

# **Po Leung Kuk Ngan Po Ling College**

## **School Development Plan 2017 – 2018**

**1 September 2017**

## **School 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 development.
3. We promote students' language proficiency in English, Chinese, Putonghua and other prevalent languages and skills in Information Technology.
4. We help students build up confidence, thinking skills, analytical skills and perpetual learning ability in order to better prepare them for the challenges in the 21<sup>st</sup> century.
5. We promote all round education in students' moral, intellectual, physical, social and aesthetic development.

## **Major Concerns 2017-18**

1. Cultivate students' active reading habits and learning skills, and elevate their learning motivation.
2. Enhance academic achievements with refined differentiation strategies in local and international curriculum and examinations.
3. Strengthen sense of belonging, team spirit and morale among different stakeholders.
4. Nurture mentally healthy, appreciative and principled students with good sense of morality and life planning skills.

## Curriculum Development

Major Concerns	Strategies / Tasks	Intended Outcomes / Success Criteria
1. To enhance academic achievements with refined differentiation strategies	<ul style="list-style-type: none"> <li>➤ Adopt refined differentiated learning activities assignment and assessment based on the subject-based teaching model</li> <li>➤ Further polish the core and extended curriculum and have the content clearly stated in the scheme of work (70% core; 30% extension)</li> <li>➤ Provide subject-based enhancement sessions to high achievers especially senior form students for better DSE results</li> <li>➤ Make use of online platforms for self-learning</li> <li>➤ Continuously encourage students to participate in international examinations, competitions and seminars to broaden their exposure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Most teachers can apply refined differentiated strategies for quality pre-lesson preparation, active learning and effective teaching with meaningful follow-up class activities, assignment and assessment</li> <li>➤ All teachers can adopt effective subject specific teaching models with refinement</li> <li>➤ All teachers can adopt remedial and enhancement measures to cater for learner diversity</li> <li>➤ Spiral curriculum on thinking skills and question words can further be strengthened among students in most subjects</li> <li>➤ High participation rate of local and international competitions</li> <li>➤ Improvements in academic results in external examinations (HKDSE and IBDP)</li> <li>➤ 90% of subjects can attain a passing rate of more than 80%</li> <li>➤ Credit rate of all subjects is higher than that of territory-wide in HKDSE 2017</li> </ul>
2. To cultivate students' active reading habits, learning skills and enhance their learning motivation	<ul style="list-style-type: none"> <li>➤ Apply 'flipped classroom' concept</li> <li>➤ Require students to demonstrate learning outcomes via various interactive means</li> <li>➤ Further advocate basic effective learning skills (e.g. legible handwriting, highlighting/underlining key points and good phrases, note-taking, proper filing etc)</li> <li>➤ Adjust the quantity and quality of extended articles from magazines, journals and university textbooks with proper tasks to let students apply learnt knowledge/ concept in everyday life</li> <li>➤ Organise cross-curricular activities (e.g. Mega quiz), which allow students to make connection of the teaching content</li> </ul>	<ul style="list-style-type: none"> <li>➤ Systematic spiral skill curriculum is in place for all subjects</li> <li>➤ Students are equipped with inquiry and active learning skills</li> <li>➤ 90% of teachers consider that most students have made satisfactory improvement in active learning skills</li> <li>➤ All students underline and make margin notes in textbooks</li> <li>➤ Students are given adjusted extended and extensive readings for all subjects</li> <li>➤ Extended and extensive reading materials are well-used as shown in exercise book inspection and lesson observation</li> <li>➤ 90% or above students can compile reading materials well</li> </ul>

Major Concerns	Strategies / Tasks	Intended Outcomes / Success Criteria
	<p>with daily or current issues</p> <ul style="list-style-type: none"> <li>➤ Recommend extensive good references (books/ websites/ journals) to high achievers in assessment for deepening their interest in learning</li> <li>➤ Introduce Connell notes to teachers as one of the ways to enhance note-taking strategies</li> </ul>	<p>in a folder</p> <ul style="list-style-type: none"> <li>➤ Students' interest in reading can be aroused.</li> <li>➤ Students actively apply learnt knowledge from extended and extensive reading materials in assessment and assignment</li> </ul>

## Discipline

Major Concerns	Strategies / Tasks	Intended Outcomes / Success Criteria
1. To nurture mentally healthy, courteous, appreciative and principled students with good sense of judgement	<p><u>School Discipline</u></p> <p>Leadership</p> <ul style="list-style-type: none"> <li>➤ Offer external leadership training camp/courses for prefect leaders and invite alumni and prefect leaders to organize workshops for new members</li> <li>➤ Involve leaders' participation in planning, implementation, evaluation of rules and training sessions to enhance students' sense of ownership towards the team.</li> </ul> <p>Teacher support</p> <ul style="list-style-type: none"> <li>➤ Organize staff induction programme and regular discipline sharing sessions to support new staff and convey uniform expectation on students' discipline and behaviour on class ethos</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prefects are offered the opportunity to develop leadership.</li> <li>➤ Teachers have better understanding of school discipline expectation and higher efficacy in discipline control.</li> </ul>
	<p><u>Class Discipline</u></p> <p>Self-regulatory</p> <ul style="list-style-type: none"> <li>➤ Strengthen the role of monitors to supervise class discipline and cultivate class ethos</li> <li>➤ With support from Guidance and DC teachers, pastoral leaders hold by-level regular meetings on improving form/class performance</li> </ul> <p>Class order</p> <ul style="list-style-type: none"> <li>➤ Allocate class-based prefects for F.1 classes to help them establish class discipline, ethos and routine</li> <li>➤ Hold a Meeting with student school leaders in August to help newcomers adapt to the new learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pastoral leaders are more aware of their active role in by-level self-management group and take part in discussion sessions</li> <li>➤ Students are aware of the importance of discipline</li> <li>➤ Prefects can help F.1 students to adapt to the new environment</li> <li>➤ Class morale is enhanced after training activities</li> </ul>

Major Concerns	Strategies / Tasks	Intended Outcomes / Success Criteria
	<ul style="list-style-type: none"> <li>➤ Organize foot drill practice and parades to enhance class discipline</li> <li>➤ Hold Leadership Camp and Boosting Day Camp to raise students' awareness of life planning and self-expectation.</li> </ul> <p>Class learning atmosphere</p> <ul style="list-style-type: none"> <li>➤ Include concrete indicators in Class Pledge to help the whole class work towards the same goals</li> <li>➤ Promote Best Class Award to give students a clear target to work on</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class ethos is enhanced</li> </ul>
	<p><u>Self-discipline</u></p> <p>Self-respect and courtesy</p> <ul style="list-style-type: none"> <li>➤ Continue the Greet Aloud Programme: Green slips and junior form Greet Aloud training</li> <li>➤ Collaborate with Student Affairs Committee to continue the Courtesy Sticker Redemption Scheme</li> </ul> <p>Punctuality</p> <ul style="list-style-type: none"> <li>➤ Collaborate with guidance teachers and class teachers to further improve punctuality to school</li> </ul> <p>Honesty</p> <ul style="list-style-type: none"> <li>➤ Organize thematic programmes (Honesty Week), in collaboration with subject panels during which booth games and comics competition aim to raise students' awareness of morality</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students are courteous to all staff.</li> <li>➤ Students are ready and willing to greet aloud to all staff</li> </ul> <ul style="list-style-type: none"> <li>➤ Cases of habitual latecomers are followed up and the situation is rectified.</li> </ul> <ul style="list-style-type: none"> <li>➤ Students are aware of the importance of honesty</li> </ul>

## Guidance

Major Concerns	Strategies / Tasks	Intended Outcomes / Success Criteria
<p>1. To strengthen sense of belonging, team spirit and morale among different stakeholders.</p>	<ul style="list-style-type: none"> <li>➤ Follow up cases of SEN students by social workers and conduct case meeting if necessary.</li> <li>➤ Assign each class teacher to be mentor of about 15 students (or half class size).</li> <li>➤ Organize adaptation activities for F.1 students before school year commencement.</li> <li>➤ Conduct F.1 to F.3 spiral curriculum by-level activities for teachers and students.</li> <li>➤ Organize developmental programmes for SEN students to enhance their communication skills.</li> <li>➤ Conduct team building programme before new year commencement</li> <li>➤ Provide counselling and guidance techniques workshop for all teachers and staff.</li> <li>➤ Organize DIY competition to show concern to teachers, and collaborate with Student Affairs Committee for the final product.</li> <li>➤ Conduct leadership training programme to promote love and care in school among students.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Casework students develop acceptable social skills with schoolmates and teachers, and can well adapt to the school setting.</li> <li>➤ Each student is taken care by one of the class teachers throughout the year.</li> <li>➤ F.1 students are familiar with schoolmates and enthusiastic about school life throughout the programme.</li> <li>➤ F.1 and F.3 students enjoy the by-level activities with schoolmates and class teachers. The communication skills of the SEN students improve through the developmental activities.</li> <li>➤ The bonding with new teachers can be strengthened.</li> <li>➤ Teachers equip with basic counselling and guidance techniques in the workshop.</li> <li>➤ Awareness of showing gratitude to teachers is raised among students.</li> <li>➤ Guidance Ambassadors initiate to hold school activities to promote love and care in school.</li> </ul>
<p>2. To nurture mentally healthy, appreciative and principled students with good sense of morality and life planning skills.</p>	<ul style="list-style-type: none"> <li>➤ Design the spiral curriculum of Life Education from F.1 to F.6. The whole curriculum is based on five major domains, individual, family, peer, school and society.</li> <li>➤ Include spiral content of mental health to promote students' mental well-being.</li> <li>➤ Design spiral curriculum design of community service training and experiences from F.1 to F.6.</li> <li>➤ Enrich students' skills in organizing programme and improve interpersonal communication to serve the community.</li> <li>➤ Set booth games during Guidance Week.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' virtues of being courteous, appreciative and principled are developed through the Life Education.</li> <li>➤ Students are equipped with basic social and problem solving skills, according to their developmental needs.</li> <li>➤ The awareness of maintaining mental well-being is raised among students.</li> <li>➤ Students are equipped with appropriate knowledge and skills to serve different needy people in the community.</li> <li>➤ Students' self-confidence to serve the community is boosted.</li> </ul>

Major Concerns	Strategies / Tasks	Intended Outcomes / Success Criteria
	<ul style="list-style-type: none"> <li>➤ Introduce a theme week titled 'Be positive, make difference' to promote mental well-being.</li> <li>➤ Conduct talks, workshops and lunch booths about healthy school life.</li> <li>➤ Encourage all-round development via award scheme in six aspects, which are moral, intellectual, physical, social, aesthetic and active learning.</li> <li>➤ Include value education and mental well-being elements in different subjects at all levels.</li> <li>➤ Hold 3 regular form meetings with class teachers for better collaboration in cultivating class ethos.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The awareness of healthy school life and mental well-being is raised among students.</li> <li>➤ Students' good performance in school and family can be recognized, especially their good morality.</li> <li>➤ The elements of mental well-being are included in different subject curricula.</li> <li>➤ Regular form meetings and ad hoc meetings are held.</li> </ul>
3. To elevate students' learning motivation.	<ul style="list-style-type: none"> <li>➤ Boost self-confidence of low achievers through developmental groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Self-confidence of participants is enhanced.</li> </ul>



**Extra-Curricular Activities**

<b>Major Concerns</b>	<b>Strategies / Tasks</b>	<b>Intended Outcomes / Success Criteria</b>
1. To strengthen sense of belonging, team spirit and morale among different stakeholders.	<ul style="list-style-type: none"> <li>➤ Organize two school forums per year by Students' Union.</li> <li>➤ Organize house cheering in mass programmes, e.g. Sports Day and Swimming Gala</li> <li>➤ Recognize the contribution of school teams by means of celebration, praise and award</li> <li>➤ Design team jersey for school teams</li> </ul>	<ul style="list-style-type: none"> <li>➤ Communication between students and the school is enhanced.</li> <li>➤ A good sense of belonging to the school is developed among students.</li> </ul>

### Information Technology

Major Concerns	Strategies / Tasks	Intended Outcomes / Success Criteria
1. To further bring out individual's potential by differentiation inside and outside classroom	<ul style="list-style-type: none"> <li>➤ Encourage more teachers to use different means of IT-aided learning</li> <li>➤ Introduce students with different eLearning means for more diverse learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ IT-aided learning is further promoted by               <ul style="list-style-type: none"> <li>■ Hardware and Software Purchase: Another 20 sets of iPads will be purchased. Instant Apps would be adopted and used to provide students with more methodologies and instant feedback, which help facilitate classroom learning.</li> <li>■ Teachers Training: More Apps, which does not require difficult set up, will be introduced to teachers. The main purposes of the Apps are to collect instant feedback from students, and to facilitate teaching and learning activities in classrooms.</li> </ul> </li> </ul>
2. To concern about our Community, Nation and World and to enhance sense of belonging among students	<ul style="list-style-type: none"> <li>➤ Activities highlights would be shown on Campus TV lunch time sessions regularly</li> <li>➤ News &amp; documentaries related to Hong Kong, China and the world will be shown in Campus TV lunch time sessions regularly</li> <li>➤ Comprehensive leadership / normal training to be provided to IT Head prefects / leaders and junior IT prefects. Training contents include photo taking, stage management and core group management.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students would know more about the happenings in the school and feel proud for awards they / their schoolmates have got.</li> <li>➤ Students view the video broadcasted and understand what are happening around the Hong Kong, China and the world.</li> <li>➤ IT prefects would devote &amp; contribute more to the team and senior IT prefects would be able to bring up junior ones.</li> </ul>

### Student Affairs

Major Concerns	Strategies / Tasks	Intended Outcomes / Success Criteria
<p>1. To strengthen sense of belonging, team spirit and morale among different stakeholders</p>	<ul style="list-style-type: none"> <li>➤ Enhance the sense of belonging to the school among F.1 students. Help them adapt to the new school environment and build up a social network.</li> <li>➤ Enhance students' sense of belonging to the school by organizing activities which encourage students' initiatives to contribute.</li> </ul>	<ul style="list-style-type: none"> <li>➤ F.1 lunch gathering will be arranged once per quarter. All F.1 students will have lunch together in round tables. They need to serve each other, finish all the food and help clean up. Inter-class competition will be included. For instance, dessert will be awarded to the class which can tidy up their tables in the shortest time.</li> <li>➤ Student Affairs Committee and Guidance Committee will co-organize a "Respect Our Teachers" Campaign. Students' good work will be selected and produced as gifts to teachers.</li> <li>➤ Students' good work will be produced as school souvenir. For example, their artwork will be included in handbook/ and printed as bookmark.</li> <li>➤ Sale of school souvenir on different occasions (e.g. Open Day and Guidance Week)</li> </ul>
<p>2. To nurture mentally healthy, appreciative and principled students with good sense of morality and life planning skills</p>	<ul style="list-style-type: none"> <li>➤ Promote self-disciplined among students and request them to queue up orderly for buying their lunch at canteen during lunchtime.</li> <li>➤ Request students to be courteous and appreciative to teachers, prefects, janitors and staff.</li> <li>➤ Cultivate good sense of responsibility for the cleanliness of canteen among students.</li> <li>➤ Develop self-management skills among F.1 students</li> </ul>	<ul style="list-style-type: none"> <li>➤ The practice of dining outside classroom will be continued. Queue up lines will be provided to guide students to line up orderly.</li> <li>➤ Courtesy Redemption Scheme will be continued. Students will get courtesy stickers from secret teachers, prefects, janitors, staff in the tuckshop and General Office. They can redeem for snacks in the tuckshop if they can accumulate certain amount of stickers.</li> <li>➤ Good habit reminders/ signages will be posted in school canteen to cultivate self-management and good sense of self-discipline e.g. "Please keep table clean".</li> <li>➤ F.1 lunch gathering can help F.1 students strengthen their self-discipline and self-management skills, especially for those who seldom do house chores at home.</li> </ul>

Major Concerns	Strategies / Tasks	Intended Outcomes / Success Criteria
	<ul style="list-style-type: none"> <li>➤ Raise students' awareness of green eating habit and environmental conservation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ In collaboration with Geography Department, SA Ambassadors and CNG Ambassadors, Green Lunch and Reduction of Leftover will be promoted on school campus.</li> <li>➤ SA Ambassadors and CNG Ambassadors will co-organize a Po Leung Kuk environmental protection programme – <i>Plastic Bottle Recycling Scheme</i>. Counter will be set up to collect used plastic bottles on Sports Day for recycling purpose.</li> <li>➤ Every F.1 student will be given a set of stainless steel reusable cutlery at the beginning of the school term. “Bring Your Own Cutlery” will be promoted among F.1 students.</li> <li>➤ Monthly Fruit Day will be held. Counter will be set up for distributing fresh fruit to students every month to promote healthy and balanced diet.</li> </ul>