

**Po Leung Kuk
Ngan Po Ling College
School Development Plan**

2018/19 - 2020/21

Po Leung Kuk Ngan Po Ling College

1. School Vision & Mission

We aim at providing students with a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and artistic development.

We nurture students with solid foundation for further studies and better career development.

We promote students' language proficiency in English, Chinese, Putonghua and other key languages and skills in Information Technology.

We help students build up their confidence, thinking skills, analytical skills and perpetual learning ability in order to better prepare them for the challenges in the 21st century.

We promote all-round education in students' moral, intellectual, physical, social and aesthetic development.

2. School Goals

We are dedicated to nurturing active learners who possess good language proficiency, digital literacy and lifelong learning abilities. We equip students with creativity, critical thinking, communication, collaboration and life-planning skills. In this age of globalization, we have another goal of widening students' global perspectives for further studies and better career prospects.

3. School Motto

Love, Respect, Diligence and Integrity

4. Core Values of Education

We develop students' multiple intelligences through a diversified curriculum and life-wide learning experiences. We also nurture responsible, caring and informed citizens of our city, our country and our world.

5. Holistic Review

Effectiveness of the previous School Development Plan (2013-2018)

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others
1. Promote staff development, and enhance team spirit and professionalism	Partly achieved	Staff development workshops were mostly about teaching and learning. More on admin work, team building, subject-specific pedagogy and SEN training should be conducted.
2. Equip students with global perspectives through quality exchange programmes and international exposure	Fully Achieved	We conducted overseas exchange programmes every year. Our student representatives also joined World Scholar's Cup, international finals, student forums, science symposia and sports teams training across the globe.
3. Maintain good language and learning environment with more advanced facilities	Partly achieved	<ul style="list-style-type: none"> • Students have higher language proficiency than the territory-wide standard. • Our F.1 students' standard has been rising. Students showed readiness and willingness to speak up. • We have advanced facilities and devices which should be fully utilised. For instance, E-reader Kindle and educational apps should be used more frequently for teaching and learning.
4. Cultivate students' active reading habits and learning skills, and elevate their learning motivation	Partly achieved	<ul style="list-style-type: none"> • Students were equipped with better learning skills. • The implementation of the reading period should be further strengthened. Students should be provided with diverse reading tasks and reading materials. • Students should be further motivated to be keen readers.

5. Strengthen sense of belonging among different stakeholders	Partly achieved	<ul style="list-style-type: none"> • Staff Welfare Department organised Principal Cup and a variety of activities for all staff. • Class performance was held to develop better class morale and students' sense of belonging to the school. • Students were also delegated to represent the school in local, national and international competitions. • SSE results showed that students' sense of belonging to the school was rather weak. • There was a high turnover of staff including experienced teachers. The teaching team should be stabilised.
6. Nurture appreciative and principled students with good sense of morality, discipline and courtesy	Partly achieved	<p>Students actively participated in the courtesy reward scheme, prefect training and Guidance Week every year.</p> <p>These values should be further instilled to foster their personal growth.</p>
7. Enhance academic achievements in local and international curriculum and examination	Partly achieved	<ul style="list-style-type: none"> • Differentiation strategies were adopted. Lesson observations were conducted and feedback was given. • Outstanding achievements were made in science and technology competitions. • Intake of IB students should be improved. Our IB curriculum and assessment should be more diversified.
8. Promote non-academic achievements in sports, music, art and aesthetic education with better inter-school competition results	Partly achieved	<p>Intensive training was provided to school teams for the preparation of external competitions. Our sports teams got many prizes and strived for Division 1.</p> <p>Students could be further groomed into all-rounders with innovative talents through STEAM education.</p>

6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • Effective management team • Thick layer of middle management • Well-established staff and committee structures • Clear lines of reporting and democratic decision-making process 	<ul style="list-style-type: none"> • More training for middle managers • More cross-committee collaboration • Stronger leaders in all KLAs • Less unnecessary workload
2. Professional Leadership	<ul style="list-style-type: none"> • Experienced and professional teachers as subject panel and committee heads • Vice Principals specialising in different areas 	<ul style="list-style-type: none"> • More careful allocation of manpower • Avoid overworking staff members
3. Curriculum and Assessment	<ul style="list-style-type: none"> • Well-developed core and extended curricula for both HKDSE and IBDP • Well established curriculum framework and assessment mechanism 	<ul style="list-style-type: none"> • More focus on the learning process and less on assessment • A more diverse mode of assessment • Better understanding of and more experience in the examination and assessment of HK through taking up the roles of HKEAA markers and setters
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Young, quality, energetic and adaptable teachers who are willing to share good practices and refine their teaching methodology • Motivated students with stronger capability 	<ul style="list-style-type: none"> • More autonomy for teachers and students so as to improve efficiency of learning and teaching • Refinement of differentiation strategies in learning and teaching
5. Student Support	<ul style="list-style-type: none"> • Dual class teachers system • Provision of life education and community service programmes by Guidance Committee, comprising social workers, youth workers and passionate teachers 	<ul style="list-style-type: none"> • More training to handle SEN students • Education through appreciation rather than just penalty

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> • Supportive parents • Good connection with mainland and overseas sister schools • Good connection with professionals in the tertiary education sector and the community 	<ul style="list-style-type: none"> • Better utilisation of EDB resources and funding • More participation in professional development workshops organised by EDB • More partnerships with EDB and/ or other NGOs
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Appropriate leadership training for students • Self-disciplined students who are willing to take advice, get along well with each other and show confidence when giving opinions 	<ul style="list-style-type: none"> • Better cultivation of positive mindedness • Better development of time management, self-management and social skills • More parent education
8. Participation and Achievement	<ul style="list-style-type: none"> • Pleasing results in public examinations (compared to territory-wide figures) • Active participation as well as outstanding achievements in local and international competitions 	<ul style="list-style-type: none"> • Striving to keep up with top Band One schools • Providing more opportunities for students to join external competitions and gain other learning experiences outside school

7. SWOT Analysis

Our Strengths

- We have a young team of professional, energetic and insightful teachers who are willing to listen and change.
- We have quality student intake. The average mark of our Pre-Secondary One Hong Kong Attainment Test is higher than the territory-wide score, especially in English.
- Our curriculum is well designed and has been well established.
- We have abundant financial resources.
- We get good support from Po Leung Kuk and the Incorporated Management Committee.

Our Weaknesses

- Teachers have a busy and stressful working life. They have little space to reflect on how to improve and seek professional development.
- There is a high turnover of experienced teachers. A big batch of new teachers is recruited every year.
- With a hectic school life and heavy workload, students tend to have no time for further exploration of knowledge.
- Students lack a sense of social responsibility.

Our Opportunities

- Our IB World School can be further developed.
- Development of STEAM education could further nurture innovative talents.
- Form 1 students admitted are of higher ability than before.
- New trends in education create more opportunities.
- The completion of Shatin to Central Link of MTR will increase the accessibility to our school.

Our Threats

- Our quality and experienced teachers may opt to leave for other elite schools.
- We are competing with local Band One schools and IB World Schools in the territory.
- Students with outstanding non-academic achievements often switch to other prestigious schools.
- Quite a number of our senior formers withdraw from our school for overseas studies.

8. Major Concerns for a period of 3 school years (in order of priority)

1. Cultivate a positive learning community which enhances academic and non-academic excellence
2. Foster whole-person education with 21st century skills
3. Create new development opportunities

School Development Plan (2018-2021)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. Cultivate a positive learning community which enhances academic and non-academic excellence	<ul style="list-style-type: none"> • To elevate academic and non-academic performance of all students with diversified differentiation strategies 	✓	✓	✓	<ul style="list-style-type: none"> • To continue the effort of differentiation strategies • To adjust the quantity and quality of assignments and assessments (refine the mode and frequency) • To introduce gifted education programmes in pilot subjects • To arrange diversified activities and programmes outside the classroom to enrich students' learning experiences • To promote the use of e-learning apps for daily teaching, remedial and enhancement purposes • To systemise skills learning horizontally and vertically across subjects at different levels

	<ul style="list-style-type: none"> To enhance professional development of teachers 	✓	✓		<ul style="list-style-type: none"> To refine the mode and purpose of exercise book inspection and lesson observation to facilitate professional development and sharing among teachers To strengthen the mentor-mentee programme to speed up the professional growth of new teachers To form educational circles with other schools and organisations for professional exchange and encourage teachers' participation in external professional development activities To enhance teachers' capacity in catering for the diverse needs of gifted and SEN students To enhance interdisciplinary and KLA collaboration through sharing of resources and cross-curricular projects To maximise the collaborative effort of subjects for further development of STEM curriculum To encourage the application of IT-aided learning to facilitate classroom teaching To arrange teachers' sharing sessions on IT-aided learning and other methodologies
	<ul style="list-style-type: none"> To strengthen active and lifelong learning ethos 	✓	✓		<ul style="list-style-type: none"> To plan whole school programmes/ activities which could be well fitted into our timetable and to set up an appropriate environment e.g. a reading corner to further boost students' interest in reading To consolidate active learning skills (self-directed learning, enquiry-based learning, note-taking and pre-lesson preparation) among students To initiate the BYOD as a whole school policy To instill international mindedness within the curriculum and through CNG programmes To equip students with life-planning skills through life education and career guidance programmes

<p>2. Foster whole-person education with 21st century skills</p>	<ul style="list-style-type: none"> To strengthen character building and a sense of morality among students 	<p>✓</p>	<p>✓</p>		<ul style="list-style-type: none"> To provide training programmes and conduct workshops on leadership skills To further groom student leaders by providing leadership opportunities and empowering them with autonomy To implement whole-school encouragement schemes/competitions to cultivate a sense of belonging and appreciation To cultivate a positive school ethos among all stakeholders, and a sense of resilience among students through guidance activities, programmes and sharing sessions To organise school-wide activities to promote a caring culture, good virtues and a sense of integrity To strengthen value education by reviewing our life education curriculum and through cross-subject collaboration
<p>3. Create new development opportunities</p>	<ul style="list-style-type: none"> To streamline administration in order to enhance efficiency 	<p>✓</p>			<ul style="list-style-type: none"> To digitalise school information for better record keeping and easy accessibility To review, adjust and collaborate non-teaching duties and committee functions in order to avoid redundancy To better coordinate both DSE and IB systems and operations
	<ul style="list-style-type: none"> To maximize the use of school resources for future development 		<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> To empower middle managers and to enhance their administrative capacity To strengthen administrative support to create space for further school development To upgrade school facilities to create a better learning and working environment To adopt a data-driven (e.g. SSE statistics) approach to make informed decisions for school improvement To stabilise the teaching team for sustainable development To further explore development opportunities by reaching out to parents, alumni and external organisations