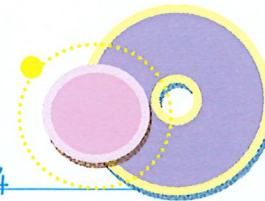# Po Leung Kuk
Lo Kit Sing (1983) College

3 Years
School Development Plan
2021~2024

The Kuk's Spirit

Mutual Respect
United Effort
Benevolence
Charitable
Gratefulness and Recognition

Dedication to Serving
The Community

Vision

Children are nurtured, Youngsters are educated
Adults are supported to contribute
Elderly are cared for
The less fortunate are lightened with hope.

Mission

To be the most prominent and committed charitable organisation.
In the Kuk's Spirit to do good deeds with benevolence.
Dedicated in protecting the young and the innocent,
caring for the elderly and the underprivileged,
aiding the poor and healing the sick,
educating the young and nurturing their morality,
providing recreation to the public, caring for the environment,
passing on the cultural inheritance and
bringing goodness to the community

Values

Fine traditions, Accommodate the current needs
People-oriented, Care and appreciation
Sound governance, Pragmatism and innovative
Integrity, Vigilance
Optimal use of resources, Cost-effectiveness
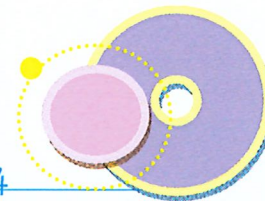Professional team, Service with heart

Po Leung Kuk Lo Kit Sing (1983) College
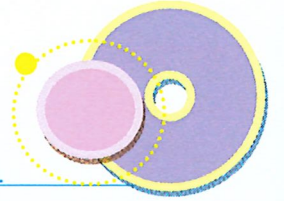
School Vision &Mission

- Po Leung Kuk aims at a quality education for all, advocates an all around education embracing the academic, moral, physical, social and aesthetic aspects, and takes pride in nurturing flourishing and faithful boys and girls for the community.

- Po Leung Kuk is a benevolent society. People in the lower levels of the social hierarchy benefit most from our services. For this reason, the educational services we provide should be non-profit making. As our school provide educational service with public funds, out policies should be able to reflect the needs of the community and the benefits and well-being of the general public.

- We aim at fostering all-round development in our students. Besides instilling students with book knowledge, training them skills for work and helping them develop a healthy physique, we also aim at inculcating students with correct social behaviour and moral values through programmes and day-to-day school-life. The Chinese "Five Aspects of Education" – moral, cognitive, physical, social and aesthetic, summarize the educational goals of our schools.

- Po Leung Kuk is an organization with no political or religious background. We believe people should be free to express their feelings and beliefs. Provided that social prosperity and stability are not threatened, all schools of thought and all kinds of religion can co-exist in our schools.

- Po Leung Kuk is an organization established over 100 years ago by the Chinese. It has long been our practice to promote Chinese culture, to show concern for local affairs and latest events in China. Hence in schools, we should encourage students to pay attention to developments and changes in China, and cultivate their sense of belonging and responsibility to China and the Chinese culture.
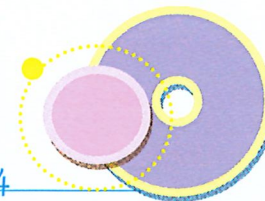
Po Leung Kuk Lo Kit Sing (1983) College
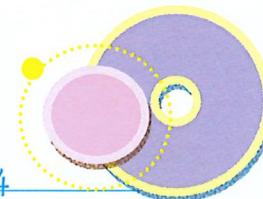
Content

Po Leung Kuk Lo Kit Sing (1983) College

Holistic Review
- Effectiveness of the previous School Development Plan
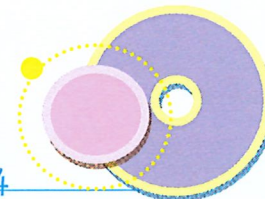## - Major Concern 1: To Develop Effective Teaching & Learning Strategies for Academic Pursuit

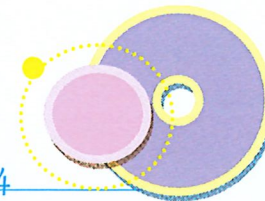| Major concerns	Extent of targets achieved	Follow-up actions	Remarks
1. To Develop Effective Teaching and Learning Strategies for Academic Pursuit	**1. To enhance effective pedagogies** ✓ More focused lesson observation on questioning skills and issue-based learning were conducted. ✓ Subject departments could generally develop students' questioning skills through assigning students to have discussions and do projects. ✓ Subject departments provided pre-lesson and post-lesson exercises for students. ✓ It was observed that most students could complete the pre-lesson and post-lesson exercises. ✓ Pull-out programs, e.g. elite study groups, homework support class, SEN student homework group, etc. were held to enhance students' academic performance.	• More workshops on questioning skills could be explored for teachers to further enhance their skills in this aspect. • Activities encouraging less motivated students to complete the pre-lesson and post-lesson exercises could be arranged.	

Major concerns	Extent of targets achieved	Follow-up actions	Remarks
1. To Develop Effective Teaching and Learning Strategies for Academic Pursuit	2. **Students acquire good learning skills / strategies and establish good habits for lifelong learning (focusing on: skill building, note-taking, active participation and persistence)** ✓ F.1: Students were taught note-taking skills in the bridging program. A peer mentorship program was also held to help students cultivate good learning habits. ✓ F.2 & F.3: A talk on Career and Life Planning matters was held. ✓ F.4: A talk on persistence was held. ✓ F.5 & F.6: A talk on habits, attitude and skills for HKDSE was held. ✓ F.6: Teachers shared their learning skills with students through the Mentorship Program. Alumni were also invited to share their experience in preparing for the HKDSE with students. ✓ A workshop introducing graphic organizers was held on a Staff Professional Development Day. ✓ A talk teaching students different learning strategies was held by an educational psychologist at the beginning of the school year. ✓ Examination revision notes were provided for students throughout the academic year. ✓ Apart from providing sufficient self-learning materials in the Active Learning Center, materials were also uploaded to the Google Classroom and e-class for students' self-learning. ✓ Students' note-taking skills were observed to have been developed. This could be found in the notebooks collected during exercise book inspection.	• More talks on different learning skills could be organized for students. • The school could provide more opportunities for students to share their own learning strategies with their peers. • Students could be taught to make their own revision notes.	

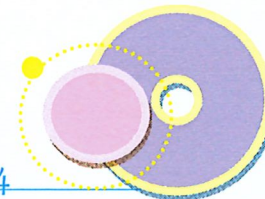| Major concerns	Extent of targets achieved	Follow-up actions	Remarks
1. To Develop Effective Teaching and Learning Strategies for Academic Pursuit	**3. To facilitate active learning by strengthening e-learning** ✓ Pilot subject departments of the e-learning scheme were invited to share their experiences in e-teaching with other subject departments on Staff Professional Development Days. ✓ All subject departments included e-learning elements in at least 3 topics of F.1-3 curriculums. ✓ e-learning was successfully implemented in all subjects. Subject teachers are more confident in using electronic devices to teach in lessons. ✓ It was observed that some students found it interesting to learn online and they participated actively in online lessons. ✓ The school made use of the Zoom platform for conducting online lessons smoothly. Google Classroom was also used as a platform for giving learning materials to and collecting homework from students. ✓ To ensure the quality of online teaching, online lesson observation was conducted. ✓ To equip teachers with effective e-teaching skills, useful workshops and apps for e-learning and teaching, such as Khoot, Quizizz, Mentimeter, Padlet and Google Form were introduced to them. ✓ The BYOD program was launched. Some students were subsidized by the Community Care Fund to buy their own electronic devices for learning in lessons. ✓ HyRead program was introduced to students. They could read e-books anytime and anywhere.	• More training courses on e-teaching could be explored for teachers. • More interactive e-learning activities could be designed for lessons. • Assessment tasks and self-assessment tasks with e-elements could be designed for students. • Students could be encouraged to take notes with electronic devices. • More electronic hardware support could be provided at school.	

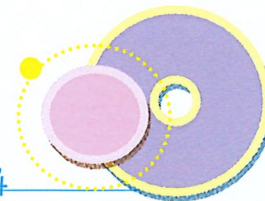| Major concerns	Extent of targets achieved	Follow-up actions	Remarks
1. To Develop Effective Teaching and Learning Strategies for Academic Pursuit	**4. To build a learning family with reading culture** ✓ A well-developed reading scheme was incorporated in junior form curriculums (Chinese, English and Mathematics). ✓ Promoting reading culture activities were held regularly, e.g. Reading Celebration Day, S3 ERS, etc. ✓ Promotion of e-reading was found on school campus, e.g. METEOR, HyRead, etc. ✓ Students can access e-books through different e-platforms, e.g. OPAC and HyRead, HKedCity, etc. ✓ Boards for displaying magazines was updated periodically. ✓ Subject departments were encouraged to invite students to recommend books for their peers. ✓ Subject departments were provided with grants to enrich the stock of books in the library.	• Reading culture can be further promoted on school campus. • Teacher could be invited to recommend books to students to arouse and cultivate their reading interest. • Students could be encouraged to share their favorite books during lessons.	

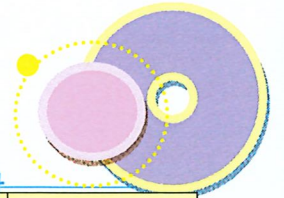## - Major Concern 2: Nurturing students to develop positive and purposeful life

| Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. Help Students develop core positive values	✓ Core positive values are recognized for students to develop a positive and purposeful life. The core positive values are Creativity, Love of Learning, Perseverance, Honesty, Kindness, Teamwork, Leadership, Forgiveness, Prudence, Self-regulation, Gratitude and Hope. ✓ Subject departments adopt learning and teaching activities to infiltrate the values to uphold positive values. ✓ Subject panels (EN, CN, LS, CH & Moral Education) include positive values in the curriculum. ✓ A matrix to summarize the positive values embedded in the curriculum. ✓ Minutes of subject departments explaining the effectiveness of teaching the values. ✓ Executive departments organize activities to develop students' positive values. For example: Voicing our values by CMN, teacher sharing and class period discussion by CMN & GCD and PLK83 Elderly Academy by SVS. ✓ The fund-raising activities were carried out with the highlight of "Gratitude". ✓ Day for you, DSE fighters were successfully held. They can deliver the message of Love and Care to students. ✓ Positive feedback on school programs to develop students' positive values. ✓ Students participated actively in the programs to promote positive values.	• With the setup of "Love and Hope" Center, wellbeing programmes can be provided to students, teachers and parents. • More students would be involved in cultivating positive values eg. "Voicing our Values", and good work would be used for further sharing.	

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
2. Promote a well-balanced development of students.	✓ Departments develop strategic plans to promote a well-balanced and active participation in academic, co-curricular activities, social service, leadership and aesthetic aspects of students. ✓ Over 90% of students review their Student Profile and OLE Portfolio regularly. ✓ Over 60% of students completed the social service program. ✓ Over 50% of S6 students completed the Activity Curriculum. ✓ Over 40% of S3 to S5 students held committee posts in CCA clubs, societies and school teams. ✓ Provision of a flexible subject combination in senior secondary in order to cater for students' interests. ✓ Students find sources of interest and passion in lives. ✓ CCA clubs and societies are reviewed annually. ✓ Students cherish the chance of reviewing students' profile, career planning and activity curriculum. ✓ 90% of S3 & S6 students have clearer goals on career life planning. ✓ 90% of students participated in career-related programs to explore their interests in life. ✓ Talent pools of academic, sports, dance, music, social service and leadership are set up.	• Training students to have a better time management to balance academics and extra-curricular activates is vital. • External activities and competitions for students would be explored.	

| Major Concerns	Extent of targets achieved	Follow-up action	Remarks
3. Build up rapport and connectedness of students.	✓ Develop a positive and supportive school climate through an increasing cohesiveness among different stakeholders. ✓ Number of form-based or class-based activities in promoting caring culture. ✓ Extra Form Teacher periods were organized to enhance the cohesiveness of the class. ✓ Positive feedback on 'Day for You', C4C and other programs to promote student-teacher relationship. ✓ Number of activities organized by PTA in promoting positive student-parent relationship. ✓ During face-to-face lesson suspension period, students still took part in voluntary services, CCA activities and Stage Cultural Day programmes. ✓ Form teachers made sunshine calls with students and parents, GCD and social workers carried out zoom chats to provide care and support to those needed. ✓ Class WhatsApp groups were set up for better communication. ✓ Better equip teachers to sustain a Caring School Campus. ✓ A positive and supportive school climate with better cohesion between students and students, students and teachers, students and parents is well-developed. ✓ Positive feedback from stakeholders on school climate. ✓ Increasing number of teachers received pastoral care training. ✓ PLK83 Elder Academy can provide a learning platform to elderly and students.	• External resources would be tapped eg Funds from Jockey Club may provide training to teachers to help students with needs. • Further effort is needed to mobilize passive students to join social service programme.	
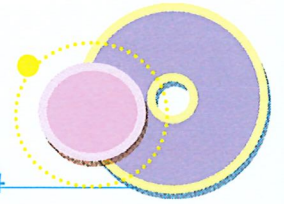
Where we are now

Prior to school development planning, we have conducted a context analysis known as SWOT analysis to identify external opportunities and threats as well as our internal strengths and weaknesses. Such a process serves to help determine strategic priority areas that the school needs to focus on for sustainable development and improvement of learning outcomes.

Our Strengths

1. Our school keeps abreast of the information and trends of educational reforms. We have a stable staff establishment. Our staff learns fast from and responds fast to new ideas and we are experts in supervising students' project work. Curriculum integration started in the academic year of 1999/00. The Senior Secondary subject combination and class structure are constantly reviewed. Timetabling is tailored to meet students' learning needs. Activity Curriculum has been established for years. Student Learning Profile has been kept. The installation of hardware for e-learning is completed. Under COVID-19 pandemic, e-learning skills of students are much enhanced.

2. School fund is well-managed to cater for short-term and long-term school development. A sustainable school finance is maintained for school development.

3. The S.S.B. is proactive in leading and responding to education reforms and initiatives. The school adopts a proactive attitude towards the education reforms and challenges ahead. The proactive attitude is an important driving force for us to develop and improve the school to meet future demands & challenges.

4. Teachers are professional, well-qualified, competent, flexible and experienced. They have responded quickly and well to changes. Principal, teachers and students are granted with different excellent educational awards and honours which can act as good role models to follow. Competent middle managers successfully promote an atmosphere of trust.

5. In these years, some new qualified teachers joined the school and have brought on a dynamic climate to the school for continuing our improvement.
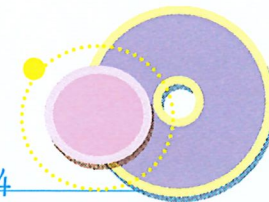
6. Students are kind, honest, good-natured with great potentials and are receptive to teachers' instructions. They feel comfortable with the whole-person development philosophy. The JUPAS offers have been increasing.

7. Our school name was dedicated to Mr. Lo Kit-Sing, who pledged a donation for sustaining the development of our school.

8. The IMC, PTA and Alumni Association are well-established and have provided positive support for the school development.

9. Through years of development, the school is providing students with a comprehensive support for whole-person development. A variety of co-curricular activities is arranged. Students have more chances for participating in life-wide learning activities which can enable them to develop the life-long learning capabilities that are needed in our ever-changing society.

10. Principal embraces with a strong and clear vision on school development. The school has a highly effective management and professional leadership. The new administrative enables opportunities for future improvement.

Our Weaknesses

1. Campus is too small for further development. The school premises have reached an age of over 35 years. Many facilities have reached their limits of life span.

2. As an estate school, we have limited freedom and independence on premise development.

3. Students' learning attitude, self-motivation, learning skills and resilience level have room for improvement, especially under the impact of COVID-19 pandemic.

4. Students' learning needs are increasingly diverse. More resources on SEN support are needed. Extra support and resources are needed to be allocated to a few NCS students.
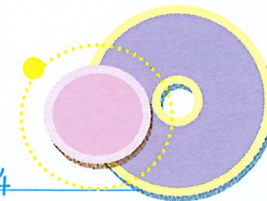
5. Most students come from less well-off families, which means students have a heavier reliance on school resources.

6. There is a trend of retirement of teachers in a few years time. More training has to be given to potential teacher to take up the responsibilities.

Our Opportunities

1. Our school has gained recognition from parents and students in the district. School reputation is improving due to students' achievement in academic, aesthetic, sports, service and leadership domains.

2. Student intake is consistently desirable which allows us more flexibility to equip students to meet the challenges of globalization.

3. Smart kids benefit much from the participation of high order activities, including international competitions, cultural exchange programs, JA company program, debate program and judicial training and that provide great opportunity for development of lifelong skills.

4. Our school takes initiative to apply for external resources and programs, such as QEF and Jockey Club Well-being Project. With sufficient support, we can promote more reforms and activities.

5. The cooperation with the community, including C4C Program, PLK83 Elderly & Jockey Club Well-being Project, continues to advance. This provides us more resources and experiences. Principal and teachers are ready to explore external resources and funds to enhance learning and teaching effectiveness.

6. With the launch of BYOD, the effectiveness of e-learning could be enhanced. Due to COVID-19 pandemic, e-learning skills of teachers and students are highly developed.

7. Stakeholders can reflect their opinions and participate in the running of the school through the IMC.
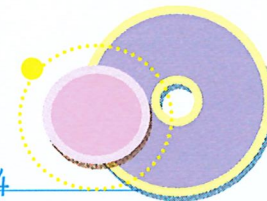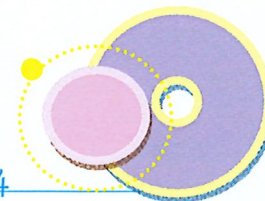
Our Threats

1. The continued drop in youth population and band 1 pupils in the district has created a general threat arising from the surplus of school places. For students whose family with high socio-economic states may put higher priority on school in other districts.

2. The socio-economic status of families has been getting polarised which may intensify the learning diversity among students. The low socio-economic status of some families tends to generate inadequate support for developing students' whole-person development.

3. Many students are the only child in their family and lack of self-discipline, self-management and resilience. Parents may over protect their children.

4. The role of school has grown immensely since society and parents have many expectations on the school. Morale of teachers may be undermined.

5. The society is developing fast and some of the moral values and attitude of the new generation may bring challenges towards the belief from the educational point of view. Moreover, students tend to bring along strong emotions to school.

6. Due to COVID-19 pandemic, the prolonged suspension of face to face lessons may bring weakening effects to students' learning attitude and knowledge. There is also a barrier for teachers to give students learning and emotional support.
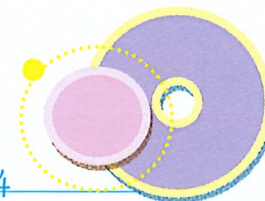
School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2021/22 Year 1	2022/23 Year 2	2023/24 Year 3	
1. To further enhance students' academic performance	1. To increase students' engagement in learning.	✓	✓✓	✓✓✓	1.1 Develop more interactive and learner-centered teaching strategies. 1.2 Design more pre-lesson tasks to get students more prepared for participating in learning activities. 1.3 Develop a subject-based incentive scheme to motivate students to participate in learning activities.
	2. To strengthen students' learning strategies in different subjects.	✓	✓✓	✓✓✓	2.1 Devise subject-specific learning strategies for students to enhance their learning efficiency. 2.2 Provide ample opportunities for students to practise the subject-specific learning strategies. Encourage students to join different kinds of academically related internal and external activities and competitions.
	3. To enrich the school learning environment to promote good learning attitudes and habits.	✓	✓✓	✓✓✓	3.1 Organize more subject-based activities and competitions to create a motivating learning environment. 3.2 Display the academic excellence of students and recognize the success of improving students. 3.3 Organize pull-out programs to provide extra support for academically high and low achievers.

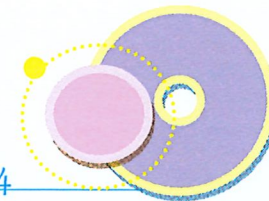Stages of development: ✓ Awareness Building   ✓✓ Pilot   ✓✓✓ Develop

Po Leung Kuk Lo Kit Sing (1983) College

School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2021/22 Year 1	2022/23 Year 2	2023/24 Year 3	
2. To empower students to achieve physical, emotional and intellectual wellness	1. Creating supportive social and physical environments	✓✓	✓✓✓	✓✓✓	1.1 Creating physical settings that promote health, happiness and wellbeing 1.2 School programs to enhance positive behaviour, relationship and interaction
	2. Teaching students about health and wellness	✓✓	✓✓✓	✓✓✓	2.1 Subject departments adopt learning & teaching activities to infiltrate the values of wellness (perseverance/ resilience) 2.2 Executive departments organize activities to promote wellness
	3. Developing intellectual student leaders	✓✓	✓✓✓	✓✓✓	3.1 Develop appropriate goal getting and self reflection skills for career life planning 3.2 Cultivate students' multi-faceted talents as leaders

Stages of development: ✓Awareness Building   ✓✓ Pilot   ✓✓✓ Develop

Po Leung Kuk Lo Kit Sing (1983) College

School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2021/22 Year 1	2022/23 Year 2	2023/24 Year 3	
3. To enhance learning, teaching and school administration by upgrading school campus and IT facilities	1. Help students and teachers to improve their productivity in learning and teaching.	✓✓	✓✓	✓✓✓	1.1 Build up a technology-enhanced school campus through the acquisition of digital learning tools. 1.2 Provide more learning opportunities to students by improving school environment and teaching materials.
	2. Enhance the efficiency in school administrative work.	✓✓	✓✓	✓✓✓	2.1 Enable online reporting, booking, recording and support service through an online platform. 2.2 Facilitate the use of digital imaging technology to archive administrative documents and teaching resources.
	3. Maintain the competitiveness of our school.	✓✓	✓✓	✓✓✓	3.1 Upgrade the school infrastructure and replace the outdated furniture and equipment to maintain our school competitiveness. 3.2 Explore the possibility of applying AI in monitoring the campus and classroom conditions to make a smarter and energy-efficient campus.

Stages of development: ✓Awareness Building   ✓✓ Pilot   ✓✓✓ Develop

Po Leung Kuk Lo Kit Sing (1983) College
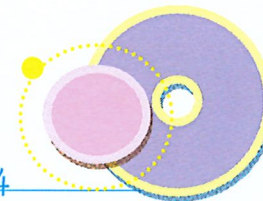
Address: Cheung Hong Estate, Tsing Yi
Tel: 2497 7110
Fax: 2431 1156
E-mail: info@plk83.edu.hk
URL: www.plk83.edu.hk

Po Leung Kuk Lo Kit Sing (1983) College