



Stewards Pooi Kei College

School Development Plan

2004 – 2009

Stewards Pooi Kei College
School Development Plan

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)

School Vision

Building on the principles and values of Christianity, our vision is to become an outstanding DSS school, which is recognized for our continuous educational innovation and passion, for cultivating Christian faith, as well as for fostering our students to be leaders of tomorrow and stewards of society.

School Mission

Our mission is to foster all students to:

- Embrace a self- directed learning attitude and skills in pursuing academic excellence
- Shape upright characters, healthy values in alignment with Christian faith and international perspectives
- Strive for all- round development
- Show care and concern for fellow citizens
- Serve the society, country and global community

To accomplish our mission, we pledge to:

- Build a team of staff who are good role models for students and continuously search for excellence
- Create an enjoyable, creative and holistic learning environment where students may freely explore, dream and learn
- Deliver strong and humane organizational and management support
- Engage parents, church and community as strategic partners

SWOT Analysis

Strengths

- Philosophy and Values – Christian principles give clear guidance in running our school and in fostering students’ development
- Competitive Advantage – DSS school with autonomy and flexibility in curriculum design, medium of teaching, staffing and management
- Using English as Medium of Instruction – a preferred choice by parents that can equip students for further education locally or overseas

- People - Young, energetic, knowledgeable and committed teachers
- Assets - Y2K campus equipped with modern facilities, IT infrastructure and a comfortable surrounding environment.
- Resource – Sufficient financial resources; strong parental involvement, church and community support
- Geographical advantage – Supportive neighborhood community,
- Culture – Comparatively easier to shape a culture in a new school, which fits the school’s vision and mission

Weaknesses

- People – An energetic but newly formed teaching team needs to accumulate experience under the coaching and mentorship of senior teachers.
- Management and staff team – Effective team ethos and collaborative culture needs to be built.
- Organization and management – Administrative policies and procedures need continuous improvement for perfection.
- English learning environment is to be realized in various aspects.

Opportunities

- Policy / Market development – Growing popularity of DSS in recent years
- Lifestyle trend – Parents are increasing open-minded, prefer all-round education to examination-oriented schools.
- Partnership – Well-connected with a reputable primary school in close vicinity
- Competitor vulnerabilities - Establishment of Integrated Humanities can fit in with the new 334 reform.
- Market Changes – The new 3-3-4 system has created the same starting point for all schools, making a new school less disadvantaged when compared to established schools which are experienced and have examination track records in 5-2-3 system.

Threats

- Interests of stakeholders – for example, sensitive / demanding parents who may expect immediate results from the school and may create some interference with the school’s development and professional autonomy.
- Changes in market – Shrinking student population making competition for students very keen.
- New competitors entering market - Strong competition among DSS schools in the Shatin district.

Major Concerns

To actualize our vision and mission as well as to address findings from the SWOT analysis, the following major concerns are formulated:

1. To foster an eager-to-learn atmosphere among students and to build up a dynamic and supportive learning environment
 - a) To build up students' reading habits and learning skills in pursuing academic excellence
 - b) To diversify learning experience inside and outside classroom
 - c) To enhance collaborative learning
 - d) To further develop pedagogical competence of teachers
 - e) To design a tailor-made and inspiring curriculum
2. To nurture Christian values and a sense of belonging
 - a) To promote spiritual education
 - b) To integrate Christian values into the formal curriculum
 - c) To foster students' understanding and feeling that they are unique, precious and loved
 - d) To set up routines that shape a school culture and students' habits of discipline
3. To build a solid English curriculum so as to strengthen students' language foundation for learning in an EMI environment
 - a) To establish a solid and effective classroom curriculum
 - b) To create a self-access learning habit
 - c) To secure adequate resources for English learning
 - d) To create a language-rich environment through activities outside classrooms
4. To build a human-oriented management system to foster staff members' continuous improvement
 - a) To ease and reduce administrative work among teachers
 - b) To standardize administrative procedures
 - c) To organize systematic orientation programmes and materials to help new staff adjust to the school
 - d) To set up hardware facilities to support teaching and learning
 - e) To enhance staff competence in teaching and staff awareness to be role models for students
5. To promote students' international perspective
 - a) To facilitate students' connection with their counterparts from other cultures
 - b) To increase students' interest in understanding things happening around the world
6. To establish co-operation with parents, church and community in fostering students' development and sense of pride in school
 - a) To establish integration and connection between students and the community
 - b) To promote school mission and student achievements in the community
 - c) To foster students' a feeling of success and pride in school
 - d) To build a close link among school, students, parents, church and the community

Major Concern 1: To foster students an eager-to-learn atmosphere and build up a dynamic and supportive learning environment

Expected Effect/Goals	Implementation Strategies	Schedule				
		04/05	05/06	06/07	07/08	08/09
To foster students' reading habits and learning skills in pursuing academic excellence	1. To launch Daily Reading Sessions (with award scheme) At least 20 minutes a day before lessons	✓(2) (no award scheme)	✓(3)	✓(4)	✓(4)	✓(4)
	2. To encourage the Effective Use of the library Form 1 & 2 students go to school library once a month and should borrow at least one book in each visit Form 3 students go to school library bi-monthly and should borrow at least one book each visit		✓(2)	✓(3)	✓(4)	✓(4)
	3. To organize an Intensive Reading Award Scheme Teachers set themes for reading and students find the source by themselves		✓(2)	✓(3)	✓(4)	✓(4)
	4. To read "A Passage a Day" 每日一篇 Form One 1 st Term – Passages in Chinese Form One 2 nd Term – Passages in English Form Two – Passages in English Form Three – Passages either in Eng. or Chinese		✓(2)	✓(3)	✓(4)	✓(4)
	5. To conduct Forum for Good Book / Passage / Article sharing	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	6. To share Students' Written Work	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	7. To promote sharing of good books in the daily morning assemblies	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	8. To recommend good books by teachers or students in weekly assemblies		✓(1)	✓(2)	✓(3)	✓(4)

To diversify learning experience inside and outside classroom	1. To launch 'Learning without Walls' Program	✓(2)	✓(3)	✓(3)	✓(4)	✓(4)
	2. To encourage teaching strategies that emphasizes praise and encouragement	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	3. To provide a Self Learning Centre at school	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	4. To introduce "Student Teacher" Scheme		✓(1)	✓(2)	✓(3)	✓(4)
	5. To introduce effective learning strategies in weekly assemblies	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	6. To introduce Student Award Schemes in various disciplines	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	7. To launch multiple co-curricular activities	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
To enhance collaborative learning	1. To assign subject-based project work (group projects)	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	2. To assign cross-curricular project work (two subjects a year) with students' own and peer assessments		✓(1)	✓(2)	✓(3)	✓(4)
	3. To encourage small group discussions in class	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
To further develop pedagogical competence of teachers	1. To organize Teacher Training and Sharing Program	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	2. To arrange Classroom Observations (at least 4 times a year)	✓(1) (2 times)	✓(2)	✓(3)	✓(4)	✓(4)
	3. To launch Demonstration of Effective Teaching Strategies that may inspire critical thinking in students	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	4. To organize Collaborative Lesson Preparation Sessions of Same Subjects and Sharing among Subject Teachers of the Same Form		✓(1)	✓(2)	✓(3)	✓(4)
	5. To implement Teacher Mentorship Scheme	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	6. To arrange School Visit (at least once a year)		✓(1)	✓(2)	✓(3)	✓(4)
	7. To support teachers to attend seminars or workshops at least six hours or equivalent in related disciplines		✓(1)	✓(2)	✓(3)	✓(4)
	8. To share books / articles related to current educational issues or teaching strategies	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)

To design tailor-made and inspiring curriculum	1. To collaborate in preparing lesson plans and teaching materials with the help of school library		✓(1)	✓(2)	✓(3)	✓(4)
	2. To provide tailored-made materials or supplementary teaching materials in English Language, Chinese Language, PSSE, Music, Visual Art, P. E. and Integrated Humanities		✓(1) (not all subjects)	✓(2)	✓(3)	✓(4)
	3. To hold regular teaching staff meetings of same subject with sister schools of Stewards (sharing and collaboration)			✓(1)	✓(2)	✓(3)
	4. To utilize external resources (e.g. external school advisors) to help to establish, monitor and improve school-based curricula on certain subjects (e.g. Integrated Humanities.) <ul style="list-style-type: none"> ● To hold regular meetings with external advisors ● To visit other schools / organize common workshops 	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	5. To deploy extra resources to facilitate learning and teaching by applying extra Grant “Additional Support for Secondary Schools Adopting English-medium Teaching” from EDB <ul style="list-style-type: none"> ● To implement a continuing Drama program in the English Curriculum ● To establish a Radio broadcasting facility and increase broadcasting hours 				✓(1)	✓(2)

Major Concern: 2. To nurture Christian values, moral values and sense of belonging among students

Expected Effect/Goals	Implementation Strategies	Schedule				
		04/05	05/06	06/07	07/08	08/09
1. To nourish Christian values	● To cultivate a good teacher-student relationship through the implementation of the Dual-class-teacher Scheme and Mentorship Programme	✓(3)	✓(4)	✓(4)	✓(4)	✓(4)
2. To help students establish appropriate values by integrating values into the formal and informal curriculum	● To sow the words of God and share the love of God in school, such as, posting verses in school, praying and/or singing hymns in the assembly, Class Teacher Period, gathering of Mentorship Group or lessons, etc.	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)
3. To foster students' feeling of being valued and loved	● To use regularly School Hymn Book and School Hymn	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
4. To strengthen the sense of belonging among students	● To help students establish positive values and nourish Christian belief through sharing sessions in the Assembly, Class Teacher Period, Mentorship Programme, P.S.S.E., etc	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)
5. To develop a close link with parents and the community	● Link up with church to nurture students' spiritual life	✓(2)	✓(2)	✓(3)	✓(4)	✓(4)
6. To develop students' strong feeling of success and pride in school	● Set up a religious group to promote Christian atmosphere in school	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	● Religious activities will be held after school once per month	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	● Launch different programmes to enhance students' self-discipline and self-esteem	✓(2)	✓(3)	✓(3)	✓(4)	✓(4)
	● To promote "Classroom/School as Second Home"	✓(2)	✓(3)	✓(3)	✓(4)	✓(4)
	● Students taking up different responsibilities in class, club committee, school functions, school teams, etc.	✓(2)	✓(3)	✓(3)	✓(4)	✓(4)

	<ul style="list-style-type: none"> ● Let students experience love and care through service and activities ● Provide students with a chance to participate in school activities, inter-school competitions and discussion of school policies ● Provide leadership training programmes to students ● Provide chances for students to perform and recognize their efforts by posting their certificates and awards in school ● Establishment of PTC and PTA ● To hold Parents' Night, Parent-teacher sharing sessions, parent education programmes, Open Day, etc. ● Link with social service centres and schools nearby ● To collaborate with church and family ● To have family-based care 	✓(2)	✓(2)	✓(3)	✓(3)	✓(4)
		✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
		✓(1)	✓(2)	✓(3)	✓(3)	✓(4)
		✓(2)	✓(3)	✓(3)	✓(4)	✓(4)
		✓(1)	✓(2)	✓(3)	✓(3)	✓(4)
		✓(1)	✓(2)	✓(3)	✓(3)	✓(4)
		✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
		✓(2)	✓(3)	✓(3)	✓(4)	✓(4)
		✓(1)	✓(2)	✓(3)	✓(3)	✓(4)

Major Concern 3: To build a solid English curriculum so as to strengthen students' language foundation for learning in an EMI environment

Expected Effect/Goals	Implementation Strategies	Schedule				
		04/05	05/06	06/07	07/08	08/09
To establish a solid and effective classroom curriculum	1. Provide tailor-made teaching materials based on daily life situations	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	2. Set up a full range of grammar materials / items for adequate applications		✓(2)	✓(3)	✓(4)	
	3. Implementation of various English programmes					
	● English Language Week	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	● Inter-class debate competition			✓(2)	✓(3)	✓(4)
● English Club (co-curricular activity)	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)	
● Morning assemblies in English	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)	
● English zone		✓(1)	✓(2)	✓(3)	✓(4)	
● Subscription to "English Street Weekly"	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)	
4. English Readers' reading scheme in English lessons	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)	
To create a self-access learning habit	1. Establishment of an English Corner in school library		✓(1)	✓(2)	✓(3)	✓(4)
	2. Purchase of adequate English readers / books in class library for morning reading sessions	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	3. Subscription to "English Street Weekly"	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	4. Encourage students to participate in HK Schools' Speech Festivals	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	5. Easy access to self learning grammar package / software in school library (with the help of IT Committee)		✓(1)	✓(2)	✓(3)	✓(4)

Major Concern 3: To build a solid English curriculum so as to strengthen students' language foundation for learning in an EMI environment

Expected Effect/Goals	Implementation Strategies	Schedule				
		04/05	05/06	06/07	07/08	08/09
	6. To promote the importance of this learning habit in the Summer Bridging Course	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
To secure adequate resources for English learning	1. Assign particular English teachers to outsource current English materials /ESL locally and from overseas	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	2. to share information and resources with sister schools of Stewards		✓(1)	✓(2)	✓(3)	✓(4)
To create a language environment through activities outside classrooms	1. to display students' work of excellence on notice boards of homerooms and school public areas	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	2. English learning experience through "Learning Without Walls" programme	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	3. Implementation of various English programmes					
	● English Corner	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	● English Club	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
● English Week	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)	
	4. enforcement of English as MOI in other subjects	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)

Major Concern 4. To build up a human-oriented management system with mechanisms to foster staff members' continuous improvement

Expected Effect/Goals	Implementation Strategies	Schedule				
		04/05	05/06	06/07	07/08	08/09
To ease and reduce administrative works among teachers	<ul style="list-style-type: none"> To provide efficient clerical support to teachers by designating clerical staff to be the secretary of each teaching subject and committee or department of the school 	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	<ul style="list-style-type: none"> To build up effective communication channels between the teaching and support teams so that the latter could help handle routine enquiries 	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	<ul style="list-style-type: none"> To offer a variety of training to clerical staff (e.g. first-aid, accounting, financing and information technology, etc.) so that they could take up more administrative duties for teachers (like taking care sick students, student admissions, supervising detention classes, preparing budget, tendering and ordering, and compiling students' report cards). 	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	<ul style="list-style-type: none"> To recruit teaching assistants to further absorb the administrative workload of teachers 	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	<ul style="list-style-type: none"> To install an intranet platform for information sharing and making reservation of school resources 	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)

Expected Effect/Goals	Implementation Strategies	Schedule				
		04/05	05/06	06/07	07/08	08/09
To standardize administrative procedures	▪ To compile a staff manual	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	▪ To create a display flow chart for school events	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)
	▪ To draw up samples for forms and reports	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
To organize systematic information to help new staff adjust to the school	▪ To compile a staff manual	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	▪ To provide orientation day for new staff to get know the school mission, organization and culture easily	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)
	▪ To set up a mentoring system	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)
To set up hardware facilities to support teaching and learning	▪ To install Cable TV system	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	▪ To install Gigabit network system	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)
	▪ To install wireless network for easy and instant wireless access in the campus	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	▪ To equip all classrooms with LCD projectors connected with computer and DVD players	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)
	▪ To install a video broadcasting system	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
To promote staff development and accountability	▪ To set up a staff appraisal system which encourages continues quality improvement	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	▪ To organize staff development days	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)
	▪ To improve teacher-class ratio to allow teachers for professional development or capacity enhancement	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)

Major Concern 5: To promote students' international perspective

Expected Effect/Goals	Implementation Strategies	Schedule				
		04/05	05/06	06/07	07/08	08/09
1. To facilitate student exchange activities 2. To widen students' exposure to different cultures 3. To raise students' awareness about international issues	● To establish networks with local international schools and overseas institutions	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	● To hold language classes or activities, such as, French, Japanese, etc.		✓(1)	✓(2)	✓(3)	✓(4)
	● To discuss international events with students through formal curriculum, such as, Integrated Humanities	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)
	● To organize activities matching with international events and reacting to things happening around the world		✓(1)	✓(2)	✓(3)	✓(4)
	● To organize educational tours and service projects outside Hong Kong	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	● To encourage students' participation in cultural activities	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	● Invite organizations to hold some cultural activities		✓(1)	✓(2)	✓(3)	✓(4)

Major Concern 6: To co-operate with parents and local community in fostering students' development and sense of pride in the school

Expected Effect/Goals	Implementation Strategies	Schedule				
		04/05	05/06	06/07	07/08	08/09
To establish integration and connection between students and the community	▪ To encourage students' active participation in community services	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	▪ To arrange visitations	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)
	▪ To build up a network with organizations of different kinds	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
To promote the school mission and student achievements in the community	▪ To participate in inter-school events	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)
	▪ To make good use of media promotion	✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
	▪ To encourage student performances in the six areas (moral, intellectual, physical, social, aesthetic and spiritual)	✓(2)	✓(3)	✓(4)	✓(4)	✓(4)

To foster students' feelings of success and pride in school	<ul style="list-style-type: none"> ● To launch different programmes to enhance students' self-discipline and self-esteem ● To promote "Classroom/School as Second Home" ● To take up different responsibilities in class, club committee, school functions, school teams, etc. ● To let students experience love and care through service and activities ● To provide students a chance to participate in school activities, inter-school competitions and discussion of school policies ● To provide leadership training programmes to students ● To provide chances for students to perform and recognize their efforts by posting their certificates and awards in school 	✓(2)	✓(3)	✓(3)	✓(4)	✓(4)
To build a close link among school, students, parents, church and the community	<ul style="list-style-type: none"> ● To establish a PTA ● To hold Parents' Night, Parent-teacher sharing sessions, parent education programmes, Open Day, etc. ● To liaise with social service centres and schools nearby ● To collaborate with church and families in organizing activities ● To launch family-based care 	✓(1)	✓(2)	✓(3)	✓(3)	✓(4)
		✓(1)	✓(2)	✓(3)	✓(3)	✓(4)
		✓(1)	✓(2)	✓(3)	✓(4)	✓(4)
		✓(2)	✓(3)	✓(3)	✓(4)	✓(4)
		✓(1)	✓(2)	✓(3)	✓(3)	✓(4)