



# 3-year School Development Plan

2018/19 – 2020/21



**PLK Tong Nai Kan JS College**



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## 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.
- The school management board members are able to lead and guide the colleagues to continuously explore their potentials and pursue professionalism in harmony with the school's visions and missions.
- The school has a clear mission and development direction, all subjects and committees in school have appropriate plans and measures to harmony with the whole school development.
- Sufficient IT support services are provided by school to operate in coordination with the school's development of pedagogies.
- The school has established different channels to enhance communication between all stakeholders.
- The school has already developed a transparent assessment system, and a well-established culture of self-evaluation.
- The school provides effective and sufficient professional development training to teachers, which is focused and in harmony with the school development.
- Clear and consistent school rules help students improve their behavior through the fostering of virtues.

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

- Students have a sense of belonging to the school. They are willing to assist in all school activities.
- Students have shown leadership skills and have outstanding performances in various positions.
- There is a significant improvement in the TSA results, all core subjects have gained satisfactory results.
- Students have shown their talents in various international and local platforms.

Their performances are outstanding and hence obtained their great sense of achievement.

- All students enjoy a good peer relationship and maintain good communication with each other.

### 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.
- Teachers have explored different teaching pedagogies.
- The curriculum design and teaching pedagogy cater for learners' diversity in accordance with 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 an award for the 'Care for the School Award' during the past few 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.
- PTA has been well-developed. PTA members are willing and have been actively participating in the decision-making process of school policies, PTA activities and school services.
- The school has provided sufficient channels to enhance the communication with parents and to understand parents' opinions.
- Parents agrees with the school's development and are willing to let their children have education in the school.
- The majority of the parents are willing to cooperate with the school through

teachers' guidance and help. 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

- Downsized school manpower has increased the workload of all teaching staff.
- 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 there is a lack of balance in other areas.

### 2.2 With regard to students

- The difficulties of catering for learners' diversity increase as there is a huge difference in students' abilities.
- A small group of students lack confidence and their motivation of self-study is rather low.
- Some students' learning attitude is not satisfactory and they are lack of the ability for self-learning. There is still room for improvement.
- Some students are still weak in IT, calculation and critical thinking skills.
- Room for improvement remains in developing students' physical health.
- Non-Chinese students are weak in Chinese which makes it difficult for the teaching of Liberal Studies.

### 2.3 With regard to teachers

- A tight curriculum results in the lack of time for the development and utilization of various teaching activities.
- Lack of professional teachers to provide support and management for IT hardware
- Some teachers are still teaching more than one subject.
- There are not enough positive encouragement and compliments provided by teachers.
- Room for improvement remains for teachers' guidance and support to individual students.

### 2.4 With regard to parents

- Parents are busy at work and hence their participation rate in PTA activities is affected.

## 3. Opportunities

### 3.1 With regard to school

- Installment of new school facilities provides a better learning environment to students.
- The school encourages teachers to pursue professional development.
- The school endeavors to seek for external resources in order to provide quality education to the students.

### 3.2 With regard to students

- Opportunities are provided for students to explore their abilities and potential in order to build up their sense of achievement.

### 3.3 With regard to teachers

- Teachers of the two schools have good communication and relationship with each other and this facilitates the professional exchange and 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.

### 3.4 With regard to parents

- Parents have a higher expectation of students' academic performance.

### 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, learning and the organization of activities is maximized.
- More tertiary institutions are providing opportunities for cooperation and professional sharing is promoted.

## 4. Threats

### 4.1 With regard to school

- Too many ad-hoc work have increased the workload and the pressure of all staff. Teachers are exhausted and the morale is low.
- Students have to pay for the course fees of some courses, the school does not have enough resources to support and subsidize the students

### 4.2 With regard to students

- Students' stress level increases, especially the Form 3 students.
- Some talented students participated in too many competitions or activities, which increase their pressure and affect their health.
- Some weaker students are required to attend many remedial classes after school, resulting in a negative attitude and hence, affected the learning efficiency.
- Students' abilities to manage their emotions and stress is still weak.
- There is a tendency that the teacher-student relationship is worsen.

### 4.3 With regard to teachers

- The teaching satisfaction decreases as teachers have high expectation on students' academic performance.
- The downsizing of teaching staff decreases the sense of security of the teachers.
- Heavy workload and the lack of enough rest time for the teachers result in stress and cause health problems.

## School Development Plan (Year 2018/19 to 2020/21)

Major concern (with priority)	Targets	Strategies	Time scale		
			✓ being implemented ☑ in preparation	18-19	19-20
1. Improving teaching conditions, providing quality education	1.1 Improving school facilities, creating an ideal teaching and learning environment	- Expanding school library <ul style="list-style-type: none"><li>• Expansion of library book collection</li><li>• Addition of self-learning hardware facilities in library</li></ul> - Establishing of Bio-Tech laboratory- Adding e-learning hardware and software facilities- Expanding space for displaying students’ work and achievements- Seeking more opportunities for funding and educational resources	✓ ✓ ✓ ☑ ✓	✓ ✓ ✓ ✓ ☑ ✓	✓ ✓ ✓ ✓ ✓ ✓
	1.2 Encouraging the professional development of teachers and raising the efficiency of teaching and learning	- Developing various teaching pedagogies <ul style="list-style-type: none"><li>• E-learning</li><li>• Self-regulated Learning</li></ul> - Introducing and developing more IT teaching pedagogies (VR, AR)- 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>	✓ ✓ ☑ ✓ ✓	✓ ✓ ☑ ✓ ✓	✓ ✓ ✓ ✓ ✓
	1.3 Developing School-Based Key Learning Areas	- Developing School-Based Key Learning Areas <ul style="list-style-type: none"><li>• Fine-tuning and fulfilling the development plans and targets for different KLAs</li><li>• Developing cross-KLA/curricular learning experience promoting value education</li><li>• Promoting Moral and Civic Education</li><li>• Promoting Basic Law Education</li></ul> - Developing and preparing for ‘Bring Your Own Device’ (BYOD) teaching- Developing STEAM education <ul style="list-style-type: none"><li>• Enhancing Design and Technology Robotic &amp; Intelligence Home curriculum</li><li>• Introducing Bio-Tech curriculum in Science subjects</li><li>• Revising the curriculum of Information &amp; Technology Studies</li><li>• Revising the curriculum of Home Economics</li><li>• Introducing more IT teaching pedagogies (VR, AR)</li></ul> - Introducing Career Planning curriculum	✓ ✓ ✓ ✓ ☑ ☑ ☑ ✓ ☑ ✓ ✓ ☑ ✓	✓ ✓ ✓ ✓ ✓ ☑ ✓ ✓ ✓ ✓ ✓ ☑ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
	1.4 Enhancing assessment systems, raising the efficiency of teaching and learning	- Enhancing the quality of assessment tools <ul style="list-style-type: none"><li>• Designing of assessment questions</li><li>• Designing of coursework</li></ul> - Strengthening internal and external assessment performances and data analysis <ul style="list-style-type: none"><li>• Fine-tuning the teaching focus based on the TSA performance and analysis</li><li>• Evaluating the results of internal assessments by AOP platform, providing focused feedbacks and suggesting detailed teaching strategies</li><li>• Evaluating and assuring the efficiency of providing assessment feedbacks</li></ul> - Enhancing coursework policies <ul style="list-style-type: none"><li>• Adjusting the coursework materials which cater for learners’ diversities</li><li>• Setting homework adjustments for SEN students by all subjects</li><li>• Introducing various kinds of course assessments</li><li>• Enhancing and strengthening homework follow-up policies</li></ul>	✓ ✓ ✓ ✓ ✓ ✓ ☑ ☑ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
2. Realizing students’ potentials, striving for excellence persistently	2.1 Strengthen the education on the gifted	- Systematizing the nurturing of gifted students <ul style="list-style-type: none"><li>• Training on gifted education for all subject and committee teachers</li><li>• Implementing tier structure for gifted education</li><li>• Promoting the ‘Star Program’</li></ul> - Actively seeking for opportunities to arrange students to participate in international competitions- Strengthening the bridging in school teams so as to ensure the persistent nurturing of gifted students	☑ ☑ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	2.2 Promting cross-curricular language learning	- Promoting cross-curricular language learning <ul style="list-style-type: none"><li>• Enhancing the cross-KLA Reading Scheme</li></ul> - Broadening students’ exposure to English and other languages <ul style="list-style-type: none"><li>• Organizing overseas exchange programs every year (USA, UK and Germany)</li><li>• Actively seeking for opportunities to arrange students to participate in international competitions</li><li>• Preparing the teaching and learning materials for other languages</li></ul>	☑ ✓ ✓ ☑	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	2.3 Providing substantial support, enhancing students’ academic performance	- Knowing students’ characteristics and ability, providing various support and adjustments <ul style="list-style-type: none"><li>• Support for Non-Chinese students</li><li>• Support to cater for learners’ diversity</li><li>• Support for gifted education</li></ul>	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓