

## Po Leung Kuk Ho Yuk Ching (1984) College

### School Development Plan (23/24-25/26)

Major Concern 1 : To nurture students to be self-directed and effective learners

| Target  | Strategy  | Time Scale |       |       | Seven Learning Goals   |
|---|---|------------|-------|-------|--|
|   |   | 23-24      | 24-25 | 25-26 |  |
| 1.1 To equip students with learning and e-learning skills and attitudes as self-directed and effective learners | 1.1.1 Organize form-based programs to equip students with learning and e-learning skills and attitudes.                   | ✓          | ✓     | ✓     | <ul style="list-style-type: none"> <li>● Breadth of Knowledge</li> <li>● Language Proficiency</li> <li>● Generic Skills</li> <li>● Information Literacy</li> </ul> |
|   | 1.1.2 Enforce subject-based strategic plans to establish students with good learning and e-learning skills and attitudes. | ✓          | ✓     | ✓     |  |
| 1.2 To cultivate an English-rich environment  | 1.2.1 Revise the effectiveness of using English as the MOI in classroom learning.   | ✓          |       |       |  |
|   | 1.2.2 Buildup an English-rich Environment.  | ✓          | ✓     | ✓     |  |
|   | 1.2.3 Renovate the English Corner.  | ✓          | ✓     |       |  |

| Target                            | Strategy  | Time Scale |       |       | Seven Learning Goals |
|-----------------------------------|---|------------|-------|-------|----------------------|
|                                   |   | 23-24      | 24-25 | 25-26 |                      |
| 1.3 To promote "Reading to Learn" | 1.3.1 Promote Reading across curriculum among languages & other subjects.   | ✓          | ✓     | ✓     |                      |
|                                   | 1.3.2 Organize regular thematic reading activities.   | ✓          | ✓     | ✓     |                      |
|                                   | 1.3.3 Enhance the effectiveness of Morning Reading Sessions.  | ✓          | ✓     | ✓     |                      |
|                                   | 1.3.4 Renovate the School Library.  | ✓          | ✓     |       |                      |
| 1.4 To promote STEAM education    | 1.4.1 Strengthen the collaboration across curriculum among Science, Technology, Mathematics, Visual Arts and Computer Literacy. | ✓          |       |       |                      |
|                                   | 1.4.2 Set up a Talent Pool to encourage elite students to participate in STEAM-related programs.                                | ✓          | ✓     | ✓     |                      |
|                                   | 1.4.3 Introduce new STEAM-related programs every year.  | ✓          | ✓     | ✓     |                      |

Major Concern 2: To foster students' well-being and flourishing life

| Target  | Strategy  | Time Scale |       |       | Seven Learning Goals   |
|---|---|------------|-------|-------|--|
|   |   | 23-24      | 24-25 | 25-26 |  |
| 2.1 Help students develop core positive values. Core positive values are recognized for students to develop a positive & purposeful life. | 2.1.1 Values Curriculum Mapping is conducted to develop student's core positive values.   | ✓          | ✓     |       | <ul style="list-style-type: none"> <li>● National and Global Identity</li> <li>● Healthy Lifestyle</li> <li>● Generic Skills</li> <li>● Life Planning</li> </ul> |
|   | 2.1.2 Subject departments (Chinese Language, Chinese History, History, Physical Education & Moral Education) adopt learning and teaching activities to infiltrate the core positive values. | ✓          | ✓     | ✓     |  |
|   | 2.1.3 Functional departments organize activities to develop student's positive values.  | ✓          | ✓     | ✓     |  |
| 2.2 Reinforce student's National Identity   | 2.2.1 Subject departments adopt learning and teaching activities to infiltrate Chinese Culture and National Identity.   | ✓          | ✓     | ✓     |  |
|   | 2.2.2 Organize school-based & form-based programs to cultivate Chinese Culture and National Identity.   | ✓          | ✓     | ✓     |  |
| 2.3 Tap and develop students' potentials  | 2.3.1 Set up a Talent Pool (academic, performing arts, sports, service, leadership).  | ✓          |       |       |  |
|   | 2.3.2 Organize and arrange programs to develop student's potentials.  | ✓          | ✓     | ✓     |  |

| Target  | Strategy  | Time Scale |       |       | Seven Learning Goals |
|---|---|------------|-------|-------|----------------------|
|   |   | 23-24      | 24-25 | 25-26 |                      |
| 2.4 Buildup rapport and connectedness of students | 2.4.1 Develop a positive and supportive school through an increasing cohesiveness among different stakeholders. | ✓          | ✓     | ✓     |                      |
|   | 2.4.2 Celebrate 30 <sup>th</sup> School Anniversary with different stakeholders.                                | ✓          | ✓     |       |                      |

## 保良局甲子何玉清中學

### 學校發展(三年)計劃 (23/24-25/26)

關注事項 1：培養自主及有效的學習者

| 預期成果／目標                                    | 策略                                      | 時間表   |       |       | 七個學習宗旨  |
|--|---|-------|-------|-------|---|
|  |   | 23-24 | 24-25 | 25-26 |   |
| 1.1 強化學生學習知識和運用電子學習的技能和態度，裝備學生成為自主和具效能的學習者 | 1.1.1 舉辦級本學習活動，強化學生運用不同的學習技巧和電子學習技能和態度。 | ✓     | ✓     | ✓     | <ul style="list-style-type: none"> <li>● 寬廣的知識基礎</li> <li>● 語文能力</li> <li>● 共通能力</li> <li>● 資訊素養</li> </ul> |
|  | 1.1.2 各科組運用多元化策略以培養學生良好的學習和電子學習的技能和態度。  | ✓     | ✓     | ✓     |   |
| 1.2 營造良好的英語學習環境                            | 1.2.1 檢視使用英語為教學語言政策的成效。                 | ✓     |       |       |   |
|  | 1.2.2 營造豐富的英語學習環境。                      | ✓     | ✓     | ✓     |   |
|  | 1.2.3 翻新「英語角」，優化英語環境。                   | ✓     | ✓     |       |   |
| 1.3 推廣「從閱讀中學習」，凝聚校園閱讀氛圍                    | 1.3.1 推動跨科協作，重視語文與各科學習的結合。              | ✓     | ✓     | ✓     |   |
|  | 1.3.2 定期舉辦專題閱讀活動。                       | ✓     | ✓     | ✓     |   |
|  | 1.3.3 優化早上閱讀課。                          | ✓     | ✓     | ✓     |   |
|  | 1.3.4 翻新學校圖書館，優化閱讀環境                    | ✓     | ✓     |       |   |

| 預期成果／目標         | 策略                                 | 時間表   |       |       | 七個學習宗旨 |
|-----------------|------------------------------------|-------|-------|-------|--------|
|                 |                                    | 23-24 | 24-25 | 25-26 |        |
| 1.4 推動 STEAM 教育 | 1.4.1 加強科學、科技、數學、視覺藝術和電腦科之間的跨課程協作。 | ✓     |       |       |        |
|                 | 1.4.2 建立「人才庫」，鼓勵學生參與 STEAM 相關項目。   | ✓     | ✓     | ✓     |        |
|                 | 1.4.3 每年推行新的 STEAM 相關活動。           | ✓     | ✓     | ✓     |        |

關注事項二：促進幸福和豐盛人生

| 預期成果／目標                         | 策略   | 時間表   |       |       | 七個學習宗旨   |
|---------------------------------|--|-------|-------|-------|--|
|                                 |  | 23-24 | 24-25 | 25-26 |  |
| 2.1 培養學生持守正面價值觀，協助建立正向態度，確立人生目標 | 2.1.1 建立校本價值教育框架，建構學生正面價值觀。                        | ✓     | ✓     |       | <ul style="list-style-type: none"> <li>● 國民和全球公民身份認同</li> <li>● 健康的生活方式</li> <li>● 共通能力</li> <li>● 生涯規劃</li> </ul> |
|                                 | 2.1.2 在正規課程中（中國語文、中國歷史、歷史、體育及德育課），推動品德情意發展。        | ✓     | ✓     | ✓     |  |
|                                 | 2.1.3 各組透過舉辦不同形式的正向活動，培養學生的正面價值觀。                  | ✓     | ✓     | ✓     |  |
| 2.2 深化國安教育，持續培養學生國民身份認同         | 2.2.1 深化中國文化，在科組教學活動中滲入中國文化元素，加強學生國民身份認同。          | ✓     | ✓     | ✓     |  |
|                                 | 2.2.2 舉辦校本和級本的多元化學生活動，以提昇學生對中國文化的認知，培養學生對國民身份的認同感。 | ✓     | ✓     | ✓     |  |
| 2.3 發掘學生的多元潛能                   | 2.3.1 建立學校「人才庫」（學術、表演藝術、體育、服務、領導力），發掘學生潛能，加以培訓。    | ✓     |       |       |  |
|                                 | 2.3.2 學校積極創建多元化的平台，藉以配合「全人發展」，啟發多元潛能，發揮個人特質。       | ✓     | ✓     | ✓     |  |
| 2.4 提升學生對學校的連繫感                 | 2.4.1 增強不同持份者的凝聚力，締造正面、和諧、融洽的校園氛圍。                 | ✓     | ✓     | ✓     |  |
|                                 | 2.4.2 與不同的學校持份者共慶 30 週年校慶。                         | ✓     | ✓     |       |  |