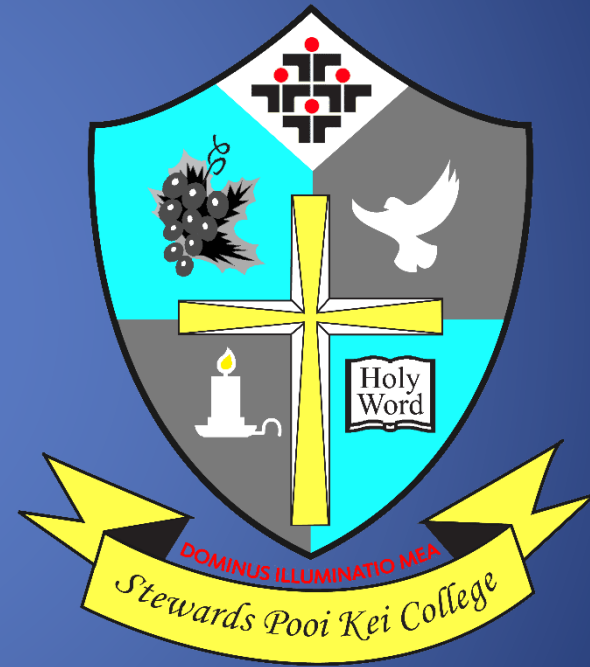


2022 – 2023 Annual School Plan



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 (2021-22)

Strengths

1. Teachers have a good grasp of the school major concerns and strategic implementation of the direction of the school.
2. The broad, balanced school-based curriculum aims to provide ample opportunities and choices to enrich students' learning experiences. Our curriculum is further refined with an ongoing curriculum diversification.
3. The school's well-developed IT infrastructure and tech savvy teachers and students are able to make a swift shift to different learning modes during pandemic with good learning and teaching outcomes.
4. The teaching team is composed of committed, passionate and capable teachers with growing experience and proficiency in teaching. Among them, the panel and committee heads have dedicated themselves to leading the members for the betterment of the school.
5. The school is committed to fostering students' all-round development and leadership with positive outcomes. School effort in nurturing students' correct values and virtues is recognized by different stakeholders.
6. 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.
7. The school has established stable, trusted partnerships with different organizations which provide strong support and tailor-made services to promote the development of the school.
8. School Self-evaluation is evidence-based and data is systematically collected with a view to evaluating and improving the effectiveness of our work.
9. The value-added scores of the school are pleasing, with the vast majority of subjects achieving an above-average performance.

Weaknesses

1. There is room for improvement in nurturing a positive attitude and a growth mindset in some students.
2. Owing to the half-day on campus learning mode and substitution of many face-to-face activities by virtual ones, opportunities for face-to-face interaction have been reduced. There is a need for strengthened efforts to provide students with a greater range and number of in-person life-wide learning activities.

Opportunities

1. Professional experts who render school-based support through projects like QSIP, CUHK and Joint School Life Education and Value Education Programme (有才有德計劃) foster school improvement.
2. Many resources and funding, such as EDB, COTAP, Life-wide Learning Grant, Diversity Learning Grant, Learning Support Grant, and Quality Education Fund are available to unleash students' potential and support teachers' professional development.
3. The non-local GCE/IAL curriculum is welcomed by students and parents as it provides a broader spectrum of academic options to students and prepares 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 systematic training and support for teachers, such as Growth Wednesday which can enhance the professional development and collaboration among the staff team.

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 frequent switch between face-to-face and remote learning not only puts a toll on academics, but also on students' mental health, physical fitness and their adaptation to school life. It is hard to identify and provide assistance to students with emotional need via traditional channels in support of students' growth.
4. Teacher turn-over rate in Hong Kong schools increases in general due to the wave of emigration being cited as the major cause. The wellbeing of the staff team also needs extra attention owing to the frequent changes brought by the pandemic while ensuring the new recruits' alignment with school ethos, policies and beliefs.

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	<ul style="list-style-type: none"> All subjects develop teaching strategies in using education tools of Google Workspace for Education to make students more involved and independent in learning Teachers' mastery of Educator Certification meets the criteria of being a Google Reference School Over 70% of students agree that the use of eLearning tools, platforms and materials makes them more involved in learning Over 65% of students agree that they take the initiative to learn 	<ul style="list-style-type: none"> Scrutiny of subject annual plans Teachers' record of Educator Certification Learning and teaching evaluation survey SHS (Students) 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads IT Committee 	<ul style="list-style-type: none"> Budget for purchasing or subscribing to E-Learning 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 subject or programme nature and student needs both in academic subjects and non-subject curriculum including 	<ul style="list-style-type: none"> Scrutiny of subject annual plans Scrutiny of how P-O-P is implemented in LEWOWA programme 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads S Leung KL Chan 	<ul style="list-style-type: none"> Budget for organizing LEWOWA, LWL Day and MID programmes

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		LEWOWA & MID programmes <ul style="list-style-type: none"> Over 60% of students agree that the subject adopts different assessment methods At least 80% of students in the subjects (Integrated Science & Chinese language & English Language) which receive support on assessment literacy from QSIP CUHK can get a pass in the exams 	<ul style="list-style-type: none"> Scrutiny of assessment of MID programme plans Learning and teaching evaluation survey 1st Term and 2nd Term Exam results of the subjects involved 		<ul style="list-style-type: none"> Panel heads 	<ul style="list-style-type: none"> eAdministration manpower to generate internal UT and Exam statistical reports
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	<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 2021-22) Outside-the-classroom peer learning activities are offered via the whole-school activities: Athletics Meet, CCA, LWL Day and LEWOWA Over 60% of students agree 	<ul style="list-style-type: none"> Scrutiny of subject annual plans and annual reports School activity records Activities evaluation as reported by the PE department, LWLC and GELC Learning and teaching 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers Committees heads, teachers-in-charge of Teams PE department LWLC GELC 	<ul style="list-style-type: none"> TA support Budget for coach services for in-person activities GO support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		<p>that the teaching activities are varied and can motivate their learning</p> <ul style="list-style-type: none"> Over 60% of students agree that teachers often arrange learning activities outside class for them, such as project learning week, visits, field trips, etc. Over 80% of parents agree that through participation in the school's extra-curricular activities, their child's learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased. 	<p>evaluation survey</p> <ul style="list-style-type: none"> SHS (Students) SHS (Parents) 			
	<p>1.1.4 To utilise project learning and cross-curricular projects to encourage student-directed learning <i>(Follow-up to the implementation in 2021-22)</i></p>	<ul style="list-style-type: none"> Projects designed for student-directed learning are carried out in all KLAS Projects of different subjects are well-coordinated to help students balance their learning Collection of opinions from subjects to prepare for the vertical planning of project-learning skills 	<ul style="list-style-type: none"> Scrutiny of subject documents on projects Project coordination records 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers AEC 	<ul style="list-style-type: none"> Nil

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 different subjects including Math, ICT, Chem, Phy, Bio and IS for students in junior and/ or senior forms 80% quota of participation of the STEM @ lunch activities are reached Over 70% of the participants of STEM @ lunch activities agree that the activities can arouse their interest in learning Most students taking part in seed STEM group(s) & the STEM competition(s) are inquisitive learner Positive feedback from over 70% students and 90% teachers participating in the STEM-themed LEWOWA, CCA & MID programmes 	<ul style="list-style-type: none"> Scrutiny of the annual plans and annual reports of the related subjects Record of STEM @ lunch participation Student and teacher feedback as reported by the STEM Education working group in CDC meeting Student and teacher surveys conducted by GELC, LWLC & CDC 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers of the related subjects STEM Education Working Group GELC LWL CDC 	<ul style="list-style-type: none"> Budget for STEM coach services and activities & materials

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 to the implementation in 2021-22)</i></p>	<ul style="list-style-type: none"> Over 60% of students agree that teaching activities are varied and can motivate their learning At least 60% of students agree that they prepare for lessons Half of the S1 to S3 students joining the school-based note-taking scheme agree that note-taking is helpful to their learning Teachers agree that half of the students can attain the learning outcomes of the learning stage in the note-taking implementation they belong to The number of praising records given to students who have met the subject-specific criteria of keen learner increases Over 70% of students do their assignments seriously More than 85% of the applicants who show a lower learning motivation are able to have a stronger sense of responsibility and fulfill the specific criteria of the Grace Scheme 	<ul style="list-style-type: none"> Learning and teaching evaluation survey Teacher feedback Scrutiny of subject minutes SHS (Student) Number of successful application of Grace Scheme 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers AEC CBC 	<ul style="list-style-type: none"> Funds from CEG to employ TAs/ ATs to support teaching 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"> Most subjects adopt refined strategies to encourage students to be aware of/ reflect on/ regulate their own thinking processes (e.g. through enquiry, thinking aloud, self-reflection, self-/peer-evaluation, etc.) Over 60% of students agree that they can conduct self-assessment and determine how to improve Over 70% of students agree that teachers encourage them to ask questions 	<ul style="list-style-type: none"> Scrutiny of subjects annual plans and reports Learning and teaching evaluation survey 	<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
	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"> Markers' reports show alignment of student performance data in internal assessments and follow-up measures in curriculum adaptation, teaching strategies and assessment All subjects incorporate analysis and utilization of internal and public assessment data into their curriculum planning and teaching to varying extents (including the updates of the curriculum and teaching schedule with reference to the markers' reports) 	<ul style="list-style-type: none"> Scrutiny of markers' reports Scrutiny of subject annual plans, annual reports & teaching schedules 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers KLA heads 	<ul style="list-style-type: none"> Budget & manpower support for purchasing school and subject reports and live scripts of graduates obtaining various levels in the HKDSE & International Examinations eAdministration manpower to generate internal

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		<ul style="list-style-type: none"> Internal assessment data is deliberated in CLPs/ panel meetings/ panel heads' meetings to identify student strengths and weaknesses and suggest teaching strategies for active learning 	<ul style="list-style-type: none"> CLP records, minutes of panel meetings and panel head meetings 			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 <i>(Follow-up to the implementation in 2021-22)</i>	<ul style="list-style-type: none"> Train-the-trainer sessions and sharing of strategies for active learning continue to be included in Growth Wednesday, staff development activities, Panel Head Meetings and/ or Staff Meetings Arrange a sharing session of the EUHK support on metacognitive questioning by science subjects 70% of teachers agree that the workshops can enhance their knowledge and skills on catering for learner diversity & assessment literacy for enabling active learning 	<ul style="list-style-type: none"> Minutes of Panel Head Meetings, Staff Meetings & SPDC and training materials from staff development activities SPDC teacher survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Principals SPDC 	<ul style="list-style-type: none"> Budget for external professional support by EUHK & QSIP CUHK

		<ul style="list-style-type: none"> Teachers find the workshops and inter-school lesson observation for enhancing the skills on catering for Learner diversity in two pilots KLAS of Math and PSHE useful Teachers find the training sessions of QSIP CUHK inspiring in informing curriculum planning and teaching of active learning 	<ul style="list-style-type: none"> Teacher feedback 			
	<p>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</p>	<ul style="list-style-type: none"> Teachers agree that CLP has become an integral part of the professional learning routine for facilitating learning and teaching Positive feedback from teachers that the sharing of strategies adopted to train students to become active learners in CLPs are useful Active learning is set as a goal for peer lesson observation 	<ul style="list-style-type: none"> Records of CLP meetings / or feedback from teachers Teacher feedback 	<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	<ul style="list-style-type: none"> Promoting a growth mindset becomes intrinsic in multiple facets of school life Promoting a growth mindset in the class time & Weekly Assembly in regular timetable Most students complete the growth mindset forms in the Student Handbook seriously Over 65% of students agree that they know how to set learning goals for themselves Over 65% of students show attitudes and efforts to improve themselves, e.g. by reviewing their learning based on 	<ul style="list-style-type: none"> Scrutiny of annual plans & reports of subjects and committees Class teacher report Random check of the Student Handbook APASO and SHS 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Subjects and committees heads CBC Class teachers Form mentors and form teachers 	<ul style="list-style-type: none"> Budget for inviting speakers and workshop facilitators where applicable

		their test/exam results and teachers' comments on their performance in assignments and in class				
	2.1.2 To advocate PERMA in learning & teaching	<ul style="list-style-type: none"> Subjects and committees incorporate the promotion of Love@SPKC award in their work More than 65% of students agree that church pastors/ volunteers leading group discussions in class are helpful to their learning/ growth Over 65% of students agree that they are engaged in lessons Over 65% of students agree that the teacher creates a positive classroom atmosphere An improved self-concept is observed among students. 	<ul style="list-style-type: none"> Scrutiny of annual plans & reports of subjects and committees Learning and teaching evaluation survey APASO 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and committee heads 	

	<p>2.1.3 To promote character strengths in a whole-school approach</p>	<ul style="list-style-type: none"> • More than 200 minor merits will be awarded to students who have fulfilled 15 hours of participation in activities of the five categories in the Love@SPKC Award • 70% students agree that they are aware of the Love@SPKC character strengths through the Weekly Assembly & Christian education activities(Gospel Week, Friday Worship/Class Fellowship) 	<ul style="list-style-type: none"> • Minor merits records • Student Growth survey 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • CBC • CEC 	
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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
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	<ul style="list-style-type: none"> Serving positions in various areas in the school are offered to students (e.g. class representatives, prefects, librarians, student ambassadors & house & Student Union committee members) Training will be arranged to student leaders to develop a supportive and respectful learning atmosphere at school 90% of S1-S5 students fulfill the 3 -hours requirement of school and community service More application and awardees of the Award of Serving Heart in 2022-23 than 2021-22 	<ul style="list-style-type: none"> SLA records of student leaders Love@SPKC Award record 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and committee heads SLA CBC 	<ul style="list-style-type: none"> Budget for the fees involved in training student leaders and organizing events in collaboration with NGOs, charitable organizations, welfare groups and churches

	<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 the teachers agree that the Joyful Moment Campaign & SWC activities help to enhance the positive atmosphere in their class Subject & committees can equip students with skills in developing positive relationships through class-based, form-based and whole-school activities (LWL day, Athletics Meet, LEWOWA, post-exam activities) Class spirit is strengthened with the class time on every Monday 70% of students agree that the peer counsellors can help enhance their sense of belonging to the school and to develop positive relationships with others 	<ul style="list-style-type: none"> Teacher survey conducted by SWS Scrutiny of annual plans and reports of subject panels and committees Student Growth survey & collection of feedback from Class Teachers in Form Teacher Meeting Student Growth survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> SWC Panel heads and committee heads Form Mentors 	<ul style="list-style-type: none"> Budget for class-based, form-based and whole-school activities Budget for hiring the peer counsellors
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		<ul style="list-style-type: none"> Over 70% of students and 80% of parents agree that the school actively guides students to acquire the skills in getting along with others well Over 85% of teachers agree the school can help students develop good interpersonal skills 	<ul style="list-style-type: none"> SHS 			
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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
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"> All subjects integrate positive reinforcement (e.g. giving verbal and/ or written praises and showcasing good works) into their curricula Awards and scholarships system will be refined to make more students feel that their success is recognized 	<ul style="list-style-type: none"> Scrutiny of annual plans and reports of subject panels Records and/ or the annual report of the Academic Enhancement Committee 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers AEC 	<ul style="list-style-type: none"> Budget for prizes and scholarships

		<ul style="list-style-type: none"> • Honour rolls, footage of students' talent performances and awardees' photos are broadcasted through the campus TV and e-bulletin boards • About 70% of students agree that they receive praises or other forms of positive reinforcement from teachers 	<ul style="list-style-type: none"> • Scrutiny of the annual report of the ITC & AEC • Learning and teaching evaluation survey 		<ul style="list-style-type: none"> • ITC 	
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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
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 to the implementation in 2021-22)</i>	<ul style="list-style-type: none"> Most teachers find the talks and/ or workshops on Love@SPKC useful in enabling them to gain a better understanding of the topic Over 80% of teachers agree that the talk/seminar held can enhance their relevant skills in supporting students' needs in mental health More than 150 parents attended each of the 4 talks 90% of parents attending the 4 talks agree that the talks are helpful to their understanding of promoting the well-being of their children Sharing of articles or experiences in relation to positive education 	<ul style="list-style-type: none"> Teacher survey conducted by SPDC Scrutiny of the annual report of the SWC No of parents attended the talks Parent Talk survey Scrutiny of the annual report of the CEC 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> SPDC CBC SWC HSC Abundance Grace Church CEC 	<ul style="list-style-type: none"> Guest speakers from educational bodies, churches or NGOs

		among teachers every week				
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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
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	<ul style="list-style-type: none"> 80% of students pass in the fitness test administered by the PE Department More active students' participation in inter-school sports competitions than 2021-22 Increase the number of thematic sports activities to be held on Fit Friday to 15 Number of students participating in Fit Friday, sports teams and the fitness club increases 60% of students agree that the Fit Friday increases the number of times they do exercise weekly 60% of students agree that they have a habit of checking BMI and the data helps arouse their awareness towards physical condition Longer opening hours of the 	<ul style="list-style-type: none"> Scrutiny of the annual plan and annual report of the PE Department & LWLC Fitness test results Fit Friday attendance records Learning and teaching evaluation survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> PE teachers LWLC CDC Hired coaches or instructors 	<ul style="list-style-type: none"> External sports facilities Budget for recruiting coaches/instructors

		<p>Fitness centre in whole-day classes with the 300 times of visit of Staff and at least 150 times of visit of students with the support of a PE TA available</p> <ul style="list-style-type: none"> • Positive feedback from the students on MID sports-related programmes (More than 90% of students get “attained with distinction” and more than 10% of students get “attained with distinction” upon completion of the programmes) 	<ul style="list-style-type: none"> • MID programme survey 			
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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	3.1.2 To keep teachers abreast of up-to-date seminars, training courses and latest educational trends	<ul style="list-style-type: none"> Keep sending the EDB training calendar to all teachers every week and other training information whenever available Most teachers meet the subject / committee-specific training requirement 	<ul style="list-style-type: none"> Scrutiny of SPDC annual report Scrutiny of subject & committee annual report on teacher training 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> SPDC Panel & committee heads 	<ul style="list-style-type: none"> GO support
	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	<ul style="list-style-type: none"> Professional sharing and capacity building activities from senior-management level to frontline-teacher level are held at regularly via various formats, platforms and occasions The percentage of teachers who agree that the school has developed an ambience of professional interflow in 2022-23 is higher than that of 2021-22 Beginning teachers find the induction activities conducted throughout the year helpful in enabling them to become fully 	<ul style="list-style-type: none"> Minutes of SEC Meetings, Panel Head Meetings, Staff Meetings, Staff Briefings & SPDC Records of professional development activities SHS SPDC teacher survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Principals 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
		effective members of the School				
	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 Panel heads or form coordinators set a common goal in most of the CLPs Common goals are set prior to peer lesson observation in most subjects An increased number of teachers agree that their panel heads effectively promote professional interflow and collaboration 	<ul style="list-style-type: none"> Scrutiny of subject annual plans and annual reports Oral and/ or written records of CLPs Oral and/ or written feedback from teachers SHS (Teachers) 	<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 effective teaching strategies in CLPs can enhance learning and teaching Subjects receiving professional support from EUHK will make effective 	<ul style="list-style-type: none"> Oral and/ or written records of subject 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"> Budget for external professional support by EUHK & QSIP CUHK

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		use of the CLPs to discuss strategies in catering for learner diversity <ul style="list-style-type: none"> Subjects receiving professional support from QSIP CUHK on assessment literacy will make effective use of the CLPs to discuss how assessment data can inform effective learning and teaching 				
	3.1.6 To further promote cross-curricular lesson observation <i>(Follow-up to the implementation in 2021-22)</i>	<ul style="list-style-type: none"> More open lessons (at least 8) will be offered coordinated throughout the year and over 30 teachers will join the open lessons At least 70% of teachers joining the open lessons agree that the lessons are inspiring 	<ul style="list-style-type: none"> Open lesson records SPDC teacher survey 	<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	3.2.2 To strengthen teachers' appraisal skills	<ul style="list-style-type: none"> Positive feedback from most middle managers on the appraisal skills training School-based appraisal procedures, tools and criteria are disseminated to new teachers joining the School 	<ul style="list-style-type: none"> Feedback on Growth Wednesday training Records of appraisal-related information dissemination (e.g., meetings & emails) 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> SPDC 	<ul style="list-style-type: none"> Nil

			<ul style="list-style-type: none">• SPDC teacher survey			
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Appendix 1: Plan on Use of Capacity Enhancement Grant (2022/23)

Stewards Pooi Kei College

Plan on Use of Capacity Enhancement Grant in 2022/2023 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, LS&CS	To employ 4 Assistant Teachers to: - handle all administrative work regarding the subject - develop materials for the subject	Relieving teachers' workload in administration Updating, revising, and developing learning materials for the subject	September 2022 to August 2023	Salary of Assistant Teachers \$614,848.50 with 5% MFP	Quality and quantity of teaching materials prepared Administrative efforts to be relieved among Subject teacher	Staff appraisal report Feedback from teachers in evaluating the quality of teaching materials	Ms Eve Yuen Mr Edmond Shiu Mr Jimmy Tse Ms Miranda Tang
Curriculum Development	To relieve teachers' substantial administrative workload in managing the OLE program	Employment of 1 full-time teaching assistant to help coordinate the program	Administrative & coordinating work among teachers could be reduced	September 2022 to August 2023	Salary of teaching assistant: \$121,369.50 - with 5% MFP	Amount of teachers' effort to be released in the launching of the annual project	Work reports from teaching assistants Feedback from teachers and parents in evaluating the effectiveness of the project	Mr Samuel Lui Mr Alex ng
				Total Amount	\$736,218* * 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 2022/2023	\$732 x 995 students x=\$728,340-	
Total budget for Capacity Enhancement Grant in 2022/2023		\$736,218.-
The deficit will be covered by the School		\$7,878.-

Prepared by: _____

Mr. Lee Kin Fung William (Principal)

Date: 25 OCT 2022

Signature by: _____

Ms. Pang Chau Sheung Rosa (School Supervisor)

Date: 25 OCT 2022

Appendix 2: Plan on Use of Life-wide Learning Grant (2022/23)

Stewards Pooi Kei College
Plan on the Use of the Life-wide Learning Grant
2022-2023 School Year

Jun 2022 ver.

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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.

Category 1: To organise / participate in life-wide learning activities

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
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														
e.g.	Career Expreience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	Co-Curricular Activities (For 71 teams and clubs)	Oct 2022	S1-S6	996	\$375,000.00	\$376.51	To nurture students as servant leaders, positive thinkers, keen learners and confident explorers through co-curricular activities.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teacehrs and Students) 3) Achievements of the teams / clubs	✓	✓	✓	✓	✓	A Ng
2	Life-wide Learning Day	Oct 2022	S1-S6	996	\$120,000.00	\$120.48	To provide students life-wide learning experience for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teacehrs and Students) 3) Evaluation meeting conducted by LWL committee	✓	✓	✓		✓	V Har
3	Post-exam Learning Programmes	Oct 2022	S1-S5	892	\$51,000.00	\$57.17	To provide students life-wide learning experience for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teacehrs and Students) 3) Evaluation meeting conducted by LWL committee	✓	✓	✓		✓	V Har
4	Learning Without Walls (LEWOWA) Programmes	Oct 2022	S1-S5	892	\$340,000.00	\$381.17	To grow students as globalized Christian leaders through offering various life-changing experiences outside classrooms under experiential learning approach.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee	✓	✓	✓	✓	✓	S Leung
5	International Awareness Week	Oct 2022	S1-S6	996	\$25,000.00	\$25.10	Description: A 5-day cultural experiential learning week with workshops and lessons instructed by foreigners. Objective: Provide an authentic and fun cultural learning experience to all students to cultivate their global vision and broaden their horizon.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Post-activity questionnaire (Teacehrs and Students) 4) Evaluation meeting conducted by GELC committee	✓	✓	✓	✓	✓	S Leung
6	Multi-intelligence Development (MID) Programmes	Oct 2022	S4-S5	327	\$326,100.00	\$997.25	To provide students multi-intelligence learning experience for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teacehrs and Students) 3) Achievements / Assignments	✓	✓	✓		✓	K Chan
7	Field Trip / Visit	Oct 2022	S4-S5	327	\$20,000.00	\$61.16	To provide students subject-based learning experience.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teacehrs and Students)	✓	✓	✓		✓	M Tang
8	Gospel Month	Oct 2022	S1-S6	996	\$20,000.00	\$20.08	To promote positive education, Christian education and experiential learning experience for students.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teacehrs and Students) 3) No. od students participated in the activities. 4) No. of students decided to become a Christian or attend church services after the week.	✓	✓	✓		✓	S Ho

9	S1 Solo Verse Experience	Nov – Dec 2022	S1	204	\$20,400.00	\$100.00	All S1 students are enrolled in the speech festival to complement the Poetry unit of the S1 curriculum and to supplement speaking skills required. Students are expected to be able to appreciate poems by performing and practise pronunciation and delivery as a learning community.	English Language	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Achievements	✓						E Yuen
10	Experiential Learning Activities (e.g. Visit Life-education centre, community service)	Oct 2022 – July 2023	S1-S6	996	\$20,000.00	\$20.08	To provide students experiential learning for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓	✓	✓	✓	Committee Head / Activity TIC
11	Subject-based experiential Learning Activities (e.g. Culture immersion workshop)	Oct 2022 – July 2023	S1-S6	996	\$25,000.00	\$25.10	To provide students subject-based experiential learning experience.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓		✓		Subject Head / Activity TIC
12	Inviting guest speakers to promote positive education, leadership training or Career and Life Planning Education.	Oct 2022 – July 2023	S1-S6	996	\$20,000.00	\$20.08	To provide students positive education, leadership training or Career and Life Planning Education for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓	✓	✓	✓	Committee Head / Subject Head / Activity TIC
13	Activity for promoting positive education or well-being (e.g. Positive Education luncheon concert, PERMA-run, PERMA Dream)	Oct 2022 – July 2023	S1-S6	996	\$25,000.00	\$25.10	To provide students positive education or mental health for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓	✓	✓	✓	Committee Head / Subject Head / Activity TIC
(Please insert rows above if the space provided is insufficient.)																
Sub-total of Item 1.1				10,610	\$1,387,500.00											
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons															
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36										
1																
2																
3																
(Please insert rows above if the space provided is insufficient.)																
Sub-total of Item 1.2				0	\$0.00											
Total for Category 1				10,610	\$1,387,500.00											

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1	IT equipments	For Aviation activities and STEM activities	\$50,000.00
2	Musical instruments	For positive education concert	\$15,000.00
3			
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$65,000.00
Estimated Expenses for Categories 1 & 2			\$1,452,500.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	996
Estimated number of student beneficiaries:	996
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Ng Chak Ho
Post of Contact Person for LWL:	Head of LWL Committee

Appendix 3: Plan on Use of Diversity Learning Grant for Gifted Education Programmes (2022/23)

1.) Other languages programmes

Programme	Objective(s)	Targets	Duration	Program evaluation (surveys/ assignment/ reflection)	PIC	Budget
Other languages programmes: (1) Spanish (2) Japanese (3) French (4) Korean	To strengthen students' competence in Spanish, Korean , French & Japanese	Students who are strong in languages	180 mins per week Total:120 hours	<ul style="list-style-type: none"> ➤ Results of students' assignments & Term tests ➤ Results obtained by students in the HKDSE 	Y Tang	25 students x \$4,300 = \$107,000 +\$500 printing fee
Total						\$107,500

2.) Other programmes (subjects and committees)

Subjects/ Committees	Programme	Objective(s)	Targets	Duration	Program evaluation (surveys/ assignment/ reflection)	PIC	Budget
CDC (Gifted Education)	School-based gifted programme	To strengthen high order thinking skills and creativity skills	Talent pool	3 hours	<ul style="list-style-type: none"> ➤ Students' Questionnaire ➤ Teachers' observation 	J Ng	\$13,000
Music	1) Network DSE programme (regular lessons)	To offer a programme jointly organised by schools for music students to enhance their musical talents	S4-6 students	1 year (lessons on Saturdays, around 276 hours)	<ul style="list-style-type: none"> ➤ Quarter results in the studies ➤ Results obtained by the student in the HKDSE 	S Lui	\$32,120

	2) Supplementary Lesson for the HKDSE music network programme	To offer a programme jointly organised by schools for music students to enhance their musical talents	S4-6 students	10 hours	<ul style="list-style-type: none"> ➤ Quarter results in the studies ➤ Results obtained by the students in the HKDSE 	S Lui	\$10,000
Mathematics	Senior Mathematics Team Programme	Broaden student's horizons and learn to appreciate the beauty of Mathematics	S4-5 students	8 hours (in CCA period)	<ul style="list-style-type: none"> ➤ Students' Questionnaire 	G Au	\$8,000
History	S6 History Enhancement tutorial	<ul style="list-style-type: none"> ➤ To provide small group drilling in higher order thinking skills ➤ To increase students' abilities in tackling essay questions 	S6 elite students	Dec 2022-Jun 2023	<ul style="list-style-type: none"> ➤ Students' Questionnaire ➤ Teachers' observation 	A Lau	\$6,000
BAFS	Business Elite Learning Programme	To enrich students' exposure in real business world, business ethics and sustainability	<ul style="list-style-type: none"> • 10 students • S4 and S5 students • nominated by BAFS Department with specific criteria 	2 lessons (2 hours per lesson) in July & Aug 2023) plus 2 hours CLP sharing from senior management	<ul style="list-style-type: none"> ➤ Students' Questionnaire ➤ Students' assignments 	S Leung	\$12,000

				of MNC			
CBC (Prefect team)	Summer Prefect Training	To equip the new badge of prefects for service in the next academic year	25 senior form prefects	3 half-day programme by service provider	<ul style="list-style-type: none"> ➤ Students' Daily reflection ➤ Students' Questionnaire Observation by trainers ➤ 	WK Yum	25 students x \$300= \$7,500
LWLC	Students Leadership Training Session	To nurture leader qualities and cultivate leadership skills	Committee of SU, 4- Houses, Sports Association	3 hours	<ul style="list-style-type: none"> ➤ Students' Questionnaire 	C Wong	48 students x \$150=\$7,200
(Other programmes: subjects and committees) Total							\$95,820

Appendix 4: Plan on Use of Sister School Scheme Grant (2022/23) 姊妹學校交流計劃書(2022 /2023 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

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 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 checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input 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	☑	描述	編號	☑	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	☑	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input 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	☑	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
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\$200,000
N5	<input type="checkbox"/>	交流物資費用	HK\$

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\$200,000
N10	<input type="checkbox"/>	沒有任何開支	不適用

Appendix 5: Plan on Use of Promotion on Reading Grant (2022/2023)

	Items	Details	Forms	Expenditure
1	eBooks—eRead Scheme, HKEdcity	Chinese Reading Scheme	S1-3	\$33,900
		Chinese Language SBA	S4-6	
		Different KLAS	S1-6	
2	Books for extensive reading	English Reading Scheme	S1-3	\$40,746
		Class Library	S1-6	
		Featuring in SPKC Learning Community Channel (LCC)	S1-6	
		Study methods	S1-6	
				Total = \$74,646

Appendix 6: Plan on Use of Grant for Citizenship & Social Development (CS Grant) (2022/2023)

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Budget
1. To enrich students' other learning experiences	<ul style="list-style-type: none"> To organize Chinese cultural experience like visits or workshops for both S4 & S5 CS students 	<ul style="list-style-type: none"> The workshops are held smoothly. Most students are engaged in the activities in the programme. Half of the students feel that the workshops can enrich their understanding of the Chinese culture 	<ul style="list-style-type: none"> Student questionnaire & interview results Student performance in the workshops Teacher feedback 	<ul style="list-style-type: none"> Post-exam activities period in 2023 	M Tang (panel head) & K Ma (deputy panel head)	\$120,000
	<ul style="list-style-type: none"> To organize a visit to a media institution and a workshop on media literacy through Current Affairs Club 	<ul style="list-style-type: none"> Most students agree that the activity can enhance their understanding of the media industry and media literacy 	<ul style="list-style-type: none"> Teacher feedback Student feedback 	<ul style="list-style-type: none"> CCA lessons in February 2023 	M Tang & K Ma (Current Affairs Club teacher-in-charge)	\$10,000
2. To develop student knowledge base understand contemporary issues that may affect their daily life at personal, community, national and global levels;	<ul style="list-style-type: none"> To subscribe newspaper to help CS students understand more about the social development 	<ul style="list-style-type: none"> Most students agree that the newspaper can broaden their understanding of the contemporary issues 	<ul style="list-style-type: none"> Student survey results 	<ul style="list-style-type: none"> November 2022 to May 2023 	CW Wong	\$20,000
3. To provide support for learning & teaching	<ul style="list-style-type: none"> To purchase teaching materials including publishers' online teaching materials' fee, books, videos or teaching objects 	<ul style="list-style-type: none"> Most teachers agree that learning & teaching materials are good in enhancing learning & teaching 	<ul style="list-style-type: none"> Teacher feedback Student feedback 	<ul style="list-style-type: none"> September 2022 to August 2023 	M Tang (panel head) & K Ma (deputy panel head)	\$15,000

	<ul style="list-style-type: none"> • To purchase students books, videos or learning objects 	<ul style="list-style-type: none"> • Most students show interest in the learning & teaching materials 				\$10,000
4. To support mainland visit	<ul style="list-style-type: none"> • To support the implementation of the mainland visit 	<ul style="list-style-type: none"> • The visit will run smoothly 	<ul style="list-style-type: none"> • Teacher feedback 	<ul style="list-style-type: none"> • TBC by EDB 	M Tang (panel head) & K Ma (deputy panel head)	\$3,000
Total						178,000