

**Po Leung Kuk
Vicwood K.T. Chong
Sixth Form College**

School Development Plan

2015/16 – 2017/18

Mission of Po Leung Kuk Education Services

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 Vicwood K.T. Chong Sixth Form College

The College was founded in 1991 in response to the increased need for sixth form places in Hong Kong. It has since thrived, providing a comprehensive curriculum for matriculation level students. The College has been working hard to keep pace with changes in society and to enhance its effectiveness in teaching and learning. In this school year, the College is transforming from a sixth form college to a senior secondary college. With its new role to play, the College will continue to fulfill its mission in being an eminent institute for nurturing and preparing students for tertiary education.

School Vision & Mission

Po Leung Kuk aims at a quality education for all, advocates an all-round education embracing the academic, moral, physical, social and aesthetic aspects 「德、智、體、群、美」, and takes pride in nurturing flourishing and faithful boys and girls for the community.

School Motto

“Love, respect, diligence, integrity” 「愛、敬、勤、誠」

We aim to foster students’ all-round development. Hence besides instilling students with book knowledge, training them skills for work and helping them develop a healthy physique, we also aim to inculcate students with the correct social behaviour and moral values through school programs and day-to-day school-life.

School Goals

Po Leung Kuk Vicwood K.T. Chong Sixth Form College aspires to be a leading aided senior secondary college in Hong Kong, providing quality senior form education. It seeks to actualize its vision by:

- providing a strong academic focus, enabling students to pursue further studies in tertiary and post-secondary institutions,
- encouraging the development and practice of self-respect and self-discipline in a free but responsible and democratic school environment through a series of student-oriented practices,
- providing a learning environment that will foster students’ seriousness towards studies, independence, critical thinking, power of analysis and effective communication in both languages.

1) School's overall performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • Clear vision and missions with good planning • Well-defined division of work 	<ul style="list-style-type: none"> • More consultation and better communication with staff • Increase transparency of the policy-making process • Lengthen adaptation/transition periods upon implementation of new policies of significance • Promote staff morale
2. Professional Leadership	<ul style="list-style-type: none"> • Industrious and devoted middle management capable of anticipating problems • Experienced and supportive teaching staff, many of whom are subject experts • Active participation in continuous professional development activities by staff to keep abreast of the latest developments in various domains of education 	<ul style="list-style-type: none"> • Foster better team spirit and collaboration among staff • More participatory leadership / decentralization of power
3. Curriculum and Assessment	<ul style="list-style-type: none"> • An effectively broad curriculum with flexible subject combinations to cater for students' needs • Adequate summative and formative assessments • Good use of assessment data and grade projection to improve teaching and learning 	<ul style="list-style-type: none"> • Further tailoring in school-based curriculum to cater for learners' diversity • More collaboration with the Junior College in curriculum articulation and alignment
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Additional manpower recruited and resources deployed to assist teachers • High standards of teaching as perceived by students • Tailor-made learning materials by teachers 	<ul style="list-style-type: none"> • Increase variety of L&T strategies and activities in class • More efforts on catering for learners' diversities • More supervision to ensure the effectiveness of instructors hired from outside
5. Student Support	<ul style="list-style-type: none"> • Good relationships with students • Students showing a strong sense of belonging 	<ul style="list-style-type: none"> • Foster a positive school climate to enhance students' self-esteem
6. Partnership	<ul style="list-style-type: none"> • Strong links with external organizations • Active participation in various partnership programmes 	<ul style="list-style-type: none"> • Better mobilize alumni in our support network
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Students more willing to learn • Students more compliant with school rules 	<ul style="list-style-type: none"> • Reinforce students' positive thinking and goal setting

		<ul style="list-style-type: none"> • More cooperation with external organizations to widen students' horizons
8. Participation and Achievement	<ul style="list-style-type: none"> • Active participation in both academic and non-academic activities, including school and community services • Students' good performance or progress in their studies is well recognized and rewarded through commendation 	<ul style="list-style-type: none"> • Encourage more students to take up leadership posts • More encouragement and positive reinforcement to students in their <i>everyday</i> learning and in their personal growth

2) SWOT ANALYSIS

Our Strengths	<ul style="list-style-type: none"> • Professional, academically-strong and experienced teachers • Harmonious teacher-student relationship • A strong team of middle managers
Our Weaknesses	<ul style="list-style-type: none"> • Less mature and motivated students with diverse abilities • Insufficient family support for some students • Difficulty for some teachers to adapt to a rapidly changing environment • Better internal communication desired
Our Opportunities	<ul style="list-style-type: none"> • Increasing affluence of neighbourhood • More students with different backgrounds recruited • Innovative changes brought about by further collaboration with JSC
Our Threats	<ul style="list-style-type: none"> • Decreasing number of territory-wide student intake • Job insecurity for contract teaching staff affecting morale • Maintenance of school premises and teaching equipment

3) Major Concerns 2015-2018

Major Concerns	Intended Outcomes / Targets	Time Scale(Please insert ✓)			A General Outline of Strategies
		15/16	15/16	15/16	
1. To enhance students' academic performance	1.1 School-based curriculum which caters for learners' diverse needs, interests and abilities is further developed	✓	✓		<ul style="list-style-type: none"> - Continue fine-tuning school-based curriculum - Devise different schemes in subjects with diverse abilities - Enhance teaching effectiveness - Reinforce elite programmes such as Star Programme - Fine-tune FALSI programme - Strengthen core subjects, especially Chinese Language and English Language during free lessons - Revisit the concept of assessment for learning for better application - Evaluate quality and quantity and variety of assignments - Adjust commendation methods - Strengthen activities to boost students' confidence - Devise measures to cultivate a self-learning habit (2016-18) - Enrich talks on elective choices for S3 students - Arrange peer sharing sessions for S4, S5 students to share with S3 students on the elective subjects they are studying
	1.2 Substantial improvement in DSE results is achieved	✓	✓	✓	
	1.3 Assessment for learning is reinforced	✓	✓	✓	
	1.4 Students are empowered to become highly motivated to learn	(✓)	✓	✓	
2. To achieve better interface between KTC and JSC	2.1 Students in JSC are well informed about subjects opened in KTC and can make wise decisions	✓	✓	✓	

3. To strengthen students' supporting network in order to develop positive thinking	2.2	Reinforcement of joint-school development in curriculum	✓	✓	✓	<ul style="list-style-type: none"> - Intensify joint-school department or panel meetings to evaluate junior and senior secondary curricula - Coordinate various academic interflow activities - Initiate teacher exchange programme
	2.3	Better collaboration between KTC and JSC on equitable and harmonious terms	✓	✓	✓	<ul style="list-style-type: none"> - Arrange joint-school staff development days - Regular joint-school committee meetings on different levels
	2.4	Collaboration on gifted education	✓	✓	✓	<ul style="list-style-type: none"> - Exchange ideas and plans for gifted education programmes - Identify potential students for gifted programmes of various talents - Organise exchange sessions for KTC gifted students to share their experience with JSC students
	3.1	A healthy campus is maintained	✓	✓	✓	<ul style="list-style-type: none"> - Join the Healthy School Programme (DT) - Run a flexible life education programme
	3.2	Clear goals about potential exit pathways are set by students	✓	✓	✓	<ul style="list-style-type: none"> - Introduce different exit pathways for academically strong and less academically orientated students
	3.3	Active leadership roles are embraced by students	✓	✓	✓	<ul style="list-style-type: none"> - Organise more leadership training camps and activities - Provide more chances for students to lead and serve
	3.4	An inclusive school environment is nurtured	(✓)	✓	✓	<ul style="list-style-type: none"> - Strengthen measures to support students with special education needs - Explore the admission of NCS students and its implications (2016-18)

Three-year plan – measures to broaden students’ choices of elective subjects and provision of gifted education programmes for 2015/16 to 2017/18 cohort of senior secondary students

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The following programmes are adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded programme	Strategies & benefits anticipated (eg in what way students’ diverse learning needs are catered for)	Name of programme/ course and provider	Duration of the programme/ course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning/ success indicators	Teacher-in-Charge
					14/15	15/16	16/17		
Applied Learning	<ul style="list-style-type: none"> - To offer a range of applied learning courses for students with different learning needs and interests - Students acquire diversified learning experiences and develop career aspirations 	Courses in the following areas of studies <ul style="list-style-type: none"> - Creative Studies - Media & Communication - Business, Management & Law - Services - Applied Science 	180 hours in 2 years	S5 & S6 students of this cohort of students	-	50	50	<ul style="list-style-type: none"> - Students successfully completing applied learning courses as shown in the record of student learning - Students attaining the attendance rate required - DSE results of students 	Assistant Head of Careers Committee (TCY)

		- Engineering & Production							
Other Programmes	(Gifted Education Programme) - To allow more able students to explore their academic and other interests in tertiary institutions by subsidizing their course fees	Off-site support programme (run by tertiary institutions or other academic organisations)	As indicated in individual programmes	S4-S6 elite students of this cohort of students	30	30	30	- Survey/ evaluation report on students	Head of Learning Support Committee (NTW)
	(Gifted Education Programme) - To enhance higher order thinking skills of more able students	Pull-out programme (in-house) - English language course - Chinese language course - Mathematics course - Liberal Studies - up to 5 elective subjects	22 hourly course conducted weekly	S4-S6 elite students of this cohort of students	180	180	180	- Attendance rate - Survey/ evaluation report on students	Head of Learning Support Committee (NTW)