

# PLK HKTA YUEN YUEN PRIMARY SCHOOL SCHOOL DEVELOPMENT PLAN

---

2024/25 - 2026/27



## 1. Our School

### i. The Kuk's Spirit

# The 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  
organisation. 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, Pragmatic 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 關愛感恩  
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

## ii. School Vision and Mission

### OUR SCHOOL VISION 願景

We believe that our children have unlimited potential. We are committed to fostering their :  
我們相信本校學生潛能無限，能達致：

- Academic Excellence  
學業精進
- Talents and Gifts  
盡展潛能
- Love, Respect, Diligence and Integrity  
愛敬勤誠
- Upright Morals and Virtues  
明道立德

### OUR SCHOOL MISSION 使命

To provide diverse learning experiences and opportunities to our students and enable them to discover and develop their potential.  
我們致力提供不同學習經歷及機會以幫助學生發掘及盡展潛能

To create an inviting community that is conducive for learning and growth.  
我們致力提供優良的學習環境及設備以促進學生的學習效能

To instill in our students positivity, perseverance, love and compassion so that they can become productive members of society.  
我們致力建立關愛校園，讓學生能抱持正面的人生態度，建立堅毅不屈的精神，並在愛與關懷的環境下茁壯成長，成為一個能為社會作出貢獻的良好公民。

## 2. Holistic Review of School Performance

### a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s) and Remarks
<b>MC1: Catering for Individual Learner Differences</b>		
<b>Target 1.1:</b> Students' learning diversities are well catered for in class and after class.	Partly Achieved	<b>Evidence from KPM Data:</b> <ul style="list-style-type: none"> <li>● <b>Teachers' Perception of Teaching (2022/23):</b> <ul style="list-style-type: none"> <li>○ Mean score was 4.1 (S.D. = 0.5), which slightly increased to 4.2 (S.D. = 0.6) in 2023/24.</li> </ul> </li> <li>● <b>Students' Perception of Teaching (2022/23):</b> <ul style="list-style-type: none"> <li>○ Remained stable at 4.1 (S.D. = 0.9) in 2022/23 and dropped slightly to 4.0 (S.D. = 0.9) in 2023/24.</li> </ul> </li> <li>● The drop in student perception suggests a need for improved strategies to cater to diverse learning needs.</li> </ul> <b>Follow-up Actions:</b> <ul style="list-style-type: none"> <li>● Implement more differentiated instruction strategies in classrooms, such as graded questions and high-order thinking tasks.</li> <li>● Facilitate professional development focused on understanding and addressing individual learning diversities.</li> </ul> <b>Remarks:</b> <ul style="list-style-type: none"> <li>● The positive feedback from teachers highlights effective practices, but the decline in student perception necessitates further evaluation and adjustment.</li> </ul>
<b>Target 1.2:</b> The learning needs of gifted students are catered for.	Mostly Achieved	<b>Evidence from KPM Data:</b> <b>Teachers' Perception of Support for Gifted Education:</b> <ul style="list-style-type: none"> <li>○ 2022/23: Mean = 4.1</li> <li>○ 2023/24: Mean = 4.1</li> <li>● The consistent support level indicates effective implementation of programs aimed at gifted students, leading to their engagement in specialized activities.</li> </ul> <b>Follow-up Actions:</b> <ul style="list-style-type: none"> <li>● Continue to refine the Gifted Education framework and provide additional opportunities</li> </ul>

		<p>for gifted students in competitions and enhancement programs.</p> <p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>● The successful implementation of gifted education strategies shows a strong commitment to meeting these students' needs, with ongoing evaluation necessary to maintain this success.</li> </ul>
<p><b>Target 1.3</b> The learning needs of SEN and less able students are catered for.</p>	<p>Partly Achieved</p>	<p><b>Evidence from KPM Data:</b></p> <ul style="list-style-type: none"> <li>● <b>Teachers' Perception of Support for Student Development:</b> <ul style="list-style-type: none"> <li>○ 2022/23: Mean = 4.1, S.D. = 0.7</li> <li>○ 2023/24: Mean = 4.1, S.D. = 0.6</li> </ul> </li> <li>● Feedback from parents indicated a desire for more communication regarding the support provided to their children, highlighting potential gaps in effectiveness.</li> </ul> <p><b>Follow-up Actions and Remarks</b></p> <ul style="list-style-type: none"> <li>● Enhance communication with parents about SEN support and their children's progress through regular updates and workshops.</li> <li>● Provide additional training for staff on inclusive education practices to support SEN and less able students effectively.</li> </ul> <p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>● While progress has been made, greater consistency and communication are essential for improving overall effectiveness in supporting SEN students.</li> </ul>
<p><b>MC2. Professional Development of Teachers</b></p>		
<p><b>Target 2.1</b> A professional learning community can be built to promote professional interflow.</p>	<p>Mostly Achieved</p>	<p><b>Evidence from KPM Data:</b></p> <ul style="list-style-type: none"> <li>● <b>Teachers' Perception of Professional Development (2022/23):</b> <ul style="list-style-type: none"> <li>○ Mean score was 4.1 (S.D. = 0.5), which slightly improved to 4.2 (S.D. = 0.6) in 2023/24.</li> </ul> </li> <li>● <b>Participation in Professional Development Activities:</b> <ul style="list-style-type: none"> <li>○ 2022/23: 75% of teachers participated in at least one professional development workshop.</li> <li>○ 2023/24: Participation increased to 80%.</li> </ul> </li> <li>● <b>Stakeholder Survey Results:</b> <ul style="list-style-type: none"> <li>○ 65% of teachers expressed that they would like more opportunities for collaboration and sharing best practices.</li> </ul> </li> </ul>

		<p><b>Follow-up Actions</b></p> <ul style="list-style-type: none"> <li>● Increase opportunities for collaborative activities, such as peer observations and team teaching.</li> <li>● Develop a structured framework for sharing best practices among teachers.</li> </ul> <p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>● While there is progress in participation, enhancing collaboration and professional interflow remains a priority.</li> </ul>
<p><b>Target 2.2</b>  <b>An induction training programme for new teachers has been developed to cater for their needs of professional growth.</b></p>	<p>Fully achieved</p>	<p><b>Evidence from KPM Data:</b></p> <ul style="list-style-type: none"> <li>● <b>Induction Training Completion Rates:</b> <ul style="list-style-type: none"> <li>○ 2022/23: 90% of new teachers completed the induction program.</li> <li>○ 2023/24: Maintained at 90%, indicating consistent onboarding practices.</li> </ul> </li> <li>● <b>Feedback from New Teachers:</b> <ul style="list-style-type: none"> <li>○ 85% reported that the induction program effectively addressed their professional growth needs.</li> <li>○ Positive responses highlighted the support provided through mentorship and resources during the training.</li> </ul> </li> </ul> <p><b>Follow-up Actions:</b></p> <ul style="list-style-type: none"> <li>● Continue to refine the induction program based on ongoing feedback from new teachers to ensure its relevance and effectiveness.</li> <li>● Implement a mentorship program for continued support beyond the initial induction phase.</li> </ul> <p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>● The induction training program has successfully met the needs of new teachers, reflecting a strong commitment to their professional development.</li> </ul>

**b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.**

**Based on reflections on the seven learning goals and findings from the External School Review (ESR) conducted by the Education Bureau (EDB) in 2023, we have conducted a comprehensive school self-evaluation to assess how effectively our school fosters whole-person development and lifelong learning for our students.**

**Values and Attitudes**

Students demonstrate strong values and positive attitudes, reflecting the school's commitment to fostering a supportive and respectful environment. The ESR highlighted that 90% of students reported feeling engaged during lessons and actively participated in discussions about ethics, community service, and responsibility. This engagement indicates a strong understanding of the importance of values in their daily lives, contributing to a nurturing atmosphere where students support one another.

**Knowledge and Generic Skills**

Students are developing essential knowledge and generic skills, particularly in critical thinking, problem-solving, and collaboration. The KPM data indicates that 65% of students feel confident in applying their knowledge to new situations. However, there is a noted need for greater emphasis on higher-order thinking skills, as only 55% of students reported frequently engaging in critical thinking tasks.

**Academic Performance**

The overall academic performance of students is commendable. Approximately 75% of students achieved above-average grades in core subjects, such as mathematics, general studies, and language arts. Additionally, students have excelled in various competitions, including inter-school and territory-wide competitions, showcasing the effectiveness of our instructional strategies.

**Non-Academic Performance**

Students actively engage in extracurricular activities, with about 85% participating in sports, arts, and community service programs. These activities foster individual talents and promote teamwork, leadership, and social responsibility. Feedback from students indicates that they recognize the value of non-academic pursuits in their overall development.

### **Emotional Well-Being and Satisfaction**

The APASO data outlines key emotional and satisfaction metrics of students. The scores indicate positive perceptions in several areas, particularly in Affect (No Anxiety, Depressive Symptoms) and School Atmosphere (Not Lonely), suggesting a supportive and healthy environment for students.

### c. How can my school be better?

To effectively support our students in achieving the seven learning goals, we must first identify their needs based on their performance and engagement levels. The reflections from the previous section indicate several key areas for improvement:

**Enhanced Critical Thinking Skills:** While students show confidence in applying their knowledge, only 55% frequently engage in critical thinking tasks. This suggests a need for more structured opportunities that challenge their analytical skills.

**Diverse Learning Opportunities:** Data shows a significant interest in areas such as biliterate and trilingual communication, and aesthetic and physical activities. Linking these interests with curriculum design can foster greater engagement and motivation.

**Social and Emotional Support:** Although students generally report positive emotional well-being, there remains a need to further promote a supportive environment that addresses anxiety and enhances peer connections.

**Communication Skills Development:** As only 60% of students feel comfortable speaking in front of peers, there is a clear need for initiatives aimed at improving public speaking and interpersonal communication skills.

**Enrichment for Advanced Learners:** High-achieving students require advanced tasks and enhancement programs to maintain their engagement and challenge them appropriately.

**For our school to effectively address the identified needs, it is crucial to assess our capacity for continuous improvement:**

**Professional Development:** Our teaching staff shows a commitment to professional growth, with opportunities for ongoing training in innovative teaching strategies and differentiated instruction.

**Collaborative Leadership:** There is a strong consensus among staff regarding the importance of fostering a supportive learning environment. Regular team meetings and collaboration among teachers can facilitate shared strategies for improvement.

**Parental Support:** Engagement with parents has been positive, but we can enhance this by providing workshops that inform parents about how they can support their children’s learning at home.

**Data-Driven Decision Making:** Utilizing data from assessments and surveys can guide our strategies for improvement, ensuring that decisions are grounded in the needs of our students.

Based on the identified needs of students and our capacity for improvement, the following development priorities can be established for fostering whole-person development and lifelong learning:

**Implement Critical Thinking Programs:** Introduce curriculum components and extracurricular activities that emphasize critical thinking, problem-solving, and project-based learning.

**Enhance Communication Skills:** Develop a school-wide initiative focused on public speaking and interpersonal skills, including workshops, peer-led groups, and performance opportunities.

**Diversify Learning Experiences:** Expand offerings in STEAM education and aesthetic activities, integrating them into the curriculum to cater to diverse interests and talents.

**Support Emotional Well-Being:** Establish programs that promote mental health awareness, peer support networks, and social-emotional learning to foster resilience among students.

**Enrichment for Advanced Learners:** Design specific enrichment programs that challenge high-achieving students, including mentorship opportunities and advanced coursework.

**Strengthen Parent Engagement:** Create a framework for ongoing communication and involvement with parents, encouraging them to participate in school activities and support their children's learning.

## Conclusion

By addressing the specific needs of our students and leveraging our capacity for continuous improvement, our school can effectively enhance the whole-person development of students. The identified needs highlight the importance of catering to diverse learning styles and supporting emotional well-being, leading us to two major concerns for the 2024-2027 school development cycle:

- 1. To Implement New and Improved Strategies for Catering to the Diverse Learning Needs of Our Students:** This priority focuses on addressing the varied academic and emotional needs of our learners, ensuring all students have access to the resources and support they require to thrive.
- 2. To Promote Positive Attitudes Within Our School Community:** By fostering a culture of positivity and support, we aim to enhance student motivation, engagement, and overall well-being, creating a nurturing environment that benefits the entire school community.

These two major concerns will guide our strategic focus over the next three years, ensuring that we remain committed to the holistic development of our students and the continuous improvement of our educational practices.

## 3. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

❖ Based on the above holistic review of school performance, the major concerns in order of priority are:

1. To implement new and improved strategies for catering to the diverse learning needs of our students
2. To promote positive attitudes within our school community

### School Development Plan (2024/25 – 2026/27)

Major Concerns	Targets	Outline of Strategies	Time Scale (Please insert ✓ )			*Seven Learning Goals*						
			2024/25	2025/26	2026/27	<ol style="list-style-type: none"> <li>1. National Identity</li> <li>2. Positive Values &amp; Attitudes</li> <li>3. Knowledge of Key Learning Areas</li> <li>4. Language Skills</li> <li>5. Generic Skills</li> <li>6. Reading &amp; Information Literacy</li> <li>7. Healthy Lifestyles</li> </ol>						
			1	2	3	4	5	6	7			
1. To implement new and improved strategies for catering to the diverse learning needs of our students	i. Design learning tasks and student assessment methods that incorporate different levels of Bloom's Taxonomy to help develop self-directed learning and higher-order skills.	<ul style="list-style-type: none"> <li>● Plan and organize effective professional development workshops to equip teachers with the knowledge and skills to design learning tasks and assessments incorporating different levels of Bloom's Taxonomy.</li> </ul>	✓	✓	✓				✓	✓	✓	
		<ul style="list-style-type: none"> <li>● Coordinate between the curriculum developer and subject panels to systematically co-plan cross-curricular/theme-</li> </ul>	✓	✓	✓			✓	✓	✓		

		based learning and assessment processes that promote student development of higher-order skills within Bloom's Taxonomy.										
		<ul style="list-style-type: none"> <li>● Conduct peer lesson observations to monitor the effectiveness of learning and teaching under the new curriculum designs.</li> </ul>	✓	✓	✓				✓	✓		
		<ul style="list-style-type: none"> <li>● Students will enhance higher-order skills by participating in various learning tasks.</li> <li>● Evaluate student performance and gather formative feedback to continuously improve the curriculum-building process.</li> </ul>	✓	✓	✓			✓	✓	✓		
	ii. Explore new uses of IT to enhance the effectiveness of learning and teaching, classroom interaction, and students' abilities in self-directed learning, problem-solving, and collaboration.	<ul style="list-style-type: none"> <li>● Explore the use of Artificial Intelligence (AI) in teaching and learning to provide personalized learning experiences and support differentiated instruction.</li> </ul>	✓	✓	✓			✓	✓	✓	✓	
		<ul style="list-style-type: none"> <li>● Enhance the BYOD (Bring Your Own Device) program by optimizing the use of various</li> </ul>	✓	✓	✓			✓	✓	✓	✓	

		applications to promote effective self-directed learning.										
		<ul style="list-style-type: none"> <li>Promote in-class engagement and interaction through the utilization of interactive and digital whiteboards to facilitate collaborative learning and active participation.</li> </ul>	✓	✓	✓			✓	✓	✓	✓	
2. To promote positive attitudes within our school community	i. Design and implement a school-based positive education program to increase our students' awareness of mental health and improve their overall mental well-being.	<ul style="list-style-type: none"> <li>Introduce positive education to all stakeholders at the school.</li> <li>Design school-based positive education programs to promote positive attitudes and awareness of mental well-being.</li> <li>Make modifications or enhancements to the school campus to reinforce a positive school spirit.</li> </ul>	✓	✓	✓		✓	✓	✓	✓	✓	✓
	ii. Plan and organize direct experiential learning opportunities to foster our students' positive attitudes and values (e.g., respect, empathy, responsibility, kindness, resilience).	<ul style="list-style-type: none"> <li>Create in-school curriculum-based learning experiences to facilitate the learning process for positive attitudes.</li> <li>Co-organize programs with outside organizations to expand</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

		students' experiential learning opportunities aligned with the learning objectives.										
	iii. Strengthen National Education elements in our school-based curriculum across all subjects to develop our students' national identity and appreciation for Chinese culture.	<ul style="list-style-type: none"> <li>● Plan whole-school activities to promote understanding and appreciation of Chinese culture.</li> <li>● Increase student participation in meaningful exchanges and liaisons with sister schools in mainland China.</li> <li>● Emphasize the strands and focus of the National Security Education curriculum in the curriculum planning process.</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

\*The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle.\*