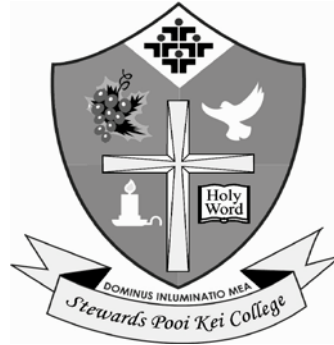


Stewards Pooi Kei College

Annual School Plan



2013/2014

Major Concerns

1. **To enhance learning motivation through student-centred learning and teaching.**
2. **To cater for learner diversity through diversified strategies.**
3. **To enhance character building by promoting and strengthening school themes for various levels.**
(S1: Self-management & Confidence; S2: Diligence & Harmony; S3: Initiatives & Competence; S4: Serving Heart & Responsibility; S5: Vision & Perseverance; S6: Integrity & Excellence)

Implementation Plan for Major Areas of Concern

1. Major Concern: To enhance learning motivation through students-centred learning and teaching.

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 1	<ul style="list-style-type: none"> To enhance students' learning independence through cooperative learning strategies To enhance student-centred learning through peer assessment 	<ul style="list-style-type: none"> Students show great interest and positive feedback in peer assessment Most students are engaged and interact in various learning tasks in lessons There is an increase in the percentage of agreement in the SHS for students, teachers and parents 	<ul style="list-style-type: none"> Teachers' observation Teacher and student Questionnaires SHS results 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and members 	<ul style="list-style-type: none"> Relevant tailor-made learning and teaching materials Peer Assessment Record Forms

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 1	<ul style="list-style-type: none"> ● To develop subject-based self- learning package 	<ul style="list-style-type: none"> ● Most students are able to engage in self-directed learning tasks such as a wide range of reading materials, self-learning essays and data-based exercises ● There is an increase in the percentage of agreement in the SHS 	<ul style="list-style-type: none"> ● Feedbacks from teachers and students ● SHS results 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Panel Heads and KLA Heads 	<ul style="list-style-type: none"> ● Subject- based learning and teaching materials
MC 1	<ul style="list-style-type: none"> ● To encourage students to do pre-lesson preparation 	<ul style="list-style-type: none"> ● More than 70% of students are able to finish pre-lesson preparation according to teachers' instructions 	<ul style="list-style-type: none"> ● Teachers' observation ● Students' feedbacks in lesson ● SHS results 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Subject teachers 	<ul style="list-style-type: none"> ● Relevant references and learning materials

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 1	<ul style="list-style-type: none"> ● To reinforce and further enhance students' language learning through the continued implementation of Chinese and English Reading Schemes 	<ul style="list-style-type: none"> ● Over 80% of students complete the Chinese and English Reading Scheme ● Over 70% of students participate in the English Book Appreciation Scheme 	<ul style="list-style-type: none"> ● Scrutiny of documents ● Teachers' observation ● Number of participants (e-class records) ● SHS results ● Reading records of subject departments ● Quality of students' book reports ● Evaluation of Annual Year Plan of subject departments 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● All Chinese and English teachers 	<ul style="list-style-type: none"> ● Reading Periods ● Learning Centre ● Selected readers from both Chinese and English Departments

2. Major Concern: **To cater for learner diversity through diversified strategies.**

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 2	<ul style="list-style-type: none"> ● To adopt diverse teaching pedagogies in classrooms 	<ul style="list-style-type: none"> ● Diversified strategies like questioning techniques, talks, class discussions, presentations of current news issues, group work, pair work and debates are arranged ● Students show greater interest and motivation in learning in the APASO results and in the Students' surveys 	<ul style="list-style-type: none"> ● Questionnaires ● Students' participation and performance ● APASO and SHS results ● Evaluation of Annual Year Plan of subject departments ● Teachers' observation ● Lesson observation ● Students' survey 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● All Panel Heads 	<ul style="list-style-type: none"> ● APASO and SHS

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 2	<ul style="list-style-type: none"> ● To organize subject- based strengthening and remedial programmes 	<ul style="list-style-type: none"> ● Over 50% students are able to show improvement in internal tests and exams 	<ul style="list-style-type: none"> ● Teachers' observations ● Attendance record ● Students' academic performance ● Lesson observations 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● Panel Heads 	<ul style="list-style-type: none"> ● Relevant references and learning materials
MC 2	<ul style="list-style-type: none"> ● To promote students' high order thinking and to enhance their critical thinking skills 	<ul style="list-style-type: none"> ● Most students make logical presentations in class and assignments 	<ul style="list-style-type: none"> ● Students' class presentation ● Quality of student assignments ● APASO and SHS results ● Evaluation of Annual Year Plan of subject departments ● Teachers' observation ● Lesson observation ● Markers' Reports 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● Panel Heads 	<ul style="list-style-type: none"> ● APASO and SHS ● Markers' Reports

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 2	<ul style="list-style-type: none"> To set and adjust the level of difficulty of Uniform Tests and Exam paper 	<ul style="list-style-type: none"> Students' abilities and needs are catered by adjusting the depth of difficulty in exam and assignments Challenging questions from the "Bonus" Sections are set for more able students 	<ul style="list-style-type: none"> Students' performance in assignments and exams Evaluation of Annual Year Plan of subject departments Teachers' observation Book Inspection Reports Markers' Reports 	<ul style="list-style-type: none"> Whole Year 	<ul style="list-style-type: none"> Panel Heads 	<ul style="list-style-type: none"> Markers' Reports
MC 2	<ul style="list-style-type: none"> To promote and explore e- learning in designing teaching and learning materials 	<ul style="list-style-type: none"> More than 50% teachers are able to use software or other applications and integrate into curriculum 	<ul style="list-style-type: none"> Feedbacks from teachers and students Evaluation of Annual Year Plan of subject departments Students' surveys 	<ul style="list-style-type: none"> Whole Year 	<ul style="list-style-type: none"> Panel Heads I.T. Team 	<ul style="list-style-type: none"> i-Pads e-class system

3. Major Concern: To enhance character building by promoting and strengthening school themes for various levels.

S1: Self-management & Confidence; S2: Diligence & Harmony; S3: Initiatives & Competence;

S4: Serving Heart & Responsibility; S5: Vision & Perseverance; S6: Integrity & Excellence

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 3	<ul style="list-style-type: none"> To strengthen school themes by promoting the “One Student, One Team/Club Policy” 	<ul style="list-style-type: none"> Students show great interest and active participation in the competitions Students’ awareness of self-management, confidence, diligence, harmony initiatives, competence, serving heart, responsibility, vision, perseverance, integrity and excellence are enhanced All S.1 to S.5 students must at least join 1 CCA teams or clubs while S.1 students are more encouraged to join at least 2 clubs 	<ul style="list-style-type: none"> Feedback from teachers and students Statistics of students’ participation Evaluation of Annual Year Plan of subject departments/ teams 	<ul style="list-style-type: none"> Whole Year 	<ul style="list-style-type: none"> Panel Heads and Team Heads CCA Team Head 	<ul style="list-style-type: none"> Weekly assemblies

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 3	<ul style="list-style-type: none"> ● To strengthen school themes by developing the skills of public speaking and encouraging students to join external competitions 	<ul style="list-style-type: none"> ● Percentage of students participating in inter-school competitions is increased by 20% ● Students show great interest and active participation in the HK Schools Speech Festival, inter-school debate competitions, and Morning assemblies sharing 	<ul style="list-style-type: none"> ● Feedback from teachers, students and external adjudicators ● Statistics of students' participation ● Evaluation of Annual Year Plan of subject departments and teams ● KPM report 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● Panel Heads and Team Heads 	<ul style="list-style-type: none"> ● CCA Periods ● Weekly assemblies ● Morning assemblies

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 3	<ul style="list-style-type: none"> Through sports and adventure based counseling program (i-bond, Alpha Element program, and summer program) to enhance students' resilience, endurance, sense of belonging, self-management and confidence as well as to promote the virtues of "Serving Heart and Responsibility" 	<ul style="list-style-type: none"> Students are able to attend meeting punctually Both junior and senior form students are able to complete their tasks and perform duties satisfactorily 	<ul style="list-style-type: none"> Attendance records Teachers' observation Parents' feedback Debriefing after each session of activity 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Counselling Teachers 	<ul style="list-style-type: none"> Program fees subsidy

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 3	<ul style="list-style-type: none"> To promote good virtues and cultivate and modest attitude in class and in school level 	<ul style="list-style-type: none"> A 2- minute speech is given every Monday assembly to explain school rules and other related moral values Teachers are assigned to share the messages of good virtues in morning assembly (Tuesday and Thursday) 	<ul style="list-style-type: none"> Observation and feedback from teachers and students Evaluation of Annual Year Plan of subject departments and teams 	<ul style="list-style-type: none"> Whole Year 	<ul style="list-style-type: none"> CB Team Head DC Teachers 	<ul style="list-style-type: none"> Weekly assemblies Morning assemblies
MC 3	<ul style="list-style-type: none"> To enrich character building through various subjects and LEWOWA programmes 	<ul style="list-style-type: none"> Subjects develop the character building learning activities through curriculum and LEWOWA 	<ul style="list-style-type: none"> Evaluation of Annual Year Plan of subject departments 	<ul style="list-style-type: none"> Whole Year 	<ul style="list-style-type: none"> Subject Panel Heads 	--

Stewards Pooi Kei College

Plan on Use of Capacity Enhancement Grant in 2013/2014 School Year

Task Area	Major Areas of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indications	Assessment Mechanism	Person in Charge
Curriculum Development	To relieve teachers' substantial administrative workload in managing the OLE program	Employment of a full-time teaching assistant to help coordinate the program	Administrative & coordinating works among teachers could be reduced	September 2013 to August 2014	Salary of teaching assistant: \$197,100x1.05 with 5% MFP	Amount of teachers' effort to be released in the launching of the annual project	<ul style="list-style-type: none"> Work report from teaching assistant Feedback from teacher and parents in evaluating the effectiveness of the project 	Mr. S Lui
Curriculum Development	To relieve teachers' workload so that they can concentrate on developing effective pedagogy in Mathematics, English and Chinese	To employ three assistant teachers to: <ul style="list-style-type: none"> handle all administrative work of regarding the three subjects teach Mathematics/ English and Chinese remedial classes develop materials for the three subjects 	<ul style="list-style-type: none"> Relieving teachers' workload in administration Updating, revising, and developing learning materials of the three subjects 	September 2013 to August 2014	Salary of assistant teachers: \$629,460x1.05 with 5% MFP	<ul style="list-style-type: none"> Quality and quantity of teaching materials prepared Administrative efforts to be relieved among Mathematics, English and Chinese teachers 	<ul style="list-style-type: none"> Staff appraisal report Feedback from teachers in evaluating the quality of teaching materials 	Ms. C Yuen
				Total Amount	\$867,888*** *** The school will make use of its school fund to supplement the deficit amount, if any.			

	Income	Expenditure
Capacity Enhancement Grant available for the year 2013/2014	\$524 x 1,018=\$533,432.-	
Total budget for Capacity Enhancement Grant in 2013/2014		\$867,888
The deficit will be covered by the School		-\$334,456

Prepared by: _____



Mr. Yuen, Peter (Principal)

Signature by: _____



Ms. Pang, Chau Sheung Rosa (School Supervisor)

Date: - 1 NOV 2013

Stewards Pooi Kei College
Three-year plan of Diversity Learning Grant

**Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes
for the fifth cohort of senior secondary students (from 2013/14 to 2015/16 school year)**

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

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s) / course(s) and provider(s)	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
Other Programmes	<u>Network Programme:</u> - In view of the small number of students opting for Music, the Network Programme with other Shatin schools can help to cater for students' diverse needs in studying in HKDSE Music.	Shatin DSE Music Network Programme (EMI)	3 years	S4-6 students of this cohort of students	2012-2013: 1 2013-2014: 2 2014-2015: 3	1) The students will complete the HKDSE Music Examination with satisfactory result. 2) More students interested in music and apply for studying in HKDSE Music in 2014-2015 school year.	Mr. Samuel LUI, Miss Siu-nam Yeung (Jointly organized with Shatin network schools of DES network.)

Expenditure Breakdown:

Item	Justification	Cost
Course fee of the HKDSE Music Network Programme (Shatin)	Help the student to pay for the course fee of 2013-2014.	\$2400
Students reference books, CD, CD Rom and DVD	Learning materials for HKDSE Music Exam	\$1000
Teachers reference books, CD, CD Rom and DVD	Teaching materials for HKDSE Music Exam	\$1000
Computer software (music notation / composition)	for student to complete the Paper 3: Creating I (composition project)	\$1200
A professional microphone	for recording student's performance for Paper 2: Performing I - External assessment (practical examination) and Paper 4B: Performing II - External assessment (Practical examination)	\$1400
	Total	\$7000

A proposal prepared by:
Mr. Lui Ho Wing, Samuel
 Head of Music Department

1 November 2013

Appendix

Assessment items of HKDSE Music (2016)

Part	Mode	Duration	Weighting
Compulsory Part			
Paper 1: Listening	Public written examination Part A: Music in the Western classical tradition Part B: Chinese instrumental music, Cantonese operatic music, Local and Western popular music	Part A: about 75 mins Part B: about 75 mins	40%
Paper 2: Performing I	External assessment (practical examination)	About 30 mins	20%
Paper 3: Creating I	External assessment (Portfolio)	N. A.	20%
Elective Part (choosing one paper)			
Paper 4A: Special Project	External assessment (Project report)	N. A.	20%
Paper 4B: Performing II	External assessment (Practical examination) <i>OR</i> other recognised qualifications	About 30 mins	20%
Paper 4C: Creating II	External assessment (Portfolio) <i>OR</i> other recognised qualifications	N. A.	20%