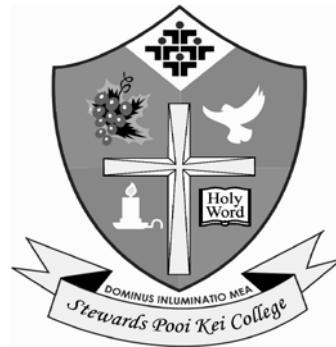


Stewards Pooi Kei College

Annual School Plan



2016/2017

Major Concerns

1. **To enhance students' learning capacity**
2. **To cater for learner diversity through diversified strategies**
3. **To enhance character building : Self- Management and Grateful Heart**

Implementation Plan for Major Areas of Concern

1. Major Concern: To enhance students' learning capacity

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 1	<ul style="list-style-type: none"> To reinforce students' good learning habits by requiring them to do pre-lesson preparation well, bring required stationery, vocabulary books, note books to take notes, do revision and submit quality assignments on time To adopt "Flipped learning" and "Flipped Classroom" strategy to enhance the teaching of Mathematics and other subjects 	<ul style="list-style-type: none"> Over 70% of students are able to develop positive learning habits before, during and after lessons Over 50% of students are engaged and able to watch the video before and after the lessons Over 50% of involved teachers adopt flipped learning for at least two topics. 	<ul style="list-style-type: none"> Teachers' observation Teacher and student Questionnaires Lesson Observation Teachers and students' feedback 	<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 tailor-made learning and teaching materials Learning tools (iPad, visualizer)

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 1	<ul style="list-style-type: none"> ● To further implement 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 or any moral and civic education matters 	<ul style="list-style-type: none"> ● Over 50% of students are able and motivated to grasp analytical skills and express their views on the assigned reading materials related to current issues or any moral and civic education matters 	<ul style="list-style-type: none"> ● Teachers’ observation ● Students’ feedback 	<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"> ● The continued implementation of various subject- based reading materials as well as Chinese and English Reading Schemes ● To provide interactive interface to build up students' reading habits by using eBook 	<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 ● S.1 Pilot students read at least three eBook in e-Class 	<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"> ● Related subject teachers ● Library Assistants ● IT Committee 	<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 enhance students' learning capacity ● To provide school-based educational TV programmes for students during lunchtime and after school ● To provide diversified learning activities and extend students' learning experience outside school 	<ul style="list-style-type: none"> ● Over 60% participants respond actively to the online programme ● At least 20 episodes of SPKC channel will be broadcasted with various programmes covering different KLAs ● Over 70% students find the activities meaningfully 	<ul style="list-style-type: none"> ● Teachers' observation ● Record from Online programme ● Students' Feedback and performance ● YouTube 'hit rate' 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Teachers from different KLAs 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 further 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 to be 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 qualified alumni 	<ul style="list-style-type: none"> ● Over 50% of participants are able to show improvement ● % rise in pass rate for the related subjects in HKDSE ● Over 80 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 use iPads to facilitate assessment for learning 	<ul style="list-style-type: none"> ● At least 10 lessons in each pilot class are conducted in "Quick Check" ● Over 50% teachers are able to provide instant feedback and adjust the teaching pace after the assessment results 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● 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

3. Major Concern: To enhance character building : Self- Management and Grateful Heart

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' self-management and grateful heart through a variety of activities by teams and subject areas ● To establish a peer counseling team in order to train a group of S.2-4 students to help S.1 students strengthen self-management skills and adapt S.1 school life 	<ul style="list-style-type: none"> ● Over 50% teachers-in-charge and participants agree that the designed activities and learning tasks to reinforce self-management and grateful heart ● Over 13 peer counsellors complete the training and provide service to S.1 students ● Over 80% of involved teachers and students agree that peer counselling and love ambassador enhance S.1 students' self- management skills 	<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"> ● Related Subject teachers, 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 further develop positive learning atmosphere: through “We are the Best Class Award Competition” 	<ul style="list-style-type: none"> More than 80% of teachers agree that the competitions benefit in promoting positive school culture in S1-4 classes 	<ul style="list-style-type: none"> Feedback and questionnaires from teachers and students Statistics of S.1-4 students’ participation 	<ul style="list-style-type: none"> Whole Year 	<ul style="list-style-type: none"> Related 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
MC 3	<ul style="list-style-type: none"> To share hymns and Bible verses related to the Grateful Heart during Friday Worship and Spiritual Moments To conduct a 3 minute sharing about gratitude by students or teachers every Monday morning assembly 	<ul style="list-style-type: none"> Four Friday worship sessions and Spiritual Moments can be held per term At least twenty sharing sessions are held for all students 	<ul style="list-style-type: none"> Observation and verbal feedback from teachers and students. 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Involved teachers from Christian Education Team , Discipline Team and Prefect Team 	<ul style="list-style-type: none"> Various musical instruments , mic system, computers, screen and projector

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' self-management and self-control over emotions through adventure based counseling programmes and developmental programmes (Alpha Element program, Dare to Dream Programme, S.6 Endeavour Camp, Discipline training programme, and summer AEP programmes) 	<ul style="list-style-type: none"> Most of participants attended 90% or more of the activity hours. Over 80% of participants, participants' parents and teachers agree that the programme is helpful to enhance participants learning motivation in academic or non-academic areas. 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 Questionnaires from participants, participants' parents and class teachers 	<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"> To implement the new “The Pooikeinian Award Scheme” which is designed to recognize students’ good virtues in self-management : Punctuality, Respect and Positive learning attitude 	<ul style="list-style-type: none"> Over 50% of students are able to achieve Bronze, Silver or Gold Award levels 	<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 All teachers 	<ul style="list-style-type: none"> E-class 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 teacher and student 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 and teacher Questionnaires

Stewards Pooi Kei College
Plan on Use of Capacity Enhancement Grant in 2016/2017 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 teaching 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 2016 to August 2017	Salary of teaching assistant: 175,500*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. Grace Chu
Curriculum Development	To relieve teachers' substantial administrative workload in managing the Academic Affairs	Employment of a full-time teaching assistant to help coordinate the program	Administrative & coordinating works among teachers could be reduced	September 2016 to August 2017	Salary of Teaching assistant: 175,500*1.05 with 5% MFP	Amount of teachers' effort to be released in the launching of the annual project	Work report from teaching 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 1.75 full-time teaching assistants to help coordinate the program	Administrative & coordinating works among teachers could be reduced	September 2016 to August 2017	Salary of teaching assistants: 315,945*1.05 with 5% MFP	Amount of teachers' effort to be released in the launching of the annual project	Work report from teaching assistants Feedback from teacher and parents in evaluating the effectiveness of the project	Mr. Samuel Lui
				Total Amount	\$682,735* * 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 2016/2017	\$650 x 995 students = \$646,750.-	
Total budget for Capacity Enhancement Grant in 2016/2017		\$666,945.-
The deficit will be covered by the School		(\$20,195).-

Prepared by: _____

Mr. Yuen, Peter (Principal)

Date: _____

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 2016-2017 to 2018-2019 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	S4-6 students	2016-2017: 3 2017-2018: 3 2018-2019: 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 next school year.	Mr. Samuel LUI, Miss Siu-nam YEUNG (Jointly organized with Shatin network schools of DSE network.)

* **Organization company:** Institute of Hong Kong Senior Secondary School Music Education (香港高中音樂學院)

Network schools: 1) Stewards Pooi Kei College, 2) Pui Kiu College, 3) Shatin Methodist College, 4) TWGHs Kap Yan Directors' College

Lesson time and venue: every Saturday at Pui Kiu College

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
Chan Chun Hin (4 Love) Kan Joan Kee (4 Love) Chu Cheuk Yan (4 Hope)	S4	2019

C. Budget plan of 2016-2019:

- Total amount offer by the Diversity Learning Grant: \$7,000 x 5 classes(S4) x 3 years = \$105,000

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.	2016-2017: \$ 19938.5 2017-2018: \$ 21046.2 2018-2019: \$ 9969.2 Total: \$ 50953.9
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 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 x 3)	\$4,500

Three notebook computers	<p>-Three 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.</p> <p>-Students will use their free lessons (X3) to complete their composition project at library.</p>	\$30,000
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/ hr x 10 hrs = \$8,000
	Total	\$104,953.9

Proposer of this proposal:

Mr. LUI Ho Wing, Samuel

(Music Teacher)

10 Aug 2016

Appendix I

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%

Name of School: Stewards Pooi Kei College (District: Shatin)

Work Plan on the Use of Strengthening School Administration Management Grant

(To be uploaded on the school's homepage before end-October 2016)

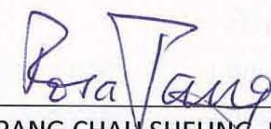
We (the School) have read and understood the stipulations stated in the EDB Circular Memorandum No.21/2016 on Strengthening School Administration Management (SAM) Grant. The following work plan on the use of the SAM Grant is drawn up after consultation with the teachers:

Objective

After reviewing the operation of the school, the measures below will be implemented to improve the overall administration works of the school in both accounting and human resources aspects. It will be more convenient for teachers to do their appraisals.

Area ¹	Expected Results	Item	Evaluation Criteria (Indicator)	Budget	Sustainable Development Plan
Supporting Staff	Enhance accounting work efficiency	To employ an additional accounting clerk	Efficiency and accuracy on daily and monthly accounting works	MPS 7 x 1.05 x 12 (HK\$222,831)	Include the accounting clerk as the normal manpower structure of the school
Electronic systems	Enhance human resources handling efficiency and accuracy	1. To purchase a human resources management (HRM) system 2. To purchase a new module "Teachers' Appraisal" under	1. Efficiency of the management of personal records of staff 2. Efficiency of the management of appraisal reports	1. \$100,000 2. \$80,000	More modules can be purchased under the HRM system and eClass in the future so as to extend the usage of the systems

		eClass, the current eLearning and Staff attendance management system			
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Signature of Supervisor : 

Name of Supervisor : PANG CHAU SHEUNG, ROSA

Date : 28 October 2016

1 Examples: Administrative procedure and framework / mechanism, financial management, student support / teaching-related administrative work, information management and communications, and school premises management.