

Stewards Pooi Kei College

School Development Plan



2014 - 2019

- 1. School Motto, Vision & Mission**
- 2. SWOT Analysis**
- 3. Five-year Development Plan**

Stewards Pooi Kei College

School Development Plan (2014-2019)

1. School Motto, Vision & Mission

1.1 School Motto

“The fear of the Lord is the start of wisdom, and the knowledge of the Holy One gives a wise mind” (Proverbs 9:10)

1.2 School Vision

To become an outstanding DSS school with the purpose of cultivating Christian faith and educating our students to be leaders and "stewards" of tomorrow.

With the flexibility of the Direct Subsidy Scheme and well-equipped school buildings, the school is in a privileged position to provide all-round education as well as a sound basis for life-long learning. Our vision is that students can grow through joy, creativity and solid training in transferable and interpersonal skills so that they can be well prepared for university education and beyond as self-directed learners and responsible citizens with a Christian perspective.

1.3 School Mission

We aim at preparing tomorrow's leaders with character and intelligence.

Remarks: the essential qualities of a leader are

- High Self-esteem (自重自愛)
- Love and Care (關懷愛顧)
- Globalized Vision (全球視野)
- Life-long Learning (終身學習)
- Christian Values (基督價值)

2. SWOT Analysis

2.1 Strengths

1. The direction of the development of the school is clearly stated and the objectives of school curriculum development are in alignment with the recent trends in educational development.
2. The school has built up a harmonious relationship between teachers and students and the school climate is warm and harmonious. The school management and the middle managers are committed in general. The working relationship and collaboration among colleagues is amicable.
3. The broad, balanced curriculum and school-based curriculum provide life-wide learning opportunities to help extend and diversify students' learning experiences. Students were offered opportunities to participate in a variety of competitions and activities especially community services.
4. The school can provide a wide variety of school-based supporting services and activities to students for their whole-person development. A variety of outsourced or tailor-made programs are available for students.
5. In general, students have developed a good foundation and showed strong interest and confidence in learning English and Mathematics. They showed stronger positive attitudes towards self-regard, social abilities and learning experience in school comparing to the HK Norms.
6. The steady support from the long-term partners: the Abundant Grace Church, the Breakthrough Organization, the PTA and the newly established Alumni Association enhances the effectiveness of parenting, holistic development of the students and school development.

2.2 Weaknesses

1. Administrative policies and procedures need continuous improvement for perfection. There is still room for improvement in enhancing communication and transparency to decision-making in school.
2. There exists a wide discrepancy between students' and teachers' academic expectations, especially in the area of self-directed learning and interest in learning.
3. Teachers were very much involved in the planning, implementation and evaluation of learning activities; the review on its effectiveness can further be strengthened.

2.3 Opportunities

4. The establishment of the Learning Centre, Campus TV, Fitness Centre, Digital Signage System, full coverage of WiFi and the promotion of e-learning are able to facilitate a broader learning capacity and exposure for students.
5. The review of the NAS curriculum and class structure provides an opportunity for the school to re-allocate the resources, facilitate professional development and enhance teaching and learning effectiveness.
6. Teachers are generally willing to share their positive experience on enhancing teaching effectiveness through various teaching tools and pedagogies.
7. Subject departments have grasped a good understanding of Assessment for Learning and established effective mechanism to monitor curriculum implementation. Apart from taking HKDSE, students also participated in other international assessments which were extended in the Senior Form Curriculum and made compulsory participation for selected students.
8. Students find the library resources effective in developing disciplined reading habits and enhancing learning outcomes.
9. Students were actively involved in various stimulating competitions; there was an increase in achievements and awards from different areas.

2.4 Threats

The shrinking of the student population may affect the quality of the student intake and widen the diversity of students.

3. Five-year Development Plan

| Major Concerns | Targets | Time Scale (Please insert ✓) | | | | | A General Outline of Strategies |
|--|--|---------------------------------|-------|-------|-------|-------|---|
| | | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | |
| 1. To refine the administration system to enhance ownership of staff | 1.1 Enhance the role of unit heads | ✓ | ✓ | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● Strengthen staff's autonomy by delegation of power and accountability ● Enhance the leadership of unit heads in the school level decision making. ● Refine the frequency and the tools for appraisal. ● Strengthen the positive reinforcement for good performance and support for under-performance ● The usage of the tools for SSE will be integrated into the staff development planning ● Design school-based programmes with reference to the evaluation and the opinions of staff |
| | 1.2 The appraisal system will further be refined to raise efficiency, effectiveness and professional development | ✓ | | ✓ | | ✓ | |
| | 1.3 Refine the SSE cycle to involve all teachers | ✓ | ✓ | ✓ | | | |
| | 1.4 Refine staff development programmes to meet the needs of staff | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 2. To enhance the effectiveness of learning and teaching | 2.1 To foster effective teaching strategies among the teaching staff (e.g. questioning techniques, interactive and collaborative learning) | ✓ | ✓ | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● Employ appropriate learning and teaching strategies to help students develop their multiple intelligence and generic skills |

| | | | | | | |
|--|---|---|---|---|---|---|
| 2.2 To implement appropriate measures of assessment for learning | ✓ | ✓ | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● Reinforce self-directed learning such as strengthening students' learning habits and adopting flipped lessons in selected subjects ● Strengthen students' positive attitude towards reading through various reading schemes from subjects and library ● Encourage interactive and collaborative learning activities ● Design subject- based learning package ● Encourage peer lesson observation among colleagues to enhance teaching practice sharing ● Conduct Common Lesson Preparation effectively ● Assessment and feedback strategies aligned with learning outcomes. ● Facilitate better quality and effective teaching through Continuous Assessment. ● Promote peer and self assessment, self evaluation/ feedback ● Scrutiny and review of Markers' reports ● Adopt on-line resources as learning and teaching materials ● Facilitate e-teaching through staff |
| 2.3 To use Information Technology as a mean to enhance learning effectiveness | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 2.4 To employ a variety of strategies to cater for students with diversity in learning abilities and to foster students' effective learning strategies | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 2.5 To encourage professional development and sharing among teaching staff | ✓ | ✓ | ✓ | ✓ | ✓ | |

| | | | | | | | |
|--------------------------------------|---|---|---|---|---|---|---|
| | | | | | | | <p>professional development</p> <ul style="list-style-type: none"> ● Strengthen e-learning at various levels and subjects ● Prepare for the implementation of “Bring Your Own Device” ● Explore more electronic tools to enhance teaching effectiveness ● Encourage flexible learning through use of appropriate/ advanced technology ● Split group teaching are conducted ● Organize strengthening / remedial classes for under achievers ● Conduct supplementary lessons for senior forms ● Assessments in different levels of difficulties are set ● Maximize students’ exposure in a variety of activities through group work, pair work and individual work ● Join School-based Supporting Scheme to strengthen Staff Development Programmes. ● Encourage colleagues to participate in seminar from EDB or other educational bodies |
| 3. To foster life-long learners with | 3.1 To develop students’ independent learning capacity by equipping them with | ✓ | ✓ | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● Familiarize teachers with self-learning skills through staff development |

| | | | | | | | |
|---|--|---|---|---|---|---|---|
| globalized vision and strive for excellence | self-learning skills | | | | | | <ul style="list-style-type: none"> ● Promote self-learning skills to students through workshops ● Promote students' Lesson Preparation and revise assessment practices to encourage self-learning ● Provide opportunities/ environment to enhance students' self-learning attitude ● Encourage the application of self-learning skills in all subjects ● Encourage students to participate in inter-school and territory-wide competition / functions to foster their desire for improvement. ● Enhance the role of Global Education Team and her collaboration with other teams and subjects ● Conduct high impact activities incorporated in International Awareness Week. ● Conduct activities such as Ethnic Minority visits, Global Minute, AFS Exchange students sharing ● Admit exchange students to foster multiculturalism on campus. ● Integrate knowledge of global awareness and international relationship into the curriculum of different subjects |
| | 3.2 To strengthen students' positive learning attitude, develop good learning and reading habits, promote proactive motivation of learning to foster students' desire for excellence | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 3.3 To enhance students' learning of global issues and growing of international awareness | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 3.4 To enhance online video conferencing and collaborative projects with schools within our own and other regions | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 3.5 To strengthen the Life Planning and Careers Education | | ✓ | ✓ | ✓ | ✓ | |

| | | | | | | | |
|---|--|---|---|---|---|---|--|
| | | | | | | | <ul style="list-style-type: none"> ● Conduct video interactive activities with schools in or out of Hong Kong ● Develop a whole-school approach life planning and careers education framework and integrated into the school curriculum and other learning experiences. ● Promote and strengthen students' awareness of life planning through the work of Careers Guidance Team and collaboration with other teams. ● Familiarize colleagues with careers education through staff professional development programmes. |
| 4. To foster a warm and supportive school culture to facilitate students grow, explore and take risks in a safe environment | 4.1 To establish the brother-and-sisterhood school culture among students | ✓ | ✓ | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● Encourage more junior students in helping organize whole school activities through joining student leader organizations ● Pooikeian Sharing session will be held to share personal stories about SPKC leaders' qualities ● Encourage students to get praising records of various praising items. ● Enhance the students' participation in school affairs through more teacher-student interaction. |
| | 4.2 To extend positive reinforcement measures to enhance sense of belongings, the identity of Pooikeians | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 4.3 To strengthen character building | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 4.4 To strengthen Christian Value and Education | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 4.5 To strengthen the school-based SEN support | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | 4.6 To involve class teachers' high participation in nurturing class spirit, self-management skills and implementing form themes | ✓ | ✓ | ✓ | ✓ | ✓ | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | <ul style="list-style-type: none"> ● Further the collaboration in Christian Education among Abundant Grace Church, Christian Education Team, Student Affairs committee and Staff Development Team ● Recruit a School-based Education Psychologist to strengthen the assessment, remedial support and consultation support ● Refine the tools and the policy of school-based SEN support. ● Further develop the support strategies with the collaboration of SEN coordinator, counseling team, Education Psychologist, Heads of core subjects and Exam & Assessment Team. ● Encourage teachers to enroll in SEN training ● Strengthen teachers with class management skills through staff development programmes. ● Strengthen the role and job specification of Class teachers by delegation of power and responsibility. |
|--|--|--|--|--|--|--|