



Stewards Pooi Kei College Annual School Plan (2007-2008)

Major Concerns for 2007-08

1. Team building:

To enhance the professionalism and the collegiality of the team of staff who act as good models for students and continuously search for excellence

2. System building:

To further improve the effectiveness of the human-oriented administrative system with clear policies and guidelines, and standardized procedures to follow

3. Quality learning:

To target at the growth of S4 students so that they can be shaped as role models for junior form students and demonstrate the educational beliefs of SPKC

Major Concern 1: To enhance the professionalism and the collegiality of the team of staff who act as good models for students and continuously search for excellence

	Strategies/ Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Resources Required
1.1	To set up the Staff Professional & Spiritual Development Office to cater for the professional and spiritual development of staff	Whole year	<p>The awareness of the staff about their professional development is enhanced.</p> <p>The spiritual development of staff is healthy and positive.</p> <p>The competence of staff in adopting learning and teaching strategies and the use of classroom management techniques is enhanced.</p>	<p>Questionnaires from the CUHK team</p> <p>School-based evaluation questionnaire on Staff Professional Development at the end of school year</p> <p>Informal feedbacks from teachers</p> <p>Lesson observations by P, VP, AP, panel heads & peer</p> <p>Lesson observations and sharing by the CUHK Team</p>	<p>CUHK Team</p> <p>P, VP & AP</p> <p>Subject panel heads & AP</p> <p>AP</p>	Budget for the service

1.2	To offer school based professional development to foster teachers' understanding about education in SPKC	2007-2009 (Two years)	Current teachers get a preliminary understanding about the background of the Stewards, the education views of SPKC and the foundations of Christian Education	Evaluation form at the end of the course Informal feedback from teachers The adoption of ideas into teachers' daily school practices	P, VP & AP	
1.3	To hold staff development days to enhance teachers' pedagogical competence	21/9 12/11 18/1 17/4 18/4	Teachers understand how to adopt different learning and teaching strategies (i.e. meta cognition,有效學習策略) to facilitate their teaching. Teachers introduce the ideas into their classroom teaching and develop the habit of self evaluation in their practices.	Evaluation form at the end of the course Lesson observation and sharing by the CUHK Team Informal feedback from teachers Lesson observation by P, VP, AP and panel heads	SPSO Office AP P, VP & AP AP	Budget for inviting outside speakers

1.4	To encourage teachers to take the external professional training programs (seminars & workshops) and to establish the system of keeping the records of teachers' continuous professional development	Whole year	<p>Teachers are active in taking part in professional programs for NSS and the programs that are related to their own growth and school development.</p> <p>Teachers can meet the requirements of taking 150 hours in three years.</p>	Teachers' record of CPD in their eservices account	SPSO	Budget for inviting outside speakers
1.5	To collaborate with the professional body in university to improve teachers' learning and teaching strategies through a series of workshops, seminars and survey	Whole year	<p>The work of collaboration can enhance teachers' capability in using learning and teaching strategies in classrooms.</p> <p>The generation of data from the survey can help the school to establish the habit of self evaluation and to pursue continuous improvement.</p>	<p>Evaluation session about the effectiveness of the CUHK services</p> <p>Informal feedback from teachers</p> <p>Evaluation in the SPSO</p> <p>Minutes of different offices in SPKC</p>	<p>Self Evaluation Team</p> <p>P, VP & AP</p> <p>SPSO</p> <p>Office directors</p>	Budget for the use of the CUHK service

1.6	To organize systematic orientation programs (summer program, mentoring programs) and materials to help new staff adjust to the school	Whole year	New teachers can understand the routines, practices, values and beliefs of SPKC through the mentoring program and the retreat day camps in school campus.	The meetings between the mentors and the new teachers Induction package for new staff	P & AP	
1.7	To set up hardware facilities (Self Study Center, Self Learning Center, English Corner, Teacher-Student Corner, outdoor education park) to support teaching and learning	Whole year	The provision of the services in Self Study Center and Self Learning Center can develop students' good habits of learning. The use of English Corner can help students use English more often and organize more English related activities, e.g. radio broadcast & debate competition and small class teaching.	The monitoring of the situation in the Self Study Center, Self Learning Center and Teacher-Student Corner by the TA, tutor, AAO director and AP. The monitoring of the situation in the English Corner and the list of activities held in the English Corner.	AAO director & AP Panel head of English Department	Budget for the installation of the room Budget for decorating the English Corner

Major Concern 2: To further improve the effectiveness of the human-oriented administrative system with clear policies and guidelines, and standardized procedures to follow

	Strategies/ Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Resources Required
2.1	To restructure the school administrative system to improve its effectiveness and efficiency	Whole year	<p>The new administrative structure can facilitate collaboration amongst units in each office and avoid ambiguity in the nature of work in each office.</p> <p>The establishment of directors and associate directors can improve the quality of work in the level of senior management.</p> <p>The reporting line to VP & AP can facilitate decision making and efficiency of administrative work.</p>	<p>Meetings of steering committees of AAO</p> <p>Evaluation sessions in SEC meetings</p> <p>Meetings between P, AP & VP</p> <p>Meetings of steering committees of AAO</p>	<p>AP & VP</p> <p>P</p> <p>P</p> <p>VP & AP</p>	

2.2	To compile Teachers' Handbook so as to help teachers understand the SPKC system and its practices	2007-09 (Two years)	The Teachers' Handbook can help teachers understand the system of SPKC and its practices and procedures in daily operation.	<p>Informal feedback from teachers</p> <p>Questionnaires from SSE team at the end of school year</p> <p>Evaluation sessions in staff meetings</p>	<p>VP</p> <p>SSE team</p> <p>VP</p>	
2.3	To formulate policies and guidelines in daily school practices so that teachers have clear systems to follow (e.g. homework policy, assessment policy, policy in classroom management, policies in the use & booking of school facilities, policies in tendering work, policies in the work of substitution & early leave for training, etc)	Whole year	<p>Teachers are informed about the policies and guidelines so that they would follow the arrangements.</p> <p>Teachers have access to the policies and guidelines in the General Shares when they need to read them for reference.</p> <p>Teachers can meet the expectations stated in the policies and guidelines in their daily school practices.</p>	<p>Informal feedback from teachers</p> <p>The filing system in the General Shares</p> <p>Feedback from the persons-in-charge of each policy or guideline</p>	<p>P, VP & AP</p> <p>IT team</p> <p>P, VP & AP</p>	

2.4	To standardize administrative procedures	Whole year	<p>A file of standardized administrative procedures can be compiled in the 5 major offices.</p> <p>Teachers know how to follow the procedures in their daily practices.</p>	<p>The filing system of standardized administrative procedures (both hard copies and soft copies)</p> <p>Feedback from the persons-in-charge</p>	<p>VP</p> <p>P, VP & AP</p>	
2.5	To enhance the effectiveness of work in the General office so that strong support can be offered to the area of learning and teaching	Whole year	<p>The effectiveness and quality work of the GO will be enhanced.</p> <p>Communication and collaboration between teachers and GO can be improved.</p>	<p>Questionnaires from GO about the level of satisfaction of the work in GO</p> <p>External consultants and advisers from the Stewards and sister schools</p> <p>Staff Appraisal work of GO</p> <p>Evaluation work by the director of AdAO, VP & P</p>	<p>Director of AdAO</p> <p>EO of the GO</p> <p>VP</p>	

2.6	To ease and reduce administrative work among teachers through recruiting more Teacher Assistants in each major academic areas (e.g. the TA of AAO & SAO)	Whole year	The newly recruited TAs and officers in GO can reduce the administrative work of teachers so that teachers can spend more time in teaching and caring.	Evaluation from the unit heads and teachers Staff Appraisal	Unit heads Unit heads	Budget the TAs & GO officers
2.7	To improve or reduce the routine work of teachers through purchasing more hardware facilities (e.g. the purchase of new printing machines, the purchase of stationery, the installation of trophy display area, file storage area in Rm 101 & the exploration of the possibility of ‘Easier Marking MC System’)	Whole year	The new hardware facilities can improve the efficiency of teachers’ routine works and reduce the unnecessary works.	Evaluation in the SEC meetings Evaluation in AdAO	VP Director of AdAO	Budget on the purchase of the equipment
2.8	To implement staff appraisal system to foster teachers’ continuous improvement	Whole year	The performance of staff in administrative work can be elevated.	The assessment reports of the unit heads	SPSO	

2.9	To further improve the school self evaluation for continuous improvement through setting up the team of SSE and the service of the CUHK team	Whole year	<p>The practice and habit of self evaluation will be found in teachers' daily work.</p> <p>Teachers have more understanding of how to conduct self evaluation more effectively.</p>	<p>Minutes of different units</p> <p>Evaluation reports of different units</p> <p>The work of the team of self evaluation</p> <p>Meetings with the CUHK teams</p>	<p>Unit heads</p> <p>Program leaders</p> <p>The team of SSE</p> <p>The head of the team of SSE</p>	
2.10	To hire experts to enhance the quality of work in AdAO & to outsource some of the non core administrative work	Whole year	The quality of work in GO can be elevated.	Staff Appraisal of the work of the unit head	VP	Budget for recruiting the personnel
2.11	To improve the intranet platform for information sharing and making reservation of school resources (e.g. the email and the eclass)	Whole year	Communication and mutual understanding can be improved so that the administrative works can run smoothly and effectively	<p>Evaluation from the IT team and teachers</p> <p>Staff Appraisal of the IT team</p>	<p>The head of the IT team</p> <p>Director of the AdAO</p>	

Major Concern 3: To target at the growth of S4 students so that they can be shaped as role models for junior form students and demonstrate the educational beliefs of SPKC

	Strategies/ Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Resources Required
3.1	To enhance teachers' pedagogical competence through staff professional development	Whole year	<p>The awareness of the staff about their professional development is enhanced.</p> <p>The competence of staff in adopting learning and teaching strategies and the use of classroom management techniques is enhanced.</p>	<p>Questionnaires from the CUHK team</p> <p>School-based evaluation questionnaire on Staff Professional Development at the end of school year</p> <p>Informal feedbacks from teachers</p> <p>Lesson observations by Principal, VP, AP, panel heads & peer</p>	<p>AP</p> <p>SPSO</p> <p>P, VP & AP</p> <p>P, VP & AP</p>	

			<p>Serving teachers get a preliminary understanding about the background of the Stewards, the education views of SPKC and the foundations of Christian Education</p>	<p>Evaluation form at the end of the course</p> <p>Informal feedback from teachers</p> <p>The adoption of ideas into teachers' daily school practices</p>	<p>SPSO</p> <p>P, VP & AP</p> <p>P, VP & AP</p>	
3.2	To design a tailor-made and inspiring curriculum based on SPKC values and beliefs	Whole year	<p>Students are willing to and able to pursue academic excellence and all round development in their school life.</p> <p>Students possess proper values and good characters and they have global perspectives.</p>	<p>Students' academic achievements & participation in CCA activities and services.</p> <p>Feedback from class teachers in form meetings</p> <p>The records of awards and demerits in DC team</p>	<p>AP & VP</p> <p>AP</p> <p>Head of DC team</p>	

3.3	To adopt goal oriented learning through setting goals and constant evaluation work	Whole year	<p>Students have clear goals in studies to pursue.</p> <p>Students constantly conduct self reflection and evaluation about their work in studies and character building for continuous improvement.</p>	<p>The worksheet of setting goals</p> <p>The monthly evaluation form in student handbook</p> <p>The half year evaluation form for their First Term performance.</p>	<p>Careers Guidance</p> <p>Class teachers</p> <p>AP</p>	
3.4	To set the theme of ‘Diligence & Serving Heart’ for students to pursue through the collaboration work of CBT & CCA	Whole year	<p>Students work hard in their studies in their classroom learning, exercises & tests and examination.</p> <p>Students are willing to serve the others in school and in the community.</p>	<p>Students’ performance in lessons, exercises, tests and examinations</p> <p>Informal feedback from teachers & parents</p> <p>The record of serving hours in CCA list</p> <p>Successful completion of CBT activities</p>	<p>AP & VP</p> <p>P, VP & AP</p> <p>CCA head & CBT head</p>	
3.5	To develop students’ competence in self directed learning and self management through workshops on study skills & reading program of ‘7 habits	Whole year	<p>Students get the preliminary understanding of how to do time management, acquire basic study skills of mind mapping and note taking, etc.</p>	<p>Evaluation work after the course</p> <p>Observations by teachers in students’ daily work</p>	<p>Careers guidance</p> <p>AP</p>	Budget for the course

			Students learn how to improve their effectiveness in life through acquiring the 7 habits.	Worksheets & exercises Evaluation form after the reading program	Careers guidance	Budget for books in school library
3.6	To foster an eager-to-learn atmosphere among students and to build up a dynamic and supportive learning environment	First Term	Students can form good learning habits in classrooms, e.g. attentive, active, willing to learn, etc. Students can get rid of bad learning habits and attitudes in classrooms through the implementation of class rules.	Rules set by each class to govern classroom learning The compliance with rules in students' handbooks Evaluation sessions in staff meeting Informal feedback from teachers Observation by P, VP & AP	Class teachers DC team head P, VP & AP P, VP & AP P, VP & AP	
3.7	To stress the importance of quality learning and teaching in classrooms through sharing and nurturing	Second Term	Teachers and students are aware that quality learning is important in classrooms.	The quality of student works in exercises, tests and examinations	Teachers	

			Teachers can enhance their capability in using learning and teaching strategies in classrooms.	Exercise book checking by subject panel heads Lesson observations by P, subject panel heads & peer	Panel heads, VP & AP SPSO	
3.8	To collaborate with professional bodies outside to run programs to students, e.g. the CUHK team	September 2007	Students get the preliminary understanding of how to set goals, do time management, acquire basic study skills of mind mapping and note taking, and examination skills. The MIP program for weaker S4 students in LEWOWAS	Evaluation work after the course Observations by teachers in students' daily work Evaluation work after the course	Careers guidance AP Program organizer	Budget for the course
3.9	To improve the system of regular exercises and tests so as to help students consolidate their work	Whole year	Teachers can follow the guideline laid in the homework policy. Students can produce quality work in their exercises, tests &	Exercise book checking by panel heads & AP Data analysis of examination results	Subject panel heads, VP & AP AP	

			examination. There are lesser number of students who need to be sent to detention class.	The figures of detention class	AAO director	
3.10	To encourage teaching strategies that emphasizes praise and encouragement (Students' Award Scheme & the display of best performance in each form on board)	Whole year	Students are learning in a positive, supportive and encouraging environment. Students are confident and active in studies.	Evaluation in the Team of Academic Excellence Questionnaires by CUHK team	AP AP	
3.11	To strength EMI environment through activities outside classrooms (English Announcements every morning, 2 English speaking days per week, English Debate, Campus Radio, & LEWOWA overseas program etc.)	Whole year	Students are willing to and able to use English (spoken and written) to express their ideas and communicate with the other stakeholders in school, e.g. teachers, schoolmates.	Evaluation sessions in the English Department Observations in daily school practices, e.g recess, lunchtime.	Panel head of English Department Teachers	2 Net teachers

3.12	To offer supportive measures to students so that they can overcome their obstacles in studies (Self Learning Center Self Study Room, & Teacher Student Corner)	Whole year	Students can form good learning attitudes & habits. They possess abilities in their self directed learning.	The rate of participation in Self Learning Center Informal feedback from students	AP	Budget for renovating the Self Learning Center
3.13	To foster student's feeling of success and pride in school through celebrating successes in morning assemblies, and display of achievements on board	Whole year	Students feel that they can be successful in SPKC. Students appreciate the successes of the other schoolmates and they are proud of being SPKC students.	Questionnaires by CUHK team Questionnaires by CUHK team	AP AP	
3.14	To foster Christian fellowship and caring relationship among teachers, parents and students through Church-School Cooperation Meetings, 3 Workshops for S1 parents and 3 workshops for S2-4 parents, 3 talks for parents in church, Monday prayer after briefing, spiritual	Whole year	Closer cooperation between church, parents and school to help students grow healthily in school.	The evaluation sessions in PTA & CBT The feedback from church	VP P	

	sharing among teachers, Staff Social Welfare Team, Friday open area chorus, & Gospel Weeks					
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Abbreviations:

AAO – Academic Affairs Office EAO – External Affairs Office SAO – Student Affairs Office
AdAO – Administrative Affairs Office SPSO – Staff Professional and Spiritual Development Office
DC team – Team of Discipline and Counselling CCA – Co-curricular Activities CBT – Character Building Team
SSE – Team of School Self Evaluation
CUHK team – The School Development & Evaluation Team of the Chinese University of Hong Kong
P – Principal VP – Vice principal AP – Assistant principal