small group in learning
		<p>✓ ✓</p>	<p>✓ ✓</p>	<p>✓ ✓</p>	<ul style="list-style-type: none"> ● To equip teaching and non-teaching staff with knowledge and skills to support the SEN students by <ul style="list-style-type: none"> (i) providing training and experience sharing programmes (ii) encouraging staff to attend relevant training programmes organized by EDB and other organizations

		✓	✓	✓	(iii) nominating teachers to attend the Basic Course, the Thematic Course and the Advanced Course on catering for diverse learning needs
2. Professional Development of Teachers	A professional learning community can be built to promote professional interflow.	✓	✓	✓	<ul style="list-style-type: none"> To offer more platforms for the sharing of best practices, educational resources and capacity building among teachers by <ul style="list-style-type: none"> (i) arranging teacher professional development workshop related to catering for individual learner differences regularly (ii) promoting cross-curricular lesson observation & peer lesson observation (iii) keeping teachers abreast of up-to-date seminars, training courses and latest educational trends (iv) organizing team building workshops and informal activities to create a harmonious and collaborative working atmosphere
	An induction training programme for new teachers has been developed to cater for their needs of professional growth.	✓	✓	✓	<ul style="list-style-type: none"> To enable newly-joined teachers to understand their professional roles, demonstrate professional values and conduct, and keep abreast of the latest developments in education policies and practices for application in teaching as appropriate by <ul style="list-style-type: none"> (i) a 2-3 day induction programme will be organized in mid-August for newly-joined teachers

		✓	✓	✓	(ii) complete 30 hours of core training within the first three years of service, and not less than 60 hours of elective training based on individual professional development needs.
		✓	✓	✓	(iii) developing a School-based Mentoring Program