

**Po Leung Kuk No.1  
W.H. Cheung College**

**School Development Plan**

**3-school-year period  
2021/22 - 2023/24**

## **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 organization.  
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

**School Vision & Mission**

The school aims at providing an all-round education which stresses both academic training and inculcation of moral virtues and development of personality. It has always been renowned as one guiding its students in pursuit of personal and academic excellence.

With the concerted efforts of our staff and the good communication between the school, parents and alumni, Po Leung Kuk No.1 W.H. Cheung College has become one of the most popular secondary schools in Kowloon East. Having a well-defined mission, our school has established a harmonious working relationship and a good team spirit. Our curriculum places equal emphasis on the five Chinese virtues, namely, morals, intelligence, physical development, sociability and aesthetics, and helps develop students' potential to the full. In the years to come, by the continual provision of a high-quality education and a caring and stimulating school life, we aim to have our graduates enter universities and study in the faculties of their choices, thus enabling them to better equip themselves and make contribution to the prosperity of the society.

**School Goals**

Through providing a balanced choice of subjects in the eight key learning areas, and other learning experiences like moral, civic and national education, community service and career-related experiences, students can equip themselves with the necessary attitudes, skills and knowledge to meet the challenges after their graduation.

**School Motto**

The school holds a motto of love, respect, diligence and honesty.

**Core Values of Education**

The school believes that through education, students will be provided with the values and ethics that are well-accepted. Moreover, their critical thinking and learning to learn skills which are essential for their life-long learning can be developed. Finally, through providing a variety of activities and experiences, students will be taught to make positive contribution to society.

## Holistic Review

### Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved, e.g. :  Fully achieved ; Partly achieved ; Not achieved	Follow-up action, e.g. :  Incorporated as routine work ; Continue to be major concerns in the next SDP ; Others	Remarks
1. Enhance STEAM education	<p><b>Fully achieved:</b></p> <ul style="list-style-type: none"> <li>• Implement STEAM education through self-directed learning</li> <li>• Extend STEAM education to more subjects</li> </ul> <p><b>Partially achieved:</b></p> <ul style="list-style-type: none"> <li>• Organize STEAM-related activities</li> </ul>	<p>} Incorporated as routine work</p> <p>} Implementation affected by COVID-19. Will continue in the coming academic year</p>	
2. Develop positive values towards a goal-driven life	<p><b>Fully achieved:</b></p> <ul style="list-style-type: none"> <li>• Promote positive values in life</li> <li>• Help students understand oneself and set responsible learning and development goals</li> </ul> <p><b>Partially achieved:</b></p> <ul style="list-style-type: none"> <li>• Help students explore various options and opportunities of learning, activities and career development</li> <li>• Guide students to formulate and act out plans for learning and developing goals based on evaluation</li> </ul>	<p>} Incorporated as routine work</p> <p>} Implementation affected by COVID-19. Will continue in the coming academic year</p>	

### Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>• The school's vision and mission are embraced by the teachers.</li> <li>• The school policies are in line with those guidelines laid down by Po Leung Kuk and the Education Bureau.</li> <li>• The school organization chart illustrates the relationships among different committees.</li> <li>• The senior teachers like the Assistant Principals and subject heads are well performing their duties.</li> <li>• Teachers are clear about their teaching and administrative duties.</li> <li>• Different committees have been set up which bear well-defined responsibilities.</li> <li>• The supporting staff like the staff in the Office and the teaching assistants work well with the teaching staff.</li> <li>• The appraisal system for teachers is well-developed with the inclusion of self-evaluation by the teachers.</li> <li>• The Incorporated Management Committee is committed and renders full support to the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater involvement of parents and alumni can be encouraged so that they can make more contribution to the school.</li> <li>• The Alumni Association will encourage greater alumni involvement in school affairs such as being tutors of tutorial classes for both junior and senior forms and being guest speakers in the sharing sessions organized by the Careers Team.</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The school head and senior teachers are familiar with the education and curriculum reform and is proactive in initiating new ideas.</li> <li>• The school head adopts a participative leadership and the staff is encouraged to take part in school affairs. There are sufficient channels for the staff to express their views on school policies.</li> <li>• There is adequate empowerment to staff.</li> <li>• Resources are deployed in accordance with the school development plan.</li> <li>• The working relationship between the Incorporated Management Committee, senior teachers and the staff is harmonious and the staff has a strong sense of belonging and a good team spirit.</li> <li>• The school is providing a range of quality education services to the students.</li> <li>• Policies are formulated in consideration of the best interest of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures to enhance bonding between the school head and teachers can be carried out.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• The school has formulated curriculum goals and policies according to students' needs and curriculum reform imperatives by EDB and CDC.</li> <li>• The school develops school-based curriculum based on the curriculum prepared by CDC. Curriculum development plans are modified.</li> <li>• The school offers NSS subject combinations which meet students' needs and interest.</li> <li>• Subject chairmen encourage teachers to exchange information and opinions on curriculum matters.</li> <li>• Evaluation of each curriculum is conducted at the end of the school year.</li> <li>• Curriculum and assessments are closely linked. Assessment information is used for reviewing curriculum goals and setting follow-up work.</li> <li>• Fairness and openness are maintained in the assessment system. All papers are set with the consensus of teachers concerned in the department.</li> <li>• Questions of different levels of difficulty are set to cater for individual learner diversity.</li> <li>• Various modes of assessments by different parties e.g. parents and peers are integrated into learning to evaluate the learning outcomes. Many subjects incorporate peer assessment and self-assessment into project work and other assignments for continuous assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Further spacing out of class projects should help reduce students' pressure and workload.</li> <li>• Formative assessments will be further integrated into the assessment system.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• The teaching strategies employed are in line with the learning objectives and targets. Teachers help students gain control of their learning and encourage higher-order thinking.</li> <li>• Teachers adopt a broad range of teaching strategies to maximize students' participation and let students assume more responsibility for their learning.</li> <li>• Support for the able and less-able students is provided. Remedial, enrichment and bridging programmes are launched to address learner differences.</li> <li>• Better school facilities e.g. desk-top computers, visualizers and other IT equipment are available in classrooms.</li> <li>• Time allocated for assemblies, class periods, special school functions is considered carefully to cater for students' other learning experiences.</li> <li>• There is a high level of parental involvement in students' educational activities.</li> </ul>	<ul style="list-style-type: none"> <li>• More effective teaching strategies like preparing worksheets of different levels of difficulty, offering extra lessons to less-able students to enhance their learning motivation will be adopted to handle students' special educational needs.</li> <li>• More assignments should be designed to develop students' ability to formulate, present their views and debate on others' views. Learning could then be achieved through sharing, discussing and critically reviewing others' ideas.</li> <li>• Further cross-subject collaboration should be encouraged.</li> </ul>
5. Student Support	<p>Guidance</p> <ul style="list-style-type: none"> <li>• Various programmes of equipping students with knowledge, skills and positive attitudes towards facing adversities have been introduced.</li> <li>• A week of main theme has created a harmonious atmosphere in school. Students enjoyed the activities held in the week.</li> <li>• Mental health programmes and workshops are held regularly to enhance the awareness of students of the importance of mental health.</li> <li>• Different growth groups are provided to develop a positive attitude towards life.</li> </ul>	<p>Guidance</p> <ul style="list-style-type: none"> <li>• A theme week related to interpersonal relationships will be introduced to enhance bonding among students and teachers.</li> <li>• More diverse programmes are to be held in the coming year to meet the needs of the students in an ever-changing environment.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<p>Discipline</p> <ul style="list-style-type: none"> <li>• An effective merit and demerit system has been established to encourage good behaviour of students.</li> <li>• Talks and exhibitions are held regularly to cultivate in students a positive attitude towards life.</li> <li>• Leadership training programmes and Interflow programmes among schools are held to foster students' leadership.</li> <li>• The Outstanding Class Award competition is held regularly to enhance the self-discipline of students.</li> <li>• Good Behaviour Awards are given to students who show good conduct and attendance.</li> </ul>	<p>Discipline</p> <ul style="list-style-type: none"> <li>• To enhance bonding among students, students will be encouraged to join the activities in the Outstanding Class Award.</li> <li>• To enhance bonding among prefects, head and senior prefects will be encouraged to hold activities for prefects (such as BBQ and prefect workshops)</li> <li>• To cater for the more-able students, Head Prefects and senior prefects will be assigned more challenging roles such as planning and being group leaders in the prefect training camp, or organizing training programmes for the junior prefects.</li> </ul>
	<p>Moral, Civic and National Education</p> <ul style="list-style-type: none"> <li>• Form-teachers' periods (F.1 - F.3), speeches and talks during assemblies, exhibitions and quizzes, etc are provided, to help inculcate positive values in students.</li> <li>• The teaching materials for F.1-F.3 form-teachers' periods have been reviewed regularly to include more up-to-date information.</li> <li>• Students are interested in mainland tours which foster their national identity.</li> <li>• Students join external competitions about Basic Law about national security to enhance their understanding of the country's development and national identity.</li> <li>• Collaboration with other departments has been strengthened in the provision of moral, civic and national education.</li> <li>• Students and the school receive awards for active participation in Po Leung Kuk Flag Day.</li> </ul>	<p>Moral, Civic and National Education</p> <ul style="list-style-type: none"> <li>• Students will be encouraged further to join more external competitions to enhance their sense of national identity.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<p>PTA</p> <ul style="list-style-type: none"> <li>• The Form One Orientation Day is held in late August every year to help new students to get used to the new school environment. The students and parents are informed of school policies, regulations, activities, etc. After the talks, there is a guided tour around the school organized for both students and parents.</li> <li>• According to their feedback, nearly 100% of the students and parents were satisfied with the speakers since they are proficient and have given them the information they need. Besides, they were very interested in the school tour as it can really help them to know more about the new school environment.</li> <li>• Another talk for F.1 parents is held in mid-September to let them know more about their children's life at school and what they can do to help their children adapt to the new school environment.</li> <li>• In November, after the first test, F.1 class teachers meet with parents to discuss their children's performance and share ways to help students improve.</li> </ul>	<p>PTA</p> <ul style="list-style-type: none"> <li>• The parents were very eager to ask questions, so more time should be left for the Q &amp; A session.</li> </ul>
	<p>Co-curricular activities</p> <ul style="list-style-type: none"> <li>• Our co-curricular activities (CCA) are mainly organized by students to provide opportunities for the students to train their leadership. Most senior form students are energetic and enthusiastic about running CCA. Professional coaches are hired in some CCA groups (e.g. band, dance, football) to provide students with professional training.</li> <li>• Inter-class sports competitions are launched in order to boost the spirit of the classes.</li> <li>• A leadership training camp and workshops for committee members of clubs and societies were held to enhance students' self-discipline, obedience, co-operation and communication skills.</li> </ul>	<p>Co-curricular activities</p> <ul style="list-style-type: none"> <li>• More voluntary services will be introduced in order to give more chances for our students to serve the others.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<p>Alumni Association</p> <ul style="list-style-type: none"> <li>• The alumni are very willing to offer support to our students in various aspects.</li> <li>• The alumni generously offer scholarships to our students. Scholarship criteria involve both academic results and financial needs.</li> <li>• The alumni are very willing to share their valuable advice and experience with senior form students concerning elective subjects, JUPAS choices, university life and job prospects in different fields.</li> <li>• Two-week summer tutorial classes instructed by our former students are arranged for F.1-F.3 low-achievers.</li> </ul>	<p>Alumni Association</p> <ul style="list-style-type: none"> <li>• The Alumni Association will keep in touch with the alumni by using more social media platforms, hoping to provide more resources to our students.</li> </ul>
6. Partnership	<p>PTA</p> <ul style="list-style-type: none"> <li>• The parents, in general, maintain a good relationship with the school. Over 89.2% of them were pleased to let their children study in this school as reflected in the stakeholders' survey.</li> <li>• The PTA committee members are very helpful and they help much in organizing different activities. Besides, they do a great job in bridging the gap between the school and the parents as they always help the parents to raise questions concerning school policies and different issues in the committee meetings and thus help to clear misunderstandings.</li> <li>• Talks and workshops on various topics are arranged for parents to help them understand more about their children and communicate with them more skillfully.</li> <li>• Moreover, we are trying to organize more interest groups which take less time and are held on Fridays after school. In those courses, parents and students can work together and learn some skills and it also provides an opportunity to cultivate a better parent-child relationship.</li> </ul>	<p>PTA</p> <ul style="list-style-type: none"> <li>• The PTA regularly organizes activities including talks, workshops, handicraft classes, cookery courses, etc. for parents and students. However, some families may not be able to take part due to limited availability of places.</li> <li>• As long as resources allow, more places will be offered in the future to engage more parents in PTA activities.</li> <li>• Since most of them are working parents, the talks and workshops are held on Saturday mornings, hoping that they can attend those activities.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<p>Alumni Association</p> <ul style="list-style-type: none"> <li>• The Alumni Association organizes various activities to maintain a good and harmonious relationship between the school and the alumni. These activities include annual general meetings, ball game competitions, BBQ, etc.</li> <li>• The alumni have a strong sense of belonging to the school. They show continuous support to the school development. Over hundreds of alumni voted in the Alumni Manager election (2020-2021). They also participate actively in school activities such as being the guest of honour of the Athletics Meet, performing in the Christmas Variety Show and providing tuition for our students.</li> <li>• Mr. Chung Chi Lok is the Alumni Manager of the IMC of our school (2021-2023).</li> </ul>	<p>Alumni Association</p> <ul style="list-style-type: none"> <li>• The Alumni Association will organize more new activities to encourage active participation from the alumni and continue to cultivate a stronger bond between the school and the alumni.</li> </ul>
7. Attitude and Behaviour	<p>Discipline</p> <ul style="list-style-type: none"> <li>• Most of the students are self-disciplined and receptive to advice and guidance.</li> <li>• Most of the students like their school and get along well with their classmates.</li> <li>• Teachers and students have good relationships.</li> </ul>	<p>Discipline</p> <ul style="list-style-type: none"> <li>• More positive messages can be conveyed to students through school assemblies and alumni can be invited to give speeches to students.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement																														
8. Participation and Achievement	<p>Participation in Inter-school Events: Students actively participated in Inter-school competitions during 2018-2021.</p> <ul style="list-style-type: none"> <li>• In the academic year 2018-2019 the head count for F.1 to F.3 was 534 and that for F.4 to F.6 was 273.</li> <li>• In the academic year 2019-2020 the head count for F.1 to F.3 was 265 and that for F.4 to F.6 was 241.</li> <li>• In the academic year 2020-2021 (up to May) the head count for F.1 to F.3 was 236 and that for F.4 to F.6 was 53.</li> </ul> <p>Achievement Prizes (including championship, 1<sup>st</sup> and 2<sup>nd</sup> runners-up):</p> <ul style="list-style-type: none"> <li>• Sports competitions <table data-bbox="554 695 953 797"> <tr><td>2018-2019</td><td>66</td></tr> <tr><td>2019-2020</td><td>17</td></tr> <tr><td>2020-2021 (up to May)</td><td>0</td></tr> </table> </li> <li>• Writing competitions <table data-bbox="554 834 953 937"> <tr><td>2018-2019</td><td>5</td></tr> <tr><td>2019-2020</td><td>10</td></tr> <tr><td>2020-2021 (up to May)</td><td>6</td></tr> </table> </li> <li>• Mathematics competitions <table data-bbox="554 974 953 1076"> <tr><td>2018-2019</td><td>198</td></tr> <tr><td>2019-2020</td><td>76</td></tr> <tr><td>2020-2021 (up to May)</td><td>79</td></tr> </table> </li> <li>• Verse Speaking competitions <table data-bbox="554 1114 953 1216"> <tr><td>2018-2019</td><td>14</td></tr> <tr><td>2019-2020</td><td>12</td></tr> <tr><td>2020-2021 (up to May)</td><td>5</td></tr> </table> </li> <li>• Slogan competitions <table data-bbox="554 1253 953 1356"> <tr><td>2018-2019</td><td>0</td></tr> <tr><td>2019-2020</td><td>0</td></tr> <tr><td>2020-2021 (up to May)</td><td>0</td></tr> </table> </li> </ul>	2018-2019	66	2019-2020	17	2020-2021 (up to May)	0	2018-2019	5	2019-2020	10	2020-2021 (up to May)	6	2018-2019	198	2019-2020	76	2020-2021 (up to May)	79	2018-2019	14	2019-2020	12	2020-2021 (up to May)	5	2018-2019	0	2019-2020	0	2020-2021 (up to May)	0	
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PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> <li>• Music competitions               <ul style="list-style-type: none"> <li>2018-2019 7</li> <li>2019-2020 4</li> <li>2020-2021 (up to May) 3</li> </ul> </li> <li>• Art competitions               <ul style="list-style-type: none"> <li>2018-2019 25</li> <li>2019-2020 20</li> <li>2020-2021 (up to May) 5</li> </ul> </li> <li>• Science competitions               <ul style="list-style-type: none"> <li>2018-2019 44</li> <li>2019-2020 3</li> <li>2020-2021 (up to May) 3</li> </ul> </li> <li>• Project competitions               <ul style="list-style-type: none"> <li>2018-2019 3</li> <li>2019-2020 2</li> <li>2020-2021 (up to May) 1</li> </ul> </li> <li>• Other competitions               <ul style="list-style-type: none"> <li>2018-2019 13</li> <li>2019-2020 13</li> <li>2020-2021 (up to May) 4</li> </ul> </li> </ul>	

## SWOT Analysis

### Our Strengths

- Our staff have a shared vision and mission.
- Students can understand teaching instructions in English.
- Students are well-behaved and susceptible to advice.
- The majority of students are hard-working.
- Senior students strive for good DSE Exam results in order to enter universities.
- Students are active in taking up important posts.
- Teachers are capable and responsible.
- Teachers adopt a great variety of teaching strategies to maximize learning.
- All regular English and Putonghua teachers have met the LPR.
- Teacher-student relationships are good.
- Our parents support our school.

### Our Weaknesses

- Most students come from less well-off families.
- Many students have limited exposure to English and insufficient English support outside of school.
- Some students lack IT support at home. This is reflected especially during the COVID-19 pandemic when most lessons were conducted online.
- Some students lack the initiative to learn.
- Self-esteem of students in weaker classes is lower, leading to poorer learning attitude.

### Our Opportunities

- Our school has gained recognition from parents and students in the district.
- There is a good team spirit and a harmonious relationship among the staff members.
- There is a close tie among the school, the PTA, and the Alumni Association.
- The school maintains the operation of five Form One classes.
- Class size gets smaller.
- Most students have got used to communicating with English teachers in English outside the classroom.
- Our staff are eager to use different teaching techniques.
- The MMLC is equipped with iMac.

### Our Threats

- The number of students in Hong Kong is dropping.
- There is keen competition from traditional DSS and international schools.
- There is a widening diversity of students' learning abilities.
- Students increasingly vary in terms of characteristics and strengths.
- Most students have poor time management because of preoccupation with IT and smartphones.
- More SEN students of various categories are admitted.

**Major Concerns for a period of 3 school years**

## 1. Nurture competent learners in a caring environment

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
Nurture competent learners in a caring environment	<ul style="list-style-type: none"> <li>• Boost students' self-esteem and motivation to learn</li> <li>• Provide a caring and supportive environment in different learning stages</li> <li>• Cater for the needs of students of different abilities</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Give students more recognition</li> <li>• Help them make informed choices</li> <li>• Provide various programmes for students based on their needs</li> <li>• Design teaching materials and assignments that suit students of different abilities</li> <li>• Give opportunities for them to engage in learning activities and extra-curricular activities that suit their levels.</li> </ul>

## 2. Enhance bonding with different stakeholders

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
Enhance bonding with different stakeholders	<ul style="list-style-type: none"> <li>• Strengthen communication with different stakeholders</li> <li>• Invite different stakeholders to participate in school activities</li> <li>• Keep different stakeholders informed of happenings in the school</li> <li>• Solicit support from different stakeholders in school affairs</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Hold meetings with them</li> <li>• Keep close contact with them</li> <li>• Invite them to serve as judges or performers in school events</li> <li>• Publish newsletters</li> <li>• Keep school web page updated</li> <li>• Recruit them as instructors, tutors, etc.</li> </ul>