

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

**2021/22 - 2023/24**

# 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 (2018-2021)

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
<p>1. Cultivate a positive learning community which enhances academic and non-academic excellence</p> <ul style="list-style-type: none"> <li>a. To elevate academic and non-academic performance of all students with diversified differentiation strategies</li> <li>b. To strengthen active and lifelong learning ethos</li> </ul>	<p><b>Fully achieved</b></p>	<p>Diversified differentiation strategies have been advancing in terms of extensiveness and comprehensiveness, ranging from differentiated curriculum and materials of individual subject to a complete overhaul of class streaming policy; from core and extended learning materials for students of different abilities to do self-learning to systematic arrangements of online remedial and enhancement classes were gradually put in place phase by phase. Students' academic summative results were statistically analyzed to offer teachers and school to feedback the effectiveness of learning and teaching and thus review differentiation programs.</p> <p>IT-aided learning and teaching has been fast tracked by the pandemic. Introduction of online teaching apps, purchase of mobile devices for both students' and teachers' lesson use and staff development workshops on the use of IT in teaching paved way for a smooth transition from physical classroom to online lessons at the times of school suspension. More initiatives on online L&amp;T packages like video teaching and students' video on-demand platform have been adopted. It is suggested to have more</p>

		<p>comprehensive and extensive development of standardized online materials and videos to encourage students' self-directed leaning.</p> <p>Reading is one of the key lifelong learning habits. To cultivate school-wide reading culture, various school programs were conducted such as incorporation of reading lessons in curriculum time, cross-subject and cross-committee morning reading sessions, regular book sharing sessions in morning assemblies, recommended booklist with accordance to school-based language spiral curriculum, bookstore visits for soliciting students' recommendation on book purchase, library book promotion activities of all subjects and committees as well as participation of reading-related competitions and events. Positive feedback was received for all new library reading promotion initiatives which should be incorporated as routine work. The image of library has been revitalized by an online sharing platform which attracts not only current students but also alumni to share the fun of reading.</p> <p>To have a balanced and diversified school life, wide ranging School Teams were offered to train students for excellence and expertise. Catering students' needs and interests, Uniform Teams and Interest Classes were launched to let students realize their potential.</p>
<p>2. Foster whole-person education with 21st century skills</p> <p>a. To strengthen character building and a sense of morality among students</p>	<p><b>Partly achieved</b></p>	<p>Student support works were reviewed and reformed in terms of committee structure, composition, school regulations and whole-school approach. Multidiscipline approach was adopted to handle students' support work. Guidance, Discipline, Extra-Curricular Activities, Student Affairs and Moral &amp; Civic National Education Committees as well as multi-subjects were</p>

		<p>involved in case handling, value education and National education.</p> <p>Life Education Lesson reform created a platform for collaboration works among all committees and subjects while students were given multiple unique learning experience. A spiral curriculum was derived for career planning, core values education and national education, etc. Tasks related to Career Planning were well in place but lacked continuity and connection between programs across the years so more emphasis should be placed on developing a comprehensive life planning scheme to support students' growth; help students better understand themselves and thus equip students with goal setting skills.</p> <p>Appreciation culture has been cultivated in the school. Appreciation programs organized by Guidance Committee, Moral Scholarship introduced by Moral &amp; Civic National Education Committee and Student Welfares supported by School Affairs and Student Affairs Committee. The budding appreciative atmosphere needs to be further strengthened.</p>
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<p>3. Create new development opportunities</p> <ul style="list-style-type: none"> <li>a. To streamline administration in order to enhance efficiency</li> <li>b. To maximize the use of school resources for future development</li> </ul>	<p><b>Fully achieved</b></p>	<p>A new administration structure, administrative flow and document templates as well as task streamlining were reviewed and modified. Supervision and Quality Assurance of School Operation was well handled with the introduction of self-evaluation and review mechanism. School Major Repairs and Renovation works took place to free more space for students to have learning and teaching activities. Campus environment and IT hardware were upgraded to facilitate effective learning and teaching. Continuous review and refinement of school policies as well as upgrading of facilities will be a regular practice.</p>
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## 6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>• Clear and transparent administrative structure, duty allocation, information flow and communication among all stakeholders</li> <li>• Strong collaboration across different administrative levels, administration groups and different stakeholders</li> <li>• Supportive staff team for efficient administration and daily operation</li> <li>• Regular review and evaluation work for refinement of policies and management</li> </ul>	<ul style="list-style-type: none"> <li>• More training for middle managers</li> <li>• Streamlining administration works to enhance efficiency</li> <li>• Digitalization of daily tasks to reduce the cost of time and labour in operation</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• Visionary and clear school developmental focus</li> <li>• Clear and fair principle of assigning both teaching and non-teaching duties</li> <li>• Mentor-mentee system</li> </ul>	<ul style="list-style-type: none"> <li>• More training for middle managers</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• Well-established curriculum framework, core and extended course materials as well as assessment mechanism for both HKDSE and IBDP</li> <li>• Regular review and updates of school-based curriculum with the current educational reform and EDB guidelines</li> <li>• Implementation of differentiation methodologies in most subjects</li> <li>• Constant review on curriculum and learning and teaching materials with reference to the requirement of public examinations</li> </ul>	<ul style="list-style-type: none"> <li>• More experience in public examination marking and scoring through having professional development workshops with experienced teachers, markers, examiners or teachers who completed assessment courses offered by Examination Authority and authorized IBO training institutions</li> <li>• Further elevation of the quality of assignments and assessments papers by diversifying the modes of assessments and increasing the proportion of high order thinking questions</li> <li>• Introduction of statistical analysis on assessment data for the evaluation of learning and teaching effectiveness</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• Young, energetic, quality and adaptable teachers who are willing to share good practices and refine their teaching methodologies</li> <li>• Motivated students with stronger capabilities</li> <li>• Introduction of remedial and enhancement strategies in a mixed mode to maximize the learning and teaching opportunities and cater learners' diversity</li> <li>• Rich language environment for the development of multilingualism including Putonghua, English and French</li> <li>• Whole school implementation of BYOD scheme in daily learning and teaching activities</li> </ul>	<ul style="list-style-type: none"> <li>• Refinement of continuous follow-up measures for supporting students' learning and teaching</li> <li>• Refinement of the learning and teaching package to cater the needs of high achievers and better intakes and create space for reading and self-directed learning</li> <li>• Explore opportunities that encourage experiential learning and project / research works</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> <li>• Caring and enthusiastic teaching team with good rapport with students</li> <li>• Comprehensive student support networks consisting of professionals and multi-disciplines</li> <li>• Multipronged approach in handling student support works through strong collaboration between discipline, guidance, pastoral care groups and class teachers, etc.</li> <li>• Ample time given for character building and career orientations in class periods, Life Education lessons and assemblies</li> <li>• Introduction of diversified whole school activities, programs, seminars and extra-curricular activities to cater the diversified learning needs and support the growth of students from different levels</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development for teachers to have better understanding and control on students who have special education needs</li> <li>• Peer support groups for promoting a harmonious and caring school</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> <li>• Abundant resources and support from the government, society, alumni and parents to enrich students' learning experience</li> <li>• Regular collaboration works with external organizations, e.g. HK Observatory, HK Space Museum, etc.</li> <li>• Close connection with schools of similar backgrounds as well as other IB schools for professional exchange</li> <li>• Collaboration with other NGOs for organizing social services and students club e.g. UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>• Reestablishment of sister schools' connection for the preparation of exchange programs after pandemic</li> <li>• Strengthening home-school communication to let parents share a common goal with the school</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>• Better intakes in term of academics, learning attitude and self-discipline</li> <li>• Incorporation of values education across the existing cross-curricular domains.</li> <li>• Well-implemented dual class teachers and whole-school approach in discipline and guidance works</li> </ul>	<ul style="list-style-type: none"> <li>• Further promotion of values education to cultivate students' thankfulness and gratefulness.</li> <li>• Cultivation of self-directed learning and responsibility among students</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Satisfactory and improving public examinations results (compared to territory-wide figures)</li> <li>• Outstanding achievements in both local and international competitions</li> <li>• Students' enthusiasm and confidence in participation of both local and international activities and competitions</li> <li>• Provision of professional and intensive training for the preparation of external competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Students' initiatives and leadership can be trained through student-driven school team trainings</li> <li>• Introduction of more diversified competitions and activities into curriculum and Other Learning Experience exposure for better integration and application of knowledge from multi-subjects</li> </ul>

## **7. SWOT Analysis**

### **Our Strengths**

- We have abundant resources from school and support from Po Leung Kuk and the Incorporated Management Committee.
- We have a team of professional, energetic, insightful and caring teachers who are ready to collaborate, change for better and supportive among colleagues and students.
- 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.
- The teacher-student ratio is higher than the Hong Kong average. Teachers are having more room to provide individual help to students to cater the learning diversity.
- Our curriculum is well designed and has been well established with the updated educational reform and EDB guidelines.
- We have a rich and authentic language environment for English, Putonghua and foreign languages.
- Well-established and well-equipped infrastructures and strong background in scientific investigation and information technology development lay good foundation for the further development of self-directed experiential learning like STEAM education.
- Whole-school discipline and guidance approach is well implemented. A clear goal of cultivating a caring school culture is shared among all stakeholders.
- The synergy of promoting values education is amplified by the close collaboration of different committees and subjects.

### **Our Weaknesses**

- Integration of different curriculum including mainstream and international stream has to be promoted for application of knowledge across subjects.
- A more comprehensive developmental plan has to be derived to further promote academic and non-academic performance to groom genuine all-rounders.
- Devotion to coaching students deprives of teachers' professional development.
- Small group size in some subjects poses constraints on the variation of in-class learning activities.
- More discipline and guidance as well as career-related trainings are required for a young and aspiring teaching team.

## **Our Opportunities**

- Improving public examinations in both mainstream and IB section have drawn attention of students and parents to further enhance the quality of student intake.
- Junior form students are from a desirable banding with good discipline and strong learning motivation.
- Whole school BYOD scheme is well incorporated in the daily learning and teaching activities. Teachers and students are equipped with good IT skills and are ready for further exploration of different types of e-learning methodologies.
- Close connection with alumni and parents offers diversified support to school daily operation, student support works and school development.
- Extra professional services can be provided to our students, e.g. Po Leung Kuk Supporting team, Clinical Psychologist, Educational Psychologist, counsellors and professional connection with external organizations
- With better MTR transportation network, our school is easily accessible by students.

## **Our Threats**

- The total number of students in Hong Kong declines sharply and we face a keen competition with Band One schools and IB World Schools in the territory.
- Our quality and experienced teachers may opt to leave for other elite schools.
- Young teachers in our school need time to adapt to school culture.
- The pandemic poses a great hinderance to early completion of syllabus, group interaction, experiment research and outside school activities, etc. The diversity of students' learning experience and exposure are severely undermined.
- The impact of the Internet and social media on students' values and attitudes is getting much stronger.

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

- 1. Cultivate a spirit of self-motivation and experiential learning, quest for excellence and creativity**
  - a. To continue promotion of academic excellence with effective differentiation learning and teaching strategies
  - b. To promote self-directed learning through blended learning and STEAM education
  
- 2. Foster life-long learning and whole-person development via value and career education**
  - a. To build positive characters with all-round development
  
- 3. Develop a professional, supportive and harmonious school community**
  - a. To provide professional developmental support for all stakeholders
  - b. To strengthen the sense of belongings with all stakeholders

## School Development Plan (2021-2024)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
<p><b>1. Cultivate a spirit of self-motivation and experiential learning, quest for excellence and creativity</b></p> <p>a. To continue promotion of academic excellence with effective differentiation learning and teaching strategies</p>	<ul style="list-style-type: none"> <li>• To elevate academic performance and IB exam results with differentiation strategies</li> <li>• To strengthen remedial and enhancement system</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>• Stream students according to their abilities in F.1-3 to minimize learning diversity in classroom</li> <li>• Derive subject-based differentiation strategies to cater for the learners' diversity in the classroom and after school</li> <li>• Establish learning communities in different levels to cultivate supportive learning atmosphere and self-directed learning culture</li> <li>• Provide 5** learning packages to high achievers</li> <li>• Strengthen remedial and enhancement classes to cater for individual learning needs</li> <li>• Provide continuous remedial support works for students in need by regular evaluation of students' performance</li> </ul>



	<ul style="list-style-type: none"> <li>• To refine the learning and teaching package for academic excellence</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>• Develop and consolidate core teaching, assignment and assessment materials (e.g. notes, assignments, quizzes and chapter tests and so on)</li> <li>• Hold common preparation lessons for subject teachers of the whole form to facilitate timely sharing of teaching progress and strategies</li> <li>• Reduce the quantity of homework while increasing the weighting of high order thinking questions to cater for the better intake of students</li> </ul>
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<p>b. To promote self-directed learning through blended learning and STEAM education</p>	<ul style="list-style-type: none"> <li>• To develop E-learning materials for self-directed learning</li> <li>• To build up a self-learning repository on Learning Management System (LMS)</li> <li>• To promote students' interest in science, mathematics, and engineering related subjects</li> <li>• To foster the development of students' abilities in applying IT and computational thinking through cultivating students' "hands-on" abilities and creativity</li> <li>• To promote integration of different subjects and the scaffolding effect of knowledge across curriculum which maximize students' learning outcomes</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>• Accumulate and digitalize different types of E-learning resources (e.g. public exam past papers explanation videos, revision notes, internal assessment past papers, etc)</li> <li>• Set up a E-learning resources bank</li> <li>• Engage teachers to the use of various online LMS and educational apps in lessons to strengthen the interactions and immediate feedback</li> <li>• Promote the use of Video-on-Demand (VOD) channel to share the teaching videos and G Suite for Education as a hub to share the learning materials for "Flipped Classroom"</li> <li>• Combine a variety of teaching modes, such as Virtual Reality (VR) / Augmented Reality (AR), Artificial Intelligence (AI) and interacting mobile computer devices to enhance students' learning</li> <li>• Renovate STEAM Labs and organize STEAM, Astronomy related workshops and relaunch scientific investigation research works</li> </ul>
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	<ul style="list-style-type: none"> <li>To cultivate students' interest and related research skills for self-directed learning with resources bank and project work</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>Enrich subject resource bank with e-resources</li> <li>Include guided (student-initiated, teacher-facilitated) project in BYP (second term) for the subjects that have substantial STEAM elements (e.g. VA, Physics and Maths)</li> </ul>
	<ul style="list-style-type: none"> <li>To help student form a reading habit to promote self-directed learning</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>Launch Book Purchase Scheme to encourage students to read more actively</li> <li>Organize co-curricular reading activities in morning reading session</li> <li>Hold Thematic Book display, Reader of the Monthly Award, Book Recommendation Box and School Book Fair</li> <li>Purchase e-books and encourage students to borrow them for leisure reading and reading periods</li> <li>Launch eRead Scheme from EdCity</li> <li>Renovate the school library to accommodate more students and create a better reading environment for diversified reading-related activities</li> </ul>

<p><b>2. Foster life-long learning and whole-person development via value and career education</b></p> <p>a. To build positive characters with all-round development</p>	<ul style="list-style-type: none"> <li>• To promote a supportive, loving and caring school culture</li> <li>• To promote the development of positive characters through the concepts of character strengths</li> <li>• To promote the culture of thanksgiving and positive attitudes</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Organize seminars/activities to promote positive thinking and wellbeing in different forms to promote</li> <li>• Organize whole-school, by-level as well as class-based social activities, team building sessions and community services, etc.</li> <li>• Conduct training programmes for teachers, Prefects and Guidance Ambassadors to equip them with basic counselling knowledge and skills</li> <li>• Conduct the Fire Phoenix Programme to allow students to build positive values by serving and making contribution to the school</li> <li>• Promote and recognize students' achievements and good deeds to reinforce positive behaviour and attitude</li> <li>• Incorporate the element of thanksgiving in the current curriculum, e.g. Gratitude Week and Life Education, etc.</li> </ul>
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	<ul style="list-style-type: none"> <li>To diversify and promote participation in non-academic activities</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Introduce Interest Classes, Clubs and School Teams, etc. to cater the diversified learning needs of the students</li> <li>Strengthen planning, implementation and evaluation of Student Leaders Bodies, CAS activities as well as students' self-initiated clubs</li> <li>Encourage students to take up leadership roles and participate in different events and competitions</li> </ul>
	<ul style="list-style-type: none"> <li>To help students understand oneself and set responsible learning and development goals</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>Enable students to develop a stronger understanding of their strengths and weaknesses</li> <li>Make informed and responsible choices of their senior secondary and tertiary studies</li> <li>Facilitate the formulation of study plan and action according to their learning goals and reflective thinking</li> <li>Equip students with knowledge, self-evaluation skills to make wise decisions in career development</li> </ul>

	<ul style="list-style-type: none"> <li>• To help students explore various options and opportunities of career development</li> <li>• To strengthen career and life planning works in a whole-school approach</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>• Raise students' awareness and understanding of the career world and their own career and academic aspirations</li> <li>• Refine both local and IB Core and Life Education curriculum for career planning</li> <li>• Refine arrangement of career talks and counselling for local, mainland as well as oversea universities applications</li> <li>• Encourage students to actively participate in careers-related activities (BSPP)</li> </ul>
	<ul style="list-style-type: none"> <li>• To increase students' understanding of different cultures and promote citizenship</li> <li>• To promote student leadership in moral, civic and national education</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>• Organize seminars and school-wide programmes like "Inclusion Program" for students</li> <li>• Recruit Student Ambassadors to promote moral, civic and national education</li> <li>• Strengthen and diversify moral, civic and national education by reviewing Life Education curriculum, cross-subject teaching schedules and cross-subject/committee collaboration</li> </ul>

<p><b>3. Develop a professional, supportive and harmonious school community</b></p> <p>a. To provide professional developmental support for all stakeholders</p>	<ul style="list-style-type: none"> <li>To strengthen professional development for teachers, parents and student leaders</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>Offer regular updates on available professional courses, workshops and seminars for teachers to attend</li> <li>Organize teacher workshops to equip them with up-to-date local and international education trends, e-learning and innovative pedagogies, EDB guidelines and related knowledge, etc.</li> <li>Strengthen the mentor-mentee scheme by conducting more sharing sessions and open classroom activities</li> <li>Organize parents' seminars and leadership training programs</li> </ul>
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<p>b. To strengthen the sense of belongings with all stakeholders</p>	<ul style="list-style-type: none"> <li>• To promote team building and supportive culture</li> <li>• To further cultivate international mindedness, sense of community to the school and society</li> <li>• To enhance communication with different stakeholders and the community</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>• Conduct team building and social gathering sessions for students, parents and staff</li> <li>• Provide different communication platforms between different stakeholders e.g. school web updates and communication network between the School and alumni, parents, student leaders bodies, etc.</li> <li>• Encourage students to take part in voluntary, Po Leung Kuk Charity programmes and CAS activities that can help contribute to school, local community and overseas destination</li> <li>• Promote vertical-tutoring and alumni contribution to strengthen relationship between graduates and current students</li> </ul>
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