



Po Leung Kuk Ngan Po Ling College

**School Report
(2003/04)**

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Remark

Information given in the report is only the situation of the 2003/04 academic year, which is our first year of operation.

School Vision & Mission

1. We aim at providing students with a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and artistic development.
2. We nurture students with solid foundation for further studies and better career prospects.
3. We promote students' language proficiency in English, Chinese and Putonghua and skills in information technology.
4. We help students to build up confidence, thinking skills, analytical skills and perpetual learning ability in order to better prepare them for the challenge in the 21st Century.

Our School

Po Leung Kuk Ngan Po Ling College was established in September 2003. It is the first Po Leung Kuk secondary school under the Director Subsidy Scheme.

Our school is a Y2K school campus of 7,000 square meters. We have a conference room, multi-media language center, parent-teacher association room, school hall with balcony, gymnasium and student activity room; two multi-purpose rooms and lecture rooms; three computer rooms and small teaching rooms and, 30 classrooms. Spacious school environment and modern facilities enhance all round, diversified education and effective learning.

With the school-wide optical fiber network, all classrooms are connected with the Internet and equipped with multi-media projectors to facilitate teaching and learning with information technology.

Composition of the School Management Committee

Category Year	Sponsoring Body	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
03/04	4	1	0	1	0	0

Our Students

Class Organization

Number of operating classes

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	4	-	-	9	-	-	-	13

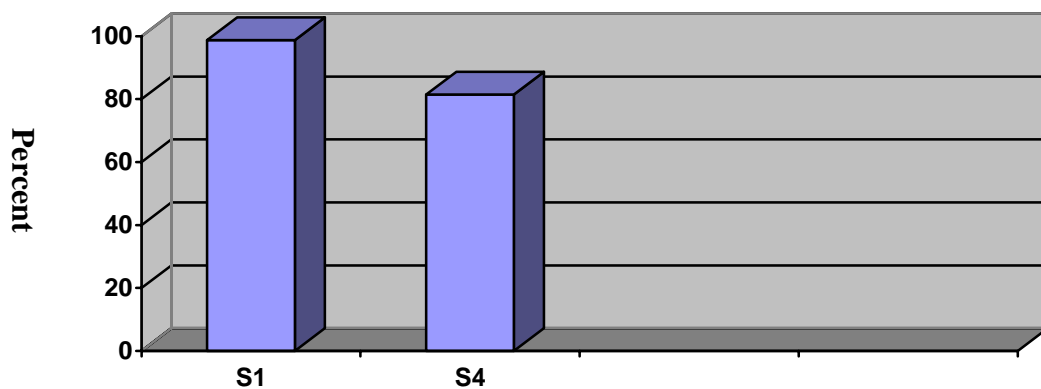
Number of Students

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys	89	-	-	179	-	-	-	268
No. of Girls	79	-	-	186	-	-	-	265
Total Enrolment	168	-	-	365	-	-	-	533

Unfilled Places



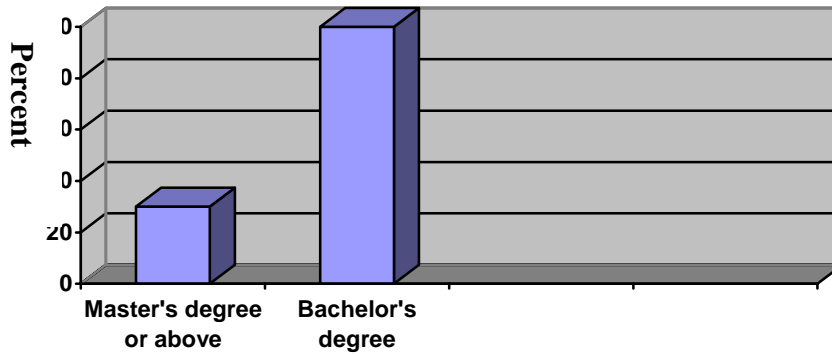
Students' Attendance



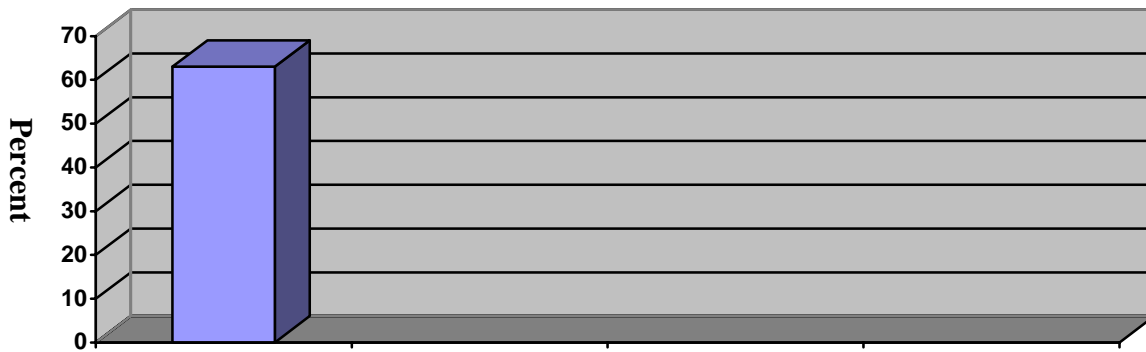
Our Teachers

Teachers' Qualification

Highest academic qualification attained by teachers



Professionally-trained teachers

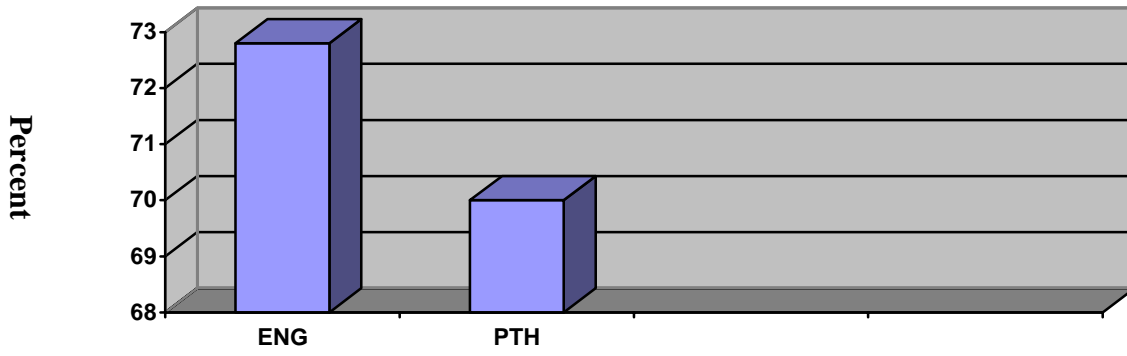


ject-trained teachers

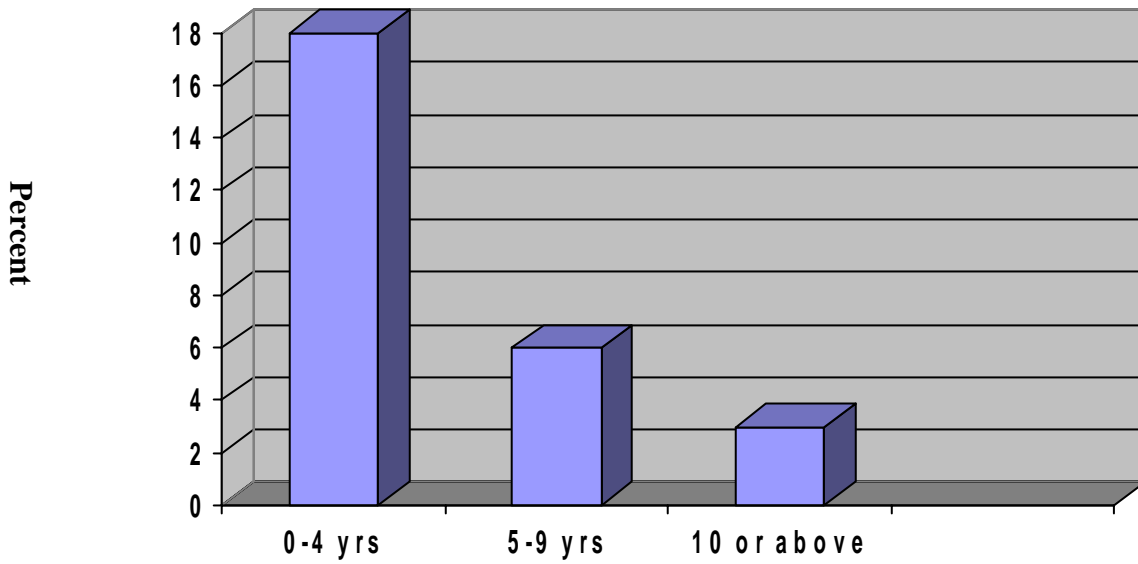


Sub

English teachers & Putonghua teachers with LPR

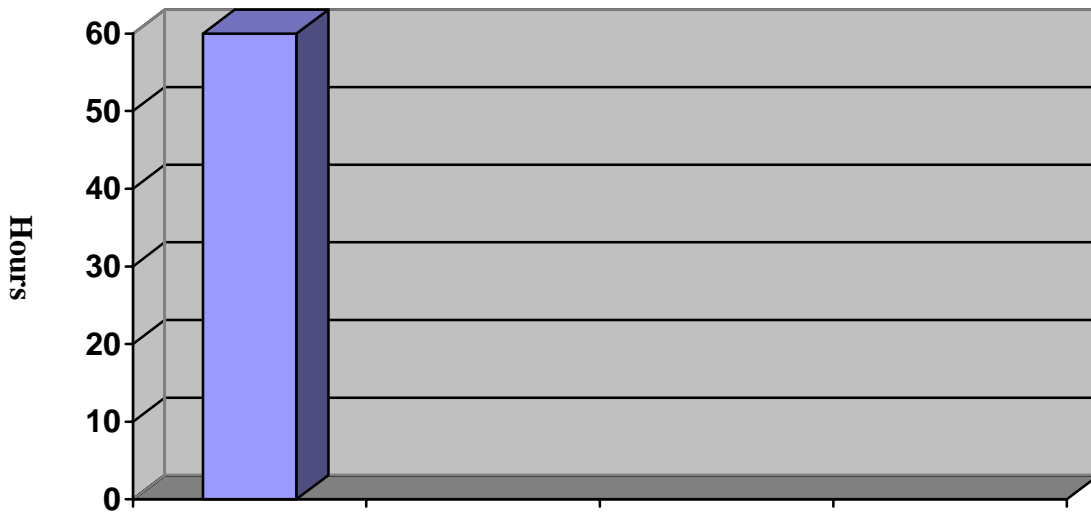


Teachers' Experience

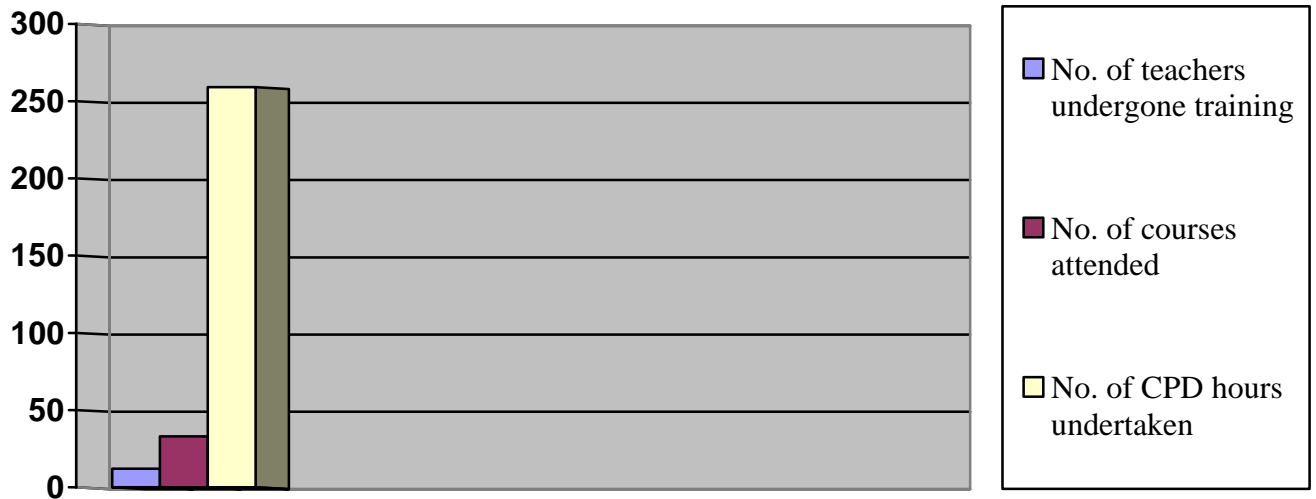


Teachers' Professional Development

Number of CPD hours undertaken by the principal



Statistics on trainings taken by teachers



Our Learning and Teaching

Curriculum Development Plan

1. Major curriculum goals

- (a) Enhance students' interest and motivation in learning
- (b) Strengthen students' foundation of knowledge in various key learning areas
- (c) Enhance students' language proficiency
- (d) Develop students' generic and thinking skills
- (e) Cultivate positive values and attitudes among students

2. Major learning tasks (F.1)

- (a) Develop students' project learning skills, generic and thinking skills through Integrated Humanities Education
- (b) Enhance students' language proficiency through language arts
- (c) Enhance students' creativity through scientific invention

Major learning tasks (F.4)

On top of the curriculum set by the EMB, various activities were launched to help develop students' generic and thinking skills

Improvement Measure on students' learning

1. Formative assessment (continuous assessment)

- (a) Book reports
- (b) Classroom performance
- (c) Experiments
- (d) Homework
- (e) Journals
- (f) Mid-term tests
- (g) Newspaper cuttings
- (h) Project works

2. Summative assessment

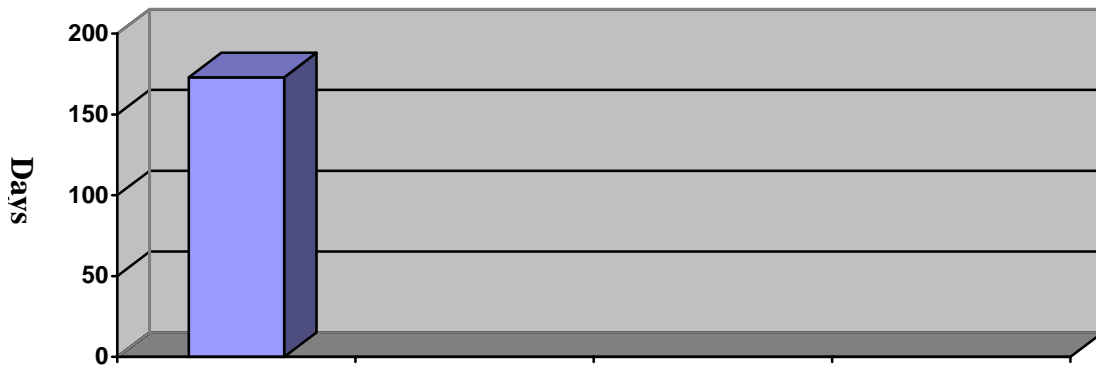
- (a) End-of-term examinations

Improvement Measure on teaching and assessment

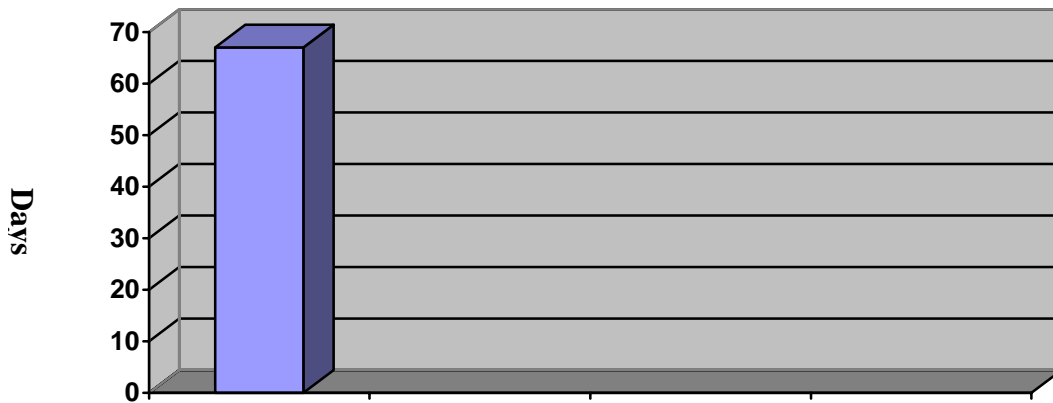
1. Class observations were conducted by peers, subjects-in-charge and principal twice a school year (i.e. at the end of each term)
2. Exercise book inspection was conducted by peers, subjects-in-charge and principal twice a school year. Feedback was given to teachers concerned.
3. Three staff development workshops were conducted in the following areas:
 - (a) guidance and discipline
 - (b) students with learning difficulties
 - (c) visit to a key secondary school in Shenzhen

Number of Active School Days

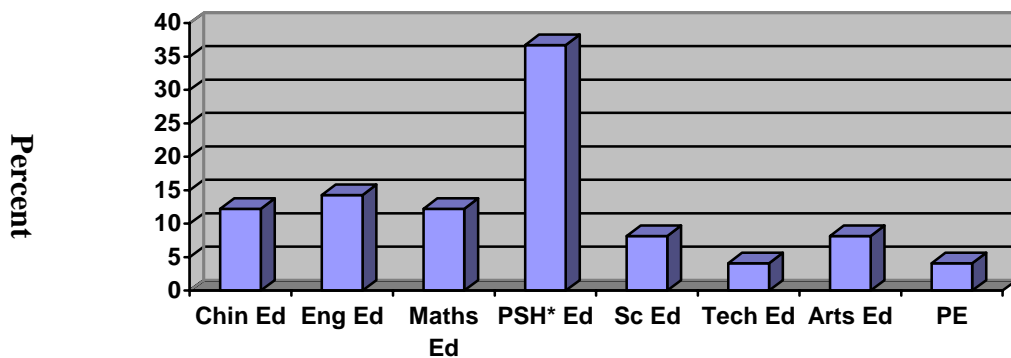
Number of days in a school year with regular classes (S1)



Number of days in a school year with learning activities organized for the whole school or whole-class level of students (S1)



Lesson Time for the 8 Key Learning Areas (S1)



* PSH = Personal, Social and Humanities

Remark

Only information for F.1 students can be given as we only have students of such level in the junior form for 2003/04 academic year.

Students' Reading Habits

Major Concerns (Achievements and Reflections)

Priority 1

To develop a school based management system to streamline communication, to enhance participation in management and sense of ownership among teachers and staff

Achievements
1. A teacher handbook was distributed to all teachers and office staff before the commencement of the school year stipulating school mission, major concerns of the year, staff assessment system, decision making process and duty list etc.
2. Staff meetings were held on every Friday after school reporting and discussing major concerns in the week before and the week after.
3. Major staff meetings were held at the end of each school term for evaluations and adjustment related to the major concern of the school practices.
4. Most teachers reflected that they have the opportunities to express their views to the principal (4.35 in SSE).
5. Letters to parents were issued to parents by hand and posted on the school web.
6. The school web page was renewed once a week.
7. School magazines were published twice in 03-04.
8. A composite calendar for every month was compiled and issued to all staff in the last week of the previous month.
9. Most parents indicated that the school informed them of the major activities and the latest development through various channels, e.g. letters to parents, the parent-teachers association and the school website (3.66 in SSE)
Reflections
1. New initiatives for a new school mushroomed in the first year of its operation, some plans were implemented without thorough consultation and discussion among all teaching staff. To improve the quality of practices in various sectors and, to better collaborate resources, the Executive Committee has to meet at least twice a month so that all plans and initiatives proposed by committees and individual staff can be discussed in Executive Committee. Consultation period has to be provided to all staff before finalizing the plans for implementation.
2. Minutes of staff meetings, reminders and circulars to teachers were communicated through e-mails, all such documents will then be posted at the "Bulletin Board" on the intranet so that they can be displayed for a longer period.
3. After the setting up the parent-teacher association in 2004-2005, communication between the school and the parents will further be enhanced. There will be more channels for the parents to express their views to the school.

Priority 2

To enhance learning skills, to boost learning motivation and to strengthen foundation in learning

Achievements

1. Students' language proficiency in English and Putonghua is enhanced. More than 90% students communicate in English or Putonghua in English and Chinese Lessons.
2. All students communicate with language teachers outside classrooms in English and Putonghua respectively.
3. English speaking day and Putonghua day were successfully launched in the second term in 2003-04.
4. Many parents reflected that their children could speak more confidently in English and Putonghua.
5. 20 students participated in a week-long exchange program in Chinese High School in Singapore in January, 2004 and 20 students joined a six-day exchange programme in Gezhi Senior Secondary and Gezhi Junior Secondary schools in Shanghai. All students, parents and teachers concerned regarded the programmes as successful and meaningful. Not only did students polish their language skills in authentic language environment, they also learn and share cultural differences, meet new friends and learn to be more independent.
6. Project works and students' presentation sessions in Integrated Humanities subjects and library periods showed that students had learned and improved in a number of generic skills such as information collection skills, comprehension skills, synthesis skills and presentation skills.
7. Creative projects and class observations in Integrated Science showed that students have well been motivated and enjoyed the enquiry of knowledge in Science.
8. Reading schemes were implemented in Chinese and English subjects and library periods. Morning reading sessions were conducted twice a week.
9. Remedial and Enhancement programmes were organized for Chinese, English and Mathematics in lunch time periods, after school sessions and long holidays. Teachers in related subjects got involved in the programmes and external coaches were also recruited for the purpose to ease teachers' workload.
10. All teachers were involved in lesson observations as planned and observation records were made.

Reflections

1. Students' presentation skills should be further strengthened by encouraging teachers to integrate short presentation sessions in language lessons.
2. Different generic skills acquired by students in IS and IH have to be focused in different levels, so that practice could be made in a more systematic and collaborative approach and at different levels, by different teachers and in different learning areas. The skills acquired should be evaluated.
3. Parents and teachers were generally not satisfied with students' reading habits (2.94 for parents, 2.88 for teachers in SSE), and that reading schemes have to be thoroughly evaluated, adjusted and vigorously implemented for students' long term benefit and life long learning.
4. For better staff development purpose, class observations have to be shared, discussed and followed up more comprehensively.
5. Curriculum evaluation should be further strengthened in all subjects.

Priority 3

To boost sense of belong and foster a caring, happy, inviting and orderly environment conducive for personal and social development

Achievements

1. All students were required to perform community service at least once a year. More than 70% of students could achieve this target. Most teachers and students considered this practice meaningful and capable of nurturing spirit to help develop good character.
2. The school-base award scheme was successfully launched in 03-04. More than 70% keep an award scheme booklet and scholarships were granted to students with good conduct, good academic results, outstanding performance in sports and aesthetic competitions and leadership skills.
3. Dual class teacher system was successfully implemented. More than 90% class teachers considered the system eased workload and provided better support and training at front line work. More than 70% teachers communicated with students by means of journal writing.
4. Life education was delivered by class teachers in the class periods. Subjects related to communication skills, self-understanding, self-management and personal growth were integrated in the lessons. More than 70 % of teachers and students considered the lessons benefit personal development.
5. More than 90% of teachers and students considered the school ethos as harmonious, caring and inviting. (3.7 for parents and 4.33 for teachers in SSE). Parents considered their children got along well with their class mates and enjoyed participating in school activities. Teachers felt that they cooperated with one another happily and they had amicable working relationship with the principal (4.26).

Reflection

1. Teachers should have more discussion on striking good balance between interactive teaching approach and decent classroom management.
2. Teachers should come to a better consensus related to desirable behaviour and discipline of students in school so that more consistent and explicit requirements can be given to students for their daily behaviour.

Priority 4

To formulate a system to encourage development in sports, aesthetic and cultural development, good habits and good character

Achievements

1. Two double lessons per week were reserved in the timetable for ECA periods.
2. Each student was required to select at least one activity in ECA period.
3. Most ECAs were conducted by external qualified and experienced coaches.
4. More than 30 kinds of ECAs were offered to students for selection.
5. By observations, ECA sessions were happy moments for students. Nearly all teachers, parents and students considered ECAs gave them opportunities to learn specific skills or knowledge and cultivate interests and hobbies in life. Above all, these activities added joy to students' school life.

Reflections

1. Students who are competent or show potentials in certain sports and aesthetic skills have to be required to be in the team for a certain period of time so that skills can be polished and more quality school teams can be formed.
2. In order to ease the stress in formal curriculum time, the ECA sessions have to be placed after school. Thus, better control on attendance has to be worked out.

Performance of Students

Inter-school Activities and Awards Won in academic year 2003/04

Nature	Name of Competition / Organization	Award details (2003/04)
Music	56th Hong Kong Schools Music Festival	Merit & Proficiency have been awarded for competitions in Zheng, Solo Singing, Piano Solo, Piano Duet, Violin Solo, Flute, French Horn, Er Hu and Di
Sports	21st PLK Inter-school Swimming Gala	3 rd Runner-up in Girls' Junior 2 nd Runner-up in Girls' Junior 4 X 50m Freestyle Relay 2 nd & 5 th Runner up in Girls' Junior 50m Back Stroke
	PLK Joint-school Swimming Gala (Primary section relay invitation)	2nd-Runner-up in 4x50m Free Style Relay
	Kowloon District Inter-school Swimming Competition (Div. 3)	3 rd Runner-up in Girls B Grade 3 rd Runner-up in 4 X 50m Freestyle Relay 2nd Runner-up in Girls' C Grade 100m Breast stroke
Academic	55th Hong Kong Schools Speech Festival	1 st Runner-up, 2 nd Runner-up and Merit & Fair certificates of choral speaking (PTH) Merit & Fair certificates of choral speaking (Cantonese)
	6 th Hong Kong Schools PTH Speech competition 2004 organized by the Cultural and Educational Association of the New Towns	Merit Certificate
	Putonghua Ambassador Training Programme organized by the Centre for Research and Development of Putonghua Education of the Chinese University of Hong Kong	Certificate in Putonghua Ambassador
Others	Kowloon City District Outstanding Students Election Kowloon City District School Principal's Liaison Committee and the Kowloon Home Affairs Department	Student has been elected as "Kowloon City District Outstanding Student".
	Exceptionally Gifted Students Training Scheme organized by the Education and Manpower Bureau	Membership

Students' Participation in Extra-curricular Activities

Item No.	Name of activity	No. of participant	
		F.1	F.4
1	Arts and Crafts	15	N/A
2	Athletics	10	20
3	Basketball	42	65
4	Badminton	24	27
5	Brass Instrument	5	N/A
6	Dancing	40	43
7	Di Zi	30	N/A
8	Drum Set	N/A	12
9	Electric Guitar	N/A	15
10	English Drama	41	N/A
11	Er Hu	17	N/A
12	Fencing	20	17
13	Fitness	N/A	10
14	French	N/A	31
15	Gu Zheng	31	N/A
16	Guide	40	N/A
17	Hair Design	N/A	15
18	Handball	21	22
19	IELTS	N/A	15
20	IT Perfect	39	N/A
21	Japanese	15	72
22	Magic	15	36
23	Makeup	N/A	15
24	Martial Art	25	25
25	Painting (Chinese & Western)	40	11
26	Percussion	18	8
27	Piano	5	8
28	Pi Pa	16	N/A
29	Putonghua	N/A	32
30	Rowing	N/A	16
31	Rugby	N/A	20
32	Soccer	40	40
33	Sport climbing	N/A	12
34	Sting Instrument	6	N/A
35	Table-tennis	23	29
36	Taekwondo	26	33
37	Tennis	N/A	40
38	Violin	8	N/A
39	Volleyball	36	46
40	Wing Tsun	13	19
41	Woodwind Instrument	19	N/A
42	Workplace English	N/A	29
43	Web Page Design	N/A	18

Performance Measures selected by School

Subject \ Result in IAS*	No. of participant	No. of student awarded respective grade		
		High Distinction	Distinction	Credit
English Language	165	2	8	36
Mathematics		-	4	10
Science		-	5	3

IAS = International Assessment for Schools

Key Issues for the New School Development Plan

1. To further enhance quality in students' academic performance, escalating quality in co-curricular and extra-curricular activities.
2. To formulate better formal communication net work to further promote teamwork and collaboration in teaching and learning, curriculum development and students' discipline and guidance work.
3. To devise policies to exercise better control on students' submission of assignment, progress in learning, classroom discipline and learning environment.
4. To nurture good habits and good character among students.