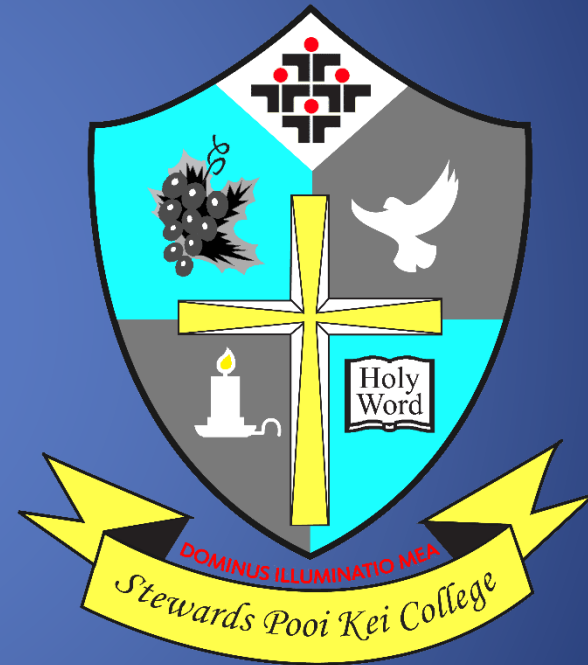


2020 - 2021 Annual School Plan



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

Remark: 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.

Major Concern 1: To foster students to be active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>To further enhance students' inquisitiveness and sustain their motivation in academic pursuits</p>	<p>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</p>	<ul style="list-style-type: none"> • 100% 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 • At least 60% of students agree in the SHS that they take the initiative to learn 	<ul style="list-style-type: none"> • Scrutiny of annual plans and annual reports of subject panels • Student evaluation of learning and teaching (L&T Survey) • Stakeholder Survey (SHS) • Teachers' observation 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Panel heads and subject teachers 	<ul style="list-style-type: none"> • Additional electronic devices (e.g. iPads, iPencils & laptops) for students and teachers in need to borrow • A budget for purchasing or subscribing to eLearning tools, platforms and materials • Assistance from IT technicians and supporting staff in producing online videos and maintaining school-based and subject-based eLearning platforms

Major Concern 1: To foster students to be active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>To further enhance students' inquisitiveness and sustain their motivation in academic pursuits</p>	<p>To adopt assessment strategies that enhance learning motivation</p>	<ul style="list-style-type: none"> 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; oral and written assessments; and online assessments Over 80% of subjects produce written assignments as well as test and exam papers catering to varying learner abilities Over 60% of students take the initiative to review their learning based on performance in assignments and assessments 	<ul style="list-style-type: none"> 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 forms Teachers' observation SHS 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers 	<ul style="list-style-type: none"> A budget for purchasing reference materials and publishers' 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
<p>To further enhance students' inquisitiveness and sustain their motivation in academic pursuits</p>	<p>To create opportunities for peer learning within and beyond the classroom</p>	<ul style="list-style-type: none"> • More than 70% of subjects include cooperative learning activities, which may take an in-person mode or a virtual form, in their lesson design (e.g. pair work, group discussion, group presentations, projects and team competitions) • Over 60% of students agree that out-of-the-classroom activities (e.g. contests, visits, discussion, field trips and experiential learning activities) are arranged for them to learn from schoolmates as well as their counterparts in other schools. The activities may be in in-person or online formats 	<ul style="list-style-type: none"> • Scrutiny of annual plans and annual reports of subject panels • School activity records • SHS 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Panel heads and subject teachers 	<ul style="list-style-type: none"> • Human resources for developing tailor-made learning and teaching materials • Coach services for in-person activities • Administrative support from teaching assistants or the General Office • Assistance from IT technicians for online events

Major Concern 1: To foster students to be active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>To nurture students to be self-directed learners with skills, habits and attitudes for self-learning</p>	<p>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</p>	<ul style="list-style-type: none"> • Over 70% of teachers utilize multiple teaching strategies • At least 1/3 of subjects try out the newly introduced “5-Minute Policy”, implemented at the beginning of lessons to encourage students to conduct revision and lesson preparation • Over 60% of students prepare for lessons • Minor merits are awarded through the Self-disciplined Pooikeinian Scheme during online learning period(s), and Pooikeinian Awards are presented during face-to-face learning 	<ul style="list-style-type: none"> • Scrutiny of annual plans and annual reports of subject panels • SHS • Student evaluation of learning and teaching (L&T Survey) • Reports from the Discipline Team • Teachers’ observation 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Panel heads and subject teachers 	<ul style="list-style-type: none"> • Nil

Major Concern 1: To foster students to be active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>To enhance the professional capacity of teachers in facilitating active learning</p>	<p>To provide training on active learning to help teachers transform into effective enablers and activators of learning</p>	<ul style="list-style-type: none"> • More than 70% of teachers find the workshops on active learning useful for equipping them with the knowledge and skills for facilitating the development of active learning in students • Over 70% of the 8 participating subjects agree that the curriculum support provided by the QSIP team is conducive to fostering students to be active learners 	<ul style="list-style-type: none"> • Oral or written feedback from teachers • SHS • QSIP survey results • Scrutiny of annual plans and annual reports of subject panels • Oral or written feedback from the teachers-in-charge of the 8 participating subjects 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Staff Development Team • Panel heads and the teachers-in-charge in the 8 participating subjects and the CUHK QSIP team 	<ul style="list-style-type: none"> • A budget for paying for the service of the CUHK QSIP team (\$109,000)

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
<p>To nurture students' positive values and attitudes towards self and life in a progressive approach</p>	<p>To promote a growth mindset for students' self-improvement</p>	<ul style="list-style-type: none"> Talks, workshops, sharing sessions and activities are held on different occasions and platforms (e.g. Class Teacher periods, the morning and/or weekly assemblies, videos and online platforms) to continue promoting the growth mindset to students and teachers Student use the new set of growth mindset training forms, refined to cover an extensive range of abilities, in the Student Handbook and on Google Classroom Over 60% of students show attitudes and efforts to improve themselves, e.g. by reviewing their learning 	<ul style="list-style-type: none"> Morning and weekly assembly records Scrutiny of annual reports, questionnaire results and oral or written feedback from the teams concerned: Staff Development Team, Discipline Team, Positive Education Working Group, etc. Collection of written or oral feedback from Class Teachers APASO and SHS 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Staff Development Team Positive Education Working Group Discipline Team Class Teachers 	<ul style="list-style-type: none"> A budget for inviting speakers and workshop facilitators where applicable

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
<p>To cultivate in students a sense of belonging to the school and to develop positive relationships with others</p>	<p>To reinforce positive thinking by encouraging students to serve the school and society</p>	<ul style="list-style-type: none"> • Serving positions in various areas in the school are offered to students (e.g. prefects, librarians and student ambassadors) • At least 30 community services in different areas of the society are offered to students through the “Service-Learning Scheme” • Over 70% of students and over 70% of parents agree that the school actively guides students to acquire the skills in getting along with others well • Over 70% of teachers agree the school can help students develop good interpersonal skills 	<ul style="list-style-type: none"> • Scrutiny of annual plans and reports of subject panels and school teams, in particular the Moral and Civic Education Team • Community service record forms • SHS 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Panel heads and team heads • Moral and Civic Education Team 	<ul style="list-style-type: none"> • A budget for the fees involved in organizing events in collaboration 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
<p>To establish a positive learning atmosphere</p>	<p>To recognize student effort and celebrate success through optimizing the school award system and increasing praise given in public</p>	<ul style="list-style-type: none"> Over 70% of subjects integrate positive reinforcement (e.g. giving verbal and/or written praises and showcasing good works) into their curricula; the positive reinforcement may be administered in an in-person or virtual setting Awards and scholarships in at least 10 different areas are presented to students in front of an audience; this can take place in-person or online Honour rolls, student performances and awardees' photos are broadcasted through the campus TV and e-bulletin boards 	<ul style="list-style-type: none"> Scrutiny of annual plans and reports of subject panels Records and/or the annual report of the Academic Support Team Scrutiny of the annual report of the Multimedia Team Student evaluation of learning and teaching (L&T Survey) 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers Academic Support Team Multimedia Team 	<ul style="list-style-type: none"> A budget for prizes and scholarships

		<ul style="list-style-type: none"> At least 70% of students agree that they receive praises or other forms of positive reinforcement from teachers 				
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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
<p>To enable parents and teachers to have an understanding of how a growth mindset promotes the well-being of students</p>	<p>To enrich teachers' and parents' understanding of positive education through talks, seminars and school visits</p>	<ul style="list-style-type: none"> More than 70% of teachers find the talks and/or workshops on positive education useful in enabling them to gain a better understanding of the topic Over 70% of parent participants find the parents' talk on positive education useful in facilitating their understanding of the topic 	<ul style="list-style-type: none"> Teacher questionnaires Parents questionnaires Scrutiny of annual reports of the Staff Development Team and the Parent-Teacher Association SHS 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Staff Development Team Positive Education Working Group PTA members 	<ul style="list-style-type: none"> Guest speakers from educational bodies, churches or NGOs

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
<p>To achieve good progress in Pooikeinians' physical development</p>	<p>To help students strengthen their physical fitness through thematic activities, competitions and award schemes</p>	<ul style="list-style-type: none"> • At least 70% of students pass in the fitness test administered by the PE Department • Over 80% of students download smartphone applications for regularly monitoring their amount of physical activities • A 70% participation rate is achieved in the Energized Youth Program for students with a high BMI • Participation in inter-school sports competitions, where in-person events are allowed by the public health situation 	<ul style="list-style-type: none"> • Scrutiny of the annual report of the PE Department • Fitness test results • Health records in the Student Handbook • Awards and certificates 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • PE teachers • Hired coaches or instructors (where applicable, depending on the public health situation) 	<ul style="list-style-type: none"> • External sports facilities • A budget for recruiting coaches/instructors <p>The above depends on the public health situation and social distancing policies)</p>

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	<ul style="list-style-type: none"> Teaching and supporting staff (e.g. Teaching Assistants, and clerical staff) is employed to relay part of teachers' administrative load so as to create space which can be used for professional sharing An online platform aimed at conveniently and efficiently recording and sharing teacher professional development data is developed and launched Positive feedback from teachers that the online platform is user-friendly 	<ul style="list-style-type: none"> Employment and deployment records Successful launch of the online platform Scrutiny of the annual report of the Staff Development Team Teachers' feedback 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Principals, subject heads and team heads MTang and SHo (Staff Development Team) 	<ul style="list-style-type: none"> Manpower for developing the online platform

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	<ul style="list-style-type: none"> Information about training courses, talks, seminars, workshops and professional exchange 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 	<ul style="list-style-type: none"> Email records Teacher training records Scrutiny of the annual report of Staff Development Team Teachers' feedback 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Staff Development Team All teachers 	<ul style="list-style-type: none"> Clerical support from the General Office A financial incentive in form of teacher training subsidy or allowance

Major Concern 3: To develop a professional learning community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>To promote professional interflow</p>	<p>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</p>	<ul style="list-style-type: none"> • At least 80% of subjects conduct professional sharing in various occasions such as CLPs, 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 • A mentorship program for new teachers to learn from veteran ones is implemented and positive feedback that the program is useful is received • An induction program to help new teachers adapt is organized 	<ul style="list-style-type: none"> • Scrutiny of annual plans and annual reports of subject panels • Comparison of the relevant data in SHS in 2020/21 with those in 2019/20 and 2018/19 • Oral and/or written feedback from mentees and their mentors • Survey given to New Teachers 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Panel heads and teachers • Staff Development Team 	<ul style="list-style-type: none"> • A budget for fees involved in organizing the events

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Questionnaires to subject panel heads Scrutiny of annual reports of subject panels Teachers' feedback SHS 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The appraisal forms: the exercise book inspection form, the lesson observation form and performance appraisal forms are refined to be made more suitable for meeting current needs and trends, as well as made more conducive to self-appraisal (incorporation of self-reflection tools) 	<ul style="list-style-type: none"> Refined appraisal forms Feedback from teachers 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> MTang and subject panel heads 	<ul style="list-style-type: none"> Nil

Appendix 1: Plan on Use of Capacity Enhancement Grant (2020/21)

Stewards Pooi Kei College

Plan on Use of Capacity Enhancement Grant in 2020/2021 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, Science and Chi. History	To employ 5 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 2020 to August 2021	Salary of Teaching Assistant and Assistant Teacher \$547,888.95 with 5% MFP	Quality and quantity of teaching materials prepared Administrative efforts to be relieved among Subject teacher	Staff appraisal report Feedback from teacher in evaluating the quality of teaching materials	Ms. Maggie Wong Mr. Edmond Shiu Mr. Jimmy Tse Mr. Herry Lau Ms. Joyce Ng
Curriculum Development	To relieve teachers' substantial administrative workload in managing the OLE program	Employment of 1 full-time teaching assistants to help coordinate the program	Administrative & coordinating works among teachers could be reduced	September 2020 to August 2021	Salary of teaching assistants: \$208,719.- 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. Samuel Lui Mr. Tong Kwok
Total Amount					\$756,607.95*	* 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 2020/2021	\$718 x 1,021 students x=\$733,078-	
Total budget for Capacity Enhancement Grant in 2020/2021		\$756,607.95
The deficit will be covered by the School		\$23,529.95

Prepared by: _____

Mr. Lee Kin Fung William (Principal)

Date:

28 OCT 2020

Signature by: _____

Ms. Pang Chau Sheung Rosa (School Supervisor)

Date:

28 OCT 2020

Appendix 2: Plan on Use of Diversity Learning Grant for Gifted Education Programmes (2020/21)

DLG funded programme(s)	Strategies & benefits anticipated	Elements of Gifted Education	Name of provider(s)	Duration of the programme(s) / course(s)	Target students	Evaluation of student learning / success indicators	Teacher-in-charge
1. Other Languages	To strengthen students' competence in French & Japanese	NA	Pui Ching Academy	3 hour-lessons on Saturdays	Students who are strong in languages	<ul style="list-style-type: none"> ✧ Results of students' assignments & term tests ✧ Results obtained by students in the HKDSE 	Mr Gilbert Lau
2. S4-S6 DSE Music	To facilitate further musical achievements in students	Creativity	Pui Kiu Middle School	276 hours of lectures in three academic years (2020-23) 16 hours of tutorials in three academic years	Two students who sit for HKDSE Music	<ul style="list-style-type: none"> ✧ Demonstrating listening skills in music ✧ Performing two or more pieces in an instrumental or vocal ensemble in contrasting styles in one performance ✧ Composing two creative compositions 	Ms Yeung Siu Nam
3. Gifted Education Programme	To offer a school-based pullout programme for gifted students to explore their thinking abilities and creativity	Higher order thinking & creativity	outsourced	3 hour-lesson in the 2 nd term	Talent Pool in S1 – S5	<ul style="list-style-type: none"> ✧ Attendance rate ✧ Assessment of students' performance by the teachers ✧ Feedback from students 	Ms Joyce Ng

4. S.6 Writing Enhancement Class	To stretch the abilities of elite students in writing	Higher order thinking & creativity	outsourced	8 one-hour lessons from mid-November 2020 to February 2021	15 S.6 students with outstanding performance in writing and a predicted grade of level 5 or above in English Language Nominated by S.6 subject teachers	<ul style="list-style-type: none"> ✧ Survey ✧ Four pieces of formal writing 	Ms Maggie Wong KY
5. 下筆有法——中文寫作提升課程	<ul style="list-style-type: none"> ✧ 增加學生的寫作經驗。 ✧ 豐富學生寫作技巧 ✧ 提升學生寫作表現。 	高階思維及創意訓練	外間機構	28/12/2020 至 29/12/2020	中六級，最多四十位學生	<ul style="list-style-type: none"> ✧ 學生問卷 ✧ 檢視學生作品 	Mr Edmond Shiu and Ms Joey So
6. 研史深造班	<ul style="list-style-type: none"> ✧ 加強學生對歷史的探究訓練 ✧ 訓練多角度分析史事 ✧ 增加學習歷史的趣味性 	高階思維訓練	外間機構	兩組各 10 堂, 每次一小時	中六級 10 位, 中五級 20 位	<ul style="list-style-type: none"> ✧ 學生問卷 ✧ 學生習作 	Ms Joyce Ng

7. Hong Kong Youth Federation Group: I-leader Online Leadership Training Programme	To provide quality leadership training and learning opportunities for selected student leaders	Higher order thinking & creativity	outsourced	1 month	Selected student leaders	✧ Reflection and surveys	Mr Ray Hon
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Appendix 3: Plan on Use of Promotion on Reading Grant (2020/2021)

	Items	Expenditure
1	Online newspapers repository--Wisenews	\$17,173
2	eBooks--HKEdcity	\$12,480
3	Books for extensive reading	\$43,163
		Total = \$72,816