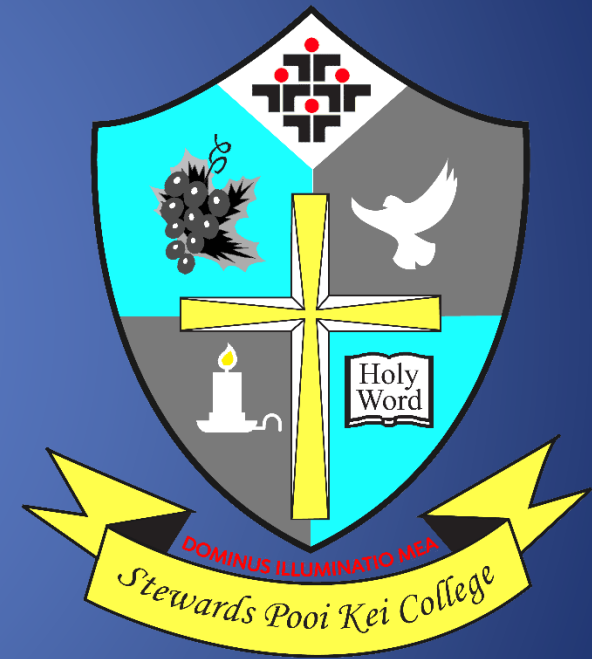


# 2019 - 2023 School Development Plan



**Stewards Pooi Kei College**

香港神託會培基書院

Stewards Pooi Kei College

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# **1. School Information**

Stewards Pooi Kei College is a quality EMI school with an international perspective operating under the Direct Subsidy Scheme, providing Christian education for local students.

## **1.1 Sponsoring Body**

Stewards is a registered Christian charitable organization founded in 1962. It is a member of the Hong Kong Council of Social Service and the Community Chest of Hong Kong.

Since its inception, Stewards has grown into a vibrant Christian service agency employing over 700 full-time staff providing local people with various health care, education and social services in different locations throughout Hong Kong.

The role of Stewards in the field of education started in the early 1960s with roof-top schools. Since then, all these roof-top schools have been replaced by modern purpose-built facilities.

Stewards believes in a holistic education able to develop the academic, physical, mental, emotional, social and spiritual potential and capabilities of students. We aim to nurture young people to become valuable members of society.

There are six schools under the organization of Stewards. They are Stewards Pooi Kei College (Shatin), Pooi Tun Secondary School (Diamond Hill), M.K.M.C.F. Ma Ko Pan Memorial College (Tuen Mun), Pooi Kei Primary School (Shatin), Pooi Yan Kindergarten (Tseung Kwan O) and Pooi Chun Kindergarten (Ma On Shan).

## 1.2 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)

## 1.3 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.

## 1.4 School Mission

We aim to prepare tomorrow's leaders with character and intelligence.

We aspire to develop in our students the attributes of a leader, including:

- 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)

## 1.5 School Pledge

To accomplish our mission, we pledge to:

- Build a team of staff who continuously strive for excellence and serve as good role models to students
- Create an enjoyable, creative, holistic learning environment where students are encouraged to dream, explore and develop their talents
- Develop strong, humane organizational and managerial support
- Engage parents, church and the local community as strategic partners

## 2. SWOT Analysis

### 2.1 Strengths

- The broad, balanced school-based curriculum aims to provide ample opportunities and choices to extend and diversify students' learning experiences.
- The good foundation in e-learning laid in the past has been conducive to extensive, innovative use of e-learning tools during the extended periods of pandemic-induced school closure. The school's well-developed IT infrastructure and tech savvy staff enabled students to swiftly shift their learning and assessments online as well as readily adapt to a new normal mode of learning.
- The teaching team is composed of committed, capable teachers with growing experience and proficiency in teaching.
- Students have shown improved learning confidence and have taken the initiative to learn despite prolonged face-to-face class suspension due to the COVID-19 pandemic.
- School effort in nurturing students' correct values and virtues is recognized by teachers and students.
- The school climate is warm and harmonious. The working relationship between middle managers and teachers is amicable. There is a tacit understanding among teachers. The relationship between teachers and students is close and warm. On the whole, a caring culture has been established.
- The school has established stable, trusted partnerships with different organizations like the Abundant Grace Church, the Breakthrough Organization and the Parent Teacher Association, which provide strong support and tailor-made services to promote the development of the school.

### 2.2 Weaknesses

- In order to empower teachers to meet the challenges of the rapid educational changes, there is a need for strengthened efforts to enhance teachers' professional development through professional interflow and staff appraisal.
- There is room for improvement in the physical well-being and nurturing optimism in some students.

## 2.3 Opportunities

- Professional experts who render school-based support through projects like QSIP, CUHK foster school improvement.
- Many resources and funding, such as COTAP, CLP Grant, Life-wide Learning Grant, Quality Education Fund and Yan Chai Hospital Fund, are available to unleash students' potential and support teachers' professional development.
- The non-local GCE/IAL curriculum scheduled to be offered at preparatory level in 2021-22 provides a broader spectrum of academic options to students and prepare them for multiple education pathways.
- The average banding of S1 intake has been continuously rising, indicating an increasing population of higher-ability students.

## 2.4 Threats

- The pandemic-induced educational disruption and economic recession continue to pose challenges to different stakeholders.
- An ongoing decline in student population due to emigration and decision to pursue education overseas as a result of social unrest continues to trouble local schools.
- The phenomena of cyber addiction, misuse of the social media, and negative mental health have been aggravated by the pandemic-induced lockdown and social distancing.

### 3. Three-year Development Plan

To realize the school's vision and mission, and based on the SWOT analysis related to the past five years of practice, major concerns have been identified and are grouped into three domains as shown in the tables below. **It is to be noted that owing to the citywide class suspension and cancellation of face-to-face activities from early February to late May 2020, the major concerns for 2019-20 have been extended to 2020-21 to allow sufficient time for implementation. Therefore, the revised period for the implementation of the school three-year development plan is 2019 to 2023.**

#### I. Learning and Teaching

Major Concern	Targets	A General Outline of Strategies	2019-20 & 20-21	21-22	22-23
1. To foster students to be active learners 培養學生主動學習的態度	1.1 To further enhance students' inquisitiveness and sustain their motivation in academic pursuits	1.1.1 To further make effective use of e-learning tools to encourage students' involvement and autonomy in learning	✓	✓	✓
		1.1.2 To adopt assessment strategies that enhance learning motivation	✓	✓	✓
		1.1.3 To create opportunities for peer learning within and beyond the classroom	✓	✓	✓
		1.1.4 To utilise project learning and cross-curricular projects to encourage student-centred learning		✓	✓
		1.1.5 To foster the spirit of enquiry and exploration by promoting STEM education		✓	✓
	1.2 To nurture students to be self-directed learners with skills, habits and attitudes for self-learning	1.2.1 To adopt a wider repertoire of teaching strategies to help students take greater responsibility for their learning	✓	✓	✓
		1.2.2 To help students take ownership of their learning by developing their metacognition skills		✓	✓
		1.2.3 To make good use of assessment data to inform curriculum planning and teaching of active learning		✓	✓
	1.3 To enhance the professional capacity of teachers in facilitating active learning	1.3.1 To provide training on active learning to help teachers transform into effective enablers and activators of learning	✓	✓	✓
		1.3.2 To form internal teachers' learning circles by conducting collaborative lesson preparation and peer lesson observation focused on active learning		✓	✓

## II. Student Development

Major Concern	Targets	A General Outline of Strategies	2019-20 & 20-21	21-22	22-23
2. To implement positive education to promote the holistic wellness of students 推行正向教育 促進學生身心發展	2.1 To nurture students' positive values and attitudes towards self and life in a progressive approach	2.1.1 To promote a growth mindset for students' self-improvement	✓	✓	✓
		2.1.2 To advocate PERMA <sup>i</sup> in learning and teaching		✓	✓
		2.1.3 To promote character strengths in a whole-school approach		✓	✓
	2.2 To cultivate in students a sense of belonging to the school and to develop positive relationships with others	2.2.1 To reinforce positive thinking by encouraging students to serve the school and society	✓	✓	✓
		2.2.2 To equip students with skills in developing positive relationships through class-based, form-based and whole-school activities		✓	✓
	2.3 To establish a positive learning atmosphere	2.3.1 To recognize student effort and celebrate success through optimizing the school award system and increasing praise given in public	✓	✓	✓
	2.4 To enable parents and teachers to have an understanding of how a growth mindset promotes the well-being of students	2.4.1 To enrich teachers' and parents' understanding of positive education through talks, seminars and school visits	✓	✓	✓
	2.5 To achieve good progress in Pooikeinians' physical development	2.5.1 To help students strengthen their physical fitness through thematic activities, competitions and award schemes	✓	✓	✓



### III. Professional Development

Major Concern	Targets	A General Outline of Strategies	2019-20 & 20-21	21-22	22-23
<b>3. To develop a professional learning community</b>  專業教師團 共建學習社群	3.1 To promote professional interflow	3.1.1 To increase administrative efficiency so as to create space for professional interflow	✓	✓	
		3.1.2 To keep teachers abreast of up-to-date seminars, training courses and latest educational trends	✓	✓	✓
		3.1.3 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	✓	✓	✓
		3.1.4 To encourage members of a panel to set common goals which facilitate collaborative lesson planning and peer lesson observation	✓	✓	✓
		3.1.5 To encourage planning for effective use of Collaborative Lesson Planning (CLP) sessions to enhance quality learning and teaching		✓	✓
		3.1.6 To further promote cross-curricular lesson observation		✓	✓
	3.2 To reinforce the element of professional development in staff appraisal	3.2.1 To refine the appraisal forms to make them more conducive to professional development	✓	✓	
		3.2.2 To strengthen teachers' appraisal skills		✓	✓

<sup>i</sup> PERMA: **P**ositive Emotion, **E**ngagement, **R**elationship, **M**eaning, and **A**chievement