

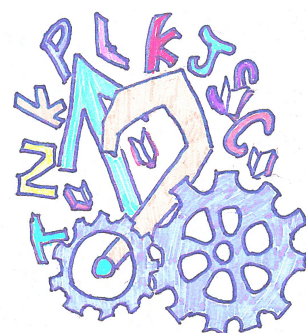


# 3-year School Development Plan

2015/16 – 2017/18



**PLK Tong Nai Kan JS College**



# Content

	Page
Aims of Po Leung Kuk schooling	2
Present state of school	3
3-year school development plan (School year 2015/16 to 2017/18)	9

## Aims of Po Leung Kuk Schooling

- 1) Po Leung Kuk is a voluntary organization. The primary objective is to care for the young and protect the innocent. We have gradually evolved to serve the public citizens of Hong Kong. We have the same approach in serving the children of the public citizens in order to provide and ensure an excellent educational service.
- 2) The Kuk runs different types of non-profit making schools to cater for the needs of society. Our teaching objective and policies are mainly based on the social benefits we can provide. Our policies need to keep abreast with changes to ensure we can continue to make an ongoing and positive contribution to society.
- 3) Our schools adhere to the motto of “Love, Respect, Diligence, Honesty.” Apart from knowledge enrichment, skills training and ensuring the healthy physical and mental development of an individual, we aim at developing students’ character, code of conduct and correct values of life. Our schools cultivate students’ moral, intellectual, physical, social and aesthetic values with a hope that students practise what they learn, and in doing so, make a positive contribution to society.
- 4) The board of directors of our schools is an organization without political or religious affiliation. We agree with an individual’s right to basic freedoms as long as this does not in any way affect the teaching order or break any laws, different ideas, opinions and religions can co-exist in schools.
- 5) The Kuk was set up by a Chinese civil group. We care for society and the affairs of our home country. We are enthusiastic in promoting Chinese culture. Each school should encourage students to care for Hong Kong society and create a culture which promotes responsibility and an acceptance of different ethnic groups and beliefs in our country. In addition, as Hong Kong is a cosmopolitan city, each school should encourage students to broaden their horizons and be objective and open-minded.

## **Present State of School**

### **1. Strengths**

#### **1.1. With regard to school**

- A clear management structure with meetings by school committees to ensure the transparency of programmes and policies and to ensure accountability for the school actions.
- All subjects and committees in school have clear annual plans and three-year development plans in harmony with the whole school development.
- Sufficient IT support is provided by school to operate in coordination with the school's development of teaching pedagogy.
- The school has established different channels (e.g. School App) to enhance the communication between all stakeholders.
- The school has already developed a transparent assessment system, and a well-established culture of self-evaluation.
- The principal and the middle managers are committed to fulfilling their duties and providing support and guidance to staff.
- School-based junior form curriculums have been developed to suit the need and ability of the students.
- Various assessment strategies are employed in order to measure students' academic progress and analyze their learning needs, so as to fine-tune and enhance the teaching pedagogies.
- Clear and consistent school rules help students improve their behavior and foster virtues.

#### **1.2 With regard to students**

- Students' learning ability is continually improving. The homework performance and the performance in learning activities are satisfactory.
- Students have a sense of belonging to school. They are willing to assist in all school activities.
- Some students demonstrate eagerness to learn. Satisfactory attendance rates have been recorded in all after-school enhancement lessons.

- All students enjoy a good peer relationship and good communication with each other.
- Through the discretionary allocation system for S.1 students, the school has mainly admitted Band 1 students.

### 1.3 With regard to teachers

- Teachers are equipped with professional knowledge and are committed to education.
- The focus on the junior curriculum has strengthened the teaching and learning quality.
- The culture of professional sharing is well-established, including mutual lesson planning and lesson observation.
- The curriculum design and teaching pedagogy cater for diversity and is based on the students' levels and needs.
- Teachers provide guidance on study and career planning to ensure there is enough support for students.
- A good teacher-student rapport has resulted in the school winning the 'Care for the School Award' for the past ten consecutive years.

### 1.4 With regard to parents

- Transparent policies have ensured a strong school-PTA relationship and as a result, the parents are willing to share their opinions and are supportive of the development of the school.
- The school has provided sufficient channels to enhance the communication with parents and to understand parents' opinions.
- Parents agree with the school's development and are happy for their offspring to be educated in our school.
- The majority of the parents are willing to cooperate with the school and together with the teachers guide and help their offspring learn. As a result, Home-School co-operation has been fostered.

### 1.5 With regard to the community

- Links with external organizations in the community enable the school to effectively utilize community resources and support.
- Alumni have a strong sense of belonging to school and assist in various school activities.

## 2. Weaknesses

### 2.1 With regard to school

- School resources are under-utilized and as a result, the quality and efficiency are not maximized.
- Downsized school manpower has increased the workload of all teaching staff.
- There are always changes in the school policy, and as a result, there is not enough time for a thorough development of the plans.
- The curriculum design lacks flexibility and the teaching areas are too broad. With limited teaching time, the efficiency of teaching and learning is affected.
- The school lays particular stress on academic development and this leads to an imbalance in other areas.

### 2.2 With regard to students

- The difficulty of catering for learner diversity increases as there is a huge difference in students' ability.
- A small group of students lack confidence and their motivation of self-study is rather low.
- A small group of students do not do the Teachers' Evaluation seriously.
- Some students are still weak in IT, calculation and critical thinking skills.
- Room for improvement remains in developing some students' civil awareness and morality.
- Room for improvement remains in developing students' physical health.

### 2.3 With regard to teachers

- A tight curriculum results in the lack of time for the development and utilization of various teaching activities.
- Some teachers are still teaching more than one subject.
- Teachers lack enough time to adapt to the new school policy.
- Room for improvement remains for teachers' guidance and support to individual students.

### 2.4 With regard to parents

- Parents lead busy working lives and hence, this affects their participation in PTA activities.

## 3. Opportunities

### 3.1 With regard to school

- A good relationship between the school leaders and the middle manager helps in elevating the whole school atmosphere.
- New developmental policies have been carried out together with Senior Form College and hence, strengthened the cooperation between the two schools in order to provide a quality through-train education.
- The establishment of the new annex provides more space and facilities and improves the teaching and learning environment.
- The school encourages teachers to pursue professional development.
- The Kuk provides various professional courses and seminars which helps to enhance teachers' professional development.

### 3.2 With regard to students

- There is a decrease in students' negative emotions towards school and as a result, their sense of achievement has been increased.
- Opportunities are provided for students to explore their abilities and potential and to build-up their sense of achievement.
- The English level for Non-Chinese students is generally high and they are motivated to learn.

### 3.3 With regard to teachers

- Teachers participate in the developmental planning of the two schools and hence, increase the opportunities for professional development.
- Teachers recognize the importance of appraisal by the school and the students and continually reassess and establish effective assessment systems to enhance the quality of teaching.
- Teachers enjoy a good peer relationship. The motivation and morale at the workplace is high.

### 3.4 With regard to parents

- Parents have a higher expectation of students' academic performance.
- The PTA is well-developed and parents are willing to take the initiative to participate in the decision-making process of school policies, home-school activities and school services.

### 3.5 With regard to the community

- The availability of a variety of resources and funding has encouraged the school to apply and as result, the efficiency of teaching and learning and the organization of activities is maximized.
- More tertiary institutions are providing more opportunities for co-operation and professional sharing.

## 4. Threats

### 4.1 With regard to school

- Reduced manpower has increased the workload of all staff.

### 4.2 With regard to students

- Students' stress level increases, especially the Form 3 students.
- Students' ability to manage their emotions and stress is still weak
- The level of a small group students is below the English learning standard which affects their learning efficiency.



- Non-Chinese students are weak in Chinese and hence, this affects the teaching and learning of Chinese related subjects.

#### 4.3 With regard to teachers

- The teaching satisfaction decreases as teachers have high expectation of students' academic performance.
- The downsizing of teaching staff decreases the sense of security of the teachers.
- Heavy workload for the class teachers results in stress for teachers.
- The increased teacher-student ratio has resulted in more work for the teachers.

Major concern (with priority)	Targets	Strategies	Time scale ✓ being implemented ☑ in preparation		
			15-16	16-17	17-18
1. Raising students' academic performance and sense of achievement	1.1 Encouraging the professional development of teachers and raising the efficiency of teaching and learning	<ul style="list-style-type: none"><li>- Developing various teaching pedagogies<ul style="list-style-type: none"><li>• E-learning, e.g. iBook</li><li>• Self-regulated Learning</li><li>• Flipped Classroom</li></ul></li><li>- Establishing Professional learning Community (PLC)</li><li>- Cooperation with tertiary institutions<ul style="list-style-type: none"><li>• Consultancy from professors / professional teachers</li><li>• Participation in cooperation schemes with tertiary institutions</li></ul></li></ul>	<div>✓</div> <div>☑</div> <div>☑</div> <div>☑</div> <div>☑</div> <div>☑</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>☑</div> <div>☑</div> <div>☑</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>
	1.2 Raising students' self-regulated learning abilities	<ul style="list-style-type: none"><li>- Carrying out pedagogies for Self-regulated learning / Flipped Classroom</li><li>- Students are in charge of all academic clubs</li><li>- Fostering a good reading habit<ul style="list-style-type: none"><li>• Expanding the school library</li></ul></li><li>- Cooperation with primary school<ul style="list-style-type: none"><li>• Providing TSA or other academic enhancement programmes. Students will be the tutors.</li><li>• Organizing exchange programmes in which students will be involved in the planning of the itinerary of the trip and be the tour guides</li></ul></li></ul>	<div>☑</div> <div>✓</div> <div>☑</div> <div>✓</div> <div>☑</div>	<div>✓</div> <div>✓</div> <div>☑</div> <div>✓</div> <div>☑</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>
	1.3 Raising students' sense of achievement	<ul style="list-style-type: none"><li>- Nurturing gifted students in all areas in a systematic way</li><li>- Strongly encouraging and arranging students to participate in international or local competitions</li><li>- Strengthening the promotion of 'Tong Nai Kan Star'</li><li>- Displaying students' work and achievements inside and outside school</li></ul>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>
	1.4 Creating an English learning environment and raising students' English standard	<ul style="list-style-type: none"><li>- Carrying out full EMI teaching</li><li>- Improving the quality of teaching in English<ul style="list-style-type: none"><li>• MOI Task Force evaluating the situation annually and planning future developments</li></ul></li><li>- Exploring more opportunities for students to use English<ul style="list-style-type: none"><li>• Organizing EMI Week / EMI Fortnight</li><li>• Continuing the education of English Drama</li></ul></li><li>- Organizing overseas exchange programmes every year</li></ul>	<div>☑</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>
	1.5 Nurturing students to have a good learning attitude and habit	<ul style="list-style-type: none"><li>- Carrying out pedagogies for Self-regulated learning / Flipped Classroom</li><li>- Raising the requirement of the quality of students' work</li><li>- Standardizing the requirement for homework<ul style="list-style-type: none"><li>• Homework collection period during the morning assembly</li><li>• Modifying and enhancing Homework follow-up strategies</li><li>• Homework guidance scheme</li></ul></li></ul>	<div>☑</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>
	1.6 Developing STEM education	<ul style="list-style-type: none"><li>- Revising and renovating the curriculum in Science, Computer Literacy and Design &amp; Technology<ul style="list-style-type: none"><li>• 3D Drawing and Design</li><li>• Intelligent Home</li><li>• Programming Coding</li><li>• iRobot</li></ul></li><li>- Training students to participate in competitions</li><li>- Enhancing and strengthening the bridging course in STEM education</li></ul>	<div>☑</div> <div>☑</div> <div>☑</div> <div>☑</div> <div>☑</div> <div>☑</div>	<div>☑</div> <div>☑</div> <div>✓</div> <div>✓</div> <div>☑</div> <div>✓</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>
2. Strengthening the cooperation between two schools and providing quality train-train education	2.1 Strengthening the communication between teaching staff in two schools in order to understand the policy and culture of the schools	<ul style="list-style-type: none"><li>- Carrying out Staff Secondment Scheme<ul style="list-style-type: none"><li>• Secondment scheme is carried out according to the needs of the subjects in two school</li><li>• Duration : 1-3 years</li></ul></li><li>- Arranging at least one joint-school staff development activity every year</li></ul>	<div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div> <div>✓</div> <div>✓</div>
	2.2 Strengthening the bridging of the curriculum and enhancing the professional sharing and cooperation	<ul style="list-style-type: none"><li>- Carrying out inspection of the junior and senior curriculum in all subjects in order to strengthen the bridging</li><li>- Organizing at least one Professional Exchange Week every year<ul style="list-style-type: none"><li>• Arranging lesson observations and sharing sessions of all subjects</li></ul></li><li>- Sharing of teaching pedagogy in all subjects<ul style="list-style-type: none"><li>• Mutual lesson planning / Micro-teaching / Cooperative learning</li><li>• Inspection of books and assessment papers</li><li>• Setting and marking of assessment papers</li></ul></li></ul>	<div>☑</div> <div>✓</div> <div>☑</div> <div>☑</div> <div>☑</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>
	2.3 Strengthening the bridging of policies of committees	<ul style="list-style-type: none"><li>- Exchanging and sharing among all administration committees in order to strengthen the bridging</li><li>- Inspecting the efficiency of the policies of two schools based on the performance and needs of the students<ul style="list-style-type: none"><li>• Self-restraint / Learning attitude / Self-cultivation</li><li>• Moral and civil virtue</li><li>• Quality and virtue of being a citizen</li></ul></li></ul>	<div>☑</div> <div>☑</div> <div>☑</div> <div>☑</div>	<div>☑</div> <div>☑</div> <div>☑</div> <div>☑</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>