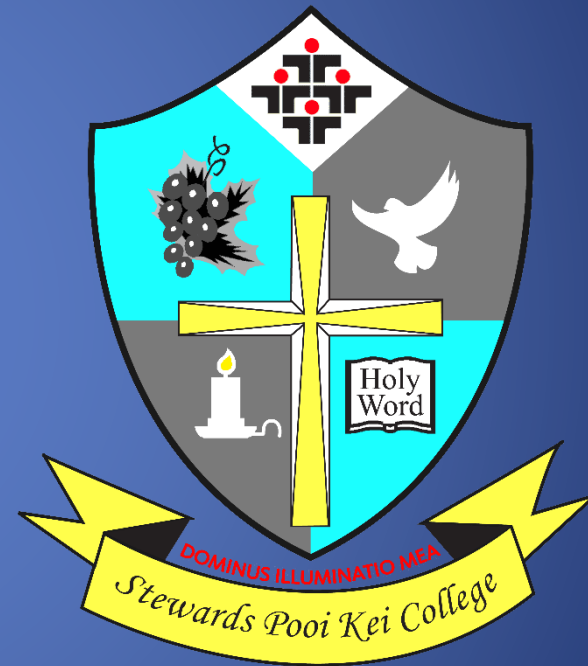


2023 - 2024 Annual School Plan



Major Concerns:

1. To foster students to be Keen Learners
 - i. To arouse students' interest in academic learning
 - ii. To further enhance students' confidence in academic learning
2. To nurture students to be Positive Thinkers
 - i. To encourage students to proactively take ownership of a healthy lifestyle
 - ii. To strengthen students' perseverance for challenges



香港神託會培基書院



Stewards Pooi Kei College

Content

Page

School Motto, Basic Beliefs, Vision & Mission

3

SWOT Analysis (2022-23)

4 – 5

Strengths

Weaknesses

Opportunities

Threats

Major Concerns (2023-2026)

6 – 14

MC1: To foster students to be Keen Learners

6 – 11

MC2: To nurture students to be Positive Thinkers

12 – 14

Appendices

15 - 29

Plan on the Use of Grants

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 (2022-23)

Strengths

1. The school has set clear directions for development in accordance with Hong Kong's aims of education and the seven learning goals.
2. The school's comprehensive and balanced curriculum is designed to offer students ample opportunities enhancing their learning experiences. This curriculum is continuously refined with enhanced diversity.
3. The school's robust IT infrastructure, combined with the technological proficiency of both teachers and students, facilitated a seamless transition between various learning modalities during the pandemic, resulting in successful learning outcomes.
4. The teaching team is composed of dedicated, enthusiastic, and adept teachers with growing experience and proficiency in teaching. Among them, the panel and committee heads have shown unwavering commitment to guiding and enhancing the school community
5. The school is devoted to enriching learning experiences to students with positive outcomes of students enjoying a satisfying and meaningful school life.
6. The school fosters a climate of warmth and harmony. The rapport between middle management and teaching staff is underscored by a tacit understanding among them. The school's effort to cultivate students' interpersonal proficiencies and constructive relationships is witnessed.
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. The school's commitment to prepare students in public examinations, including HKDSE, IGCSE, IELTS and IAL, has resulted in notably favorable results, serving to emphasize the institution's dedication to maintaining high academic standards.

Weaknesses

1. Opportunities exist for further fostering a growth mindset and promoting healthy lifestyles among some students.
2. There is potential for strengthened initiatives aimed at nurturing students' enthusiasm for learning, alongside providing tailored support to help them attain their learning goals.

Opportunities

1. The school has effectively deployed internal resources, external professional experts and funding, such as QSIP, CUHK, EdUHK, Quality Education Fund and Funding Scheme for Youth Life Planning Activities to promote students' holistic well-being and support teachers' professional development.
2. 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.
3. The average banding of S1 intake has been continuously rising, indicating an increasing population of higher-ability students of different potential.
4. 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 decline in student population due to emigration and pursuing education abroad is noted.
2. Teacher turn-over rate in Hong Kong schools increases in general due to the wave of emigration being cited as the major cause.

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 Students engage in the lesson. (e.g. actively participate in class discussions, ask questions, and contribute their ideas.)	1.1.1 To enhance lesson design to promote student engagement (For example, learner-centred classrooms, student-led activities)	<ul style="list-style-type: none"> • All subjects develop teaching strategies to enhance students' engagement. • Most subjects use pre-lesson tasks and First Five minutes policy to boost students' readiness at the beginning of the lesson. • Over 70% of students agree that the use of eLearning tools, platforms and materials makes them more involved in learning • Over 70% students agree that they are engaged in lessons. • Over 65% of students agree that they take the initiative to learn 	<ul style="list-style-type: none"> • Scrutiny of subject annual plans • Learning and teaching evaluation survey • Learning and teaching evaluation survey • SHS (Students) 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Panel heads and subject teachers • IT Committee 	<ul style="list-style-type: none"> • Budget for purchasing or subscribing to E-Learning tools • Assistance from IT technicians and supporting staff
	1.1.3 To equip teachers with the capacity on	<ul style="list-style-type: none"> • Teachers agree that CLP has become an integral part of the professional learning 	<ul style="list-style-type: none"> • Records of CLP meetings / or feedback from teachers 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Panel heads and subject 	<ul style="list-style-type: none"> • Nil

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	designing diversify teaching strategies and differentiated assessment tasks	<p>routine for facilitating learning and teaching</p> <ul style="list-style-type: none"> Positive feedback from teachers that the sharing of strategies adopted to train students to become active learners in CLPs are useful Over 60% of students agree that the subject adopts different assessment methods Over 60% of students agree that the teaching activities are varied and can motivate my learning. 	<ul style="list-style-type: none"> Teacher feedback Learning and teaching evaluation survey 		teachers	
	1.1.4 To create a positive classroom environment that encourages students to ask questions.	<ul style="list-style-type: none"> Most of the subjects use different modes to create a positive classroom environment. (For example, collaborative learning, group setting, discussion, asking various questions) Over 60% of students agree that teachers' questions inspire their thinking inside and outside of the classroom. Over 60% of students agree that the teachers encourage 	<ul style="list-style-type: none"> Scrutiny of subject annual plans SHS 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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		<p>students to ask questions</p> <ul style="list-style-type: none"> Over 60% of students agree that the teachers create a positive classroom atmosphere. 				
<p>1.2 Students are curious about knowledge beyond the classroom.</p>	<p>1.2.1 To promote reading across curriculum and extend learning experiences e.g subject/ committee-based materials</p>	<ul style="list-style-type: none"> Over 80% of subjects provide at least one RAC materials. Over 80% of subjects provide extended learning materials in Google Classrooms or extended learning activities for student. English and Chinese department promote the reading scheme with Library to arouse students' interest in reading and learning. Over 60% of students agree that the various learning tools, platforms and materials utilized in different subjects make me more involved in learning. Over 40% of students agree that they often read materials such as leisure reading materials and newspapers outside class. 	<ul style="list-style-type: none"> Scrutiny of subject annual plans The no. of participation and the prize. Learning and teaching evaluation survey SHS 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subjects teachers Library and Promotion of Reading Workgroup 	<ul style="list-style-type: none"> Nil

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		<ul style="list-style-type: none"> Over 60% of students agree that teachers often allow us to explore a variety of topics inside and outside of the classroom. 	<ul style="list-style-type: none"> SHS 			
1.3 Students are confident to present their learning outcome (To empower students to feel confident in showcasing their learning and sharing it with others.)	1.3.1 To provide opportunities to showcase students' successes	<ul style="list-style-type: none"> All subjects create regular opportunities for students to showcase their achievements. Most of the subjects use different platforms for showing students' good works. Over 60% of students agree that the teachers often praise us / give us recognition in the class. 	<ul style="list-style-type: none"> Scrutiny of subject annual plans Learning and teaching evaluation survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subjects teachers 	<ul style="list-style-type: none"> Nil
	1.3.3 To equip teachers with the mindset and strategies to embrace learner diversity and stretch students' potential to the fullest	<ul style="list-style-type: none"> Subjects receiving professional support from QSIP CUHK on catering for learner diversity will make effective use of the CLPs to discuss how to design the lesson with better scaffolding for enhancing students' confidence. 70% of teachers agree that 	<ul style="list-style-type: none"> Teachers' Feedback SPDC teacher survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subjects teachers 	<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
		<p>the workshops can enhance their knowledge and skills on catering for learner diversity for enhancing students' confidence.</p> <ul style="list-style-type: none"> • Open lessons (at least 7) will be coordinated throughout the year and over 24 teachers will join the open lessons • Over 60% of students agree that they are confident in learning. • Over 50% of students agrees that they are confident in learning inside and outside of the classroom. 	<ul style="list-style-type: none"> • Open lesson records • SPDC teacher survey • Learning and teaching evaluation survey • SHS 		<ul style="list-style-type: none"> • SDC 	
1.4 Students embrace challenges and strive for academic success	1.4.2. To continue to enhance teachers' assessment literacy (design suitable assessment papers or task-based and problem-based assignments)	<ul style="list-style-type: none"> • At least 70% of students in the subjects can get a pass in the exams in the Junior Form • At least 50% of students in the subjects can get a pass in the exams in the Senior Form 	<ul style="list-style-type: none"> • 1st Term and 2nd Term Exam results of the subjects involved • Learning and teaching evaluation survey • Scrutiny of markers' reports 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Panel heads • Panel heads and 	<ul style="list-style-type: none"> • IT Committee manpower to generate internal UT and Exam statistical reports

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		<ul style="list-style-type: none"> • Over 60% of students agree that the subject adopts different assessment methods • 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) • Most of the Junior form students attempt the bonus questions in UT and Exam 	<ul style="list-style-type: none"> • Scrutiny of subject annual plans, annual reports & teaching schedules • Scrutiny of markers' reports 		Subjects Teachers	

Major Concern 2 (MC 2): To nurture students to be Positive Thinkers

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1. Students have a better awareness of their wellbeing	2.1.1. To increase students' awareness of the importance of establishing a healthy lifestyle.	<ul style="list-style-type: none"> More than 10 subjects promote a healthy lifestyle with school-based curricula. Over 70% of students agree that the curriculum increased their awareness of the importance of establishing a healthy lifestyle. 	<ul style="list-style-type: none"> Number of subjects achieve the targets Subject-based questionnaire 	Whole year	Subject panel heads	School-based curriculum
		<ul style="list-style-type: none"> Over 70% of students agree that the school increase their awareness of the importance of establishing a healthy lifestyle through: <ol style="list-style-type: none"> Monday worship, morning and weekly assembly. thematic weeks 	<ul style="list-style-type: none"> Mid-term survey and year-end survey 	Whole year	VP (Student Growth), Heads of VEC, SWC and CEC	<ul style="list-style-type: none"> Resources for holding Monday worship and assemblies
	2.1.2. To strengthen the school's pastoral care services to bolster both teacher-student and peer-to-peer relationships.	<ul style="list-style-type: none"> Over 70% of students agree that the school strengthens pastoral care service to bolster both teachers-student and peer-to-peer relationships through the following activities: <ol style="list-style-type: none"> SU, Houses and association activities. school functions (e.g. anniversary celebrations) Over 70% of students agree teachers create a positive classroom atmosphere in the L&T survey. More than 70% of students agree that teachers care about them in SHS. Students feel love and care in school, and the overall result in APASO reach or higher than the HK norm. 	<ul style="list-style-type: none"> Mid-term survey and year-end survey L & T survey Q16 SHS APASO 	Whole year (mainly in term one and LEWOWA)	All teachers, led by VP (Student Growth) and SWC head	<ul style="list-style-type: none"> Resources for holding large-scale activities and school functions. LWLG Subsidies for class teachers to hold class activities

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.2. Students adopt and consistently practice positive habits and a healthy lifestyle.	2.2.1. To promote positive habits and healthy lifestyles.	<ul style="list-style-type: none"> Students actively participate in sports activities, including but not limited to: <ul style="list-style-type: none"> ➤ More than 500 students fulfil the basic requirement of Fit-60. ➤ More than 650 person-time to join PERMA-run ➤ More than 300 person-time to join house-based Fit Friday activities More than 10 activities were held to promote positive habits and healthy lifestyles such as talks and lunchtime activities. More than 60% of students agree that they keep a healthy lifestyle in SHS. The overall healthy condition of students is reached or higher than the HK norm in APASO. 	<ul style="list-style-type: none"> SHS (Q16) APASO (Student Health Condition and Habit of Doing Exercise) 	Whole year	VP (Student Growth), Heads of PE and VEC	<ul style="list-style-type: none"> Resources for holding sports activities LWLG Hire a sports manager
		<ul style="list-style-type: none"> Compared with 2022/23, 5% more students have gotten the praising record and Love@SPKC Award. Most students keep positive learning habits. More than 70% of students agree that they performed well in the items in part B of the L&T survey (Q5-10) More than half of the participants of after-school learning classes and the Habit Training Programme have shown improvement after participating in the programmes. 	<ul style="list-style-type: none"> Number of students who received the praising records and Love@SPKC awards L&T survey Q5-10 Students' performance (e.g. missing HW record, punctuality) Performance of after-school 	Whole year (mainly in term two)	VP (Student Growth), Heads SWC and CBC	<ul style="list-style-type: none"> After-school Activities Support Grant LSG

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
			learning classes and Habit Training Programme members			
2.3. Students exhibit self-motivation and persistence in pursuit of their goals.	2.3.2. To celebrate student perseverance and initiative, recognizing these qualities publicly.	Over 70% of students agree that: <ul style="list-style-type: none"> The teacher encourages students to ask questions. The teacher often praises us and gives us recognition in the class. 	<ul style="list-style-type: none"> L & T survey (Q13,14) 	Whole year	All teachers, led by panel heads	Not require extra resources
		<ul style="list-style-type: none"> More than five guests or alumni are invited to share their experiences of perseverance and initiative with students with positive feedback. 	<ul style="list-style-type: none"> Number of guests and alumni are invited. Post-activity questionnaires. 	Whole year	VP (Student Growth), Heads VEC, SLA and CBC	Not require extra resources
		<ul style="list-style-type: none"> To provide more than five opportunities to student leaders and outstanding students to celebrate their perseverance and initiative, recognizing these qualities publicly. (e.g. Avenue of Stars, Sharing in assemblies, outstanding student elections) More than 70% of students agree that the school provide training and opportunities to them in a targeted area in SHS. The overall perseverance and initiative of students are higher than the HK norm in APASO. 	<ul style="list-style-type: none"> Number of specific activities provided to student leaders and outstanding students. SHS (Q11) APASO 	Whole year (mainly in term two)	VP (Student Growth), Heads VEC, SLA and CEC	<ul style="list-style-type: none"> LWLG DLG

Appendix 1: Plan on Use of Capacity Enhancement Grant (2023/24)

Stewards Pooi Kei College

Plan on Use of Capacity Enhancement Grant in 2023/2024 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 Mathematics	To employ 1 Assistant Teacher 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 2023 to August 2024	Salary of Assistant Teachers \$25,800.- with 5% MFP \$1,290	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 Joanna Leung
Curriculum Development	To relieve teachers' substantial administrative workload in managing the OLE program	Employment of 3 full-time teaching assistant to help coordinate the program	Administrative & coordinating work among teachers could be reduced	September 2023 to August 2024	Salary of teaching assistant: \$704,375.- with 5% MFP 35,219.-	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 Ms Vian Har Ms Yum
Total Amount					\$766,684*	* 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 2023/2024	\$743 x 1021 students x=\$758,603.--	\$766,684.-
Total budget for Capacity Enhancement Grant in 2023/2024		\$766,684.-
The deficit will be covered by the School		\$-8,081.-

Prepared by: _____

Mr. Lee Kin Fung William (Principal)

Date: - 6 NOV 2023

Signature by: _____

Ms. Pang Chau Sheung Rosa (School Supervisor)

Date: - 6 NOV 2023

Appendix 2: Plan on Use of Life-wide Learning Grant (2023/24)

Stewards Pooi Kei College
Plan on the Use of the Life-wide Learning Grant
2023-2024 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 Experience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	Co-Curricular Activities (For 71 teams and clubs)	Oct 2023 – July 2024	S1-S6	1022	\$338,000.00	\$330.72	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 (Teachers and Students) 3) Achievements of the teams / clubs	✓	✓	✓	✓	✓	A Ng
2	Life-wide Learning Day	Dec 2023	S1-S6	1022	\$150,000.00	\$146.77	To provide students life-wide learning experience for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Evaluation meeting conducted by LWL committee	✓	✓	✓		✓	V Har
3	Post-exam Learning Programmes	June-July 2024	S1-S5	889	\$20,000.00	\$22.50	To provide students life-wide learning experience for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Evaluation meeting conducted by LWL committee	✓	✓	✓		✓	V Har
4	Learning Without Walls (LEWOWA) Programmes (Local programme's teacher fees subsidized by 50%)	June-July 2024	S1-S5	889	\$70,000.00	\$78.74	LEWOWA offers a life-wide learning prog in which students can gain insights outside classrooms and even Hong Kong. All S1-5 students participate in categorized prog which take place in HK and overseas countries.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee	✓	✓	✓	✓	✓	S Leung
5	Pooikeinians Future Academy (PFA)	Oct 2023 – July 2024	S4-S5	321	\$230,960.00	\$719.50	To provide students multi-intelligence learning experience for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Achievements / Assignments	✓	✓	✓		✓	K Chan + J Tse
6	Field Trip / Visit	Oct 2023 – July 2024	S4-S5	321	\$20,000.00	\$62.31	To provide students subject-based learning experience.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓		✓	J Tse
7	Gospel Month	Dec 2023	S1-S6	1022	\$20,000.00	\$19.57	To promote positive education, Christian education and experiential learning experience for students.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) No. of students participated in the activities. 4) No. of students decided to become a Christian or attend church services after the week.	✓	✓	✓		✓	A Mok
8	S1 English Speech Experience	Nov – Dec 2023	S1	205	\$20,500.00	\$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

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														
9	Experiential Learning Activities (e.g. Visit Life-education centre, community service)	Oct 2023 – July 2024	S1-S6	1022	\$70,000.00	\$68.49	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
10	Subject-based experiential Learning Activities (e.g. Culture immersion workshop)	Oct 2023 – July 2024	S1-S6	1022	\$120,000.00	\$117.42	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
11	Inviting guest speakers to promote positive education, leadership training or Career and Life Planning Education.	Oct 2023 – July 2024	S1-S6	1022	\$20,000.00	\$19.57	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
12	Activity for promoting positive education or well-being (e.g. Positive Education luncheon concert, PERMA-run, PERMA Dream)	Oct 2023 – July 2024	S1-S6	1022	\$25,000.00	\$24.46	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
<i>(Please insert rows above if the space provided is insufficient.)</i>															
			Sub-total of Item 1.1	9,779	\$1,104,460.00										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														

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.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
1	Learning Without Walls (LEWOWA) Programmes (non-local activities teacher fees subsidized by 50%)	Oct 2023	S1-S5	889	\$290,000.00	\$326.21	LWOWA offers a life-wide learning prog in which students can gain insights outside classrooms and even Hong Kong. All S1-5 students participate in categorized prog which take place in HK and oversea countries.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee	✓	✓	✓	✓	✓	S Leung
2	Subsidize teachers and students to attend the UK BETT Show (World Tech Education Exhibition)	20 Jan - 31 Jan 2024	S1-4	4	\$80,000.00	\$20,000.00	The world's biggest EdTech event.	ICT	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by ICT.	✓				✓	A Au
3															
(Please insert rows above if the space provided is insufficient.)															
				Sub-total of Item 1.2	893	\$370,000.00									
				Total for Category 1	10,672	\$1,474,460.00									

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	Barista utensils (Startup cost)	For Latte Art Club activities	\$40,215.00
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$40,215.00
Estimated Expenses for Categories 1 & 2			\$1,514,675.00
Estimated Amount of LWLG from EDB			\$1,483,217.00 (\$44,181 x 30 class + \$157,787 school-based subsidy)
Surplus of 2022/23 (carry forward to 2023/24)			\$49,646.75
2023/2024 LWLG amount			\$1,532,863.75

\$18,188.75

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	1,022
Estimated number of student beneficiaries:	1,022
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 (2023/24)

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, French, Japanese & Korean.	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 	YTang	24 students x \$4,300 = \$103,200
Total						\$103,200

2.) Other programmes (subjects and committees)

Subjects/ committees	Programme	Objective(s)	Targets	Duration	Deliverables (learning outcomes)	Program evaluation (surveys/ assignment/ reflection)	PIC	Budget
ICT	HK e-Learning, STEAM & Coding Education Study Tour to the United Kingdom (UK) (Tentative)	To boarder students' horizon by exchanging innovative idea in global event.	Two S4 students	21–28 Jan 2024 (Tentative)	<ul style="list-style-type: none"> ● Sharing of different innovative design ● Understand the latest IT development ● Innovative product design can be displayed in Rm604 	<ul style="list-style-type: none"> ● Sharing session (f2f or video format) with classmates/schoolmates ● Learning journal for recording experiences 	AAU	\$46000
Music	Joint school Music Programme	To provide courses for students	S4-S6 students who are	Whole year	<ul style="list-style-type: none"> ● Assignment and exam 	<ul style="list-style-type: none"> ● Students' assignment and performance in assessment 	SLui	\$40000

	for DSE Music	sitting the DSE Music	taking DSE Music					
History	S6 History Enhancement tutorial	To provide small group drilling in higher order thinking skills To increase students' abilities in tackling essay questions	S6 elite students	Dec 2023- Jun 2024	<ul style="list-style-type: none"> ➤ Elite S6 students would receive higher order thinking drilling by alumni ➤ Elite S6 students will be offered new insight when tackling essay questions 	<ul style="list-style-type: none"> ➤ Survey ➤ Teachers' observation 	ALau	\$6000
Geography	Geography enhancement class	To develop students' potential & maintain their interests in learning by providing more challenging tasks	S4-S6 High ability students	December2023 – May 2024	<ul style="list-style-type: none"> • Elite S6 students would receive higher order thinking sharing by alumni • Elite S5 will be offered new insight when tackling essay questions 	<ul style="list-style-type: none"> • Students' feedback • Teachers' observation • Quality of Fieldwork report 	AMan	\$ 6000
Chinese History	Creativity project about	To develop students'	S5 High ability	Oct –Dec 2023	<ul style="list-style-type: none"> • Elite S5 students can develop their 	Students' assignment and performance	JNg	\$4500

	SPKC history	potential by providing more challenging tasks	students		Creativity skill(include the ability to think about a task in a new way and use imagination to come up with new ideas). • Design a board game about SPKC history			
Chinese History	Chinese History Enhancement tutorial	To develop students' potential by tackling essay questions	S4-S6 High ability students	December2023 – May 2024	• Assignment	Students' assignment and performance	JNg	\$4000
Chinese Language	多元創意寫作工作坊 (一): 劇本創作	1) 提升學生撰寫故事的能力 提升學生塑造故事人物的能力	中四及中五學生	6 節, 11 及 12 月	• 以小組形式撰寫一份完整的劇本	1. 問卷調查 檢視學生創作成果	MLau	\$12000
Chinese Language	多元創意寫作工作坊 (一): 散文創作	1) 提升學生寫作散文的能力 提升學生散文表達技巧及組織能力	中四及中五學生	6 節, 3 及 4 月	• 每位學生完成至少三篇散文創作	1. 問卷調查 檢視學生創作成果	EShiu	\$12000
CDC (Gifted)	School-based gifted	To strengthen high order	Talent pool	• 3 hours		• Students' Questionnaire	KCheung CWan	\$13000

Education)	programme	thinking skills and creativity skills				• Teachers' observation		
CBC (Prefect)	Summer Prefect Training	To equip the new badge of prefects for service in the next academic year	19 senior form prefects	3 half-day programme by service provider	<ul style="list-style-type: none"> • Prefects are able to demonstrate skills of problem solving and collaboration • Cohesion of the Prefect Team can be enhanced. 	<ol style="list-style-type: none"> 1. Daily reflection 2. Observation by trainers Questionnaire	I Cheung J Chung	\$19000
LWL	Leadership Training	To nurture leader qualities and cultivate leadership skills	30 Students (S4,S5)	3 days	Reflection	Survey	C Wong A Ng	\$9000
(Other programmes: subjects and committees) Total								\$171500

Appendix 4: Plan on Use of Sister School Scheme Grant (2023/24) 姊妹學校交流計劃書(2023 /2024 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	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" 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	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	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 checked="" 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 checked="" 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 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 type="checkbox"/>	描述	編號	<input 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 type="checkbox"/>	監察/評估方法
M1	<input checked="" 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 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\$75,000
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\$150,000

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\$230,000
N10	<input type="checkbox"/>	沒有任何開支	不適用

Appendix 5: Plan on Use of Promotion on Reading Grant (2023/2024)

	Item *	Estimated Expenses (\$)
1	Purchase of Books	
	<input checked="" type="checkbox"/> Printed books/ magazines (including student books purchased by different subjects/teams)	\$31,646
	<input checked="" type="checkbox"/> e-Books (eRead Scheme in HKEdCity)	\$35,400
2	Reading Activities	
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	\$6000
	<input checked="" type="checkbox"/> Hire of service from external service providers to organize learning activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Paying the application fees or subsidizing students to participate in reading activities or competitions	\$3000
	<input checked="" type="checkbox"/> Awards for reading activities	
	Total	\$76,046

Appendix 6: Plan on Use of Grant for Citizenship & Social Development (CS Grant) (2023/2024)

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 2024 	KL Chan (Panel Head), W Lam (S4 Coordinator) and CW Wong (S5 Coordinator)	\$100,000
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 e-newspaper/ e-platform 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"> January 2024 to May 2024 	KL Chan (Panel Head)	\$10,000
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 To purchase students books, 	<ul style="list-style-type: none"> Most teachers agree that learning & teaching materials are good in enhancing learning & teaching Most students show interest 	<ul style="list-style-type: none"> Teacher feedback Student feedback 	<ul style="list-style-type: none"> September 2023 to August 2024 	KL Chan (Panel Head) and CW Wong	<p>\$5,000</p> <p>\$5,000</p>

	videos or learning objects	in the learning & teaching materials				
4. To support mainland visit (e.g Data Card for Teachers and Students)	<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"> June 2024 	KL Chan (Panel Head) and B Pak	\$5,000
Total						125,000

Appendix 7: Plan on Use of School-based After-school Learning and Support Grant (2023/24)

School-based After-school Learning and Support Programmes 2023/24 s.y.

School-based Grant - Programme Plan

Name of School: Stewards Pool Kei College

Staff-in-charge: Ms Leung Kin Yan Joanna

Contact Telephone No.: 2345-4567

A. The estimated number of students (count by heads) benefitted under this Programme is 83 (including A, 10 CSSA recipients, B, 63 SFAS full-grant recipients and C, 10 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Art/ Sport / Cultural Activities	To enhance students': 1) Learning motivation 2) Self-competence, 3) Self-management skills, 4) Interpersonal skills 5) Aesthetic development 6) Multiple intelligence 7) Physical and psychological wellbeing 8) Attitudes toward schooling	1) Students' engagement in the activities 2) Students' improvement in these areas	1) Questionnaires 2) Teachers' observation	From 9/2023 to 8/2024	10			6,000	N/A
						63		37,800	
							10	6,000	
Total no. of activities: <u>3</u>				[@] No. of man-times	10	63	10		
				^{**} Total no. of man-times	83				

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C) .