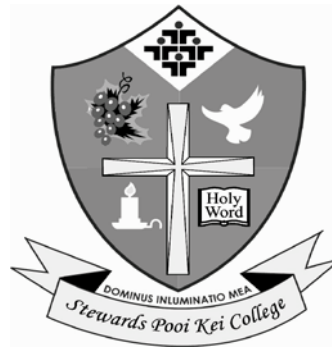


Stewards Pooi Kei College

Annual School Plan



2015/2016

Major Concerns

1. **To enhance learning motivation through self- directed learning**
2. **To cater for learner diversity through diversified strategies**
3. **To enhance character building : self- discipline and responsibility**

Implementation Plan for Major Areas of Concern

1. Major Concern: To enhance learning motivation through self- directed learning

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 1	<ul style="list-style-type: none"> To foster students' good learning habits by requiring them to do pre-lesson preparation, bring required stationery, vocabulary books, note books to take notes and write reflections before and after lesson as a routine To further apply the "Flipped Classroom" strategy to enhance the teaching of Mathematics and Science subjects 	<ul style="list-style-type: none"> Over 80% of students are able to develop positive learning habits by bringing their own learning tools and materials before lesson Over 50% of students are engaged and able to interact in various learning tasks after watching the video Over 20% of teachers use video at least once as a pre-lesson task for students 	<ul style="list-style-type: none"> Teachers' observation Teacher and student Questionnaires Lesson Observation 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers IT Committee 	<ul style="list-style-type: none"> Relevant tailor-made learning and teaching materials

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 1	<ul style="list-style-type: none"> ● To introduce subject- based self-learning packages to motivate students to learn actively 	<ul style="list-style-type: none"> ● Over 60% of 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 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● Students’ survey 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Panel Heads and subject teachers 	<ul style="list-style-type: none"> ● Subject- based learning and teaching materials
MC 1	<ul style="list-style-type: none"> ● To strengthen students’ social awareness to achieve a sound grasp of current issues 	<ul style="list-style-type: none"> ● Over 50% of students are able to grasp analytical skills to understand the relationship between the news and the topic learnt ● Over 70% of the students have a good awareness of current issues 	<ul style="list-style-type: none"> ● Teachers’ observation ● Students’ feedback ● Lesson Observation 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Subject teachers 	<ul style="list-style-type: none"> ● Newspaper and relevant learning materials

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 1	<ul style="list-style-type: none"> ● From “Reading to learn” to further enhance self-directed learning– the continued implementation of various subject-based reading materials as well as 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 show continued interest and motivation to read subject- based reading materials ● Over 50% of students are motivated to discuss and have reflection after completing the reading skills programme 	<ul style="list-style-type: none"> ● Teachers’ observation ● Number of participants (e-class records) ● APASO and SHS results ● Reading records of subject departments ● Quality of students’ book reports 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● All teachers 	<ul style="list-style-type: none"> ● Reading Periods ● Learning Centre ● Selected readers from both Chinese and English Departments ● Selected reading materials from other subject departments

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 1	<ul style="list-style-type: none"> ● To make use of online programmes and cross-curricular collaboration with other subjects and teams to reinforce self-directed learning skills 	<ul style="list-style-type: none"> ● Over 50% of students respond actively to the online programme 	<ul style="list-style-type: none"> ● Teachers' observation ● Record from Online programme ● Students' Feedback and performance 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Subject teachers and other team teachers 	<ul style="list-style-type: none"> ● Online Education programmes

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/ ● strategies to stimulate student participation in lessons 	<ul style="list-style-type: none"> ● Diversified strategies such as 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 from the APASO results and in the student surveys 	<ul style="list-style-type: none"> ● Students' participation and performance ● APASO and SHS results ● Evaluation of Annual Year Plan of subject departments ● Teachers' observation ● Lesson observation ● Student surveys 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● All Panel Heads and subject teachers 	<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 ● To conduct S.1-6 after school tutorials by subject teachers and alumni 	<ul style="list-style-type: none"> ● Over 50% of students are able to show improvement ● % rise in pass rate for the related subjects in HKDSE ● Over 70 students participate in after school tutorials 	<ul style="list-style-type: none"> ● Teachers' observations ● Attendance record ● Students' academic performance in UT & Exam ● Lesson observations ● HKDSE results 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● Panel Heads and subject teachers 	<ul style="list-style-type: none"> ● Relevant references and learning materials
MC 2	<ul style="list-style-type: none"> ● To provide special assessment arrangement, individual counseling/ coaching to SEN students ● To carry out learning skills workshop for SEN students 	<ul style="list-style-type: none"> ● More than 60% of SEN students who receive individual support show improvement both in behavioral and academic performance 	<ul style="list-style-type: none"> ● Evaluation of Annual Year Plan of Teams ● Teachers' observations ● Questionnaires to participants, participants' parents and class teachers 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● Involved teachers and Counseling Team and Examination Assessment Team 	<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 set and adjust the level of difficulty of Uniform Tests and Exam paper ● Tailoring assignment into graded exercises 	<ul style="list-style-type: none"> ● Students' abilities and needs are catered for by adjusting the depth of difficulty in exams 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 ● Exercise Book Inspection Reports ● Scrutiny of Markers' Reports ● Student Survey 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● Panel Heads ● And subject teachers 	<ul style="list-style-type: none"> ● Markers' Reports ● Selected learning materials
MC 2	<ul style="list-style-type: none"> ● To further enhance e-learning in using iPad as teaching and learning tool 	<ul style="list-style-type: none"> ● More than 60% of teachers are able to use software or other applications and integrate into curriculum 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● Evaluation of Annual Year Plan of subject departments ● Students' surveys ● Lesson Observation 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● Panel Heads ● IT Committee 	<ul style="list-style-type: none"> ● iPads ● e-class system

3. Major Concern: To enhance character building : self-discipline and responsibility

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 3	<ul style="list-style-type: none"> ● To enhance students' responsibility through a variety of activities by teams and subject areas ● To establish a peer counseling team in order to train a group of S.3-4 students to help S.1 students to adapt school life 	<ul style="list-style-type: none"> ● Most teachers-in-charge and participants agree that the designed activities and learning tasks to reinforce self-discipline and responsibility ● Recruitment of over 15 peer counsellor ● Over 10 peer counsellors complete the training and provide service to S.1 students 	<ul style="list-style-type: none"> ● Number of participants of the activities ● Questionnaires from S.1 students ● Social workers and teachers observation ● APASO and SHS results 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● CCA Team, Counseling Team and other related Team Heads 	<ul style="list-style-type: none"> ● Related teachers ● Hiring of service providers ● Other educational organizations

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 3	<ul style="list-style-type: none"> To reinforce self discipline and responsibility by promoting a positive learning atmosphere: through “We are the Best Class Award Competition” 	<ul style="list-style-type: none"> More than 70% of teachers agree that the competitions benefit in cultivating positive class atmosphere and students’ self-discipline and responsibility 	<ul style="list-style-type: none"> Feedback from teachers and students Statistics of students’ participation Evaluation of Annual Year Plan of subject departments and teams Statistics of record of Discipline Team 	<ul style="list-style-type: none"> Whole Year 	<ul style="list-style-type: none"> Team Heads and class teachers 	<ul style="list-style-type: none"> Relevant materials and prizes for “We are the Best Class Award Competition”. Campus TV and promotion board

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 3	<ul style="list-style-type: none"> To encourage students to participate in adventure based counseling programmes and developmental programmes (S.1 Alpha Element program, S.2-3 Dare to Dream Programme, S.5 Endeavour Camp, discipline training programme, and summer developmental programmes) 	<ul style="list-style-type: none"> Over 90% of students are able to attend meeting punctually Over 90% of both Junior and Senior form students are able to complete their tasks and perform duties satisfactorily Over 70% of students show improvement in self-confidence emotional control and communication skills 	<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 and class 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"> ● The new Class Performance record is designed to train students' responsibility by keeping their homerooms clean and the classroom property well-maintained 	<ul style="list-style-type: none"> ● Less than 20 classroom Property Damage Reports or untidiness complaints are received from the General Office 	<ul style="list-style-type: none"> ● Observation and feedback from teachers and students ● Evaluation of the Annual Year Plan of the Discipline Team 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● All Discipline Teachers 	<ul style="list-style-type: none"> ● Class Performance record
MC 3	<ul style="list-style-type: none"> ● Through various LEWOWA programmes to develop a focus on community service and leadership & discipline training 	<ul style="list-style-type: none"> ● Positive feedback from most teachers and students' questionnaires 	<ul style="list-style-type: none"> ● Online Evaluation Questionnaires ● LEWOWA Evaluation Report 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● LEWOWA committee ● Teachers involved 	<ul style="list-style-type: none"> ● Student Questionnaires

Stewards Pooi Kei College
Plan on Use of Capacity Enhancement Grant in 2015/2016 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' workload so that they can concentrate on developing effective pedagogy in English	To employ teacher assistant to: -handle all administrative work of regarding the subject -develop materials for subject	Relieving teachers' workload in administration Updating, revising, and developing learning materials of subject	September 2015 to August 2016	Salary of teacher assistant: 212,814*1.05 with 5% MFP	Quality and quantity of teaching materials prepared Administrative efforts to be relieved among English teacher	Staff appraisal report Feedback from teacher in evaluating the quality of teaching materials	Ms. Cindy Yuen
Curriculum Development	To relieve teachers' substantial administrative workload in managing the Academic Affairs	Employment of a full-time teacher assistant to help coordinate the program	Administrative & coordinating works among teachers could be reduced	September 2015 to August 2016	Salary of teacher assistant: 176,022*1.05 with 5% MFP	Amount of teachers' effort to be released in the launching of the annual project	Work report from teacher assistant Feedback from teacher and parents in evaluating the effectiveness of the project	Ms. Cindy Yuen & Mr. Neville Tang
Curriculum Development	To relieve teachers' substantial administrative workload in managing the OLE program	Employment of a full-time teacher assistant to help coordinate the program	Administrative & coordinating works among teachers could be reduced	September 2015 to August 2016	Salary of teacher assistant: 241,416*1.05 with 5% MFP	Amount of teachers' effort to be released in the launching of the annual project	Work report from teacher assistant Feedback from teacher and parents in evaluating the effectiveness of the project	Mr. William Lee & Mr. Samuel Lui
				Total Amount	\$630,252* * 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 2015/2016	\$614 x989students=\$607,246.-	
Total budget for Capacity Enhancement Grant in 2015/2016		\$630,252.-
The deficit will be covered by the School		-\$23,006.-

Prepared by: _____

Mr. Yuen, Peter (Principal)

Date: 14 SEP 2015

Signature by: _____

Ms. Pang, Chau Sheung Rosa (School Supervisor)

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 senior secondary students (from 2015-2016 to 2017-2018 school year)

A. 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	S.4-S.6 students	2015-2016: 4 2016-2017: 6 2017-2018: 8	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 next school year.	Mr. Samuel LUI, Miss Siu-nam YEUNG (Jointly organized with Shatin network schools of DSE network.)

B. Basic information about the programme:

Students participating/ will participate in the NSS Music Joint Schools Programme (Shatin).

Name of the student	Form (2014-2015)	Year of participate in DSE
YU Shing Fung	S.5	2017
LAM Chun Ho, YEUNG Karen Kai Yan, CHAN Shing Chak	S.4	2018

C. Expenditure Report of 2014-2015:

- Total amount offer by the Diversity Learning Grant in September 2014: \$7,000 x 10 classes (S.4-S.5) = \$70,000
- One student dropped from the programme in mid-September 2014, \$35,000 claw back by the grant.

Item	Justification	Planned Expenditure	Evaluation/ Remarks
Course fee of the HKDSE Music Network Programme (Shatin)	Help the student to pay for the course fee of 2014-2015.	\$2,400 x 2 students = \$4,800	One student dropped from the programme, so that the total course fee is \$2,400 only.
Students reference books, CD, CD Rom and DVD	Learning materials for HKDSE Music Exam.	\$1,000	\$0 nit necessary to order any reference
Teachers reference books, CD, CD Rom and DVD	Teaching materials for HKDSE Music Exam.	\$1,000	\$116
Computer software (music notation / composition)	For student, YU Shing Fung to complete the Paper 3: Creating I (composition project)	\$5,000	Ordering one software “finale”: around \$5,300
Order percussion instruments for student Yu Shing Fung to prepare his performing assessment.	Order percussion instruments for student YU Shing Fung to prepare his performing assessment as he is Major in percussion performing. - Performing I - External assessment (practical examination) and Paper 4B - Performing II - External assessment (Practical examination)	\$15,000	Ordering a vibraphone for the student. Will be completed by 31 Aug 2015 Around \$18,700
Order professional audio and video recording equipment.	Recording student’s performance for Paper 2: - Performing I - External assessment (practical examination) and Paper 4B - Performing II - External assessment (Practical examination)	\$10,000	Order two notebook computer for editing students’ performance audio and completing music composition SBA: around \$11,646
Tutorial class (to provide master classes for students)	Tutorial class (to provide master classes to students in the topic Chinese music, Cantonese opera and music composition.)	\$700/ hr x 20 hrs = \$14,000	Tutorial class fee: \$8,000
	Total	\$50,800	Around \$46,162

D. Budget plan of 2015-2016:

- Total amount offer by the Diversity Learning Grant: $\$7,000 \times 10 \text{ classes (S.4-S.5)} = \underline{\$70,000}$

Item	Justification	Planned Expenditure
Course fee of the HKDSE Music Network Programme (Shatin)	Help the student to pay for the course fee of 2014-2015.	$\$2,400 \times 4 \text{ students} = \$9,600$
Students reference books, CD, CD Rom and DVD	Learning materials for HKDSE Music Exam	\$2,000
Teachers reference books, CD, CD Rom and DVD	Teaching materials for HKDSE Music Exam	\$2,000
3 Computer software (music notation / composition)	For 3 S4 students to complete the Paper 3: Creating I (composition project)	\$7,500
Midi-keyboard	Midi-keyboard for 4 students to complete the composition SBA ($\$1,500 \times 3$)	\$4,500
Two notebook computers	<ul style="list-style-type: none"> - Two notebook computers for students to complete the Paper 3: Creating I (composition project) as the school music room do not have any computers for students to do their music composition projects. - Students will use their free lessons (X3) to complete their composition project at library. 	\$12,000
Order professional audio and video recording equipment.	Recording student's performance for Paper 2: <ul style="list-style-type: none"> - Performing I - External assessment (practical examination) and Paper 4B - Performing II - External assessment (Practical examination) 	\$8,000
Tutorial class (to provide master classes for students)	Tutorial class (to provide master classes to students in the topic Chinese music, Cantonese opera and music composing.)	$\$800/\text{hr} \times 30 \text{ hrs} = \$24,000$
	Total	\$69,600

Proposer of this proposal: **Mr. LUI Ho Wing, Samuel**

(Music Teacher)

14 Aug 2015

Assessment items of HKDSE Music

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%

Stewards Pooi Kei College

Work Plan on Careers and Life Planning Education

2015-2016

Objectives	Strategies	Monitoring / Evaluation	Allocation of CLP Grant
1. Empower and enhance Careers Guidance and Alumni Team members to have a paradigm shift in life planning education and career guidance service	<ul style="list-style-type: none"> - Extra Manpower allocated in the Careers Guidance and Alumni Team (CGT) - Provide professional support - Provide administrative support and follow up the activities - Provide logistic arrangement for students to attend activities both inside and outside school 	<ul style="list-style-type: none"> - Development of a CLP curriculum - Conduction of various CLP activities - Teachers' observation, - Feedback from teachers and students 	<p>\$400,000</p> <p>Teacher (0.4) (\$35,890 x 12 x 1.05 x 0.4 + back pay)</p> <p>Teaching Assistant (0.4) (\$14,905 x 12 x 1.05 x 0.4 + back pay)</p> <p>Educational Psychologist (0.1) (\$49,465 x 12 x 1.05 x 0.1 + back pay)</p> <p>School Clerk (0.3) (\$14,905 x 12 x 1.05 x 0.3 + back pay)</p>
2. Develop a structured careers and life planning education curriculum	- The CGT will review, revise and overview a Careers Education Curriculum for the whole school approach and OLE (CRE) curriculum for students of different developmental stages.	Teachers' observation, questionnaire and students' participation / feedback/assignments	
	- Provide life planning workshop for S.2 students mainly focus on self-understanding		Buy-in service - S.2 life planning workshop (2 lessons) : \$17,000

	- Help the S.3 students to understand themselves through different mock working experience		Buy-in service - S.3 Sim life activity : \$14,000
	- At least 4 lessons of Careers Education conducted for all forms annually in class teacher periods and 10 OLE lessons for Form 4 & 5.		S.4 Career Lesson Textbook (Career Mapping) : \$27 x 220 + \$200= \$6,140
	- S.5 Career Interest Inventory Test (CII) Ss take CII Test under supervision of Career Teachers. Mass briefing & debriefing, followed by group counseling		CII Test fee: \$15 x 200 = \$3,000
	- Help students to apply for local/ overseas tertiary institutes including liaison and preparation of necessary documents e.g. reference letters, transcripts and predicted grade.	Review on the procedure of preparing careers guidance relevant documents	
3. Enhance learning motivation on career education through self-directed learning	<ul style="list-style-type: none"> - The teacher will - Arrange different voluntary based career related activities for students - Ask students to visit different universities and collect information by themselves - Encourage students to join summer programmes / camps organized by universities or educational institutes 	Teachers' observation and students' participation / feedback	<p>Company visit - transportation fee subsidies : \$3,000</p> <p>Subsidies on summer programmes / camps organized by universities or educational institutes: \$40,000</p>

4. Cater for the students with different academic ability through multiple pathway after HKDSE	<p>The teachers will arrange different further studies talks such as</p> <ul style="list-style-type: none"> - JUPAS talk (for all students) - Strategy for choosing universities (for elite students) - Introduction to IVE and EAPP (for average students) - Introduction to overseas studies 	Teachers' observation and students' feedback	Speaker fee: \$5,000
	<ul style="list-style-type: none"> - The teachers will arrange a mock HKDSE result release workshop 	Teachers' observation and students' feedback	Buy-in service: \$20,000
5. Prepare the S3 students for S4 subject selection	<p>The teacher will</p> <ul style="list-style-type: none"> - Arrange 4 NAS subject selection workshops conducted in Jan – Apr for S.3 students - Prepare a school base NAS subject selection handbook for S.3 students 	Teachers' observation and students' feedback	<p>S.3 Subject selection workshop textbook (Finding Colors of Life):</p> <p>\$15 x 220 = \$3,300</p> <p>Printing fee : \$1,200</p>
6. Staff development on life planning	Career guidance team will be in-charge of a half day staff development programme to promote whole school approach life planning education and equip teachers with career counseling skill	Teachers' feedback	Speaker fee: \$8,000

Summary of CLP Grant Used

1. Extra Manpower allocated for the Careers Guidance & Alumni Team:	400,000
2. S.2 life planning workshop	17,000
3. S.3 Sim life activity	14,000
4. S.6 Mock result release workshop :	20,000
5. Career Lesson learning materials :	9,440
6. Career Interest Inventory Test fee :	3,000
7. Subsidies for Careers related activities	40,000
8. Miscellaneous :	20,500
a. Careers guidance reference books	
b. Printing fee	
c. Careers teacher's training	
d. Transportation fee	
e. Speaker fee	

Total:	<u>\$523,940</u>
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