

**Po Leung Kuk Mrs. Ma Kam Ming-
Cheung Fook Sien College**

School Development Plan

2024/25 – 2026/27

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 Mrs. Ma Kam Ming-Cheung Fook Sien College

1. School Vision and Mission

Our school strives to uphold Po Leung Kuk’s noble tradition of educating young people by fostering their “Cognitive, Aesthetic, Social, Physical and Moral development”. We cultivate students’ interests and develop their potential through guidance and inspiration. We lead by example and work closely with parents in order to nurture students to become optimistic, hardworking and respectable people who will make meaningful contributions to society in the future.

Our aim to become a learning organization that provides quality educational opportunities for students to become well-equipped 21st century citizens who continuously pursue excellence. In addition, our students and teachers strive for excellence and living out the values of a learning organisation.

2. School Motto

“Love, Respect, Diligence and Integrity”, motto of Kuk’s affiliated schools, places great emphasis on educating the young, nurturing the morality and helping them to achieve whole-person development.

3. Holistic Review of School Performance

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

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: Promoting self-directed learning (SDL) Target(s): 1. To provide a resourceful environment to support SDL 2. To develop structured SDL time in senior forms 3. To strengthen teachers' proficiency in SDL	Partly achieved	These targets have been incorporated as the daily routine of teachers and students. The resourceful environment will be further enhanced. The major concern will be adjusted to empower the students' learning skills and develop students' habits to become reflective learners.	/
Major Concern 2: Consolidating a clear and positive identity Target(s): 1. To develop self-efficacy 2. To cultivate the atmosphere of pursuit of individual success, excellence and dreams 3. To strengthen social bonding and participation	Partly achieved	This major concern will continue to be a major concern for the next development cycle with a more specific focus on self-worth to deepen our work on positive education and enhance students' experience and wellbeing.	/

b. Evaluation about Fostering Whole-person Development and Lifelong Learning of Students

1. Student Performance

Academically, our students are willing to learn and hardworking, performing satisfactorily in public examinations, with the number of students meeting the minimum university entry requirements and the admission rate in post-secondary institutions higher than the average of Hong Kong day school students. In addition, our students demonstrated their **biliterate and trilingual abilities** in various academic-related competitions, such as the Hong Kong Schools Speech Festival, various writing and speaking contests, Hong Kong Secondary School Debate Competition, with commendable results. Our students' good efforts were recognised in university admission through SNDAS in the 2022/23 and 2023/24 school years, different scholarships, Islands District Outstanding Students Awards, to name but a few.

In the last year of the previous school development cycle, in which we aimed to promote self-directed learning and provide a supportive environment in this regard, students appeared to have developed a higher awareness of generic skills as seen in the positive data in all the subscales under student **generic skills**, students learning atmosphere, attitude and motivation in the APASO. In general, they managed to use information and **information technology** as the APASO and school-based questionnaire data suggested. However, the mastery and application of those skills may not be very solid as the SHS data from teachers, students and parents suggested student learning could yet be further enhanced, especially in applying the skills in wider contexts. Take reading as an example, while our students agreed that they were keen on reading and had good reading strategies, they failed to spend much time on reading non-assigned materials and reading for leisure, which may affect their **breadth of knowledge** absorbs outside of the classroom.

Our students' participation in non-academic activities was also active in the past three years, and they brought back to school with almost 100 awards in sports, music and arts competitions. Such participation is believed to lay a foundation to help students **develop a healthy lifestyle**. In fact, in the past year, we had over 250 student musicians and over 250 student athletes from S1 to S6 in various music/sports teams, groups or classes, showcasing their talents in non-academic areas and strengthening their personal development.

Overall speaking, our students' moral character and attitude are good. They enjoy the reputation of being polite, well-behaved and cooperative, manifesting our slogan of NICER to others, the community and even the nation. Their empathy and appreciation for others was rated high in the school-based questionnaire. They have also developed a strong **national identity** as seen in the APASO despite the fact that their global perspective is yet to be fostered. However, they still seemed to have a lack of confidence in themselves and may appear passive at times as observed in the classroom and activities, resulting in a stronger need for developing confidence in themselves and guidance on **life planning**.

2. Students' Learning Experiences

To enrich students' learning experiences for their whole-person development and lifelong learning, we put our priority in providing diversified opportunities for students to enhance their exposure of different experiences and facilitate their self-directed learning, coupling with equally important reflection tasks to help students reaffirm their clear and positive identity, learn the positive values and attitudes and find the meaning and pave the way for their future.

We aim to provide a balanced school curriculum for students to achieve the seven learning goals, with most KLAs being allocated formal lesson time as suggested and supplemented and complemented by learning activities held after class, such as Annual Athletic Meet preparation week, or through the weekly life education lessons, e.g. on family relationships. In senior levels, we respect students' subject choice and conduct a series of **life planning** programmes, which we collaborated with CUHK's QSIP in the past three years, to help them make informed decisions on their future. We devise a unique combination of elective subjects based on students' preference to offer to students every year, with a satisfaction rate of over 90%.

Our school is well aware of the importance of using the latest technology to facilitate the teaching and learning. Through the application for QEF, our school has implemented the BYOD policy. All students are equipped with personal tablet computers that enable them to access the latest information on the Internet, conduct after-school collaboration and extend their learning time even outside the classroom. Besides the **information literacy**, the **breadth of knowledge** of students was further enhanced by using suitable technology.

To create a **language-rich** environment and encourage students to extend their learning beyond the classroom, English emcees conduct weekly morning assemblies, in which student representatives from all classes take turns to give speeches in Cantonese, Putonghua and English. Major academic activities, including English Day, academic week (e.g. STEAM week, PSHE week) and Little Entrepreneurs are held annually to promote students' application of knowledge and skills and development of their generic skills.

In terms of pastoral care, we made September a self-management month, helping students to form good self-management habits, and take a step further to boost their organizational skills by taking charge of their class committee, designing a class t-shirt as a symbol of unity, and brainstorming ideas for activities under student leadership. The Supreme Class Cup also provided a platform for collaborative challenges, encouraging students to work as a unified class. Through structured briefing and debriefing sessions, participants were able to reflect on their experiences, fostering personal growth while developing essential skills and instilling positive values. Additionally, the introduction of the Beyond Classroom initiative, an outside level-based activity, was met with enthusiastic feedback, as over 90% of students from S1 to S5 expressed a strong desire for it to be repeated next year, highlighting the success of our innovative approach to learning and engagement.

Moreover, weekly national flag-raising ceremonies and Wednesday national and moral education time bring to students structured lessons on diverse topics. In the past year, we joined the Sister School Scheme and formed sister schools with Yangjiang Experimental School in

Guangdong Province. In addition to the Citizenship and Social Development study tours to Heyuan and Shaoguan, our students also visited Beijing, Shanghai and Korea to broaden their horizons and strengthen their **national and global identity**.

We provide a wide range of life-wide learning activities, with ten musical instrument classes, five performance groups, four uniformed groups, fourteen sports teams, five academic clubs, eight interest groups and eight working teams, totalling 54 co-curricular activities that cover a wide range of other learning experiences for S1-6 students throughout the year to help students **develop a healthy lifestyle**. It is no surprise that over 80% of students this year agreed that the school offered diverse activities. In addition, to help students maintain emotional stability and handle stress, we showed posters with positive messages, tips on reducing pressure and information on helplines on campus. We also took part in EDB's "Peer Power – Student Gatekeeper Training Programme". The feedback from students and teachers was positive in the first year of participation. We will continue this programme to strengthen our safety net and peer support for more students.

3. School's Leadership

Our school has developed a suitable self-evaluation mechanism to review and improve students' whole-person development and lifelong learning, using diversified methods, e.g. APASO, Stakeholder Survey, school-based questionnaires, end-year student interviews, teacher self-evaluation forms, annual teacher appraisal conferences, post-activity evaluation meetings, teacher representative in the School Council, consultation with the PTA, to collect data or opinions from students, parents and teachers, build consensus among stakeholders and align our student development in response to the school context and student needs with the overall aims of Hong Kong.

Based on the consensus of the direction for school and student development, we prioritized our tasks in ensuring subjects panels and functional committees implement their plans for student whole-person development and lifelong learning in line with the school's plan. One way we did was to employ external professional institutions to align teachers' understanding and interpretation of the school's major concerns. For example, QSIP from CUHK provided professional development training and workshops to our middle management in 2023-24 and 2024-25 to better implement plans to improve teaching and learning and life planning experiences. The experience in the past three years was more desirable than in the earlier school development cycles in which our monitoring on implementation of our plans needed improvement.

In addition to external help, we have also streamlined our work on pastoral care to improve students' learning experiences and manage our organizational knowledge better. Pastoral Care Level Meetings, initially introduced in 2018-2019 as a pilot in S1, have seen the changes in the climate of professional dialogue on pastoral care work among colleagues. The transparency and inviting settings (colleagues are granted the agenda-setting power) have set a clear statement: we value growth and shared goals. The class teachers and different coordinators are getting more proactive in contributing ideas and reporting concerns, which helps the school to put the right priorities on the radar. This has been shown in our speedy response to the inter-class disputes over competition, which did not evolve into more serious confrontations as a result. The teachers' ideas were seldom aloof from the needs of the students. Their contribution in the meetings, like those for the Beyond Classroom Project, made the success possible, even the challenges before and during the activities were considerably unprecedented.

c. School's Continuous Improvement and Development

It is a consensus among all stakeholders that the previous cycle of school development on self-directed learning and clear and positive identity is in the right direction in fostering students' whole-person development and lifelong learning. Therefore, work will be done at a deeper level in this development cycle.

After three years of promotion of self-directed learning, both teachers and students have grasped the concept in broad terms. They have become familiar with various evaluation tools, tiered assignments, resources available for self-directed learning and reflection. However, it appears that some students are yet to learn how to apply the knowledge, skills and resources to further improve their own learning more strategically. To do so, it is suggested that we move from the broader self-directed learning to self-regulated learning (SRL) to highlight the purpose, with the more explicit introduction of metacognitive skills and the habitual application of SRL in the classroom level to give students more guidance on how knowledge and skills can be transferred and applied in different subjects and contexts. With the continuous collaboration with tertiary institutions, the increasing number of teachers receiving relevant training and the groundwork done in the previous school development cycle, it is believed that we can empower our students to become reflective learners that can drive themselves to continuous improvement and prepare them for lifelong learning.

While we celebrated our students' achievements in a host of activities organised by themselves or outside organizations, we see the need to help our students see their true potential and self-worth. Students need to better understand their learning experiences in activities and transfer knowledge, skills and attitudes in different contexts, just like what they need to do in classroom learning to develop better psychological health or their mental well-being, e.g. how to handle stress, how to help to build a positive learning environment, how to share their achievements and appreciate others', and nurture their own value. It is necessary to enhance the debriefing of activities, from quantity to quality, which begins at conceptual level, followed by more training, application and sharing. With the help of the school's sponsoring body and professional organizations, we have resources for positive education training teachers, parents and students. With organised and sustaining efforts, it is believed that the students will have more self-worth to accept themselves and others, more intrinsically motivated to achieve their life goals, more aware and determined to maintain a healthy lifestyle with enough sleep and balanced of life despite temptations from electronic gadgets, more respectful, tolerant and appreciative of differences, more capable of handling conflicts or different views, more dexterous in connecting experiences to meaningful purposes and prior knowledge, and above all, more resilient and higher in self-efficacy in face of chances and challenges in life.

Given the backgrounds of most of our students, we feel obliged to provide students with diversified activities for students to unleash their potential and share their achievements based on their hard work/determination/strategies. In empowering students to become reflective learners and cultivate self-worth in them, we hope that our students will show improvement in both academic studies and personal development.

5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

Based on the above holistic review of school performance, the major concerns in order of priority are:

- 1.** Empowering students to become reflective learners
- 2.** Cultivating self-worth in students

School Development Plan (2024/25 – 2026/27)

Major Concerns	Targets	Time Scale			Outlines of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. Empowering students to become reflective learners	1. Students can master and apply effective metacognitive skills in their learning.	✓ (S1, S4)	✓ (S1-2, S4-S5)	✓ (S1-3, S4-S5)	1. Review the metacognitive skills taught by subjects. 2. Teach students how to apply the skills to manage the knowledge properly. The skills include note-taking, note-making, graphic organizer, IT skill, language skills and reading skill, etc.	2. BK 3. LA 4. GS 5. IL
	2. Students can develop habits of using self-regulated learning (SRL) in classroom learning.	✓ (S1, S4)	✓ (S1-2, S4-S5)	✓ (S1-3, S4-S5)	1. Strengthen the uses of SRL in classroom level. 2. Refine NICER/reflection time to facilitate students to do SRL. 3. Enhance the uses of assessment as learning to facilitate students to do SRL. 4. Enhance teachers' proficiency in self-reflective learning.	4. GS 6. LP
	3. Students can make use of diversified opportunities to unleash their potential.	✓ (S1, S4)	✓ (S1-2, S4-S5)	✓ (S1-3, S4-S5)	1. Enhance the uses of tiered assignments and the differential instructions. 2. Coordinate the promotion and implementation of subject OLEs / competitions. 3. Enhance the coordination of gifted learning programs.	1. NI 2. BK 3. LA 4. GS 5. IL 6. LP 7. HL
2. Cultivating self-worth in students	1. Students can enhance their positive self-image.	✓ Self-worth & Self-image	✓ Self-esteem	✓ Self-acceptance	1. Organize workshops to educate students about self-worth, self-image, self-esteem and self-acceptance. 2. Implement mental health programmes. 3. Integrate growth mindset principles into the curriculum and classroom practices.	2. BK 3. LA 4. GS 6. LP 7. HL
	2. Students can explore the supportive environment to enhance their self-worth.	✓	✓	✓	1. Enhance class management to improve the classroom climate. ¹ 2. Enhance an inviting physical environment. 3. Reinforce training for teachers to create a supportive environment. 4. Enhance parent education to enhance the parents' role in development of students' self-esteem.	1. NI 2. BK 3. LA 4. GS 5. IL 7. HL
	3. Individuals can their achievements based on their hard work / determination / strategies.	✓	✓	✓	1. Apply a school-based framework for giving feedback in an evidence-based approach. 2. Create platforms ² to acknowledge and celebrate the accomplishments of students in various fields, such as academics, sports, arts, and community service.	2. BK 3. LP 4. GS 5. IL 6. LP 7. HL

¹ with programmes equipping students against chronic stress, with peer support programs to encourage positive relationships and create a sense of belonging among students, with regular peer support group meetings to discuss common challenges, coping mechanisms, and strategies for emotional well-being, and with form-based competitions

² Classroom level (classrooms), community level (debriefing in events and activities) and whole-school level (campus TV, morning assembly, etc.).