

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

## **School Development Plan 2016 – 2017**

**1 September 2016**

## **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 2016-17**

1. To enhance sense of belonging among students
2. To nurture courteous, appreciative and principled students with good sense of judgement
3. To further strengthen students' self-discipline, self-management skills and leadership
4. To concern about our Community, Nation and World
5. To further bring out individual's potential by differentiation inside and outside classroom

### Administration

Major Concerns / Targets	Strategies	Intended Outcomes / Success Criteria
1. To enhance sense of belonging among students	<ul style="list-style-type: none"> <li>➤ Work out strategies among pastoral teams and class teachers to collaborate pastoral leaders to help promote harmonious relationship in class and instill good class ethos.</li> <li>➤ Foster sense of pride for school achievements.</li> <li>➤ Promote respect and love for our school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continued harmonious class ethos and school ethos.</li> <li>➤ Students are motivated to contribute to school academically and non-academically.</li> </ul>
2. To nurture courteous, appreciative and principled students with good sense of judgement	<ul style="list-style-type: none"> <li>➤ Etiquette education to be integrated into Life Education.</li> <li>➤ School based and spiral principled students profile worked out to provide clear reference for frontline operation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Further refinement in students' behavior and conduct.</li> </ul>
3. To further strengthen students' self-discipline, self-management skills and leadership	<ul style="list-style-type: none"> <li>➤ Continue the self-contract and class pledge strategies.</li> <li>➤ School-based student leaders' profile is worked out and leaders' training programmes are provided to develop leaders in student organizations.</li> <li>➤ Strengthen parent education to supplement school efforts in student development.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Most students manage to organize their study schedule and achieve their personal contract.</li> <li>➤ Most classes can accomplish their class pledge.</li> <li>➤ Student leaders can successfully guide students to be self-disciplined and self-managed.</li> <li>➤ Parent workshops are successful launched / organized.</li> </ul>
4. To concern about our Community, Nation and the World	<ul style="list-style-type: none"> <li>➤ Whole school approach involving subjects and committees in Community, National and the World (CNW) activities.</li> <li>➤ Encourage students to form good habits to read current issues related to the CNW issue.</li> <li>➤ Organize student leaders to launch school wide activities on CNW current news.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students are guided to acquire knowledge in CNW issues.</li> <li>➤ Students take initiative to concern about issues related to CNW.</li> </ul>

Major Concerns / Targets	Strategies	Intended Outcomes / Success Criteria
5. To further bring out individual's potential by differentiation inside and outside classroom	<ul style="list-style-type: none"> <li>➤ Develop, refine and implement whole school strategies for reading to learn.</li> <li>➤ Further polish up differentiation practices for lesson preparation, T &amp; L (Teaching &amp; Learning) during lesson, A &amp; A (Assignment &amp; Assessment) strategies.</li> <li>➤ Early effective practice of enhancement / star programmes for F.6 DSE and IB Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading schemes for junior and senior students are successfully implemented and reading culture is enhanced.</li> <li>➤ Students of different abilities accomplished their learning targets.</li> <li>➤ High achievers show good value added in learning.</li> </ul>

### Curriculum Development

Major Concerns / Targets	Strategies	Intended Outcomes / Success Criteria
<p>1. To further bring out individual's potential by differentiation inside and outside classroom</p>	<ol style="list-style-type: none"> <li>1. Further polish the core and extended curriculum and have the content clearly stated in the scheme of work</li> <li>2. Require all students to do differentiated pre-lesson preparation and pre-reading with meaningful highlighting according to guiding questions or tasks given by teachers and summarize key concepts or ideas in form of margin notes</li> <li>3. Amend the teacher-prepared notes by giving more space/margin for students to jot notes and require high achievers to prepare lesson notes and revision notes</li> <li>4. Design differentiated classroom activities according to subject-based teaching model, to encourage peer and collaborative learning through careful task setting and grouping.</li> <li>5. Give differentiated assignment and assessment tasks to students.</li> </ol>	<ul style="list-style-type: none"> <li>- All subjects have refined the core and extended curriculum</li> <li>- Most teachers can apply strategies for quality pre-lesson preparation, active learning and effective teaching with meaningful follow-up class activities, assignments and assessments</li> <li>- Most students do pre-reading before lessons</li> <li>- During lessons, most teachers can apply the subject-based teaching model in class, majority of students takes notes in class and prepare their own revision notes</li> <li>- All subjects include differentiated assignments and assessment in the scheme of work</li> <li>- All subjects set bonus questions requiring the application of high order thinking skills</li> </ul>

Major Concerns / Targets	Strategies	Intended Outcomes / Success Criteria
	<p>6. Enhancement and Remedial measures</p> <ul style="list-style-type: none"> <li>- Identify high achiever after uniform assessment</li> <li>- Provide subject-based enhancement sessions to senior form high achievers</li> <li>- Encourage high achievers to conduct mini research work and make use of online platforms for self-study</li> <li>- Continuously encourage students to participate in international examinations, competitions and seminars to broaden the exposure of students</li> <li>- Operate homework and remedial class parallel with detention class, collaborating with pastoral care and class teachers, identifying low achievers earlier, giving students timely assistance</li> </ul>	<ul style="list-style-type: none"> <li>- All academic subjects have their high achievers identified.</li> <li>- Most subjects adopt online resources for remedial and enhancement</li> <li>- 60% of the subjects achieve average 0.4 - 0.5 grade improvement in internal value added data</li> <li>- 80% of the subjects achieve +7 in the external value added data</li> <li>- 50% of the subjects achieve 20% 5 or above in HKDSE</li> <li>- 50% of subjects achieve 10% 5* or above in HKDSE</li> <li>- Most students from the homework remedial class show improvement in average marks</li> <li>- More students participate in local, national or international examinations, competitions and seminars</li> </ul>

Major Concerns / Targets	Strategies	Intended Outcomes / Success Criteria
<p>2. To cultivate active and effective learning and inquiry skills among students</p>	<ol style="list-style-type: none"> <li>1. Refine pre-lesson preparation practices by integrating the ‘flipping classroom’ concept and conducting follow-up class activities and interactive tasks in class</li> <li>2. Further advocate basic effective learning skills (e.g. legible handwriting, highlighting/underlining key points and good phrases, note-taking, proper filing etc).</li> <li>3. Require students to demonstrate learning outcomes via various means (i.e. quizzes, classwork, verbal summary, peer sharing, presentations, etc.) at the end of the lesson</li> </ol>	<ul style="list-style-type: none"> <li>- All subjects state the pre-lesson preparation tasks in the scheme of work</li> <li>- Follow-up tasks or activities of pre-lesson preparation are shown in lesson observations and homework inspection</li> <li>- Most students are equipped with active learning skills and have them shown in exercise book inspection and lesson observation</li> <li>- Students’ learning outcomes are demonstrated at the end of the lessons</li> </ul>
<p>3. To further enhance reading culture</p>	<ol style="list-style-type: none"> <li>1. Give topic-related articles from magazines, journals and university textbooks (e.g.one per topic) to students with proper guiding questions and given tasks to enrich their knowledge/ concept learned in everyday life.</li> <li>2. Recommend extensive reading materials or good references to high achievers for deepening students’ interest in learning.</li> <li>3. Organise cross-curricular activities (e.g. Mega quiz, debate and collaborative reading), which allow students to make connection of the teaching content with daily or current issues.</li> </ol>	<ul style="list-style-type: none"> <li>- All subjects include extended reading articles in the scheme of work</li> <li>- Most subjects include bonus questions related to extensive reading in tests and exams</li> <li>- Mega quiz, debate and collaborative reading activities are smoothly carried out</li> <li>- A recommended booklist for all subjects is uploaded to school web for both junior and senior students</li> </ul>

## Discipline

Major Concerns / Targets	Strategies	Intended Outcomes / Success Criteria
<p>1. To nurture courteous, appreciative and principled students with good sense of judgment</p> <p>2. To further strengthen self-management and self-discipline skills and develop student leadership</p> <p>3. To enhance sense of belonging among students</p>	<ul style="list-style-type: none"> <li>➤ Convey and implement Principled Students' Profile: Respect, diligence (self-management, self-control and honesty) in everyday practice via class teachers' meetings, class periods, and self-management groups.</li> <li>➤ Carry out Greet Aloud programme and regular Courtesy Stickers Redemption to nurture students' courtesy and greeting aloud habit.</li> <li>➤ Further enhance students' self-management skills and self-reflection ability through goal setting in students' self-contract.</li> <li>➤ Launch temptation resisting programs (Honesty week) to enhance students' sense of judgment and prevent undesirable behavior.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students are courteous to staff and teachers have positive comments on students' courtesy.</li> <li>➤ 70% of teachers and students think that the courtesy redemption scheme is effective in promoting courteous attitude.</li> <li>➤ An increasing number of students show positive improvement in self-set targets.</li> <li>➤ 80% of students participate in temptation resisting program.</li> <li>➤ A decrease in disciplinary record on disrespectful and dishonest acts</li> </ul>
	<ul style="list-style-type: none"> <li>➤ With the help of class teachers, class ethos on academic and non-academic areas can be upheld in daily routine. (assemblies, lessons, recess and lunchtime, after school)</li> <li>➤ Strengthen the role of self-management group and pastoral leaders by assigning students with specific duties, holding regular meetings and to cultivate class ethos</li> <li>➤ Organize a series of discipline training programs like foot drill practice and Adventure-based Leadership Camp and Boosting Day Camp to boost class morale</li> <li>➤ Include manner education and behavior training activities for life education lessons/class periods to uphold and sustain students' discipline</li> <li>➤ Form Class Pledge to help the whole class work towards the same goals</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% of class teachers are satisfied with the roles of pastoral leaders.</li> <li>➤ Teachers' positive feedback on the performance of self-management group</li> <li>➤ Positive feedback from both teachers and students on discipline training and manner education programs</li> <li>➤ Most classes fulfil their class pledge</li> </ul>

Major Concerns / Targets	Strategies	Intended Outcomes / Success Criteria
	<ul style="list-style-type: none"> <li>➤ Organize and invite young teachers to do sharing in staff induction programme and discipline sharing sessions to support new staff and convey common expectation on class ethos</li> <li>➤ Conduct after-assembly discipline training to train up students' respect and etiquette in different occasions</li> <li>➤ Offer external leadership training camp/courses for prefect leaders and invite leaders' participation in prefect interviews during recruitment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Most new teachers find D&amp;G induction and training programs useful for their adaptation and understanding of school common expectation.</li> <li>➤ Evidence of good assembly discipline</li> <li>➤ 80% of prefects participate in the program</li> <li>➤ Evidence of improvement in the confidence and service quality of prefect team</li> </ul>

**Guidance**

<b>Major Concerns / Targets</b>	<b>Strategies</b>	<b>Intended Outcomes / Success Criteria</b>
<p>1. To enhance sense of belonging among students</p>	<ul style="list-style-type: none"> <li>➤ Dual class teacher system provide better caring and concern to students, each class teacher is responsible to be mentor of about 15 students (or half class size)</li> <li>➤ Social workers launch out by level activities for junior form students, to enhance their relationship with class teachers and classmates.</li> <li>➤ 2 students from each class are selected to be Guidance Ambassadors, who are responsible to be the secret angels and instill good class ethos in the class.</li> <li>➤ Booths will be set up in the Father’s and Mother’s Day and Guidance week to enhance students’ sense of belonging to family.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Most class teachers are successfully providing guidance to half class size of students.</li> <li>➤ Most students agree that by level activity can enhance their relationship with classmates.</li> <li>➤ Most class teachers agree that Guidance Ambassadors can help to instill good class ethos in the class.</li> <li>➤ Over 100 students will participate in the two functions, and make DIY handcrafts to their parents.</li> </ul>
<p>2. To nurture courteous, appreciative and principled students with good sense of judgement</p>	<ul style="list-style-type: none"> <li>➤ To launch a social etiquette talk in Hall assembly time for junior form students to enhance their social manner, especially on courteous aspect.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talks related to social etiquette are successful launched in the Hall assembly session.</li> </ul>
<p>3. To further strengthen students’ self-discipline, self-management skills and leadership</p>	<ul style="list-style-type: none"> <li>➤ To encourage students to set targets, academic and non-academic aspect in personal pledge, aims to enhance self-discipline and self-management skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Most class teachers are successfully discussing the personal pledge with individual students, and revise it together at the end of every quarter.</li> <li>➤ More than half of the students are able to meet their own target in personal pledge.</li> </ul>

**Extra-curricular Activities**

<b>Major Concerns / Targets</b>	<b>Strategies</b>	<b>Intended Outcomes / Success Criteria</b>
<p>1. Continue to promote non-academic achievement in sports, music, arts and aesthetics education with better inter-school competition result</p>	<ul style="list-style-type: none"> <li>➤ Include Form 3 school team training during curriculum time. Employ professional coaches to conduct school teams training.</li> <li>➤ Control the frequency of the competitions, friendly matches and training time of school team. Ensure students have maximum 2 school teams in order to provide space for study.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Successful promotion of at least one school sports team to a higher division this year.</li> <li>➤ ECA Committee members are satisfied with the control mechanism for striking a balance between students' academic and non-academic activities.</li> </ul>
<p>2. To further strengthen students' self-discipline, self-management skills and cultivate leadership</p>	<ul style="list-style-type: none"> <li>➤ Student leaders are trained to assist school teams training such as skills demonstration and training routines. They are invited to present onstage during morning assemblies and school activities.</li> <li>➤ Students are reminded to observe specific discipline rules during practice.</li> <li>➤ House Committee and Student Union Committee members are collaborated to organize student activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ ECA Committee members agree that students are competent in taking up leadership in activities.</li> <li>➤ ECA Committee members assess through observation that school team members are self-disciplined. They would tidy up the venue and instruments after the practice and attend more than 90% of their practice sessions.</li> </ul>

### Information Technology

Major Concerns / Targets	Strategies	Intended Outcomes / Success Criteria
<p>1. To further polish up network infrastructure</p>	<ul style="list-style-type: none"> <li>➤ Ensure smooth launch of Wifi 900 programme.</li> <li>➤ Plan the suitable positions for placing access point and methods for merging with the existing network.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wireless Internet is accessible in classrooms and areas for teaching and learning.</li> <li>➤ Passing the user acceptance test given by EDB.</li> <li>➤ 80% of teachers are satisfied with the speed and stability of the optical fiber network.</li> </ul>
<p>2. To further bring out individual's potential by differentiation inside and outside classroom</p>	<ul style="list-style-type: none"> <li>➤ Further promote IT-aided learning 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 more methodologies and instant feedback to students, which help facilitating classroom learning.</li> <li>- Teachers Training: More easy-to-use Apps will be introduced to teachers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Each KLA would be required to successfully apply instant Apps once in lessons.</li> <li>➤ More teachers are willing to use different means in IT-aided learning for teaching. Increased Apps request and an increment of 20% in the rental rate of iPad.</li> <li>➤ High flyers as well as low achievers would know different ways to learn by using digital means.</li> </ul>
<p>3. To enhance sense of belonging among students and concern about our Community, Nation and World</p>	<ul style="list-style-type: none"> <li>➤ Comprehensive daily training / leadership training in IT skills and stage management skills to be provided to IT Head prefects / leaders and junior IT prefects.</li> <li>➤ Regular lunch time sessions of Campus TV will include:               <ul style="list-style-type: none"> <li>- activities highlights</li> <li>- news and documentaries related to Hong Kong, China and the World to let school members know more about school events and achievements, and current issues in HK, China and the world.</li> </ul> </li> <li>➤ Timely announcement is made on the school webpage for school events and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ IT prefects would devote and contribute more to the team and senior IT prefects would be able to bring up junior ones. They should attend more than 80% of their training program.</li> <li>➤ Students are aware of current issues in Hong Kong, China and the World.</li> <li>➤ Students take pride to know school events and achievements on the school webpage.</li> </ul>

### Student Affairs

Major Concerns / Targets	Strategies	Intended Outcomes / Success Criteria
<p>1. To enhance sense of belonging among students</p>	<ul style="list-style-type: none"> <li>➤ Lunch gathering for F.1 students 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 cleaning up.</li> <li>➤ School souvenir design competition will be held. Students are invited to design souvenirs for the school, outstanding designs will be selected for mass production.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To help F.1 students adapt to the new school environment and build up a social network. Over 70% of F.1 students, class teachers and parents agreed that F.1 lunch gathering has effectively and cost efficiently enhanced the sense of belonging among students.</li> <li>➤ Enhanced students' involvement in selecting outstanding designs from students' work and produce new souvenirs.</li> </ul>
<p>2. To nurture courteous, appreciative and principled students with good sense of judgment.</p>	<ul style="list-style-type: none"> <li>➤ Logistics at tuck shop will be reviewed. Queue up lines will be provided to help students line up orderly.</li> <li>➤ Courtesy Redemption Scheme will continue to encourage students to practice greeting in daily occasions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students are more self-disciplined and queue up in orderly way for the meal allotment and snacks purchase.</li> <li>➤ Students are courteous and appreciative to the staff of the tuck shop, general office colleagues and other supporting staffs. Over 70% of students think that the courtesy redemption scheme is effective in promoting courteous and appreciative attitude.</li> </ul>

Major Concerns / Targets	Strategies	Intended Outcomes / Success Criteria
<p>3. To further strengthen students' self-discipline, self-management skills and leadership</p>	<ul style="list-style-type: none"> <li>➤ Reminders or signage about good habits will be posted in the tuck shop to cultivate self-management behavior and develop good sense of self discipline.</li> <li>➤ Lunch gathering for F.1 students is used to strengthen their self-discipline and self-management skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students are aware of their responsibilities in cleanliness of the tuck shop area. They should be responsible to clear their own rubbish and leftovers. No rubbish will be left on tables and floor.</li> <li>➤ Enhanced self-management skills of F.1 students. They should serve each other during the lunch gathering, finish all the food and help cleaning up. Over 70% of F.1 students, class teachers and parents think that the F.1 lunch gathering is effective in developing self-management skills among F.1 students.</li> </ul>
<p>4. To concern about our Community, Nation and World</p>	<ul style="list-style-type: none"> <li>➤ Student Affairs Committee will collaborate with Geography Department, Student Affairs Ambassadors and Environmental Protection Ambassadors in order to promote green lunch and reduction of food waste in school campus.</li> <li>➤ Student Affairs Ambassadors and Environmental Protection Ambassadors will co-organize a Po Leung Kuk environmental protection programme – <i>Plastic Bottle Recycling Scheme</i>.</li> <li>➤ Environmentally Friendly Reminders will be posted in the tuck shop.</li> <li>➤ Environmental friendly scheme in collaboration with tuck shop will be promoted, such as “Bring your own cutlery” and “Reduce food waste” campaigns. F.1 students will also get a reusable cutlery at the beginning of the school term.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' awareness on environmentally friendly eating habit and environmental protection is enhanced.</li> <li>➤ Most used plastic bottles can be collected on Sports Day for recycling purpose.</li> <li>➤ Reduced use of disposable cutleries and containers. Most F.1 students are able to bring their own cutlery every day.</li> </ul>

Annual Programme Proposal for  
DLG – Other Programme: Gifted Education for the 2016/17 school year

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Teacher i/c	Budget
Science	Hong Kong Youth Science and Technology Innovation and Researching	<ul style="list-style-type: none"> <li>● To provide high achievers with ample opportunities to learn advanced science content</li> <li>● To equip students with advanced scientific researching skills and to participate in Hong Kong Youth Science and Technology Innovation Competition held by Hong Kong New Generation Cultural Association.</li> </ul>	<ul style="list-style-type: none"> <li>● 5 students</li> <li>● S3-S5 students</li> <li>● Nominated by Physics/Chemistry/Biology Department</li> </ul>	~12 lessons in 6 months (~40 hours)	<ul style="list-style-type: none"> <li>● Scientific Report / Innovation product at the end of the course</li> <li>● Participation in <b>“Hong Kong Youth Science and Technology Innovation Competition”</b></li> </ul>	Commissioned to external trainers with Mr. KL Chan as coordinator	HKD15,000 (course fee)
Biology	Ecology in Hong Kong	<ul style="list-style-type: none"> <li>● To sharpen students’ scientific investigation skills through field studies.</li> </ul>	<ul style="list-style-type: none"> <li>● 10 students</li> <li>● S3-S5 students</li> <li>● Nominated by Biology Department</li> </ul>	~12 lessons in 6 months (~40 hours)	<ul style="list-style-type: none"> <li>● Research report at the end of the course.</li> <li>● Participation in investigative field study competition <b>“Searching For Nature Stories”</b></li> </ul>	Commissioned to external trainers with Mr. KL Chan as coordinator	HKD15,000 (course fee)

**Three-year plan – Provision of gifted education programmes from the 2016/17 to 2018/19 school years**

The following programmes are adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded programme	Strategies & benefits anticipated	Name of programme/ courses and provider	Duration of the programme/ course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning/ success indicators	Teacher-in-charge
					the 16/17 s.y.	the 17/18 s.y.	the 18/19 s.y.		
Other Programmes (Gifted Education)	- To enhance students’ scientific researching skills - To accelerate students’ learning in science	Hong Kong Youth Science and Technology Innovation and research team	6 months	S4-S5 outstanding students in Science	5	5	5	- Students will participate in Hong Kong Youth Science and Technology Innovation Competition held by Hong Kong New Generation Cultural Association	Gifted education coordinator Mr. Chan Ka Loi
	- To enhance students’ scientific investigation skills through field studies	Ecology in Hong Kong	6 months	S3-S5 outstanding students in Biology	10	10	10	- Students will participate in the investigative field study competition “Searching For Nature Stories”	Gifted education coordinator Mr. Chan Loi

Provision for 16-17: \$30,000