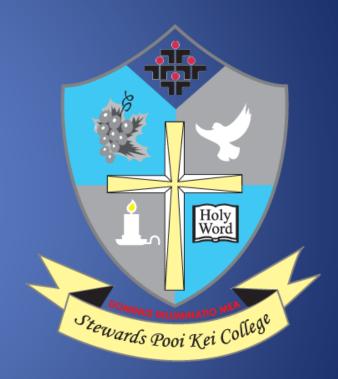# 2019 - 2020
Annual School Plan

Major Concerns:

1. To foster students to be active learners
2. To implement positive education to promote the holistic wellness of students
3. To develop a professional learning community

Major Concern 1: To foster students to be active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To further enhance students' inquisitiveness and sustain their motivation in academic pursuits	To further make effective use of eLearning tools (e.g. iPads, educational applications, flipped classroom videos and subject-based eLearning platforms) and online learning and assessment materials to encourage students' involvement and autonomy in learning	• Over 90% of subjects incorporate eLearning into their formal curricula • Over 90% of students use eLearning tools, platforms and materials in the process of learning • Over 70% of students agree that the use of eLearning tools, platforms and materials makes them more engaged in learning and gives them a sense of autonomy	• Scrutiny of annual plans and annual reports of subject panels • iPad borrowing records • Teachers' observation • Student evaluation of teaching and learning questionnaires	• Whole year	• Panel heads and subject teachers	• iPads: students' own or borrowed from school • Subject-based eLearning platforms • Online videos and resources

Major Concern 1: To foster students to be active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To further enhance students' inquisitiveness and sustain their motivation in academic pursuits	To adopt assessment strategies that enhance learning motivation	• Over 80% of subjects are able to adopt a variety of assessment methods, e.g. self-evaluation and peer checking; continuous assessments and terminal exams; individual work and group projects; and oral and written assessments • Over 80% of subjects produce assignments and test and exam papers of a range of depth • Over 60% of students take the initiative to review their learning based on their performance in assignments and assessments	• Scrutiny of annual reports of subject panels • Scrutiny of markers' reports • Feedback from the Principals after their scrutiny of test and exam papers • Students' performance in assignments and assessments • Exercise book inspection reports • Teachers' observation • SHS	• Whole year	• Panel heads and subject teachers	• Resources for setting assignments and assessments

Major Concern 1: To foster students to be active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To further enhance students' inquisitiveness and sustain their motivation in academic pursuits	To create opportunities for peer learning within and beyond the classroom	• More than 70% of subjects include cooperative learning activities in their lesson design (e.g. pair work, group discussions, group presentations, debates and competitions) • Over 50% of subjects arrange external activities (e.g. interschool oral practices, debate contests, sports events and visits to tertiary institutes) for students to learn from their schoolmates and counterparts in other schools	• Scrutiny of annual plans and annual reports of subject panels • School activity records • SHS • Teachers' observation	• Whole year	• Panel heads and subject teachers	• Relevant reference materials • Tailor-made learning and teaching materials • Coach services • Administrative support from teaching assistants or the General Office

Major Concern 1: To foster students to be active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To nurture students to be self-directed learners with skills, habits and attitudes for self-learning	To adopt a wider repertoire of teaching strategies (e.g. pre-lesson and post-lesson tasks, note-taking, questioning techniques and learning material options) to help students take greater responsibility for their learning	• Over 70% of teachers utilize multiple teaching strategies • An increase in the number of students who prepare for lessons compared with last year • Reduced number of students who fail to submit homework • Over 70% of students show a stronger sense of responsibility in their learning	• SHS • Comparing the relevant data in the student evaluation of teaching and learning questionnaires in 2019/20 with those in 2018/19 • Comparing the Missing Homework Records in 2019/20 with those in 2018/19 • Teachers' observation	• Whole year	• Panel heads and subject teachers	• Relevant training or support for teachers from the CUHK QSIP Team or the Staff Development Team

Major Concern 1: To foster students to be active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To enhance the professional capacity of teachers in facilitating active learning	To provide training on active learning to help teachers transform into effective enablers and activators of learning	• More than 70% of teachers find the training sessions on active learning useful for equipping them with the knowledge and skills for facilitating active learning in students • More than 70% of teachers find the relevant reading materials provided beneficial to their understanding of active learning • 2/3 of the panel heads in IS, IH and Math agree that the curriculum support provided by the QSIP team is conducive to fostering students to be active learners	• QSIP survey results • Oral feedback from the IS, IH and Math panel heads • Oral feedback from teachers • SHS	• Whole year	• Staff Development Team members • IS, IH and Math panel heads and the CUHK QSIP team	• A budget for recruiting the CUHK QSIP team

Major Concern 2: To implement positive education to promote the holistic wellness of students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To nurture students' positive values and attitudes towards self and life in a progressive approach	To promote a growth mindset for students' self-improvement	• Introductory talks and sharing sessions are held in the morning and weekly assemblies to introduce the concepts and promote the benefits of a growth mindset to students • Over 70% of students make use of the monthly target setting and evaluation forms in the Student Handbook designed for promoting a growth mindset • Over 60% of students show attitudes and efforts to improve themselves	• Morning and weekly assembly records • Collection of data and feedback from class teachers through online questionnaires • APASO and SHS	• Whole year	• Positive Education Working Group members and all teachers • Discipline Team members and class teachers	• Monthly target setting and evaluation forms in the Student Handbook

Major Concern 2: To implement positive education to promote the holistic wellness of students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To cultivate in students a sense of belonging to the school and to develop positive relationships with others	To reinforce positive thinking by encouraging students to serve the school and society	• At least 30 types of serving positions in various areas in the school are offered to students (e.g. prefects, librarians and helpers in school functions) • 100% of S1 to S5 students take part in at least 2 community services • Over 50% of students agree that the school actively guides them to get along with others well	• Scrutiny of annual plans and reports of subject panels and school teams • Community service record forms • SHS	• Whole year	• Panel heads and team heads • Moral and Civic Education Team members	• Contact with NGOs, charitable organizations, welfare groups and churches

Major Concern 2: To implement positive education to promote the holistic wellness of students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To establish a positive learning atmosphere	To recognize student effort and celebrate success through optimizing the school award system and increasing praise given in public	• Over 70% of subjects integrate positive reinforcement (e.g. giving verbal and written praises and displaying good works) into curricula • Awards and scholarships in at least 10 different areas are presented to students in front of an audience • Honour rolls and award recipients' photos are broadcasted through the campus TV • At least 70% of students agree that they receive praises or other forms of positive reinforcement from teachers	• Scrutiny of annual plans and reports of subject panels • Records from relevant teams • Multimedia Team records • Student evaluation of teaching and learning questionnaires	• Whole year	• Panel heads and subject teachers • Class teachers • Academic Support Team members	• A budget for prizes and scholarships

Major Concern 2: To implement positive education to promote the holistic wellness of students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To enable parents and teachers to have an understanding of how a growth mindset promotes the well-being of students	To enrich teachers' and parents' understanding of positive education through talks, seminars and school visits	• Over 70% of teachers find the talks and seminars on positive education held during Staff Development Days conducive to their understanding of the principles and practical skills for implementing positive education in teaching • Over 70% of parent participants find the parents' talk on positive education useful in facilitating their understanding of positive education	• Teacher questionnaires • SHS • Participants' questionnaires	• Whole year	• Staff Development Team members • Positive Education Working Group members • PTA members	• Guest speakers from various educational bodies such as China Holiness College and Teengineer

Major Concern 2: To implement positive education to promote the holistic wellness of students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To achieve good progress in Pooikeinians' physical development	To help students strengthen their physical fitness through thematic activities, competitions and award schemes	• At least 70% of students pass their fitness tests • Over 80% of students participate in at least one sports event in the school's Athletic Meet • 70% of participation rate is achieved in the Energized Youth Program for students with a high BMI • A culture-themed sport is introduced in selected PE lessons during International Awareness Week • An increased number of participants in inter-school sports competitions	• Fitness test results • Athletic Meet event entry records • Activity attendance records • OLE records • Awards and certificates	• Whole year	• PE teachers • Global Education Team members	• External sports facilities • A budget for coaches/ instructors

Major Concern 3: To develop a professional learning community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To promote professional interflow	To increase administrative efficiency so as to create space for professional interflow	• Over 70% of teachers agree that the clearly defined and systematically allocated administrative duties, supplemented with relevant guidelines and documents, are conducive to increased efficiency • An increased number of teaching and supporting staff (i.e. Teaching Assistants, SEN Coordinator and clerical staff) is employed to relay part of teachers' administrative load so as to create space which can be used for professional sharing • Timetables, briefings and assemblies are restructured to maximize effectiveness and create space	• Relevant administrative duty lists and work schedules • Recruitment and deployment records • Relevant meeting minutes • Comparison of briefing and assembly schedules between 2019/20 and 2018/19 • Teachers' feedback	• Whole year	• Principals, subject heads and team heads	• Budget for recruiting new supporting staff

Major Concern 3: To develop a professional learning community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To promote professional interflow	To keep teachers abreast of up-to-date seminars, training courses and latest educational trends	• Information about training courses, talks, seminars, workshops and lesson observation activities offered by the EDB, schools and educational bodies is disseminated to all teachers through email weekly • Over 70% of teachers attend at least one professional development training event in addition to the Staff Development Days	• Email records • Training records • Teachers' feedback	• Whole year	• Staff Development Team members • All teachers	• Training allowance for eligible courses

Major Concern 3: To develop a professional learning community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To promote professional interflow	To offer more platforms for the sharing of best practices, educational resources and capacity building among teachers. For example, meetings for all staff, panel heads, departments and teams, as well as staff development days	• At least 80% of subjects conduct professional sharing in various platforms such as common lesson preparation periods, panel meetings, sharing sessions or meetings with other schools • An increase in the percentage of teachers who agree that the school has developed an ambience of professional interflow is observed • A mentorship program offering a platform for new teachers to learn from veteran ones is implemented and positive feedback is received	• Scrutiny of annual plans and annual reports of subject panels • Comparison of the relevant data in SHS in 2019/20 with those in 2018/19 • Oral feedback from new teachers	• Whole year	• Panel heads and teachers • Staff Development Team members	• Support from other teams such as Examination and Assessment Team and E-Administration Team

Major Concern 3: To develop a professional learning community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To promote professional interflow	To encourage members of a panel to set common goals which facilitate collaborative lesson planning and peer lesson observation	• Over 50% of subjects set common objectives for peer lesson observation and collaborative lesson planning • Over 70% of teachers find that their panel heads effectively promote professional collaboration and sharing	• Scrutiny of annual reports of subject panels • Teachers' feedback • SHS	• Whole year	• Panel heads	• Nil

Major Concern 3: To develop a professional learning community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To promote professional interflow	To refine the appraisal forms to make them more conducive to professional development	• Items in the appraisal forms are modified to target at professional development • An increase in the percentage of teachers who agree that staff appraisal is conducive to promoting their professional development is observed	• Refined appraisal forms • Comparison of the relevant data in SHS in 2019/20 with those in 2018/19	• Second Term	• Principals and panel heads	• Nil

Appendix 1: Plan on Use of Capacity Enhancement Grant (2019/20)

Stewards Pooi Kei College

Plan on Use of Capacity Enhancement Grant in 2019/2020 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, Chinese Language & Mathematics	To employ 3 of teaching assistant to: -handle all administrative work of regarding the subject -develop materials for the subject	Relieving teachers' workload in administration Updating, revising, and developing learning materials of subject	September 2019 to August 2020	Salary of teaching assistant: $559,233.- 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. Maggie Wong Mr. Edmond Shiu Mr. Jimmy Tse
Curriculum Development	To relieve teachers' substantial administrative workload in managing the OLE program	Employment of 1.4 full-time teaching assistants to help coordinate the program	Administrative & coordinating works among teachers could be reduced	September 2019 to August 2020	Salary of teaching assistants: $190,399.- 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. Tong Kwok
				Total Amount	$749,632* * 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 2019/2020	$715 x 1,009 students x=$721,435-	
Total budget for Capacity Enhancement Grant in 2019/2020		$749,632.-
The deficit will be covered by the School		($28,197).-

Prepared by:_____

Mr. Lee Kin Fung William (Principal)

Date: 28 NOV 2019

Signature by:_____

Ms. Pang Chau Sheung Rosa (School Supervisor)

Date: 28 NOV 2019

Appendix 2: Plan on Use of Diversity Learning Grant for Gifted Education Programmes (2019/20)

DLG funded programmes	Strategies & benefits anticipated	Elements of Gifted Education	Names of programme / course providers	Duration of programmes /courses	Target students	Evaluation of student learning / success indicators	Teachers-in-charge
1. Other Languages	To strengthen students' competence in French & Japanese	NA	Pui Ching Academy	3-hour lesson on Saturdays	Students who are strong in languages (14 students)	✧ Results of students' assignments & term tests ✧ Results obtained by the students in the HKDSE	Mr Gilbert Lau
2. Other programmes – Network programme	To offer a programme jointly organized by schools for music students to enhance their musical talents	Creativity	Pui Kiu Middle School	1 year (lessons on Saturdays)	One student who sits for HKDSE Music	✧ Quarter results in his/her studies ✧ Results obtained by the student in the HKDSE	Ms Yeung Siu Nam
3. Other programmes – Gifted Education Programme	To offer a school-based pullout programme for gifted students to extend their personal-social competence	✧ Higher-order thinking skills ✧ Creativity	outsourced	Lessons from April to July 2020	Talent Pool in S4 – S5	✧ Successful completion of the course by the students as shown in their learning records ✧ Attendance rate (at least 80%) ✧ Assessment of students' performance by the teachers ✧ Feedback from students	Ms Joyce Ng
4. Other programmes – Economics class	To strengthen students' analytical skills in Economics	Higher-order thinking skills	Alumni	8 lessons after school from November 2019	High ability students	✧ Students' performance in class & assignments ✧ Feedback from alumni	Mr Neville Tang

5. 其他課程 – 中文寫作班	提升學生創作力（小說及敘事散文）及觀察力（電影文本細讀及文學散步活動）	✧ 高層次思維技巧 ✧ 創造力	外聘作家	七堂(由 11/10/19 至 13/12/19)	由中文科老師提名具備高中文水平的學生	✧ 觀察學生課堂表現 ✧ 觀察學生作品表現	蕭春霖老師
6. Other programmes – STEM Workshop	To offer coding workshops to help students learn Python	✧ Higher-order thinking skills ✧ Creativity	Outsourced	1 Day Workshop in January/ February 2020	Students who are strong in IT	Students' performance in the workshops	Mr Harry Lau Mr Eddie Tsui
7. Other programmes – 社創體驗工作坊	To help students understand the operation of social enterprises and design new plans for a social enterprise through experiential learning	Creativity	Fullness Social Enterprise Society & Cultural & Religious Studies CUHK	Visit and workshop in July 2020	15-20 students selected based on their LS results and participation rate in social service	✧ Students' performance ✧ Students' feedback	Ms Miranda Tang
8. Other programmes – Prefect Training Program	To nurture leader qualities and cultivate leadership skills through diversified training and activities	✧ Higher-order thinking skills ✧ Creativity ✧ Leadership skills	School teachers and trainers from the U-hearts	Day Camp (November 2019) & Afterschool Workshops (December 2019 & April 2020)	Student leaders	✧ Students' performance in the programme as observed by teachers and the trainers ✧ Students' feedback	Mr Tony Kwok
9. Other programmes – multi-media skills enhancement workshop	To Enhance students' different skills and creativity in multimedia creation	Creativity	Outsourced	9 lessons in 4 months, from March to May 2020	10 students who has good potential in multi-media production	✧ Students' performance in the programme as observed by teachers and the trainers ✧ Students' feedback	Mr Jimmy Tse & Mr David Leung

Appendix 3: Plan on Sister School Exchanges (2019/2020)

Name of Mainland Sister Schools   (1)   Luhe Middle School
                                                (2)   Foshan Huijing Middle School

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring/Evaluation	Estimated Expenditure
1.	Professional Exchanges • Target participants are for teachers and administrative staff • Teachers/staff from our school will meet, discuss and exchange ideas on teaching or administrative strategies • Exchanges can be in person or done remotely through webcam conferences	• To allow teachers/administrators of both sides to have a better understanding of how our sister schools teach/function, and thus to gain insights for further improvement • To give colleagues on both sides an opportunity to bond and gain a better understanding of each other on a personal level	• Opinion survey • Events will be reviewed by the PICs on both sides of the exchange	**$125,000** • $100,000 on package tour services or jointly organized activities • $20,000 on cost of hiring temporary supporting staff • $5,000 on cost of one-time visas for teachers
2.	Webcam Conferences • Target participants are students • Web conferences will be conducted between us and our sister school, with a variety of themes and purposes, such as school life and culture, academic forums and friendly debates.	• To allow students to meet and connect with students from our sister schools to acquire academic or cultural knowledge • To allow students to meet and connect with students remotely, bypassing the complications and time constraints of travelling	• Student survey • Events will be reviewed by the PICs on both sides of the exchange	**$20,000** • For hardware and software

Appendix 4:   Plan on Use of Promotion on Reading Grant (2019/2020)

	Items	Expenditure
1	Online newspaper repository--Wisenews	$16,000
2	Books for extensive reading	$56,310
		Total = $72,310