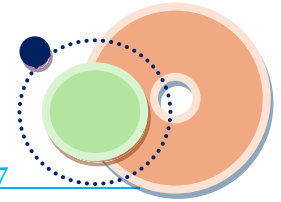# Po Leung Kuk
Lo Kit Sing (1983) College

3~Year
School Development Plan
2024~2027

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
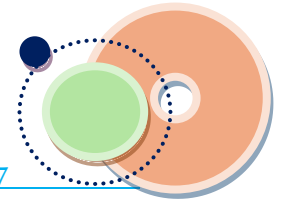The less fortunate are lightened with hope.

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
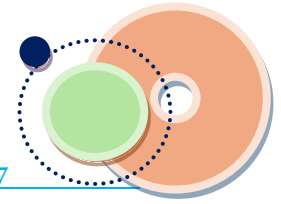Professional team, Service with heart

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.
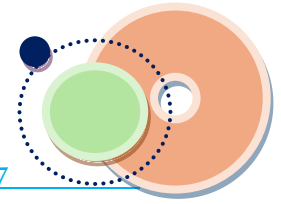
Po Leung Kuk Lo Kit Sing (1983) College

❖ School Goals

Our school is dedicated to the pursuit of excellence in both teaching and learning. We also strive to cultivate all-round individuals by nurturing not only intellectual growth but also personal development through a diverse range of activities.

❖ School Motto
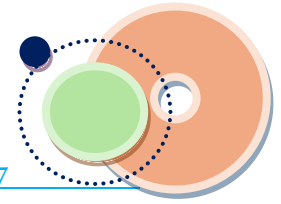
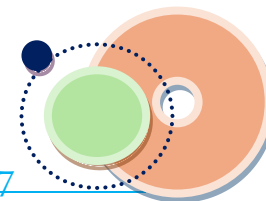"Love, Respect, Diligence and Integrity" 「愛 敬 勤 誠」

Content

	Page
❖ **Holistic Review of School Performance** **Effectiveness of the School Development Plan in the cycle of 2021/22-2023/24**	
- Major Concern 1 : **To further enhance students' academic performance**	**P.1 – 3**
- Major Concern 2 : **To empower students to achieve physical, emotional and intellectual wellness**	**P.4 – 7**
- Major Concern 3 : **To enhance learning, teaching and school administration by upgrading school campus and IT facilities**	**P.8 - 10**
❖ **Review on how good the school is fostering whole-person development and lifelong learning of students**	**P.11 - 13**
❖ **How can my school be better**	**P.14 - 16**

Po Leung Kuk Lo Kit Sing (1983) College

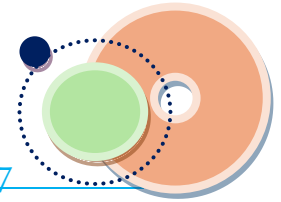|	Page
❖ **School Development Plan for 2024-2027**	
- Major Concern 1:	**P.17 - 19**
To develop students into effective learners	
- Major Concern 2:	**P.20**
To foster students into responsible citizens with positive values and a healthy lifestyle	

❖ Holistic Review of School Performance

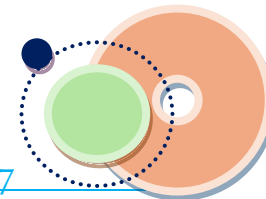## Effectiveness of the School Development Plan in the cycle of 2021/22-2023/24

Major Concern 1: To further enhance students' academic performance

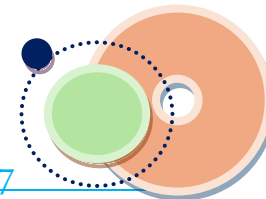| Target	Extent of the Target Achieved	Follow-up Action(s)	Remarks
1. To increase students' engagement in learning	✓ The target is fully achieved. ✓ Increased Engagement: From SHS, more than 60% of students agreed that teachers arranged interactive and student-centered learning activities, designed pre-lesson tasks, made use of online resources to increase their engagement in learning. About 50% of students could take initiative in learning. Some subjects reported that students actively engaged in class activities, discussions, and tasks. They showed interest and enthusiasm, contributing to a lively learning environment. ✓ Self-Regulation: Nearly 50% of students could manage their behaviour, emotions, and attention effectively, leading to fewer disruptions and better focus during lessons.	✓ To further enhance teachers' skills in developing interactive and learner-centered teaching strategies, peer lesson observations and internal workshops were organized. ✓ To further raise students' learning motivation, we reviewed our curriculum and planned to adopt Life Planning Education (LPE) to enhance students' enthusiasm and curiosity for learning by providing them with specific goals to achieve.	

Po Leung Kuk Lo Kit Sing (1983) College

1

Target	Extent of the Target Achieved	Follow-up Action(s)	Remarks
2. To strengthen students' learning strategies in different subjects	✓ The target is fully achieved. ✓ Improved Mastery: High achievers demonstrated a deeper understanding of subject matter. They grasped concepts, theories, and practical applications more effectively. ✓ Enhanced Retention: 30% students could remember and apply what they have learned over the long term. ✓ Participation in Competition: Around 95% of subject departments agreed that more students were willing to join different kinds of academically related internal and external activities and competitions.	✓ To further motivate students to think deeply, students were asked to write a learning summary and reflection in some subjects. ✓ To motivate more students to join subject-based internal and external activities and competitions, the good results of students joining the events were announced and displayed publicly. Teachers could make use of talent pool to nominate suitable students to join the activities and competitions.	

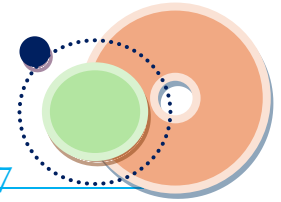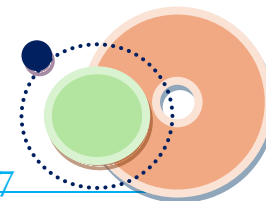| Target	Extent of the Target Achieved	Follow-up Action(s)	Remarks
3. To promote good learning attitudes and habits among students by enriching the school learning environment	✓ The target is fully achieved. ✓ Positive Teacher-Student Relationships: Successful strategies build positive teacher-student relationships. More than 60% students felt valued, respected, and supported, leading to cooperative behaviour. ✓ Reduced Disruptions: With effective strategies, disruptive behaviours decreased. Most students followed classroom rules, minimizing interruptions and distractions. ✓ Confidence and Motivation: 40% of students had confidence in learning. As they experienced success, their confidence and motivation grew. They would approach learning with a positive mindset. ✓ Effective Study Habits: 40% of students adopted efficient study habits, such as active reading, summarization, and time management. These habits contributed to better learning outcomes.	✓ School provided extra resources to organize pull out programs to let both academically high and low achievers get more support. ✓ To boost students' confidence in learning, teachers also invited students to share their good practice and showcase their good work during lesson. ✓ To help more students develop good learning attitude and habits, we plan to strengthen their learning responsibility and commitment.	

Po Leung Kuk Lo Kit Sing (1983) College

Major Concern 2: To empower students to achieve physical, emotional and intellectual wellness

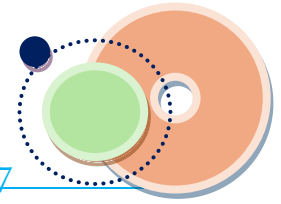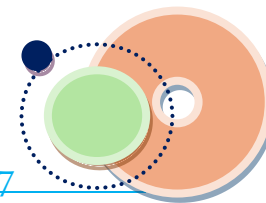| Target	Extent of the Target Achieved	Follow-up Action(s)	Remarks
1. Creating supportive social and physical environments	✓ The target is fully achieved. ✓ Quite many school facilities on the school campus have been built, added and renovated, such as Love & Hope Centre, Chinese Culture Room, Career Counselling Room, sofas outside the tuck shop, the meeting place at the Meteor, the moral value feature wall, thematic paintings and decorations on the school campus, English Corner, Language Laboratory, Science Station, etc. ✓ The newly renovated facilities have created supportive social and physical environments that promote health, happiness and well-being. It was observed that students enjoyed using the new facilities and staying in the renovated places. ✓ Various activities and programs were organized to enhance positive behavior, relationships and interaction among students, such as Mental Health Day, Day for You, 3-minute Breathing Exercise, Catching Your Smile Campaign, School Picnic, Sports Days, Swimming Gala, Voicing Our Values, English Drama Competition, Dance Festival, Quincy Lui Cup, etc. ✓ The programs provided chance for students to relax themselves and interact with one another. Many students were found to smile happily while participating in the activities. Some students also shared their happiness and positive feedback of joining the programs in their gratitude journals.	✓ It is suggested that the activities and programs held this year can be kept and held as regular events. ✓ The rationale behind the programs and events can be delivered to students more explicitly so that they know more about the reasons of joining the activities. ✓ More activities involving the use of the newly built, added and renovated facilities can be organized for students so that they can have more chance to enjoy the supportive social and physical environments.	

Po Leung Kuk Lo Kit Sing (1983) College

Target	Extent of the Target Achieved	Follow-up Action(s)	Remarks
2. Teaching students about health and wellness	✓ The target is fully achieved. ✓ The values of wellness (perseverance, resilience, politeness and respect) were embedded in the curriculums of all subjects. ✓ Various programs were organized by subject departments to foster the values. For example, a Tea Ceremony was held in the Chinese Culture Room to teach students how to appreciate the tea drinking culture by Chinese Language Department; Physical Education Department held morning physical training sessions for students taking the PE elective to train their perseverance; Science Department carried out the One Person One Flower Scheme in S1-S3, etc. ✓ Executive departments also put lots of efforts into organizing activities to promote health and wellness. For example, class-building activities were organized during Form-teacher periods; Guidance Department arranged S1 students to give farewell gifts to S6 students to wish them success in the public exam; Student Affairs Department held the Catching Your Smile Campaign to promote a friendly environment on the school campus; Social and Voluntary Service Department organized voluntary work for students to help the people in need, etc. ✓ Teachers and social workers reflected that the programs conducted did help students acquire the knowledge, skills and attitudes needed for their healthy growth and development, e.g. the class-building activities during Form-teacher periods enhanced students' social skills and class unity.	✓ Teachers reflected that students' performance in the aspect related to politeness and respect can still be improved. ✓ Soft skills on resilience, social etiquette, communicate skills with family members, sense of responsibility, empathy and sense of belonging should also be enhanced. ✓ The role of Positive Ambassadors can be strengthened to promote the values of wellness.	

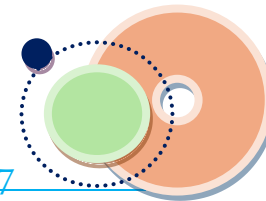| Target	Extent of the Target Achieved	Follow-up Action(s)	Remarks
3. Developing intellectual student leaders	✓ The target is fully achieved. ✓ A variety of programs were held to fulfill the target. For example, some S1-S6 Form-teacher periods were allocated for holding activities to arouse students' awareness of career planning. ✓ S1-S6 Student Profile Interview provided chance for students to review their progress in different aspects, including their academic performance, development in sports, interests, leadership, career planning as well as set goals for themselves. ✓ S4 Subject Selection Seminar had been organized to provide more information for S3 students and their parents before they had S4 subject selection. ✓ Teachers were assigned in the S6 Mentorship Program to provide guidance to students when having JUPAS subject selection. ✓ Various in-depth life planning education programs were held at different levels to empower students to set their life/career goals, etc. ✓ Students were provided with various opportunities to nurture their leadership skills, e.g. taking up the posts of Prefects, Guidance Prefects, Librarians, House Committee Members, etc. Different leadership training programs were also organized for them, e.g. Guidance Prefect Training Camp, Prefect Training Camp, English Ambassador Training Program, Positive Ambassador Training Program, etc.	✓ More opportunities can be given to students to take charge of some internal activities and competitions. ✓ The student talent pool can be used more extensively to nominate more students to participate in external activities and competitions. ✓ Students who are not good at studies but have potential in other areas can be given chance to join more activities to develop their potential.	

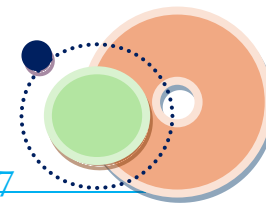| Target	Extent of the Target Achieved	Follow-up Action(s)	Remarks
	✓ A talent pool which includes students' performance in different aspects, e.g. studies, sports, dance, music, social service and leadership was set up. Teachers could get the information and nominate suitable students to join different programs and competitions to broaden their horizons, e.g. outstanding student elections, gifted education programs, etc. ✓ It was observed that students have clearer goals on career planning after having the career life planning programs. They were trained to take up some leadership roles in clubs and teams. ✓ More students showed their willingness to join various internal and external competitions. The number of students getting scholarships and outstanding student awards was satisfactory. Elite students were enrolled in gifted education programs.		

Major Concern 3: To enhance learning, teaching and school administration by upgrading school campus and IT facilities

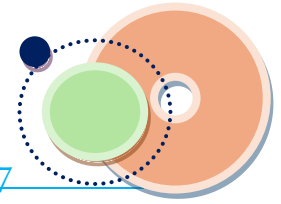| Target	Extent of the Target Achieved	Follow-up Action(s)	Remarks
1. Help students and teachers to improve their productivity in learning and teaching.	The target is fully achieved. ✓ Interactive touch panels have been installed in nearly all classrooms and special rooms. Teachers can utilize the video mirroring features of these panels with iPads to enhance teaching productivity. ✓ e-Reading devices like Kindles have been purchased, significantly improving reading proficiency. ✓ All teachers agree that replacing or upgrading outdated IT facilities would enhance their working efficiency and boost productivity in both learning and teaching. ✓ Teachers can use various mobile devices to match their e-learning styles, thereby improving productivity in both learning and teaching.	✓ The school should develop a technology-enhanced campus and provide more learning opportunities for students by improving the school environment and updating teaching materials to boost productivity in learning and teaching. ✓ Some students misuse mobile devices, highlighting the need to further develop their IT literacy. ✓ TIC can gather more ideas for updating homerooms to align with new educational trends by exploring additional related seminars and site visits.	

Target	Extent of the Target Achieved	Follow-up Action(s)	Remarks
2. Enhance the efficiency in school administrative work.	The target is fully achieved. ✓ Google Forms are widely used for administrative work, eAttendance, eNotices, and online resources to improve working efficiency. ✓ Digital imaging technology is used to archive administrative documents and teaching resources, making them easily accessible on our file server or Google Drive. ✓ The online booking system for display boards, rooms, and classrooms has been updated. Teachers agree that online forms uploaded by various departments and digitized documents in the school network drive or cloud storage enhance administrative efficiency. ✓ Teachers agree that these measures lead to enhanced efficiency, a more environmentally friendly approach, and a cultivated sharing culture.	✓ More existing documents and forms from the General Office, subject departments, and executive departments could be converted into digital formats. ✓ Department heads could be further encouraged to submit their online forms through a centralized platform to enhance overall working efficiency.	

Po Leung Kuk Lo Kit Sing (1983) College

Target	Extent of the Target Achieved	Follow-up Action(s)	Remarks
3. Maintain the competitiveness of our school.	The target is partially achieved. ✓ A live broadcast system has been set up in the school hall, linked to the LCD wall in the second hall. Additionally, the digital signage in the main lobby has been updated to showcase video footage and event details for visitors. These enhancements can create a positive impression on visitors, thereby boosting our school's competitiveness. ✓ Teachers concur that upgrading the school's infrastructure is crucial for maintaining its competitive edge. ✓ Implementing generative AI tools such as Poe, ChatGPT, and Copilot can further elevate the school's competitiveness.	✓ The major repairs initiative cannot address all depreciated school infrastructures and facilities. ✓ The school should replace or upgrade outdated furniture and equipment through various means. ✓ Recruiting more student helpers to beautify their homerooms could make the school campus trendier and more vibrant. ✓ A small-scale project could be initiated to explore the use of AI in monitoring school facility usage.	

❖ Review on how good the school is fostering whole-person development and lifelong learning of students

- **How good is my students' performance in achieving the seven learning goals?**

Our students are demonstrating good progress in achieving the seven learning goals. They show satisfactory national and global identity through their participation in programs such as students' speeches 'Voicing Our Values' and flag-raising ceremonies. This engagement helps them understand their roles within the community and fosters a sense of citizenship.

In terms of breadth of knowledge, their involvement in high-tier activities, like the JA Company Program, Robot Team, and Mock Trial indicates that they are expanding their skills and critical thinking abilities beyond the regular curriculum. This diverse exposure is enriching their educational experience.

Our students' language proficiency is also notable, as students interact well with their peers and present effectively before others, demonstrating their ability to articulate thoughts clearly. Their involvement in discussions further enhances their communication skills.

The development of generic skills is evident through their leadership opportunities available within the Student Union and various service teams. Their eagerness to participate in co-curricular activities illustrates their collaborative spirit and leadership potential.
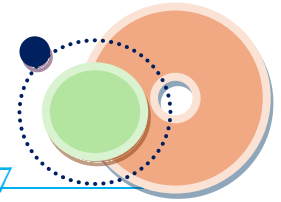
Improved IT skills showcased in students' presentations reflect a growing competence in information literacy, enabling them to utilize technology effectively for research and communication. This skill set is crucial in today's digital world.

Moreover, the career programs offered by the school are helping students build a clear vision for their future. These initiatives prepare them to tackle future challenges and make informed decisions about their studies and careers.

Finally, the school's focus on healthy living is exemplified through mindfulness practices like the morning 3-min breathing exercises, which promote mental well-being and resilience. This holistic approach supports students in developing a balanced lifestyle.

In summary, our students are meeting the seven learning goals, showcasing their engagement, skill development, and personal growth.

Po Leung Kuk Lo Kit Sing (1983) College

- **How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?**

Aligning with the Curriculum Development Council's guidelines, the school has crafted school-based curricula that not only follow current educational trends but also embed essential components like national security education, values education, and information literacy. This foundation cultivates responsible citizens equipped to navigate the complexities of modern society.

E-learning is a central pillar of this curriculum, enhancing both engagement and accessibility, while reading, financial education, and robot programming enrich students' knowledge, preparing them for various future pursuits. Project learning fosters self-directed learning, empowering students to take charge of their educational journeys. Events such as Project Presentation Day hone public speaking and presentation skills, vital for success in any future endeavor.

Great emphasis on STEAM education weaves creativity and critical thinking into the fabric of learning. The Science Station, refurbished for STEAM activities and external competitions like 4D-Frame, Odyssey of the Mind, coding, etc. invites students to innovate and collaborate, preparing them for a technology-driven world.
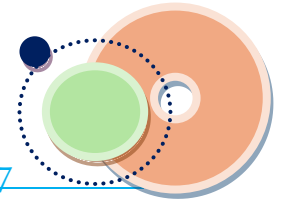
In the aspect of co-curricular activities, a well-structured Activity Curriculum is implemented to promote balanced development across five domains: interest, art, sport, service, and leadership. This requirement to engage in all domains before graduation encourages students to explore their passions and talents, increasing their exposure.

The school also organizes extended learning opportunities like overseas trips, cultural exchange tours and Life-wide Learning Days, which enrich students' experiences and broaden their horizons, ensuring that students have the resources needed for all-round development.

Recognizing the importance of life skills, programs like CLAP@JC and the Basic Life Skill Training Programme instill confidence and self-esteem in students. These initiatives ensure that graduates are not just academically prepared but also equipped to tackle real-world challenges.

In essence, our school's comprehensive approach to education not only fosters academic achievement but also cultivates lifelong learners equipped with the skills necessary to thrive in an ever-changing world. It is a nurturing environment where students are empowered to explore, grow, and realize their full potential.

Po Leung Kuk Lo Kit Sing (1983) College

- **How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?**

Our school demonstrates a strong commitment to continuous improvement and the holistic development of students through a strategic alignment with its mission and vision, as well as responsiveness to educational trends and student needs.

Regular communication between department heads and the school head fosters a collaborative environment. Informal meetings across departments enhance information exchange, optimizing administrative efficiency. This collaborative culture is crucial for responding effectively to student and educational needs, suggesting a cohesive effort in management and decision-making.
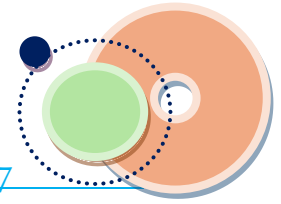
The systematic evaluation procedures in place for program plans allow the school to continuously assess its strengths and weaknesses. This reflective practice is essential for ongoing improvement in management and educational delivery. The review of executive department structures, along with the appointment of experienced staff as advisors, ensures that valuable expertise is harnessed and shared, promoting a culture of mentorship among educators.

Our school's well-structured professional development programs highlight a dedication to enhancing teaching quality and leadership. The emphasis on collaboration between departments encourages innovative practices. This not only enriches the professional experience of teachers but also directly impacts student learning outcomes.

The school's engagement in collaborative projects with external bodies, like the Chinese Language Education "Seed" Project and various workshops from the Education Bureau (EDB), illustrates a commitment to professional growth and resource sharing. These initiatives provide students with enriched learning experiences, fostering their holistic development.

Financial resources are prudently managed. The Teacher Relief Grant and Learning Support Grant provide necessary resources for diverse learning needs, ensuring that all students can thrive. Also, the school effectively taps into external funding sources to bolster its initiatives. This resourcefulness not only supports all-round development for students but also underscores the school's commitment to maximizing opportunities for enhancement.

❖ How Can My School Be Better

- **What are my students' needs?**

On the whole, our students not only require support in developing academic skills but also in enhancing their emotional, social, and ethical growth.

One of the crucial needs of our students is the improvement of their overall learning attitudes. Our students thrive in an environment that encourages active participation and personal responsibility for their learning. By guiding them to set personal goals and reflect on their progress, we can help them develop a growth mindset that prepares them for future challenges.

Self-directed learning is also a cornerstone of their development. They need guidance in utilizing resources available, which empowers them to take charge of their educational journey. Equipping them with critical thinking skills, effective study habits, and time management abilities is essential for preparing them to tackle real-world challenges.
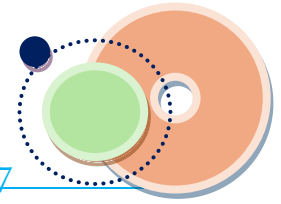
Fostering a love of reading is another critical need. Students benefit greatly from our modeling of reading behavior and organizing interactive book-sharing sessions, which ignite their imaginations and help them develop empathy through diverse stories and characters.

Additionally, it is vital to cultivate their sense of national identity and civic responsibility. Engaging discussions about cultural heritage and community involvement help students connect with their identities and understand their roles in society, fostering a sense of belonging and purpose.

While our students are proficient in technology, they need support in building their information literacy. Teaching them how to evaluate sources and understand digital citizenship empowers them to navigate technology responsibly and ethically.

Lastly, fostering self-management skills and resilience in our students, along with the integration of values education, is crucial for effectively navigating life's challenges. By encouraging students to perceive obstacles as opportunities for growth, we significantly enhance their emotional development and overall well-being.

Po Leung Kuk Lo Kit Sing (1983) College

- **What is my school's capacity for continuous improvement and development?**

Our school is the only English Medium Instruction (EMI) secondary school in Tsing Yi, guided by the proactive sponsoring body Po Leung Kuk, which adeptly navigates reforms and emerging challenges. With a clear vision for development, our school management ensures that every initiative aligns with future demands.

Our teaching staff is renowned for their professionalism and adaptability, creating a vibrant learning environment where innovation can thrive. Strong relationships among educators, coupled with growing satisfaction with school leadership, foster a collaborative atmosphere. New, talented teachers introduce fresh ideas, while experienced staff provide invaluable mentorship.
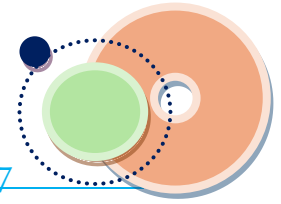
Support from the Incorporated Management Committee (IMC), Parent-Teacher Association (PTA), and Alumni Association is essential, offering both financial resources and community backing for development. The school effectively manages its funds, ensuring sustainability for ongoing improvements, notably supported by the generous donation from Mr. Lo Kit-Sing.

Our modern facilities, including interactive touch panels in classrooms, significantly enhance the learning experience. Timetables are designed to meet students' needs, providing a broad curriculum that encourages exploration of diverse interests. The school promotes whole-person development through a variety of co-curricular activities and life-wide learning experiences.

E-learning initiatives, bolstered by updated technology and a Bring Your Own Device (BYOD) policy, prepare students for the digital age. Recognition through awards such as the 'Caring School Award' underscores the school's commitment to fostering a supportive environment.

With the recent hiring of an additional social worker, we are better equipped to address students' emotional needs, cultivating a compassionate and receptive learning space. The school's improving intake and positive atmosphere inspire students to achieve higher levels of success, establishing a nurturing environment where a bright future is collaboratively built.

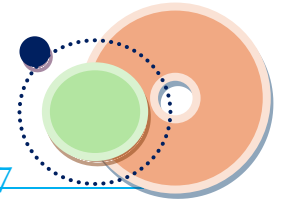Po Leung Kuk Lo Kit Sing (1983) College

- **What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?**

Our school is dedicated to promoting the holistic development and lifelong learning of our students. Acknowledging the diverse needs of our students, we adopt a comprehensive approach that nurtures not only academic capabilities but also emotional, social, and ethical growth.

We recognize the importance of cultivating effective learners. Our goal is to ignite students' interest in learning, heighten their awareness of individual learning needs, and enhance their learning techniques to support lifelong learning. We also strive to instill a sense of responsibility and commitment to their educational journeys.
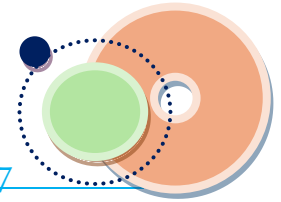
Furthermore, we place great emphasis on shaping students into responsible citizens who embody positive values and maintain a healthy lifestyle. We aim to develop their character, values, and ethics in alignment with these principles; promote their physical wellness; and foster a strong sense of community and social responsibility.
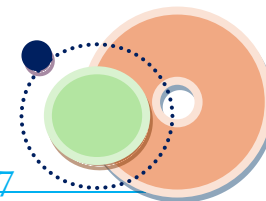
❖ **School Development Plan (2024/25-2026/27)**

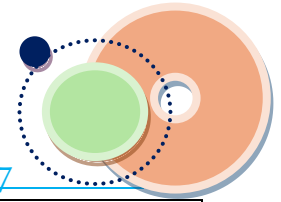| Major Concerns	Targets	Time Scale (Please insert ✔)			Outline of Strategies	Seven Learning Goals
		2024/25 Year 1	2025/26 Year 2	2026/27 Year 3		
1. To develop students into effective learners	1. To enhance students' learning interest and raise their awareness of learning needs	✔	✔	✔	1.1 Design tasks that align with students' interests and provide engaging learning experiences 1.2 Adopting life planning education to broaden students' horizon in career aspiration. Connect classroom content to real-world issues and events. 1.3 Engaging students in activities that create a shared sense of purpose. Foster a sense of belonging by valuing students' social and cultural identities.	• Breadth of knowledge • Language proficiency • Information literacy • Generic skills • Life planning

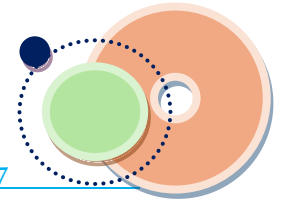| | 2. To strengthen students' learning techniques for life-long learning | ✔ | ✔ | ✔ | 2.1 Emphasize Metacognition: Teach students to reflect on their learning process.

 2.2 Chunking: Help students to break complex information into smaller chunks.

 2.3 Spaced Repetition: Instead of cramming, ask students to review material at spaced intervals. This helps reinforce memory and long-term retention

 2.4 Elaborative Interrogation: Remind students to ask "why" questions about the material. This encourages deeper processing and understanding

 2.5 Promote Collaboration: Encourage teamwork and peer teaching | |

| | 3. To foster students' learning responsibility and commitment | ✓ | ✓ | ✓ | **3.**1 Set Clear Learning Goals

Involve students in setting academic goals. When they have a personal stake in their learning outcomes, they become more committed

3.2 Provide Developmentally Appropriate Choices: Allow students to make decisions related to their learning. Offer choices in assignments, projects, or topics to encourage ownership and engagement

3.3 Group Leadership & Collaboration: Assign group tasks and rotate leadership roles. This helps students learn to work collaboratively and take responsibility for their contributions | |

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		2024/25 Year 1	2025/26 Year 2	2026/27 Year 3		
2. To foster students into responsible citizens with positive values and a healthy lifestyle.	1. To cultivate students' character, values and ethics in alignment with the positive values and attitudes.	✓	✓	✓	1.1 Nurture students' positive values and attitudes through an inclusive and holistic approach to values education. 1.2 Establish programs to recognize and reward students who demonstrate exemplary character and values. 1.3 Enhance students' information literacy and their ability to identify and assess the ethical and legal use of information.	• Breadth of Knowledge • Information Literacy • Generic Skills • Healthy Lifestyle • National and Global Identity • Language Proficiency • Life Planning
	2. To enhance students' physical wellness and promote a healthy lifestyle.	✓	✓	✓	2.1 Establish environments that foster physical health and overall well-being. 2.2 Provide students with opportunities to participate in regular physical activity. 2.3 Encourage students to explore different ways to stay active and healthy.	
	3. To nurture students with a strong sense of community and social responsibility.	✓	✓	✓	3.1 Encourage students to establish suitable objectives and cultivate their life planning skills. 3.2 Provide students with a range of leadership opportunities across different school organizations and activities. 3.3 Engage students in community service and projects that promote social responsibility.	

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