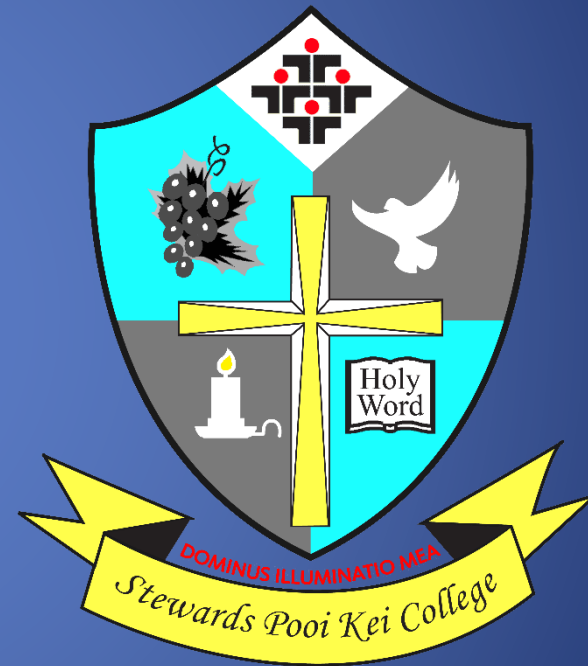


2021 – 2022 Annual School Plan



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



香港神託會培基書院

Stewards Pooi Kei College

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School Motto, Basic Beliefs, Vision & Mission

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 Basic Beliefs

- We believe that every child is created to have intrinsic value as an individual regardless of family and background, to be able to develop to their full potential if opportunities are given.
- We believe that life is created with a purpose, that is, to glorify the Almighty God and to serve the others (Matthew 22:36-40). Life becomes meaningful by knowing God, by serving others, and by sharing the good news to the world.

School Vision

We envision developing SPKC into an outstanding DSS school with the purpose of cultivating Christian faith and educating our Pooikeinians to be leaders of tomorrow.

School Mission

- We aim at preparing tomorrow’s leaders with character and intelligence.
- Definition of Tomorrow’s Leaders@SPKC:
S: Servant Leader
P: Positive Thinker
K: Keen Learner
C: Confident Explorer
- Four qualities we expect our graduates to be equipped through SPKC:
Christian Value, Love & Care, Globalized Vision and Life-long Learning

SWOT Analysis (2020-21)

Strengths

1. The broad, balanced school-based curriculum aims to provide ample opportunities and choices to extend and diversify students' learning experiences.
2. 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 enable students to swiftly shift their learning and assessments online as well as readily adapt to a new normal mode of learning.
3. The teaching team is composed of committed, passionate and capable teachers with growing experience and proficiency in teaching.
4. School effort in nurturing students' correct values and virtues is recognized by teachers and students.
5. 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.
6. 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.
7. School Self-evaluation is evidence-based and data is systematically collected to evaluate the effectiveness of our work.
8. The value-added scores of the school in previous years were pleasing, with the vast majority of subjects achieving an above-average performance.

Weaknesses

1. There is room for improvement in nurturing optimism in some students.
2. Owing to the long suspension of face-to-face classes and the cancellation of activities, there is a need for strengthened efforts to provide students with more opportunities to develop and enhance their social skills and leadership skills under the New Normal.

Opportunities

1. Professional experts who render school-based support through projects like QSIP, CUHK foster school improvement.
2. Many resources and funding, such as EDB, 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.
3. The non-local GCE/IAL curriculum scheduled to be offered at preparatory level in 2021-22 is welcomed by students and parents as it provides a broader spectrum of academic options to students and prepare them for multiple education pathways.
4. The average banding of S1 intake has been continuously rising, indicating an increasing population of higher-ability students.
5. The School has provided better training and support for middle managers, which can enhance the effectiveness and efficiency of school management.

Threats

1. The pandemic and economic recession continue to pose challenges to different stakeholders.
2. A great decline in student population due to emigration and decision to pursue education overseas can be foreseen.
3. The prolonged phenomenon of limited face-to-face teaching time not only puts a toll on academics, but also on students' mental health. It is harder for teachers to identify and provide assistance to students with emotional needs.
4. Teacher turn-over rate in Hong Kong schools increases in general due to the wave of emigration, with social unrest and education reform being cited as major causes. New recruits' alignment with school ethos, policies and beliefs can be ensured with thorough induction and staff development programs.

I. Learning and Teaching

Major Concern 1: To foster students to be active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1 To further enhance students' inquisitiveness and sustain their motivation in academic pursuits	1.1.1 To further make effective use of eLearning tools to encourage students' involvement and autonomy in learning <i>(Follow-up on the implementation in 2020-21)</i>	<ul style="list-style-type: none"> All subjects refine their strategies by adopting eLearning tools of a greater variety and/ or are more interactive in nature Over 70% of students agree that the use of eLearning tools, platforms and materials makes them more involved in learning At least 60% of students agree in the SHS that they take the initiative to learn 	<ul style="list-style-type: none"> Panel head feedback in Panel Head Meetings Learning and teaching evaluation survey SHS (Students) 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads 	<ul style="list-style-type: none"> A budget for purchasing or subscribing to eLearning tools Assistance from IT technicians and supporting staff
	1.1.2 To adopt assessment strategies that enhance learning motivation	<ul style="list-style-type: none"> Adoption of varied assessment strategies catering to programme / subject nature and student needs is extended to curriculum outside the 20 academic subjects 	<ul style="list-style-type: none"> Scrutiny of how P-O-P is designed in LEWOWA programme plans Evaluation of LWL Day programmes Scrutiny of assessment criteria in MID programmes Learning and teaching evaluation survey of 6 NLC subjects: Eng Lang, Chi Lang, Math, Chem, Phy and Bio 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> S Leung A Ng K Chan J Castillo and NLC subject teachers 	<ul style="list-style-type: none"> A budget for organizing LEWOWA, LWL Day and MID programmes Manpower deployment to teach the NLC GO support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1 To further enhance students' inquisitiveness and sustain their motivation in academic pursuits	1.1.3 To create opportunities for peer learning within and beyond the classroom <i>(Follow-up on the implementation in 2020-21)</i>	<ul style="list-style-type: none"> All subjects incorporate peer learning activities in the lessons More out-of-school collaborative learning activities (team competitions, group performances, group visits, field trips, group services, etc.) are organized for students than in 2019-20 and 2020-21) Outside-the-classroom peer learning activities are offered via the 3 major whole-school programmes: CCA, LWL Day and LEWOWA Over 60% of students agree that teachers often arrange learning activities outside class for them, such as project learning week, visits, field trips, etc. 	<ul style="list-style-type: none"> Scrutiny of annual plans and annual reports of subjects School activity records Programme evaluation as reported by the LWLC and GELC SHS (Student) 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers Committees and working groups LWLC GELC 	<ul style="list-style-type: none"> TA support A budget for coach services for in-person activities GO support
	1.1.4 To utilise project learning and cross-curricular projects to encourage student-directed learning	<ul style="list-style-type: none"> Projects designed for student-directed learning are carried out in 6 KLAs (Eng Lang, Chi Lang, Math, Sci & Tech, PSHE and Aesthetic Ed) At least 40% of subjects conduct cross-curricular programmes/ activities 	<ul style="list-style-type: none"> Project coordination records Teacher feedback on project implementation Scrutiny of annual reports of relevant subjects 	<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 programmes, activities, certificates and/ or prizes

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1 To further enhance students' inquisitiveness and sustain their motivation in academic pursuits	1.1.5 To foster the spirit of enquiry and exploration by promoting STEM education	<ul style="list-style-type: none"> • STEM activities are organized in Math, ICT, Chem, Phy, Bio, IS and Geog for students in junior and/ or senior forms • Subject-specific targets are met • Students taking part in external STEM competitions agree that they become more inquisitive and motivated through the competitions • Positive feedback from over 70% of students and teachers participating in the STEM-themed LEWOWA programmes is received • Progress made as scheduled in the QEF project for STEM: <i>MIC</i> (Maker-Innovation-CoLearning) <i>for Future</i> 	<ul style="list-style-type: none"> • Implementation evaluation of the STEM activities as recorded in the annual reports of the 7 subjects • Student and teacher feedback as reported by the STEM working group in CDC meeting • Student and teacher survey conducted by GELC • Scrutiny of the QEF documents and report by STEM Working Group 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Panel heads and subject teachers of the 7 subjects • STEM Working Group • GELC 	<ul style="list-style-type: none"> • A budget for activities, materials, certificates and/ or prizes

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.2 To nurture students to be self-directed learners with skills, habits and attitudes for self-learning	<p>1.2.1 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> <p><i>(Follow-up on the implementation in 2020-21)</i></p>	<ul style="list-style-type: none"> • The “First 5-Minute Policy”, conducted at the beginning of lessons, is strengthened by subjects through adopting various strategies to check students’ pre-lesson preparation • Over 60% of students agree that they prepare for lessons • QSIP note-taking materials developed in S1 in 2020-21 are modified based on feedback • At least 70% of S1 and S2 students agree that note-taking is helpful to their learning • The target number of minor merits is awarded to students who have demonstrated the characteristics of a Keen Learner • A stronger sense of responsibility is developed in students showing a lower learning motivation through the Grace Scheme 	<ul style="list-style-type: none"> • Scrutiny of annual plans and annual reports of subjects • Learning and teaching evaluation survey • Refined note-taking materials • School-based note-taking workshop • Learning and teaching evaluation survey • Data analysis and evaluation of the strategy’s effectiveness by the CBC as recorded in its annual report 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Panel heads and subject teachers • CBC 	<ul style="list-style-type: none"> • Funds from CEG to employ TAs/ ATs to support development of teaching materials and administration

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.2 To nurture students to be self-directed learners with skills, habits and attitudes for self-learning	1.2.2 To help students take ownership of their learning by developing their metacognition skills	<ul style="list-style-type: none"> All 20 subjects adopt strategies to encourage students to be aware of/ reflect on/ regulate their own thinking processes (e.g. through enquiry, thinking aloud, analyses, self-reflection, self-/peer-evaluation, etc.) Over 50% of students agree they can conduct self-assessment and determine how to improve At least one activity that raises student awareness in their own learning process, is arranged through Gifted Education to cater for talented students 	<ul style="list-style-type: none"> Scrutiny of annual plans and annual reports of subjects Learning and teaching evaluation survey Oral report on participation from Gifted Education PIC in the Year-End CDC meeting 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers JNg 	<ul style="list-style-type: none"> Nil A budget from DLG
	1.2.3 To make good use of assessment data to inform curriculum planning and teaching of active learning	<ul style="list-style-type: none"> All 20 subjects incorporate analysis and utilization of assessment data into their curriculum planning and teaching Internal assessment data is deliberated in CLPs/ panel meetings/ panel heads' meetings to identify student strengths and weaknesses for reviewing implementation of active learning More subjects attain a passing rate of over 50% in internal assessments compared with those of 2020-21 	<ul style="list-style-type: none"> Scrutiny of annual plans, annual reports and markers' reports of subjects CLP records, minutes of panel meetings and panel head meetings Panel head and teacher feedback UT and Exam statistical reports 	<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 HKDSE reports and live scripts of graduates obtaining various levels in DSE subjects eAdministration manpower to generate internal UT and Exam statistical reports, predicted levels, etc.)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
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	<ul style="list-style-type: none"> 70% of teachers agree that the workshop on Metacognition raises their confidence in their ability to train students to change their own thinking behaviour for enabling active learning Train-the-trainer sessions and sharing of strategies for active learning continue to be included in staff development activities, Panel Head Meetings and/ or Staff Meetings. Most teachers find the training sessions on active learning provided by the school useful for them to develop students into active learners 	<ul style="list-style-type: none"> Teacher questionnaire conducted by SPDC Minutes of Panel Head Meetings, minutes of Staff Meetings and training materials from staff development activities Oral or written feedback from teachers 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> SPDC APs 	<ul style="list-style-type: none"> A budget for training activities and materials
	1.3.2 To form internal teachers' learning circle by conducting collaborative lesson preparation and peer lesson observation focusing on active learning to facilitate paradigm shift	<ul style="list-style-type: none"> Teachers agree CLPs has become an integral part of the professional learning routine for facilitating learning and teaching Panel heads encourage members to set active learning as one of the focuses of peer lesson observation by setting it as a "soft target" 	<ul style="list-style-type: none"> Records of CLP meetings and/ or feedback from teachers Verbal report from panel heads in the mid-term and year-end Panel Head Meetings 	<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

II. Student Development

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
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 <i>(Follow-up on the implementation in 2020-21)</i>	<ul style="list-style-type: none"> Promoting a growth mindset becomes intrinsic in multiple facets of school life Students showing a need for assistance in their learning, self-management and emotional-management are supported via measures to raise their capacity for improvement The percentage of students who show attitudes, efforts and confidence to improve themselves is higher than that of 2020-21 	<ul style="list-style-type: none"> Scrutiny of annual plans and annual reports of subjects and committees, class-based goal setting records, parents' talks and workshops, Student Handbook, etc. Evaluation of Consolidation Classes, Endeavor Classes and relevant activities under SWBC Feedback from students and teachers APASO and SHS 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> All teachers AEC, CBC and SWBC 	<ul style="list-style-type: none"> Activity-based resources

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 To nurture students' positive values and attitudes towards self and life in a progressive approach	2.1.2 To advocate PERMA in learning & teaching	<ul style="list-style-type: none"> All 20 subjects incorporate PERMA or PERMA(+H) in their curricula via various strategies The 3 major whole-school activities: LWL Day, LEWOWA and Christian activities, adopt measures to include PERMA in their activities/ programmes A common area: <i>the Global Lounge</i> for students to demonstrate their learning outcomes and exhibit their learning experiences is provided 70% of students agree they are engaged in lessons 70% of students agree their teachers create a positive classroom atmosphere 70% of students agree they are confident in learning their subjects An improved self-concept is observed among students 	<ul style="list-style-type: none"> Scrutiny of annual plans and annual reports of subjects Questionnaires, evaluation records and teacher/ student feedback Completion of renovation work to realize the provision of <i>the Global Lounge</i> for students to use Learning and teaching evaluation survey APASO 	<ul style="list-style-type: none"> Whole year 2nd Term 	<ul style="list-style-type: none"> Panel heads and subject teachers DLau and YSWong 	<ul style="list-style-type: none"> Funds from CEG to employ TAs/ ATs to help develop teaching materials A budget for organizing the activities/ programmes A budget for the renovation Collaboration with different committees

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 To nurture students' positive values and attitudes towards self and life in a progressive approach	2.1.3 To promote character strengths in a whole-school approach	<ul style="list-style-type: none"> Over 90% of students submit follow-up questions about the videos or sharing sessions on different character strengths uploaded to the Google Classroom after online assemblies Students become more aware of their character strengths through the Love@SPKC award scheme: <i>Love Ambassadors, Servant Leaders, Positive Thinkers</i> and <i>Keen Learners</i> 	<ul style="list-style-type: none"> 8 videos or sharing sessions are prepared and uploaded by CBC Year-end questionnaire conducted by CBC Feedback from students awarded minor merits under the scheme 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> SY Poon and JLau (CBC) KKam (CBC) 	<ul style="list-style-type: none"> Devices and support from IT technicians

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.2 To cultivate in students a sense of belonging to the school and to develop positive relationships with others	<p>2.2.1 To reinforce positive thinking by encouraging students to serve the school and society</p> <p><i>(Follow-up on the implementation in 2020-21)</i></p>	<ul style="list-style-type: none"> The “Service-Learning Scheme” is resumed to offer students increased opportunities, compared with those of 2020-21, to serve communities in need and the society 100% of students in S1 to S5 take part in one community service 	<ul style="list-style-type: none"> Minutes and evaluation records of CBC Community service record forms 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> KKam 	<ul style="list-style-type: none"> A budget for the fees involved in organizing events in collaboration with NGOs, charitable organizations, welfare groups, etc.
	<p>2.2.2 To equip students with skills in developing positive relationships through class-based, form-based and whole-school activities</p>	<ul style="list-style-type: none"> Over 70% of Class Teachers agree that the Joyful Moment Campaign has created a positive relationship and atmosphere in class Subject/ committee-specific targets in building students’ skills in positive relationships are met through form-based activities through subjects (e.g. PE) and committees (e.g. CCA) Committee-specific targets in building students’ skills in positive relationships are met through whole-school based activities (e.g. LEWOWA, LWL Day and Gospel Month, etc.) An increased number of students who agree that they get along well with their schoolmates is observed in 2021-22 compared with that of 2020-21 	<ul style="list-style-type: none"> Number of the Joyful Moment Record Forms collected Teacher questionnaire conducted by SWBC Feedback from teachers and students SHS 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> CMLai and YYChan Subject heads and committee heads GELC, LWLC and CEC 	<ul style="list-style-type: none"> A budget of \$800 for each class to hold class activities

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
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	<ul style="list-style-type: none"> Student achievements in four categories: <i>Love Ambassadors</i>, <i>Servant Leaders</i>, <i>Positive Thinkers</i> and <i>Keen Learners</i> are recognized through the minor merits published on report cards The academic award system is extended to recognize achievements of NLC students Enhancement is shown in utilizing the campus TV and school bulletin boards to recognize student achievements in various areas A tendency for subjects to shift towards recognizing students' <i>efforts</i> is observed compared with 2020-21 80% of students agree they receive praises or recognition from their teachers in class 	<ul style="list-style-type: none"> Number of minor merits awarded through Love@SPKC Documentation NLC award system and annual report of AEC Feedback from MMU and observation of the use of bulletin boards Scrutiny of annual plans and annual reports of subjects and feedback from teachers Learning and teaching evaluation survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> CBC AEC MMU and committees concerned Panel heads and subject teachers 	<ul style="list-style-type: none"> A budget for prizes and scholarships

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
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 <i>(Follow-up on the implementation in 2020-21)</i>	<ul style="list-style-type: none"> Teachers participate in at least one CPD activity, which may be school-based or organized by external institutions, to equip them with further understanding of positive education 4 parents' talks related to the theme of positive education are held Parents actively participate in, and find the talks on positive education useful in promoting positive relationships at home 	<ul style="list-style-type: none"> Teacher training records on Gateway Teacher feedback Parents questionnaires and evaluation conducted by the PTA Scrutiny of annual reports of the Staff Development Team and the Parent-Teacher Association 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> All teachers SPDC TS Leung (PTA) 	<ul style="list-style-type: none"> Nil Collaboration with Abundant Grace Church

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.5 To achieve good progress in Pooikeinians' physical development	<p>2.5.1 To help students strengthen their physical fitness through thematic activities, competitions and award schemes</p> <p><i>(Follow-up on the implementation in 2020-21)</i></p>	<ul style="list-style-type: none"> Over 70% of S1 to S6 students pass their physical fitness test The targets set in the seed project led by the PE Section of EDB: <i>"Developing an Active and Healthy School Campus in Secondary Schools"</i> are successfully attained The school's Fitness Centre reopens and accumulates at least 500 visits from staff and 200 visits from students New incentives to promote physical fitness are implemented 70% of S1 to S5 students agree that regularly checking their BMI helps arouse their awareness of their physical conditions An increased opportunity compared with that of 2020-21 is offered for students to take part in face-to-face sports activities, programmes and competitions 	<ul style="list-style-type: none"> Fitness test results School measures for maintaining Pooikeinians' physical wellness are posted on the relevant page of the EDB website Staff and student log books Evaluation records of "Fit Friday", "PERMA-run" and the "Get Fit" MID programme Learning and teaching evaluation survey Activity records Evaluation records and annual reports of the PE Department and committees concerned Awards and certificates 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> PE teachers Coaches and instructors recruited VP of Student Growth PE teachers GELC LWLC 	<ul style="list-style-type: none"> A budget for booking external sports facilities, recruiting coaches and instructors, organizing programmes as well as for purchasing prizes

III. Professional Development

Major Concern 3: To develop a professional learning community

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 To promote professional interflow	3.1.1 To increase administrative efficiency so as to create space for professional interflow <i>(Follow-up on the implementation in 2020-21)</i>	<ul style="list-style-type: none"> The school-based online platform (through Gateway) launched in July 2021 for recording teachers' CPD activities is refined based on user feedback The refined online platform is timely launched 70% of teachers agree that the online platform is user-friendly 	<ul style="list-style-type: none"> Creation of new functions: "summary" and "statistical reports" Official launch date for the refined platform Teacher questionnaire conducted by SPDC 	<ul style="list-style-type: none"> Term 2 	<ul style="list-style-type: none"> JTse SPDC ITC 	<ul style="list-style-type: none"> Budget for recruiting manpower for refining the online platform
	3.1.2 To keep teachers abreast of up-to-date seminars, training courses and latest educational trends	<ul style="list-style-type: none"> Incorporation of the content of the two major categories under the core training elements in school-based CPD activities facilitates teachers' attainment of EDB's requirement for in-service teachers 	<ul style="list-style-type: none"> Scrutiny of annual plan and evaluation in the annual report of SPDC Teacher training records on Gateway 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> SPDC 	<ul style="list-style-type: none"> Budget for conducting the school-based CPD training

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 To promote professional interflow	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, subjects and committees, as well as Staff Development Days	<ul style="list-style-type: none"> Professional sharing and capacity building activities are held regularly via various formats, platforms and occasions from senior-management level to frontline-teacher level The percentage of teachers who agree that the school has developed an ambience of professional interflow is higher than that of 2020-21 Beginning teachers find the short training sessions conducted throughout the year helpful in enabling them to become fully effective members of the School Teachers agree that Growth Wednesday activities promote professional interflow 	<ul style="list-style-type: none"> Minutes of SEC Meetings, Panel Head Meetings, Staff Meetings and Staff Briefings Records of professional development activities for middle managers and Staff Development Days Scrutiny of annual plans and annual reports of subjects and committees Comparison of the relevant data in SHS (Teachers) in 2021/22 with that of 2020/21 Teacher questionnaire conducted by SPDC 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Principal, VP and APs Panel heads Committee heads SPDC 	<ul style="list-style-type: none"> Budget for organizing the professional sharing and capacity building activities

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3.1 To promote professional interflow	3.1.4 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"> All subjects deliberate the strategies for implementing MC1 and MC2 as common objectives Teachers work towards a common goal in CLPs Common goals are set prior to peer lesson observation An increased number of teachers agree that their panel heads effectively promote professional interflow and collaboration 	<ul style="list-style-type: none"> Minutes of panel meetings Oral and/ or written records of CLPs Oral and/ or written feedback from teachers Comparison of the relevant SHS (Teachers) data in 2021/22 with that of 2020/21 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads Form coordinators 	<ul style="list-style-type: none"> Nil
	3.1.5 To encourage planning for effective use of Collaborative Lesson Planning (CLP) sessions to enhance quality learning and teaching	<ul style="list-style-type: none"> Panel heads take part in CLPs from time to time to inform planning and policies Most teachers agree that discussion on students' learning difficulties and teaching strategies to help the students in CLPs can enhance learning and teaching 	<ul style="list-style-type: none"> Follow-up measures and/or feedback given by panel heads Oral and/ or written records of CLPs 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads Form coordinators 	<ul style="list-style-type: none"> Nil
	3.1.6 To further promote cross-curricular lesson observation	<ul style="list-style-type: none"> 60% of teachers have observed at least one lesson in a different subject 	<ul style="list-style-type: none"> Teacher questionnaire conducted by SPDC 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> SPDC 	<ul style="list-style-type: none"> Nil


Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
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	<ul style="list-style-type: none"> Appraisers find the appraisal forms refined in 2020-21 (the exercise book inspection form, lesson observation form and performance appraisal form) useful for specifying areas for appraisees' professional development 80% of the teachers agree that staff appraisal is targeted at promoting professional development 	<ul style="list-style-type: none"> Feedback from appraisers SHS (Teachers) 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> VPs and APs in charge of subjects and committees 	<ul style="list-style-type: none"> Nil
	3.2.2 To strengthen teachers' appraisal skills	<ul style="list-style-type: none"> Middle managers are informed of appraisal principles, skills, procedures and tools enabling them to conduct performance appraisal effectively School-based appraisal procedures, tools and criteria are disseminated to new teachers joining the School More than half of the teachers find the SRT useful in conducting self-appraisal 	<ul style="list-style-type: none"> Relevant training documents from Growth Wednesday Records of appraisal-related information dissemination (e.g., meetings & emails) Teacher questionnaire conducted by SPDC 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> SPDC 	<ul style="list-style-type: none"> Budget for purchasing training publications, licenses, tools, etc.

Appendix 1: Plan on Use of Capacity Enhancement Grant (2021/22)

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, Econ./BAFS, Geog. and PSSE	<ul style="list-style-type: none"> - To employ 5 Assistant Teacher/ Teaching Assistants to: - handle all administrative work of regarding the subjects - develop learning & teaching materials for the subjects 	<ul style="list-style-type: none"> - Relieving teachers' workload in administration - Updating, revising, and developing learning materials of subject 	September 2021 to August 2022	Salary of Assistant Teacher/ Teaching Assistants \$539,869.- with 5% MFP	<ul style="list-style-type: none"> - Quality and quantity of teaching materials prepared - Administrative efforts to be relieved among Subject teacher 	<ul style="list-style-type: none"> - Staff appraisal report - Feedback from teacher in evaluating the quality of teaching materials 	Ms. Miranda Tang Mr. Neville Tang Mr. Edmond Shiu Ms. Eva Yuen Ms. Peggy Lam
Curriculum Development	To relieve teachers' substantial administrative workload in managing the CLE program	Employment of 1 full-time teaching assistant to help coordinate the program	Administrative & coordinating works among teachers could be reduced	September 2021 to August 2022	Salary of teaching assistants: \$208,719.- with 5% MFP	<ul style="list-style-type: none"> - Quality and quantity of teaching materials prepared - Administrative efforts to be relieved among Subject teacher 	<ul style="list-style-type: none"> - Staff work report - Feedback from teacher and parents in evaluating the effectiveness of the project 	Mr. Samuel Lui Ms. Ginger Yam
				Total Amount:	\$748,588.-* * 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 2021/2022					\$720 x 1,007 students x=\$725,040.-			
Total budget for Capacity Enhancement Grant in 2021/2022						\$748,588.-		
The deficit will be covered by the School						\$23,548.-		

Prepared by: 
Mr. Lee Kin Fung William (Principal)

Date: 18 OCT 2021

Signature by: 
Ms. Pang Chau Sheung Rosa (School Supervisor)

Date: 18 OCT 2021

Appendix 2: Plan on Use of Life-wide Learning Grant (2021/22)

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities											
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness * or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes											
1	Co-Curricular Activities - School teams - Service teams - Interest clubs - Student Press - Alpha Element Programme - Prefect Team Objective: - nurture students as servant leaders, positive thinkers and confident explorers through co-curricular activities	Cross-Disciplinary (Others)	Oct 2021 – May 2022	S1 – S5	881	Questionnaire	350,000	✓	✓	✓	✓	✓
2	Whole-school Experiential Learning Activities - Life Wide Learning Day - Christmas Service - Post-exam Learning Programmes	Cross-Disciplinary (Others)	Oct 2021 – Jun 2022	S1 – S6	1,002	Questionnaire	400,000	✓	✓	✓		✓

* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
	Objective: - provide students life-wide learning experience for whole person development											
3	Learning Without Walls (LEWOWA) programmes - 31 Local Programmes (5 days) in various aspects (S.E.A.L.S.) Objective: - grow students as globalized Christian leaders through offering various life-changing experiences outside classrooms under experiential learning approach.	Cross-Disciplinary (Others)	Jun - Jul 2022	S1 – S5	881	Questionnaire	500,000	✓	✓	✓	✓	✓
Sub-total of Item 1.1							1,250,000					
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
1	Learning Without Walls (LEWOWA) programmes - 3 Outbound Programmes (5 days) in various aspects (S.E.A.L.S.) - Destinations: Macau, Greater Bay Area & Mongolia Objective: - grow students as globalized Christian leaders through offering various life-changing experiences outside classrooms under experiential learning approach.	Cross-Disciplinary (Others)	Jun - Jul 2022	S1 – S5	90	Questionnaire	180,000	✓	✓	✓	✓	✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
				Sub-total of Item 1.2			180,000					
				Estimated Expenses for Category 1			1,430,000					

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	/			
Estimated Expenses for Category 2				0
Estimated Expenses for Categories 1 & 2				1,430,000

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	1002
Estimated number of student beneficiaries:	1002
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post): Alex Ng
Head of Life-Wide Learning Committee

Appendix 3: Plan on Use of Diversity Learning Grant for Gifted Education Programmes (2021/22)

DLG funded programme(s)	Strategies & benefits anticipated	Elements of Gifted Education	Name of programme(s) /course(s) and provider(s)	Duration of the programme(s) /course(s)	Target students	Evaluation of student learning / success indicators	Teacher-in-charge
1. Other Languages (TBC)	To strengthen students' competence in Spanish, French & Japanese	NA	Pui Ching Academy	3 hours lesson 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. Kit Lee
2. Other programmes – Network programme (\$48880)	To offer a programme jointly organised by schools for music students to enhance their musical talents	✧ Creativity	Pui Kiu Middle School	1 year (lessons on Saturdays)	Students who sit for Music HKDSE	<ul style="list-style-type: none"> ● Quarter results in the studies ● Results obtained by the student in the HKDSE 	Ms. Vian Har

3. Other programmes – Gifted Education Programme (\$20000)	To offer a school-based pullout programme for gifted students to extend students' personal-social competence	✧ Higher order thinking & creativity	outsourced	Lessons in April to July in 2021	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. Other programmes- Mathematics (\$6500)	To strengthen students' analytical skills	✧ Higher-order thinking skills	Outsourced	TBC	High ability students	<ul style="list-style-type: none"> ● Attendance rate ● performance in the program as observed by teachers and the trainers. ● Feedback from students 	Mr. Jimmy Tse
5. 其他課程 – 中文寫作班 (\$30000)	1) 提升學生的創意 2) 提升學生的寫作興趣及能力 3) 豐富學生的創作經驗	✧ 高層次思維技巧 ✧ 創造力	外聘作家	有待確定	由中文科老師提名具備高中中文水平的學生	<ul style="list-style-type: none"> ● 觀察學生課堂表現 ● 觀察學生作品表現 	蕭春霖老師

6. Other programmes – History Enhancement class (\$3000)	To develop students' potential and maintain their interests in learning by providing more challenging tasks	✧ Higher-order thinking skills	Outsourced	TBC	High ability students	<ul style="list-style-type: none"> ● Attendance rate ● performance in the program as observed by teachers and the trainers. ● Students' feedback 	Ms. Alex Lau
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Appendix 4: Plan on Use of Sister School Scheme Grant (2021/22)

姊妹學校交流計劃書 2021/2022 學年

學校名稱：	香港神託會培基書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	梁悅輝

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	北京市通州區潞河中學
2.	佛山市惠景中學
3.	
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目		預期目標	
編號	描述	編號	描述
A1	<input type="checkbox"/> 探訪/考察	B1	<input type="checkbox"/> 增進對內地的認識和了解
A2	<input type="checkbox"/> 校政研討會/學校管理分享	B2	<input type="checkbox"/> 增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/> 會議/視像會議	B3	<input type="checkbox"/> 交流良好管理經驗和心得/提升學校行政及管理的的能力
A4	<input type="checkbox"/> 與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/> 擴闊學校網絡
A5	<input type="checkbox"/> 其他(請註明)：	B5	<input type="checkbox"/> 擴闊視野
		B6	<input type="checkbox"/> 建立友誼/聯繫
		B7	<input type="checkbox"/> 訂定交流計劃/活動詳情
		B8	<input type="checkbox"/> 其他(請註明)：

乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目		預期目標	
編號	描述	編號	描述
D1	<input type="checkbox"/> 探訪/考察	E1	<input checked="" type="checkbox"/> 增進對內地的認識和了解
D2	<input type="checkbox"/> 觀課/評課	E2	<input checked="" type="checkbox"/> 增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/> 示範課/同題異構	E3	<input type="checkbox"/> 建立學習社群/推行教研
D4	<input checked="" type="checkbox"/> 遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/> 促進專業發展
D5	<input type="checkbox"/> 專題研討/工作坊/座談會	E5	<input type="checkbox"/> 提升教學成效
D6	<input type="checkbox"/> 專業發展日	E6	<input checked="" type="checkbox"/> 擴闊視野
D7	<input type="checkbox"/> 其他(請註明)：	E7	<input type="checkbox"/> 建立友誼/聯繫
		E8	<input type="checkbox"/> 其他(請註明)：

丙. 學生層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目		預期目標	
編號	描述	編號	描述
G1	<input checked="" type="checkbox"/> 探訪/考察	H1	<input checked="" type="checkbox"/> 增進對內地的認識和了解
G2	<input type="checkbox"/> 課堂體驗	H2	<input checked="" type="checkbox"/> 增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/> 生活體驗	H3	<input checked="" type="checkbox"/> 擴闊視野
G4	<input type="checkbox"/> 專題研習	H4	<input checked="" type="checkbox"/> 建立友誼
G5	<input checked="" type="checkbox"/> 遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/> 促進文化交流
G6	<input type="checkbox"/> 文化體驗交流	H6	<input checked="" type="checkbox"/> 增強語言/表達/溝通能力
G7	<input checked="" type="checkbox"/> 書信交流	H7	<input checked="" type="checkbox"/> 提升自理能力/促進個人成長
G8	<input type="checkbox"/> 其他(請註明)：	H8	<input checked="" type="checkbox"/> 豐富學習經歷
		H9	<input type="checkbox"/> 其他(請註明)：

丁. 家長層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

擬運用的監察/評估方法如下:

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

津貼用途及預算開支:

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$60,000
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$180,000
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$5,000
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支 (註: 不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用 (註: 不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$245,000
N10	<input type="checkbox"/>	沒有任何開支	不適用

Appendix 5: Plan on Use of Promotion on Reading Grant (2021/2022)

Objectives: Promote extensive reading and support subject teaching and other learning activities, such as Chinese and English Reading Schemes, SBA, and Class Library.

	Items	Usage	Eligible Forms	Expenditure
1	eBooks—eRead Scheme, HKEdcity	In Chinese Reading Scheme	S1-3	\$38,880
		For SBA, Chinese Language	S4-6	
		For subject reading in LS	S5-6	
2	Books for extensive reading	In English Reading Scheme	S1-3	\$34,446
		In Class Library	S1-6	
		By teachers' recommendation	S1-6	
		Featuring in SPKC Learning Community Channel	S1-6	
		About study methods	S1-6	
				Total = \$73,326

Appendix 6: Plan on Use of CS Grant (2021/2022)

Planning on the Use of the Grant for Citizenship & Social Development (CS Grant) 21-22

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Budget
1. To utilize the CS grant to enrich students' learning experiences	<ul style="list-style-type: none"> To organize a school-based programme on HK cultural diversity in relation to CS curriculum 	<ul style="list-style-type: none"> The programme was held smoothly. Students are engaged in the activities in the programme. Half of the students feel that the programme activities enrich their understanding of the CS 	<ul style="list-style-type: none"> Students' questionnaire & interview results Students' performance in the programme Teachers' feedback 	<ul style="list-style-type: none"> 26/06/22-16/07/22 	M Tang (panel head) & W Lam (S4 CS coordinator)	\$40,000
2. To provide support for teaching	<ul style="list-style-type: none"> To purchase learning & teaching materials (including publishers' online teaching materials' fees) 	<ul style="list-style-type: none"> Most teachers agree that learning & teaching materials are good in enhancing learning & teaching Most students show interest in the learning & teaching materials 	<ul style="list-style-type: none"> Students' results Teachers' feedback 	<ul style="list-style-type: none"> October 2021 – August 2022 	M Tang (panel head)	\$10,000
						\$50,000