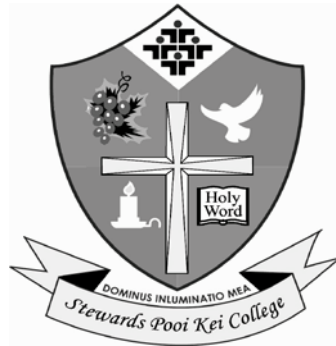


# **Stewards Pooi Kei College**

## **Annual School Plan**



**2017/2018**

### **Major Concerns**

- 1. To enhance students' learning capacity and confidence**
- 2. To cater for learner diversity through diversified strategies**
- 3. To enhance life planning education**

## Implementation Plan for Major Areas of Concern

### 1. Major Concern I: To enhance students' learning capacity and confidence

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC 1</b>	<ul style="list-style-type: none"> <li>To further strengthen students' good learning habits by requiring them to complete more pre-lesson and post lesson learning tasks, enhance note taking skills, extend the vocabulary power with the use of vocabulary books.</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of students are able to develop positive learning habits before, during and after lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Teachers and students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Panel Heads and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>Relevant tailor-made learning and teaching materials</li> <li>Learning tools (iPad, visualizer)</li> </ul>
<b>MC 1</b>	<ul style="list-style-type: none"> <li>To set a higher expectation on students' learning by requiring them to express ideas actively, give answers in complete sentences and develop their ability in self and peer assessment as well as submit quality assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Over 60% of students are able to answer in complete sentences confidently and show improvement in reflective, analytical and evaluation ability</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance in lesson, assignments and assessment results</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>Relevant tailor-made learning and teaching materials</li> </ul>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC 1</b>	<ul style="list-style-type: none"> <li>● To adopt “Flipped learning” and provide an e-learning platform” strategy to enhance the learning and teaching effectiveness of Mathematics and other subjects</li> </ul>	<ul style="list-style-type: none"> <li>● Over 60% of involved teachers adopt flipped learning confidently by preparing at least one flipped lesson.</li> <li>● Over 70% students are used to get e-learning materials from e-platform</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers’ observation</li> <li>● Students’ feedback</li> <li>● APASO and SHS</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● Subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Learning tools (iPad, visualizer and related learning materials)</li> <li>● Online resources and videos</li> </ul>
<b>MC 1</b>	<ul style="list-style-type: none"> <li>● To enhance students’ motivation and learning confidence by giving awards and praise as well as displaying their good work</li> </ul>	<ul style="list-style-type: none"> <li>● Over 60% of students agree that they often receive praises and positive reinforcement</li> <li>● Good works are displayed in over 80% of classrooms from time to time.</li> </ul>	<ul style="list-style-type: none"> <li>● Students’ learning questionnaires</li> <li>● Teachers’ observation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● Subject teachers</li> <li>● Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>● NIL</li> </ul>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC 1</b>	<ul style="list-style-type: none"> <li>● To encourage students to read widely by providing subject-based reading materials and eBooks as well as the continued implementation of the Chinese and English Reading Schemes</li> </ul>	<ul style="list-style-type: none"> <li>● Over 80% of students complete the Chinese and English Reading Scheme</li> <li>● Over 60% of students show continued interest and motivation to read subject- based reading materials</li> <li>● S.2 Pilot students read at least three eBook in e-Class</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation</li> <li>● Number of participants (e-Class records)</li> <li>● APASO and SHS results</li> <li>● Reading records of subject departments</li> <li>● Record from Online programme</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● Related Panel Heads</li> <li>● Library Assistants</li> <li>● IT Committee</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Centre</li> <li>● Selected readers from both Chinese and English Departments</li> <li>● Selected reading materials from other subject departments</li> </ul>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC 1</b>	<ul style="list-style-type: none"> <li>● To enhance students' motivation through the implementation of the 1 to1 iPad programme</li> </ul>	<ul style="list-style-type: none"> <li>● Over 60% of S.1 students respond actively in lessons</li> <li>● Over 50% of involved teachers are able to conduct various learning modes through iPad</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation</li> <li>● Students' learning Questionnaires</li> <li>● Students' performance In lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers from different KLAS and other team teachers</li> </ul>	<ul style="list-style-type: none"> <li>● iPads</li> <li>● Online Education programmes</li> </ul>
<b>MC 1</b>	<ul style="list-style-type: none"> <li>● To provide diversified learning activities and extend students' learning experience through internal and external seminars and competitions</li> </ul>	<ul style="list-style-type: none"> <li>● Over 70% of students find the activities and competitions meaningful</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation</li> <li>● Students' performance APASO and SHS</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● Subject teachers and Related Team Heads</li> </ul>	<ul style="list-style-type: none"> <li>● APASO and SHS</li> </ul>

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

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>People in Charge</b>	<b>Resources Required</b>
<b>MC 2</b>	<ul style="list-style-type: none"> <li>● To continue the application of diverse teaching pedagogies/ strategies to reinforce students' learning motivation and confidence</li> </ul>	<ul style="list-style-type: none"> <li>● Over 60% of teachers are able to adopt diversified strategies such as e-learning, platforms, high order thinking skills, questioning techniques, cooperative learning, class discussions, presentations of current news issues, group work, pair work and debates</li> <li>● Over 60% of students show greater interest and confidence in learning</li> </ul>	<ul style="list-style-type: none"> <li>● Students' participation and performance</li> <li>● APASO and SHS results</li> <li>● Evaluation of Annual Year Plan of subject departments</li> <li>● Teachers' observation</li> <li>● Student learning surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>● All Panel Heads and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>● APASO and SHS</li> </ul>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC 2</b>	<ul style="list-style-type: none"> <li>● To organize various kinds of subject- based remedial and strengthening programmes</li> <li>● To conduct S.1-6 tutorials by subject teachers and qualified alumni</li> </ul>	<ul style="list-style-type: none"> <li>● Over 50% of participants show improvement in attitudes and written assessments</li> <li>● % rise in pass rate for the related subjects in HKDSE</li> <li>● Over 80 % of students participate in all modes of tutorials</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observations</li> <li>● Attendance record</li> <li>● Students' academic performance in UT &amp; Exam</li> <li>● HKDSE results</li> </ul>	<ul style="list-style-type: none"> <li>● Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>● Panel Heads and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Relevant references and learning materials</li> </ul>
<b>MC 2</b>	<ul style="list-style-type: none"> <li>● To provide special assessment arrangement, individual counseling/ coaching to SEN students</li> <li>● To carry out learning skills workshop for SEN students</li> </ul>	<ul style="list-style-type: none"> <li>● More than 60% of SEN students who receive individual support show improvement both in behavioral and academic performance</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation of Annual Year Plan of Teams</li> <li>● Teachers' observations</li> <li>● Questionnaires to participants, participants' parents and class teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>● Involved teachers from the Counseling Team and Examination Assessment Team</li> </ul>	<ul style="list-style-type: none"> <li>● APASO and SHS</li> </ul>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC 2</b>	<ul style="list-style-type: none"> <li>● To set and adjust the level of difficulty of Uniform Tests and Exam papers</li> <li>● To set challenging questions from “Bonus” Sections for more able students.</li> <li>● To tailor-made tiered or graded assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Over 70% of subjects are able to adjust the depth of difficulty in tests and exams by setting challenging questions and tailor made tiered and graded assignments.</li> </ul>	<ul style="list-style-type: none"> <li>● Students’ performance in assignments and exams</li> <li>● Evaluation of Annual Year Plan of subject departments</li> <li>● Teachers’ observation</li> <li>● Exercise Book</li> <li>● Inspection Reports</li> <li>● Scrutiny of Markers’ Reports</li> <li>● Students’ learning survey</li> </ul>	<ul style="list-style-type: none"> <li>● Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>● Panel Heads</li> <li>● And subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Markers’ Reports</li> <li>● Selected learning materials</li> </ul>
<b>MC 2</b>	<ul style="list-style-type: none"> <li>● To apply multi-sensory stimulation, e-learning and the use of graphic organizers and iPads to facilitate more interactive learning</li> </ul>	<ul style="list-style-type: none"> <li>● Over 60% teachers are able to provide instant feedback and adjust the teaching pace in order to create the interactive learning</li> <li>● Over 70% of students engage in learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers and students</li> <li>● Students’ learning surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>● Panel Heads</li> <li>● Related subject teachers</li> <li>● IT Committee</li> </ul>	<ul style="list-style-type: none"> <li>● iPads</li> <li>● multi-stimulation learning tools</li> </ul>



Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC2	<ul style="list-style-type: none"> <li>To facilitate high achievers to attain a higher level in different aspects</li> </ul>	<ul style="list-style-type: none"> <li>Establish a school-based gifted education policy</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of documents</li> <li>Students' performance in the programme</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive and Gifted Education Team</li> <li>Subject Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>Training through the e-services</li> </ul>

### 3. Major Concern III: To enhance life planning education

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC 3</b>	<ul style="list-style-type: none"> <li>To provide a wide range of learning activities and daily life issues in relation to students' self-understanding and life planning</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of teachers-in-charge and participants agree that the designed activities and learning tasks encourage students' self-understanding</li> </ul>	<ul style="list-style-type: none"> <li>Attendance records</li> <li>Teachers observation</li> <li>APASO and SHS results</li> </ul>	<ul style="list-style-type: none"> <li>Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>Panel Heads and involved Subject teachers, Career &amp; Life Planning Team, related Team Heads</li> </ul>	<ul style="list-style-type: none"> <li>Hiring of service providers</li> <li>Other educational organizations</li> </ul>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 3	<ul style="list-style-type: none"> <li>To make use of the performance indicators and predicted grades for students to set goals and strive for excellence in HKDSE and other academic areas</li> </ul>	<ul style="list-style-type: none"> <li>More than 70% of teachers agree that the system benefits students to meet their targets towards HKDSE</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation and students' feedback</li> <li>HKDSE results</li> </ul>	<ul style="list-style-type: none"> <li>Whole Year</li> </ul>	<ul style="list-style-type: none"> <li>Related Team Heads and class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Statistics of school assessment data</li> </ul>
MC 3	<ul style="list-style-type: none"> <li>To introduce different topics related to self-understanding in different forms through the school-based Curriculum of PSSE</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of teachers and students' agree that the curriculum help student' CLP development.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Feedback and Observation</li> <li>Students' questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>PSSE teachers and other related teachers</li> </ul>	<ul style="list-style-type: none"> <li>Various tailor-made teaching materials</li> </ul>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC 3</b>	<ul style="list-style-type: none"> <li>● To organize a variety of visits to tertiary institutions and talks shared by alumni to enhance students' clear understanding about their future pathway</li> <li>● To encourage students to apply for University taster programmes or summer camps.</li> </ul>	<ul style="list-style-type: none"> <li>● Over 80% of participants attend the activities</li> <li>● Over 80% of participants and teachers agree that the activities, programmes and talks are helpful to enhance students' clear understanding in academic pursuits.</li> <li>● More than 15 students find the programme useful and meaningful.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance records</li> <li>● Teachers' observation</li> <li>● Debriefing after each session of activity</li> <li>● Students' questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● Counselling Team</li> <li>● Career and Life Planning Team</li> <li>● Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Assistance from Alumni and updated information from institutions</li> </ul>


Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
MC 3	<ul style="list-style-type: none"> <li>To further develop students' generic skills and self-reflection on their strengths and limitations through a variety of daily life and worldwide issues, as well as other training programmes</li> </ul>	<ul style="list-style-type: none"> <li>Over 60% of students agree that they have a better understanding of the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Students Questionnaires</li> <li>Teachers observation</li> <li>Evaluation of subject Department Plan</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Subject Teachers</li> <li>CCA Team , CLP Team and related Team Heads</li> </ul>	<ul style="list-style-type: none"> <li>Students and teachers' Questionnaires</li> </ul>
MC 3	<ul style="list-style-type: none"> <li>To promote life planning to teachers on staff development days and to provide workshops for teachers to hold career lessons</li> </ul>	<ul style="list-style-type: none"> <li>Over 60% of teachers agree that they have competence in conducting life planning education in lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teachers feedback</li> <li>Students questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Career and Life Planning Team and class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Co-work with service providers</li> </ul>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Resources Required
<b>MC3</b>	<ul style="list-style-type: none"> <li>● To promote Aesthetic Education and Physical Education as part of Life Planning Education (establishment of life-long interests, hobbies and skills)</li> </ul>	<ul style="list-style-type: none"> <li>● All Aesthetic Education and Physical Education teachers are aware of their role in Life Planning Education</li> <li>● Over 80% of students are aware that what they learn in V.A., Music and P.E. lessons are part of their Life Planning.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers feedback</li> <li>● Students questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● Subject Teachers of V.A, Music and P.E.</li> </ul>	<ul style="list-style-type: none"> <li>● Related learning and teaching materials</li> </ul>

Stewards Pooi Kei College  
Plan on Use of Capacity Enhancement Grant in 2017/2018 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 2017 to August 2018	Salary of teaching assistant: 187,260*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 2017 to August 2018	Salary of Teaching assistant: 187,260*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 1.5 full-time teaching assistants to help coordinate the program	Administrative & coordinating works among teachers could be reduced	September 2017 to August 2018	Salary of teaching assistants: 286,800*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	\$694,386* * 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 2017/2018	\$677x964students=\$652,628.-	
Total budget for Capacity Enhancement Grant in 2017/2018		\$694,386.-
The deficit will be covered by the School		(\$41,758).-

Prepared by: 

Mr. Yuen, Peter (Principal)

Signature by: 

Ms. Pang, Chau Sheung Rosa (School Supervisor)

Date: 19 SEP 2017