

# *Stewards Pooi Kei College*

## *Annual School Report*

**2023-24**



## **School Motto, Basic Beliefs, Vision & Mission**

### 1.1 School Motto

“The fear of the Lord is the start of wisdom, and the knowledge of the Holy One gives a wise mind”  
(Proverbs 9:10)

### 1.2 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.

### 1.3 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.

### 1.4 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

## **Achievements and Reflection on Major Concerns; Feedback and Follow-up on Major Concerns for 2023-2024**

### **Major Concern 1: To foster students to be active learners**

In the academic year 2023-24, SPKC initiated a new School Development cycle focused on cultivating students to become Keen Learners. A diverse array of strategies were introduced to boost students' involvement in learning activities within and beyond the classroom, to encourage students to become individuals with a strong appetite for knowledge, to foster their confidence to exhibit their learning achievements and to instill in them the courage to embrace challenges and pursue academic excellence.

**Achievements:** Targets set for the **school's first Major Concern (MC1): to foster students to be active learners were partly achieved**. In the following, the achievements evaluation of each target under MC1 is detailed.

#### **Target 1.1: To improve students' engagement in lessons.**

The target is partly achieved.

**Teaching departments implemented diverse strategies to maximize student engagement, foster collaboration, and create dynamic learning experiences in lessons.** Some examples are as follows:

The English Department assigned at least one group project to S1 to S5 students and over 80% of the English teachers regularly incorporated group work in classes, fostering collaborative learning environments. According to the Teaching and Learning Survey (L-T Survey), nearly 70% of students appreciated teachers' effort in providing varied learning activities and agreed that these activities could motivate their learning. Collaborative learning through group work was regularly utilized in Math lessons. 60% of students, particularly those in senior forms, expressed that working in small groups enhanced their understanding of concepts and facilitated meaningful discussions. The introduction of student-led activities not only promoted engagement in the classroom but also enhanced students' interest and confidence in learning Math. The BAFS Department provided pre-lesson preparation tasks to students, with a significant percentage completing these tasks, enhancing readiness for lessons. Class discussions held once or twice a month provided students with opportunities to actively engage in exchanging ideas and exploring new knowledge. These sessions facilitated interactive learning experiences, encouraged critical thinking, promoted peer-to-peer knowledge sharing, and fostered a collaborative learning environment within the classroom. The Chinese Department organized "Reading Lessons" where junior form students engaged in group discussions, speeches, and reflections, promoting participation and peer learning. From teachers' observation, most students actively involved in these activities and around 60% of students stated in subject survey that they enjoyed the sessions. According to the L-T Survey, about 75% of students mentioned that they enjoyed and participated actively in Chemistry lessons and completed group activities with good quality work. The Biology Department utilized post-lesson MCQs in electronic format to stimulate discussion and identify misconceptions, with a majority of students finding this assessment beneficial. The Chinese History Department enhanced lessons participation with challenging questions and engaging activities such as "Experience in Traditional Chinese Clothing",

“Role-playing Historical Figures”, “Appreciation of Replica Artifacts” and “Simulated Archaeological Excavation of Artifacts” boost motivation and learning. The History Department implemented interactive activities such as Think-pair-share, Jigsaw learning, Roundtable, Source-based learning, Role-play (e.g., risk assessment) to facilitate student engagement and understanding. The CS Department leveraged eLearning tools (Google Form, Google Doc, Jamboard etc) for students to express their views in class. It also designed school-based notes in conjunction with textbooks with an aim to incorporate practical pre-lesson activities to engage students and increase their interest in the topics. An average of 70% of students were able to complete these tasks. The Economics, Geography, and ICT Departments encouraged peer learning through activities like peer marking and "think-aloud," promoting interaction and learning among students while the IH Department and the Math Department used the "First 5-min" policy to spark interest in lessons, setting a positive tone for learning. Through music analysis, creative projects, and group jamming, the Music Department engaged students to cultivate interest in music and increase participation in class. The PE Department implemented the "Sport Education Model" in S4 to actively engage all students in organizing a sports event within their PE lessons. The model allowed students to take on various roles such as organizing committee members, coaches, referees, players, first-aiders, photographers, or cheering members for the intra-class sports competition. All S4 classes have conducted dance performance in SEM lessons. By involving students in different aspects of event organization and participation, their practical understanding of sports management, teamwork, and sportsmanship, active involvement and collaboration within the class were all enhanced.

Based on the L-T Survey data, it was observed that 63% of students agreed that they actively participated in lessons, a slight decrease from the previous year's 68%. Moreover, only 60% of students felt that the eLearning tools, platforms, and materials used in classes contributed to their engagement in learning. The percentage of students who affirmed the SHS statement survey, "I take an active role in learning inside and outside of the classroom," decreased slightly from 53% to 51%. Consistently, more than 60% of students acknowledged that teachers frequently offered feedback on their performance and guided them on areas for improvement. These findings underscore the necessity to investigate the factors impeding students' learning progress and motivation, signaling a need for targeted interventions to address these challenges.

According to the L-T Survey, 63% of students agreed that they engaged in lessons, slightly less than last year's 68%. 60% (less than the target of 70%) of students found the various eLearning tools, platforms and materials utilized in lessons made them more involved in learning. The percentage of students who agreed with the SHS statement “I take an active role in learning inside and outside of the classroom.” dropped slightly from last year's 53% to current year's 51%. Same as last year, more than 60% of students agreed that teachers often provided suggestions on their performance and let them know how to improve. These survey results suggest that there is a need to investigate the underlying factors that are impeding students' learning progress and motivation.

**All departments also equipped teachers with the capacity to design and implement diversified teaching strategies and differentiated assessment tasks.** Some examples include sharing at CLP among BAFS teachers on how to use interactive games to teach the use and preparation of financial statements and real cases to illustrate how external factors affecting business decision. Such sharing enabled teachers to adopt more variety of teaching activities in class and resulted an average of 72% of students agreed that their motivation in learning was consequently increased. To encourage more

professional exchange, the department arranged peer lesson observation within the panel and attending ‘open-lesson’ offered by other departments. Besides, each member was required to attend at least 3 business-related training courses. The English Department also used CLP to share pedagogical strategies or differentiated assessment tasks. Majority of its members reflected that the sharing was effective in enhancing their teaching efficacy and inspiring for devising teaching. Students’ difficulties in learning English was discussed and recorded in CLP for follow up actions. 85% of English teachers joined at least one subject-related professional development activities, workshops or seminars. In addition to that, two sessions of sharing on use of AI in English was conducted at English panel meeting and in open lessons. The fruitful experience gained from S3 QSIP project was shared at the Staff Development Day and relevant reports and feedback was archived in school drive for colleagues’ reference. In each CLP of Math Department, at least 30 minutes were allocated to sharing of take-away from training course or reading material to enhance members’ ability in designing diversify teaching strategies and differentiated assessment.

To enhance students' confidence, all teachers made concerted efforts to establish a positive classroom atmosphere through various forms of encouragement. Students were actively encouraged to ask questions, and their efforts and achievements were acknowledged and celebrated, fostering a supportive learning environment that encouraged student engagement and participation. In the recent L-T survey results, it was found that a similar percentage of students, 67% (similar to last year's 69%), agreed that teachers actively encouraged students to ask questions. Additionally, according to 66% of students (similar to last year's 68%) felt that teachers frequently praised them and provided recognition in the classroom. Furthermore, 64% of students reported in the SHS that teachers consistently motivated them to learn and supported their efforts to overcome learning challenges both inside and outside the classroom, mirroring the figures from the previous year's survey.

### **Target 1.2 Students are curious about knowledge beyond the classroom.**

This target is mostly achieved.

**To cultivate curiosity as a catalyst for learning, teachers have adopted diverse strategies, including integrating reading across the curriculum and providing extended learning opportunities to pique students' interests in learning.**

The Library has played a crucial role by curating a variety of reading materials covering topics such as AI innovation and entrepreneurship, current national developments, Chinese culture and its intersection with modern technology, sports and technology, the Metaverse, and the fusion of science and arts. Additionally, the introduction of the eReading platform "金閱閣" has been made available to students, enhancing access to a wealth of digital reading resources.

Some departments, the Chinese History Department for instance, introduced books on Chinese History to the class library and introduced magazine “Upknowledge” and “China Tourism”. The Chinese Department continued to promote reading to junior form students through the Extended Reading Scheme and arrange students to join the 「e悅讀獎勵計劃」 which recommended 150 books to students. 390 students used this eReading platform. These two departments also organized a book fair and around 85% of students visited the fair.

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The BAFS and the Economics department arranged for students to subscribe to the bi-weekly magazine EconSchool and held regular sharing sessions based on articles from the magazine, along with discussions on current business news. Additionally, S3 students were encouraged to engage with at least one lesson on the Project M2 learning platform as part of their BAFS extended learning. All S 4 Economics students participated in an online finance quiz competition organized by Hong Kong Economic Journal Company Limited. Science teachers provided at least one extended reading materials to students every Term and students found the articles interesting and useful.

42% of students, slightly less than last year's 45%, indicated that they frequently engage in reading materials like leisure reading materials and newspapers outside of class to broaden their knowledge and exposure.

**Throughout the year, a series of subject-based learning activities were effectively organized to enrich students' learning experiences.** In the Biology department, videos on both curriculum-related and additional topics were shown to students to stimulate their curiosity and interest in the subject. Some S3 and S4 students had the opportunity to visit the Ocean Park Academy, where they engaged in interactive activities and gained knowledge about animals and conservation through unique and engaging experiences that facilitated fun learning in a natural setting. Furthermore, the department organized an Ecology field trip to enhance students' understanding of ecological concepts through hands-on experiences in the field.

The IH teachers utilized eLearning tools such as Google Earth and VR/AR to broaden the scope of learning and deepen students' exploration of knowledge. They regularly posed challenging or extended questions related to current issues, such as municipal solid waste charging, at the end of lessons to encourage post-lesson learning and reflections. Students' responses to these topics demonstrated their curiosity and interest in knowledge, such as their inquiries about Roman toilets when learning about Roman Baths or about the real situation during the Industrial Revolution when watching movies featuring Charlie Chaplin. Through further discussions led by teachers and post-lesson projects, students were able to gain a deeper understanding through self-exploration.

92% of S3 students participated in the History Online Reading Scheme. The 'Today in History' project provided S3 students with additional historical knowledge, sparking their interest in learning history and fostering a deeper engagement with the subject.

For instance, the Chinese History Department coordinated activities on the self-learning platform "認識國情" and organized a Chinese Culture Week, museum visits, field trips, book fairs, and lunch activities. These diverse activities likely provided students with hands-on experiences, interactive learning opportunities, and a deeper understanding of Chinese history and culture beyond the traditional classroom setting.

Over 180 items have been added to the collection of Reading Materials for the Reading Fair of the English Department. A new programme, Book Exchange and Book Recommendation Award was organized among four English groups in S1 and 2 to encourage book recommendation and promote reading as a social activity. Most students were reported to have actively engaged to the tasks assigned. Moreover, the organization of the Reading Fair was extended to S2-3 to allow students to share their achievement and inspiration from the books they read.

To infuse a sports element into student activities and spark their interest in sports, the PE Department collaborated with various internal parties and external organizations. This included lunch sports activities co-organized with UNICEF and the Student Union, a CPR and AED course supported by the SADS HK Foundation and the Red Cross, incorporating a morning run as part of the “We Are the Best Class Award” organized by SWC, and offering kayaking and soccer programs during LEWOWA.

60% of students, a similar percentage over the past two years, have agreed that teachers frequently encourage them to explore a diverse range of topics both inside and outside the classroom, and regularly organize various learning activities within and beyond classroom settings. 60% of students also confirmed that various eLearning tools, platforms and materials utilized in different subject had made them more involved in learning.

**Target 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.)

**Throughout the year, many teachers intentionally organized opportunities to showcase students' achievements. This practice not only boosts their confidence but also serves as a motivating factor for further improvement and growth.**

It is a common practice across various department to share good answers among students to recognize students' achievements as well as promote peer learning. With positive feedback from teachers, students were encouraged to build more confidence in learning and showcasing their learning outcome with their fellow schoolmates. Moreover, presentations were regularly arranged in many subjects for students to demonstrate their understanding of subject concepts and their applications.

Selected S3 students participated in an IG post-competition organized by the Consumer Council about discipline consumption. One student won the 3rd prize for her outstanding design. All S4 and S5 BAFS students participated in the online financial knowledge quizzes organized by HK Economic Journal/ Hong Kong Family Welfare Society and 10 of them won prizes.

To further stretch students' potential and showcase their talent in mathematics and science, selected students were arranged to participate in external competitions including the Brainbee Competition, PolyU Young Talent and CUHK Health Project Presentation, Chemists Online Self-Study Assessment Scheme, Research project on Vitamin C, STEAMxConstruction Physics competition and a two-day STEAM trip to Shengzheng. The number of students participating in Math competition reached a record high over the past three years. The participation in SDG Elearning Scheme with GELC has rendered impressive results including being selected as one of the best participating schools and awarded with SDGs Action School Award and Best Participation Award for School. 249 students received certificates (7 Gold, 34 Silver, and 208 Bronze) and an S2 student was awarded with the Most Active Contribution Award.

The Chinese History Department arranged outstanding students to join activities such as 全港中學中國歷史研習獎勵計劃 and 中華文化大使。Chinese teachers trained a total of 29 students to join

the 75<sup>th</sup> Hong Kong School Speech Festival and successfully arranged over 95% of students to join the 「全國中學生作文大賽」.

Students' excellent English work was showcased through various platforms, such as Google Classroom and classroom board displays, and selected pieces were published in the school-based mini anthology, "Still." In S2, "Macbeth By Pooikeinians" was adopted as a compulsory text to recognize the efforts and talents of older students. The extension of the Reading Fair, which aimed at promoting reading habits, fostering creativity, and encouraging sharing among junior form students and visitors, to S3 included a public vote for the best projects, providing students with opportunities to showcase their achievements not only to their peers but also to external audiences.

An inter-primary school English Quiz Show was successfully held during the 20th Anniversary Open Days, with assistance from our students. The English Debate and Public Speaking Team enrolled students in the Hong Kong Secondary Schools Debating Competition and the Hong Kong English Debating League. They also organized the first round of the "Time to Speak" public speaking competition internally, with the winners advancing to Round 2 to represent the school. One of the teams secured 4th place in the competition. Over 20 students participated in various public speaking competitions, including the 21st Century Cup English Speaking Competition and the HKFYG English Public Speaking Contest. The Drama Club took part in the Hong Kong School Drama Festival, earning awards for Outstanding Script, Outstanding Stage Effects, and Outstanding Cooperation. Additionally, the Drama Club showcased their work in the school's 20th Anniversary Production.

High-quality work is displayed in the STEM Room and on a Google Site as examples for other students. The PE Department has integrated STEM education into its curriculum and introduced a motor analysis app called "On-Form" for students. Those who submit a high-quality motor analysis video received bonus marks. Over 95% of junior form students successfully completed the task. Apart from that, 327 students, were selected to join the school sports team and participated in various inter-school competitions. One of the students was nominated and awarded Shatin Outstanding Athletes Award.

**The school places a strong emphasis on equipping teachers with the mindset to address learning diversity and to develop strategies that maximize students' potential to the fullest. Remedial interventions and enhancement programs have been consistently implemented throughout the year to support students at various levels of learning.**

Around half of the S3 to S5 BAFS exercises involved tiered learning design which catered for students' learning diversity. To support students learning, over 40 explanatory videos of past paper were produced by BAFS teachers and released on YouTube for students' self-revision. Positive feedback was received from the viewers. Bonus questions were set in exercises allowing able students to be further challenged. Bonus questions were also set in S3 exams and around 60% of students attempted them.

Alumni were invited to conduct tutorials for S6 History students, and the response was overwhelmingly positive. Feedback from the participants indicated that 100% of them agreed that their high-order thinking skills were enhanced through these sessions, and they felt better prepared to tackle the challenges of the DSE examinations. The involvement of alumni in conducting tutorials



provided valuable insights that significantly benefited the students' academic preparation. Alumni were invited to conduct tutorials for S6 History students and the feedback was overwhelming. For example, 100% of the participants agreed that their high-order thinking skills were enhanced and they were better prepared to face the challenges in DSE.

60% of students agreed that teachers' teaching methods are diverse and effectively stimulate their learning. 61% of students appreciated that teachers frequently offered feedback on their performance and guided them on areas for improvement. 60% of students concurred that teachers utilized various assessment techniques that effectively accommodated their individual learning requirements.

### **Target 1.4 Students embrace challenges and strive for academic success**

This target is achieved.

In the school's academic landscape, the goal is to ensure that at least 70% of students in the Junior Form achieve a passing grade in their exams, emphasizing a foundational understanding of the subjects. Similarly, in the Senior Form, the aim is for at least 50% of students to obtain a passing grade, reflecting a deeper level of comprehension and application. This was achieved in the school year 2023-24 in most of the subjects. The commitment to diverse assessment methods is evident, with over 60% of students acknowledging the versatility in how their knowledge is assessed.

Some examples include the implementation of the program 「每周一練——白話文閱讀理解計劃」 by the Chinese Department to encourage self-learning and strive for academic excellence. The majority of students successfully completed the tasks. To promote self-reflection and academic enhancement, the department introduced the "Writing Techniques—Post-Writing Guidance Plan," which recognizes students for their satisfactory performance in corrections. Additionally, all junior form students participated in the video competition "Literary Journey Through the Ages—Appreciating Ancient Works," where they were required to gather information and create short videos on different types of Chinese writing (S1: poetry; S2: essay; S3: prose).

Standardization meetings in the English Department have proven successful in enhancing teachers' assessment literacy. Discrepancies in the random checking process during formal assessments have decreased. The circulation of first drafts of formal assessments included the Panel Heads to ensure vertical alignment and standardized quality of the papers from the initial stage, allowing for more appropriate amendments. The multifaceted learning materials and assessment tools, including poster design, comics design, were adopted by the CS Department, who also used eBooks for report writing. 9-min run fitness exam was resumed to provide opportunity for students to challenge their physical strength. The result was encouraging and majority of the students (84%) passed the test.

Across all subjects, the integration of analysis from internal and public assessments into curriculum planning is paramount, ensuring that teaching remains dynamic and relevant. Furthermore, curriculum updates and teaching schedules are regularly refined based on markers' reports. Encouragingly, a majority of Junior Form students actively engage with bonus questions in unit tests and exams, reflecting a proactive approach to learning and a willingness to challenge themselves academically.

## **Reflection**

### **a) Facilitating factors**

The school has implemented several strategies to foster students to be keen learners, and certain facilitating factors have contributed significantly to the success of these efforts.

**Familiarity with the execution of strategies:** Drawing from the insights gleaned during the previous development cycle, significant strides have been made in evaluating and enhancing existing strategies for improvement in the current plan. A consensus among teachers has been reached regarding the approach to address Major Concern 1, signifying a unified direction in fostering academic progress. Teachers have honed their skills in facilitating students' self-directed learning, exemplified by the successful implementation of study skill initiatives such as note-taking training. This initiative has shown remarkable advancement, extending its reach across multiple forms and subjects, and is now more systematically organized through school-based vertical planning of intended learning outcomes. The integration of eLearning practices has also become mainstream, reflecting a commitment to leveraging technology for enhanced educational experiences.

**Whole-school policy:** The school's dedicated endeavors to offer students ample learning opportunities within a supportive atmosphere have played a pivotal role in cultivating active learners. School policies have been tailored to align with the strategies outlined in Major Concern 1, with a particular focus on a diverse array of initiatives aimed at enriching the quality of educational experiences. One examples of these initiatives is the innovative step of mandating all S1 students to participate in the Solo Verse category of the Hong Kong Schools Speech Festival, fostering communication and performance skills. Moreover, the adaptation of the school timetable to accommodate Growth Wednesdays stands out as a progressive move, providing dedicated time for in-house teacher training to enhance their professional skills and capacity, ultimately enriching the overall educational environment.

**Devoted professional team:** Dedication to the improvement of teaching and learning is a shared ethos among all teachers, irrespective of their tenure or experience in the field. An example of this commitment is evident in the efforts of the members of the IH and GC Department, who invested significant time in meticulously preparing teaching materials to align with the new curriculum and assessment standards, ensuring a seamless transition for students. Teachers across the board exhibit a compassionate ethos, readily offering support to students encountering academic challenges, thereby bolstering their learning resilience and self-assurance. Furthermore, professional exchange at platform such as Common Lesson Preparation has become a norm in the school. Teachers' resourcefulness shines through as they willingly provide insights to each other and prepare learning materials to facilitate pre-study and extended learning, igniting curiosity and fostering active engagement within the classroom environment.

**External professional support:** The school has successfully solicited strong and stable external support from the specialists from different education institutions including EdUHK, CUHK and other schools' practitioners. Teachers as well as teacher leaders have become well-trained for facilitating active learning in their students. Our teaching team has been taking an innovative and bold step forward in the promotion of Major Concern 1.

## **b) Hindering factors**

Despite effective strategies implemented to nurture students to be keen learners, there are areas for improvement and challenges that hinder progress.

**Adaptation problem:** Following the full resumption of whole-day face-to-face schooling, the lingering effects of the post-epidemic period continue to impact students' learning experiences. Despite the return to normal schooling, there remains a need to enhance students' commitment to learning, presenting a significant challenge for teachers. The absence of crucial training during the senior primary and junior secondary phases has notably influenced the academic performance of students, particularly those in S1 and S4. Challenges such as issues with self-discipline, time management, homework completion, and social interactions have surfaced, demanding increased attention from teachers. These issues have, in turn, affected the overall teaching and learning process. Additionally, the transition back to in-person learning has brought about various adjustment challenges, encompassing changes in learning and assessment modes, time management practices, and social dynamics. Some students who may not have established a strong academic foundation during the pandemic necessitate additional support and guidance from teachers, potentially impacting their motivation and interest in learning. Addressing these multifaceted challenges requires concerted efforts from educators to provide necessary support and foster a conducive learning environment for all students.

**Expectation Gap:** Despite their eagerness to learn, students often grapple with self-doubt regarding their abilities. While they aspire to achieve high learning outcomes, persistent obstacles can impede their confidence-building efforts and diminish their intrinsic motivation to engage in learning. Many students encounter challenges that hinder their sense of self-determination and responsibility as learners, leading to a reluctance to take ownership of their educational journey. Additionally, some students may have unrealistic expectation on their performance and contend with mental health issues that further compromise their capacity to learn effectively.

**Learner diversity:** Even with the streaming of students and the implementation of split-class teaching across different subjects within each year level, the spectrum of learner diversity remains broad within each class for both core and elective subjects with large class size. While efforts have been made to structure classes accordingly, there is still ample room for improvement in fostering inclusive opportunities for all students to thrive, thereby sustaining their motivation to learn. The ongoing challenge of maintaining student engagement and progress is exacerbated by the turnover of teaching staff. New recruits, particularly those with less experience, encounter difficulties in effectively addressing the diverse needs and challenges presented by students with varying learning profiles.

## **Feedback and Follow-up**

With reference to the afore-mentioned evaluation, the following provide some follow-up measures so as to inform the planning of the work of the school in the next year:

**Interest in learning:** Designing more meaningful tasks that actively engage students is essential to inspiring learning and fostering motivation through incentives. By creating tasks that are relevant, challenging, and stimulating, teachers can capture students' interest and encourage their active participation in the learning process. Refined strategies that prioritize student agency, collaboration, and hands-on learning experiences are effective in empowering students to take ownership of their education, fostering a sense of purpose and intrinsic motivation in their academic pursuits. By aligning instructional methods with student interests and aspirations, educators can create a dynamic learning environment that promotes deep engagement, meaningful learning, and sustained motivation among students.

**Confidence Building:** To enhance students' confidence in academic learning, it is crucial to implement positive measures that analyze their performance and address learning difficulties effectively. By adopting strategies that focus on identifying students' strengths and areas for improvement, teachers can enhance their teaching repertoire and professional capacity, ultimately aiding students in developing a stronger sense of achievement. Assessments should be thoughtfully designed to not only evaluate students' progress but also to sustain their confidence and motivation, fostering a desire to set and achieve ambitious goals.

**Self-reflection for Improvement:** Provide enriching, high-quality, and individualized feedback on students' learning is paramount for fostering self-reflection and self-evaluation skills. Tailored feedback that is specific, constructive, and personalized should be provided to help students understand their strengths and areas for improvement, enabling them to reflect on their progress and evaluate their own performance critically. Self-reflection should be encouraged through effective feedback to enhance students' metacognitive skills as well as a culture of continuous improvement and self-directed learning.

**Granularity of teaching:** Significant focus should be placed on activating and supporting learning through detailed planning of teaching and learning activities. Efforts should be made to cater the specific needs of students by providing them with tiered learning materials, ensuring alignment between teaching and assessment, providing high-quality individualized feedback, and addressing the diverse needs of students with varying abilities. Ensuring coherence between teaching strategies and assessment methods helps students understand expectations and track their progress effectively. Quality feedback plays a crucial role in guiding students towards improvement and reinforcing their learning.

**STEAM education:** When changes and challenges arise with rapid economic, scientific and technological developments in our society and around the world, the school should speed up its work on promoting STEAM education through closer and more strategic collaboration with external organization or tertiary institutions to unleash student potential in innovation. With the completion of the upgrade of Information Technology infrastructure in the near future, it is expected that more STEM learning activities of special characteristics could be carried out.

## **Major Concern 2: To nurture students to be Positive Thinkers**

As an extension of the positive education initiatives introduced in the previous development cycle, in the academic year 2023-24, SPKC embarked on a new School Development cycle centered on nurturing students to become positive thinkers. Emphasizing the notion that self-cultivation serves as the foundation for contributing to society, the school committed itself to assisting students in taking ownership of their lifestyles and cultivating greater perseverance in the face of challenges.

Achievements: Targets set for the school's first Major Concern (MC2): to **nurture students to be positive thinkers were partly achieved**. In the following, the achievements evaluation of each target under MC2 is detailed.

### **Target 2.1: Students have a better awareness of their wellbeing**

The targets were mostly achieved.

**Efforts have been undertaken to bolster students' physical, mental, and social well-being through a comprehensive and holistic approach.** Recognizing the interconnected nature of these facets of well-being, initiatives have been implemented to promote a balanced and healthy lifestyle among students.

To enhance students' understanding of the significance of cultivating a healthy lifestyle, teachers consistently assist students in formulating study plans. These personalized schedules empowered students to effectively manage their time, striking a harmonious equilibrium between academic pursuits and essential rest periods. By fostering this habit, the school is able to cultivate not only academic success but also holistic well-being among student for their wellbeing.

Academic departments have organized various diverse activities aimed at promoting healthy lifestyle. For instance, the Biology Department collaborated with the Food and Environment Hygiene Department to host a talk on dietary management, emphasizing the importance of nutrition for overall well-being; English teachers guided students to do reflective free writing about their attitude, relationship and mental well-being and designed tasks with more evaluative and reflective topics which are relevant to the curriculum for students to contemplate their lifestyles; PE Department partnered with the Science and ICT Department for a cross-curricular project in S3 to enrich students' knowledge of the relationship between "food and nutrition" and BMI. Approximately 15% of the e-books introduced by the Chinese Department were found to enhance students' comprehension of well-being and its significance and about 10% of the topics of writing tasks related to wellbeing.

Various initiatives were made by the different committees in charge of student growth. Efforts initiated from S1 through the SWC's S1 Parent-child Day have successfully promoted physical and mental wellness. Positive feedback from participants underlines the significance of physical and mental preparedness for the transition to secondary life, with 96% of students acknowledging this importance. SWC also introduced the Confident Explorer Program (CEP) to bolster students' mental and social wellness through adventure-based activities. An average of 80% of participating students reported finding the program beneficial, leading to increased happiness levels. Besides, the S6 Mental Health activities organized by the SWC have garnered remarkable feedback. An overwhelming 87%

of S6 students expressed satisfaction with the program, highlighting its effectiveness in helping them manage stress better. Complementing the S6 program, various activities targeting different forms have been organized to foster mental health awareness. For example, after school activities such as darting workshop and floor curling training catered to senior form students, providing avenues for relaxation, calm bottles making workshop to promote mindfulness and stress relief tailored for junior form students; mental health talks conducted by school social workers and speakers from the Hong Kong Children and Youth Services; mini Concert featuring teachers singing inspiring songs to encourage students and uplift spirits.

In our ongoing commitment to empower teachers with the necessary knowledge and skills to support students' mental health needs, four workshops were conducted by the EP. These workshops were designed to deepen teachers' understanding of effective strategies in addressing the diverse mental health requirements of our students. Moreover, the positive feedback received from teachers regarding the sharing sessions at the Staff Development Day on relevant topics further underscores the importance of continuous professional development in this vital area.

Understanding the pivotal role parents play in nurturing students' well-being, the SWC organized a six parent workshops. These sessions were crafted with the belief that parents are key partners in fostering a healthy and supportive environment for our students. More than 90% of participating parents expressed their appreciation, citing the practical skills gained to actively engage in establishing and maintaining a healthy lifestyle for their children.

The VEC teamed up with English Radio to produce six live shows during lunchtime. Covering topics ranging from physical strength and mental health to building meaningful relationships, these shows received positive feedback from students, enriching their understanding and fostering a culture of well-being.

With the support of the LWLC, the four Houses organized the Fit-60 Competition four times, encouraging both teachers and students to engage in exercise together. This initiative aimed to promote physical activity and foster a sense of unity in having a healthy lifestyle within the school community.

The school's progress and accomplishments were evident in the APASO survey, showcasing higher Q-scores for Physical Exercise and Breakfast Habit in comparison to the previous year (2022-23). However, the Q-score for Physical Exercise still fell slightly below the Hong Kong norm. Additionally, results from the Stakeholder Survey revealed a minor decline in the proportion of students who strongly agreed or agreed that they maintained a healthy lifestyle, balanced study and rest, engaged in adequate physical activity, and comprehended stress management techniques compared to the prior year. Furthermore, the average number of sleeping hours remained lower than that of students in Hong Kong, indicated by a Q-score of 85.

To strengthen the school's pastoral care services and reinforce relationships between teachers and students as well as among peers, teachers have prioritized creating a positive classroom environment and offering personalized attention. Students' feedback on the care provided by teachers remains consistent with the previous year, as highlighted in the SHS. The APASO Q-score for Teacher Support remains higher than the Hong Kong norm, with a very slight decrease. According to the

Learning and Teaching Survey, nearly 70% of students agreed that teacher creates a positive classroom atmosphere

To foster students' social well-being, various initiatives were implemented. One such initiative was the "We are the Best Class Award" program, which provided students with opportunities to collaborate towards common objectives and celebrate accomplishments together. Approximately 75% of students acknowledged that the competition bolstered class unity, and on average, 75% of students recognized that it also promoted a healthy lifestyle. To enhance students' social wellbeing, SWC organized an anti-bullying campaign for S1 students with the theme "BE KIND". Apart from discussion on the significance of "kindness" as an essential element of inter-personal communication, each S1 student wrote an encouraging bookmark to their classmates, putting into practice what they had learned.

The Student Union, alongside the Houses, Sports Association, and Arts Association, orchestrated a diverse array of activities that enabled students to engage with one another and cultivate stronger relationships. The form/class-based Life-wide Learning Day garnered positive responses from students, with 95% actively participating in the LWL Day activities. Moreover, 90% of students and 95% of teachers affirmed that LWL Day significantly contributed to fostering improved class cohesion.

According to APASO, 95% of students were satisfied with their relationship with their teachers; 90% of students were satisfied with their relationship with their peers and friends and 92% of them were satisfied with their relationship with parents.

### **Target 2.2 Students adopt and consistently practice positive habits and a healthy lifestyle**

The targets were mostly achieved.

During the academic year 2023-24, the PE Department spearheaded initiatives aimed at cultivating a healthy lifestyle among students through increased physical activity. The Fit-60 campaign was launched, recognizing students who engaged in regular exercise for a minimum of 60 minutes per week. The introduction of Fit Friday proved to be a success, with all Pooikeinians being encouraged to participate in the morning exercise sessions held every Friday. Additionally, the Fitness Centre extended its operating hours to include lunchtime and after-school slots, providing students with more opportunities to engage in physical activities. By the conclusion of the 2023-24 academic year, a total of 168 students met the minimum exercise requirement for the "Fit-60" program. Notably, there was a surge in participation across various activities on Fit Friday, including morning runs (1,036 participants) and house activities (515 participants). Visits to the Fitness Centre also saw a notable increase, rising from 1,255 visits in 2022-23 to 1,586 visits in 2023-24, highlighting a growing commitment to physical fitness and well-being among the student body. Besides, a talk on healthy lifestyle was conducted at assembly. A higher Q-scores for Physical Exercise in APASO as compared to 2022-23 is an indicator of the improvement in the area.

Regarding habit development, teachers actively supported students in making study plans and instilling beneficial study habits, such as pre-lesson preparation, goal setting, and regular self-evaluation, within their daily routines to enhance learning efficiency. More than half of students reported engaging in pre-lesson preparation, self-assessment, and devising strategies for improvement.

To aid in students' evaluation and goal-setting processes, teachers devised subject-specific self-reflection forms to identify areas for enhancement and devise action plans to address their problems. Apart from that, departments implemented diverse strategies to cultivate positive habits. For instance, the Chinese Department incorporated articles and writing tasks that encouraged students to contemplate the importance of good habits and methods to cultivate them. By emphasizing note-taking training over traditional revision notes, certain departments not only enhanced students' learning skills but also nurtured good study habits.

Various activities targeting different groups of students were organized to promote positive habits and a healthy lifestyle. For example, the AEC held two talks on effective note-taking techniques. The S1 Bridging Program featured a range of activities aimed at familiarizing new students with the significance of cultivating positive habits for academic success and personal growth. The CBC addressed punctuality and homework submission challenges by providing habit training, resulting in noticeable improvements in the majority of cases. The CLP Committee included habit development in the discussions in careers lessons. The SWC conducted training programs to assist students with special education requirements in developing positive habits. Positive feedback was received from those programs.

### **Target 2.3 Students exhibit self- motivation and persistence in pursuit of their goals**

The targets were partly achieved.

Throughout the academic year, the school made concerted efforts to boost students' motivation and persistence in both academic pursuits and non-academic endeavors. Various strategies were implemented to enhance students' initiative in learning. Examples of them are:

- The Visual Arts Department organized extended learning tasks, idea development projects, and artwork creation activities to enrich students' learning experiences and inspire self-directed learning. Students' exemplary work was showcased in Google Classroom and exhibitions, effectively motivating them to excel.
- The PSSE Department engaged students through extended learning activities in classrooms and also during events like Gospel Week and Love & Sex Education Week, fostering active participation and learning. Collaborations with the Servant Leaders Academy and CEC featured guest speaker Dr. Connie Wong, whose life story inspired students to be more self-motivated and persistent in pursuing their goals.
- The Physics Department's two-day Shenzhen STEAM trip received positive feedback from nearly 90% of participants, indicating its effectiveness in sparking interest in learning.
- Programs under the Pooikeinian Future Academy (PFA) garnered over 90% positive feedback, demonstrating their value as self-learning opportunities beyond traditional classrooms.
- The History Department's alumni-led tutorials for S6 students were highly beneficial, with 100% participants acknowledging improvements in motivation and learning skills.
- The Chinese Department integrated lessons on self-motivation and persistence into writing tasks and drama classes, resulting in high student engagement.

These initiatives collectively contributed to enhancing students' motivation, persistence, and engagement in their learning journey. Many teachers conducted post-assessment reviews in various



ways to help students better understand their difficulties and challenges. These reviews aimed to assist students in identifying areas of improvement and developing strategies to overcome obstacles. Additionally, individual support was provided to low-achieving students to help them boost motivation for improvement and establish realistic and achievable goals. This personalized approach has contributed to enhancing student learning outcomes and fostering a supportive academic environment within the school.

Over 60% of students expressed in the Learning and Teaching Survey that teaching activities arranged in different lessons were varied and could motivate their learning. Students' feedback in the SHS to teachers' effort in providing opportunities for students to explore a wide range of topics both inside and outside the classroom, as well as organize diverse learning activities such as discussions, visits, sharing insights from readings, and oral presentations was similar to that of last year. Students reported similar levels of teacher recognition and praise in the classroom compared to the previous year, with teachers being described as supportive, and frequently acknowledging students' accomplishments by awarding prizes for their performance and improvements. This practice contributes to a positive classroom atmosphere and reinforces student motivation. Approximately 70% of students expressed appreciation for teachers who actively encouraged them to ask questions. Such practice fostered a deeper engagement with the subject matter, ultimately enhancing the overall learning experience for students.

The percentage of students who indicated taking an active role in learning both inside and outside the classroom in the SHS remained similar with minor drop compared to the previous year (2022-23). A comparable change was observed in the Learning and Teaching Survey, with the percentage of students actively engaging in lessons decreased slightly. This decline suggests a less satisfactory level of initiative in learning within the classroom setting. Teachers' observations regarding students' initiative to learn align with students' self-assessments. Together with a drop of Q-score for Learning Attitude (Perseverance) highlights the importance of enhancing students' motivation to learn in the upcoming academic year.

In non-academic area, students were encouraged to strive for excellence through persistent efforts and clear goals in some of the activities of S1 Bridging Program. Over 90% of the participants expressed that they had a better understanding about their strength and weakness after the activities and that helped them learn how to utilize them to face challenges in the new stage.

To motivate and inspire senior form students, the CLP Committee invited around 30 alumni to share with S5 students. Their sharing on how to set goal, face challenges and develop self-motivation was found useful. Different types of careers programs provided students with lots of insights including the importance of self-motivation and persistence for their future career planning and development. Participants of Confidence Explore Program organized by SWC allowed students to learn from their mentors and improve their performance. For instance, over 80% of them agreed that they sharing by teachers and mentors were inspiring and they had learnt to actively find solutions to deal with difficulties they faced. Nearly 90% of them found they were more perseverant in completing tasks.

Through different leadership trainings, student leaders acquired not only leadership skills but also leadership qualities including self-motivation and perseverance. For example, majority of the member of student fellowship agreed that the serving experience and training increased their motivation to

face challenges and more engaged in their service. Same percentage of students expressed that the school actively develops their leadership abilities.

Christian Education has played a pivotal role in promoting the meaning of life, helping students set goals that are meaningful to themselves and others. To enlighten students' lives with God's guidance, CEC organized a series of activities, including regular Monday Services, Gospel Week, LEWOWA's "God's Seven Lessons," and Student Fellowship. During Gospel Week, 100% of students participated in at least two activities, and over 800 students joined at least three activities. Additionally, over 60% of students reported that these activities sparked their interest in the Christian faith. Staff and teachers engaged in conversations with students during the DIY activities of Gospel Week, leading to over 40 students participating in the church summer camp, expressing a desire to learn more about their faith.

In terms of the LEWOWA curriculum, the "Youth Care Ambassador" program and "God's Seven Lessons" provided students with opportunities to explore and understand learning experiences outside the classroom. This included insights into the circumstances of local underprivileged communities and participation in gatherings at the largest church in South Korea, allowing students to set goals for serving others. Over 90% of students actively participated in these programs, with more than 60% agreeing that the programs helped them develop greater perseverance.

According to the APASO results, students demonstrated a satisfactory Q-score regarding the meaning of life. However, there was a decline in the Q-score for Learning Goals and Learning Attitude (Perseverance), indicating a need for additional support in students' goal setting and motivation in learning.

## **Reflection**

### **a) Facilitating Factors**

The school has implemented several strategies to nurture students to be Positive Thinker, and certain facilitating factors have contributed significantly to the success of these efforts.

**Student Engagement:** A high level of student engagement is evident in various activities, including the inter-house competition, sports and music events, and the 20th Anniversary celebrations. There was also a significant percentage of student participation and satisfaction in activities during LEWOWA. Scheduled programs aimed at helping students develop a healthy lifestyle and build peer relationships could, as a result, be successfully implemented.

**Teacher Participation and Dedication:** Teachers serve as pivotal figures in fostering students' development as positive thinkers and in cultivating healthy lifestyles for their personal growth. Beyond academic instruction, teachers play a crucial role in guiding students towards adopting positive habits and rectifying behaviors that may be detrimental to their well-being. Moreover, teachers actively support students in setting meaningful goals and formulating actionable plans for self-improvement, instilling in them a sense of agency and empowerment in their educational journey. Through their mentorship and guidance, students were equipped with essential life skills and fostering a positive mindset essential for their overall well-being and success.

**Multifaceted Approach:** The school has embraced a comprehensive strategy to enhance student well-being, extending from traditional classroom learning to a spectrum of activities such as LWL, field trips, assemblies, and House events. By incorporating a diverse range of experiences into the curriculum, the school aims to enrich students' educational journey and promote holistic development. Furthermore, initiatives promoting physical fitness, including various activities and competitions, have been instrumental in fostering students' overall well-being by encouraging an active and healthy lifestyle. In addition to physical health, the school recognizes the importance of spiritual well-being and meaning in life. Christian Education programs have played a pivotal role in imbuing students' lives with a sense of purpose and adding a spiritual dimension to their overall well-being, contributing to a nurturing and supportive school environment where students can thrive academically, physically, and spiritually.

**Positive School Environment:** The school has a positive and caring environment that promotes harmonious culture, as recognized by external bodies such as the Caring School Award and Hi-Five Student Engagement Award Scheme.

**Parental Involvement and External Support:** Parents are involved through education talks, information sessions, and workshops that help them understand and support their children's growth mindset and overall development. Importantly, the school's long-term partner church has provided invaluable support to the school's positive parenting education. This close collaboration enhances the support network for parents and contributes significantly to the holistic well-being of students.

**Inclusion of Servant Leadership:** The incorporation of servant leadership principles into the curriculum represents a significant enhancement in character development and encourages positive

societal engagement among students. By emphasizing values such as empathy, service, and stewardship, servant leadership fosters a sense of responsibility towards others and the community at large. The positive impact of this approach is evident in the improved leadership scores of students, as measured by APASO assessment, surpassing the norms typically observed in Hong Kong.

#### **b) Hindering Factors**

Despite effective strategies implemented to nurture students to be Positive Thinkers, there are areas for improvement and challenges that hinder progress.

**Passivity in Goal Setting and Self-evaluation:** Both SHS and APASO has identified a critical area for improvement concerning students' capacity to establish their learning objectives and assess their performance effectively. A significant portion of students lack confidence in conducting self-assessment and problem-solving when faced with challenges. A prevalent trend is the passivity observed among students in setting learning goals and evaluating their learning strategies regularly. Rather than embodying a proactive approach rooted in a growth mindset, many students tend to rely on instructions, which hinders the development of a positive lifestyle and a proactive attitude towards learning. Addressing these challenges necessitates interventions that empower students to take ownership of their learning journey, fostering self-directed learning habits, problem-solving skills, and a growth-oriented mindset to enhance their academic performance and overall well-being.

**Influence of Digital World:** The influence of the digital world on students' lifestyles has been pronounced, particularly in the aftermath of the pandemic. A concerning trend has emerged wherein many students now spend prolonged periods immersed in the cyber realm, often at the expense of physical activity and face-to-face social interactions. This shift has led to a decline in interest in engaging in outdoor activities and has dampened students' motivation to interact confidently with others in real-life settings. The pervasive nature of digital engagement has altered the dynamics of students' daily routines, impacting their well-being by limiting opportunities for physical exercise, social connection, and the development of interpersonal skills. Moreover, a notable concern is that many students are unaware of how exposure to the digital realm can influence their moral values. Prolonged engagement in the cyber world can subtly shape students' perceptions and behaviors, potentially leading to the internalization of incorrect or skewed moral values. The digital environment, with its vast array of content and interactions, can sometimes promote values that are not aligned with ethical standards the school promotes.

**Poor development of habits:** The disruption caused by the pandemic has hindered the development of crucial positive habits essential for learning and personal growth among students. A noticeable gap exists in the cultivation of fundamental skills such as self-discipline, motivation, and self-reflection, which are pivotal for academic success and overall development. The absence of consistent routines and structured learning environments has posed challenges, contributing to a lack of discipline and motivation among students.

## **Feedback and Follow-Up**

The school has made significant strides in nurturing students to be Positive Thinkers, and there are several areas for further improvement and potential growth in the coming year.

**Nurture Positive Thinkers:** A culture that encourages students to become Positive Thinkers should be encouraged. It is vital to motivate students to proactively embrace healthy lifestyles and cultivate resilience in the face of challenges. By instilling a positive mindset and promoting self-efficacy, teachers can empower students to take ownership of their well-being and develop the perseverance needed to navigate obstacles effectively. Encouraging students to adopt positive thinking habits not only enhances their mental and emotional well-being but also equips them with the mindset and skills necessary to overcome difficulties and achieve success. By emphasizing the importance of resilience, determination, and proactive decision-making, students can develop the mindset and attitudes that will enable them to thrive academically and personally.

**Integrate Promotion of Healthy Lifestyle into Learning:** Increasing emphasis on guiding students to lead healthy lives should be put enhance their learning effectiveness. Teachers should implement strategies to assist students in developing essential skills such as time management, stress management, and health management. By equipping students with tools and resources to effectively manage their time, cope with stress, and prioritize their well-being, teachers can support their holistic development and academic success. Teaching students how to balance their academic responsibilities with self-care practices fosters resilience, enhances focus, and promotes overall well-being.

**Enhance Well-being Support:** School should enhance support for students' well-being, especially mental well-being. Implementing more regular check-ins with students, organizing mental health workshops, and offering counseling services can provide essential resources and support for students facing emotional challenges. Additionally, making physical fitness programs more inclusive and diverse can engage students who may not typically be interested in traditional sports activities. By offering a variety of physical activities that cater to different interests and abilities, schools can promote overall well-being and encourage all students to participate in activities that promote physical health and social interaction.

**Integrate Value Education into Curriculum:** School advocate value education in curriculum. Additional training and resources should be provided to teachers helping them effectively integrate value education into their curriculum in order to promoting holistic student development. Shared resources include lesson plans, activities, and materials that align with value education goals should made available for teachers to implement these concepts in their lessons. Collaboration sessions enable teachers to exchange ideas, share successful practices, and learn from each other's experiences in integrating values education into the curriculum.

## Financial Summary for 2022/2023 School Year (audited)

### Reporting DSS Schools' Annual Financial Position Financial Summary for the 2022/2023 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	74.33%	N.A.
School Fees	N.A.	23.89%
Donations	N.A.	0.08%
Other Income	0.85%	0.85%
<b>Total</b>	<b>75.18%</b>	<b>24.82%</b>
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	84.79%	
Operational Expenses (including those for Learning and Teaching)	8.35%	
Fee Remission / Scholarship <sup>1</sup>	2.53%	
Repairs and Maintenance	1.75%	
Depreciation	2.58%	
Miscellaneous	0.00%	
<b>Total</b>	<b>100.00%</b>	
<b>Surplus / (Deficit) for the school year<sup>#</sup></b>		
	1.39	months of the annual expenditure
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year<sup>#</sup></b>		
	10.64	months of the annual expenditure
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

<sup>1</sup>The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirement (Put a "✓" where appropriate).

## Report on the Learning Support Grant

### Stewards Pooi Kei College 2023/24 Academic Year- Learning Support Grant Financial Report (Outsourcing Report)

(融合教育運作指南附錄十八) Date : 19/11/2024

2022/23 Retained surplus: \$ 19,779.87 (a)

本學年總撥款 2023/2024 Total Allotment: \$948,922 (1st Installment) (b) + \$444,867 (2nd Installment)(c) = \$ 1,393,789.00

2023/24 Available Funds (Total Allotment): \$ (d) 1,413,568.87 [(a)+(b)+(c)]

2023/24 Total Expenditure: \$1,405,520.29 (e) Accumulated Surplus by the end of 2022/23: \$ 8,048.58 [(d)-(e)]

	Item	Types of Service	Outsourcing Services (Name of Service Provider)	Time of Implementation (Total Fee or Hourly Fee of Activity/ Session)	Target Group (e.g. No./ Types of SEN Students, Parents)	Performance Indicators Evaluation Methods (If applicable)	Evaluation of Effectiveness (If applicable)	Actual/ Average Expenditure
1.	Part time teacher	To coordinate the work of the student support team (1/9/2023-31/8/2024)	Open recruitment	/	/	Staff appraisal	<ul style="list-style-type: none"> <li>➤ Able to coordinate and implement different student support policies</li> <li>➤ Able to offer support to students with immediate emotional needs</li> </ul>	Salary: \$611,830.80; MPF: \$30,591.54
2.	Part time teaching assistant	To execute the support work of the student support team and provide admin support (1/9/2023-30/4/2024)	Open recruitment	/	/	Staff appraisal	<ul style="list-style-type: none"> <li>➤ Able to implement different student support policies esp. group works</li> <li>➤ Able to offer support to students with immediate emotional needs</li> </ul>	Salary: \$177,741; MPF: \$8,887.05
3.	Part time teaching assistant	To execute the support work of the student support team and provide admin	Open recruitment	/	/	Staff appraisal	<ul style="list-style-type: none"> <li>➤ Able to implement different student support policies esp. group works</li> </ul>	Salary: \$269,032; MPF: \$13,451.60

		support (1/9/2023- 31/8/2024)						
4.	S.2 – S.5 New Students Orientation (5/9/2023)	Inclusive activity	Nil	Session: 1 Duration: 1.5 hr Total time: 1.5 hrs	9 (S1-4 insert students)	Teacher Observation	<ul style="list-style-type: none"> <li>➤ An insert student's orientation workshop was organized for the insert students on 5/9/2023.</li> <li>➤ Eight out of nine insert students participated in the workshop, they enjoyed playing ice-breaking games, having lunch boxes and doing Nagomi art together. The peer counselors also met them and chatted with them, and gave them a campus tour to familiarise them with the special rooms and facilities of the school.</li> </ul>	Total fee: \$817
5.	S1 Parent- child Day (16/9/2023)	Activity that promotes physical and mental wellness to students and their families	Upward Horizons Limited	Sessions: 2 Duration: 4 hrs Total time: 8 hrs	No./ Types of SEN Students: 201 S1 students	<ul style="list-style-type: none"> <li>➤ Over 80% of parents and students understand that physical and mental wellness are both important to students</li> </ul>	<u>Student questionnaire</u> <ul style="list-style-type: none"> <li>➤ 96% of students understood that both the physical and mental preparation (holistic development)</li> </ul>	Total fee: \$5,646



						<p>➤ Over 80% of parents understand that the School, Parent and the Church are the 3 important component in supporting students' growth</p>	<p>should be done with their children to better help them adapt to secondary life.</p> <p><u>Parent questionnaires</u></p> <p>➤ 99% of parents understood that both the physical and mental preparation (holistic development) should be done with their children to better help them adapt to secondary life.</p> <p>➤ 91% of the parents understood that the School, Parent and the Church are the 3 important components in supporting students' growth.</p>	
6.	Confident Explorer Program (CEP) (Term 1 and 2)	Attention skills, Communication skills and Self-confidence	Upward Horizons Limited	<p>Term 1 Total time: 47 hrs</p> <p>Term 2 Total time: 47 hrs</p>	<p>Term 1: No./ Types of SEN Students: 37</p> <p>SEN students or Less able</p>	<p>➤ More than 70% of programme participants and their parents agreed that the</p>	<p><u>Student questionnaires</u></p> <p>➤ More than 70% of target students were recruited in</p>	Total fee: \$17,200

		training			<p>students</p> <p>Term 2: No./ Types of SEN Students: 36 SEN students or Less able students</p>	<p>programme enhanced participants' confidence and other generic skills, that they are able to convert such qualities in classroom</p> <ul style="list-style-type: none"> <li>➤ Over 70% of the students and parents agree that the program help promote and build a positive lifestyle</li> <li>➤ Over 65% of the students and parents agree the activity can help train students' perseverance</li> </ul>	<p>the developmental program.</p> <ul style="list-style-type: none"> <li>➤ Overall 70% of students agreed that the programme enhanced their learning confidence. They are more willing to face challenges and attempt to apply what they have learnt.</li> </ul> <p><u>Parent questionnaire</u></p> <ul style="list-style-type: none"> <li>➤ 85% of parents agreed that their children were actively involved in the tasks given in the programme.</li> <li>➤ About 75% of parents agreed their children were becoming more active to find solutions when dealing with difficulties.</li> </ul>	
7.	Chinese Learning Workshop (Junior)	Learning Support (Chinese)	OWL's Learning Centre	Sessions: 10 Duration: 1 hr Total time: 10 hrs	No./ Types of SEN Students: 7 (S1 to S3 students with SpLD or who	➤ More than 70% of programme participants and their parents agreed that the	➤ 83% of the students agreed that their confidence increased and they	Total fee: \$10,800

					are less able in academics)  No. of teacher : 3	programme enhanced participants' confidence and other generic skills, that they are able to convert such qualities in classroom	are more equipped with different learning skills	
8.	Chinese Learning Workshop (Senior)	Learning Support (Chinese)	Edvenue Limited	Session: 4 Duration: 1 hr Total time: 4 hrs	No./ Types of SEN Students: 7 (S4 and S5 students with SpLD or who are less able in academics )  No. of teacher : 3	➤ More than 70% of the students who participate the workshops agree that their confidence increased and they are more equipped with different learning skills	➤ 100% students agreed that their confidence increased and they are more equipped with different learning skills	Total fee: \$7,200
9.	We are the Best Class Award	Inclusive activities	Nil	Whole year	S1 - S6 Students	➤ Over 70% of the students agree that the program help promote and build a positive lifestyle ➤ Over 70% of the teachers agree that the We are the Best Class competition helped facilitate and promote a positive lifestyle	<u>Statistics:</u> ➤ The joyful moment campaign was the biggest incentive in motivating students – There were a total of 172 Joyful moment entries ➤ About 75% of the teachers agreed that the competition strengthened class spirit to a strong	Total fee: \$ 2,564.9

							<p>degree</p> <p>➤ About 75% of the teachers agreed that the competition promotes a healthy lifestyle</p>	
10.	Clinical psychologist (Term 1 and 2)	Counseling services	Omni Mind Gym	<p>Sessions: 19</p> <p>Duration: 8 hrs</p> <p>Total time: 152 hrs</p>	No./ Types of SEN Students: 12 (MI students)	/	<p>➤ 19 sessions of CP services are scheduled this year.</p> <p>➤ The practices of the CP did not match with the styles of our students who are mainly female students with MI. Students were found having mental breakdowns during or after having a session with the CP. Male students with SEN or behavioral problems also refused to meet the CP.</p> <p>➤ CP services should continue to be provided to meet the current rising number of MI cases, while a different</p>	Total fee: \$ 237,880

							tasks. ➤ 93.8% of the students agree that they are more equipped with different learning skills	
12.	Social Skills Enhancement Workshop (Group A)	Social skills training	Caritas Hong Kong (AIM by EDB)	Sessions: 13 Duration: 1.5 hrs x 12 + 1 hr Total time: 19 hrs	No./ Types of SEN Students: 6 ( ASD /Suspected ASD students )  No. of teachers : 4	➤ More than 70% of programme participants and their parents agreed that the programme enhanced participants' confidence and other generic skills, that they are able to convert such qualities in classroom	➤ AIM project started in late Jan 2024. 12 sessions are arranged for the needed students (students with diagnosed/suspected ASD). ➤ Two groups are held for this programme. 6 S1-2 students and 3 S3 students joined. They have learnt and practiced social skills throughout this programme. ➤ 89% of programme participants and 100% of their parents agreed that the programme enhanced participants' confidence and other generic skills, that they	Total fee: \$263.4

							are able to convert such qualities in classroom	
							<b>Total</b>	(e) \$ 1,405,520.29

## Report on the Use of Life-wide Learning Grant (2023/24)

### 2023/2024 (School Year) Report on the Use of the Life-wide Learning Grant Stewards Pooi Kei College (School Name)

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	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 proper values and attitudes													
1	Co-Curricular Activities (For 44 teams and clubs)	Oct 2023 – July 2024	S1-S6	1007	\$412,372.15	\$409.51	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 (Teachers and Students) 3) Achievements of the teams / clubs	✓	✓	✓	✓	✓
2	Life-wide Learning Day	Dec-23	S1-S6	1007	\$77,266.20	\$76.73	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	✓	✓	✓		✓
3	Learning Without Walls (LEWOWA) Programmes	Jul-24	S1-S5	875	\$353,867.10	\$404.42	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	✓	✓	✓	✓	✓
4	Subject-based experiential Learning Activities (e.g. Living experience and workshop)	Jan-24	S2	191	\$210,000.00	\$1,099.48	To provide students life-wide learning experience for living experience and workshop	Values Education	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by Character Building Committee	✓	✓	✓		✓
5	Experiential Learning Activities (e.g. Visit Life-education centre, community service)	Oct 2023 – July 2024	S1-S6	1007	\$28,174.00	\$27.98	To provide students experiential learning for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓	✓	✓
6	Subject-based experiential Learning Activities (e.g. Culture immersion workshop)	Oct 2023 – July 2024	S1-S6	1007	\$10,780.52	\$10.71	To provide students subject-based experiential learning experience.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓		✓
7	Activity for promoting positive education or well-being (e.g. Positive Education luncheon concert, PERMA-run, PERMA Dream)	Oct 2023 – July 2024	S1-S6	1007	\$180,930.00	\$179.67	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)	✓	✓	✓	✓	✓
8	HK School Speech Festival	Oct-23	S1	204	\$20,500.00	\$100.49	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)	✓	✓	✓		✓
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				6,305	\$1,293,889.97									

1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1	AITLE UK & France Student Trip	Jan-24	S2-S4	7	\$84,000.00	\$12,000.00		Cross-Disciplinary (STEAM)					
2	燃亮愛-越南村居社會服務	Aug-24	S2,3,5	18	\$71,400.00	\$3,966.67		Values Education					
(Please insert rows above if the space provided is insufficient.)													
Sub-total of Item 1.2				25	\$155,400.00								
Expenses for Category 1				6,330	\$1,449,289.97								

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,449,289.97

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	1,007
Number of student beneficiaries:	1,007
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Mr Ng Chak Ho
Post of Contact Person for LWL:	Head of LWL Committee

\* Input using the following codes; more than one code can be used for each item.

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		



## Report on the Use of Diversity Learning Grant (2023/24)

### Report on the use of Diversity Learning Grant (DLG) 2023-2024

#### 1.) Other languages programmes

Programme	Objective(s)	Targets	Duration	Program evaluation (surveys/ assignment/ reflection)	Budget	Actual Expenditure
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	Most of the students attended the courses on time and had generally good results.	24 students x \$4,300 = \$103,200	\$51,600.00 \$51,600.00 \$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)	Budget	Actual Expenditure
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"> <li>➤ Sharing of different innovative design</li> <li>➤ Understand the latest IT development</li> <li>➤ Innovative product design can be displayed in Rm604</li> </ul>	100% students agreed that they learned latest advancements in EdTech and STEM-related innovations after the tour.	\$46000	\$36000

Music	Joint school Music Programme for DSE Music	To provide courses for students sitting the DSE Music	S4-S6 students who are taking DSE Music	Whole year	➤ Assignment and exam	100% students agreed they had enhanced their musical talents.	\$40000	\$28500
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"> <li>➤ Elite S6 students would receive higher order thinking drilling by alumni</li> <li>➤ Elite S6 students will be offered new insight when tackling essay questions</li> </ul>	100% students agreed that the tutor explained skills clearly. 100% students agreed that Alumni Program helped enhancing their knowledge/exam skills in the subject.	\$6000	\$3250
Chinese History	Creativity project about SPKC history	To develop students' potential by providing more challenging tasks	S5 High ability students	Oct –Dec 2023	<ul style="list-style-type: none"> <li>➤ Elite S5 students can develop their Creativity skill (include the ability to think about a task in a new way and use imagination to come up with new ideas).</li> <li>➤ Design a board game about SPKC history</li> </ul>	能力優秀的學生透過此活動製作了兩套校史的棋盤，此桌上遊戲有助更多學生認識學校的歷史。	\$4500	\$415

Chinese History	Chinese History Enhancement tutorial	To develop students' potential by tackling essay questions	S4-S6 High ability students	December 2023 – May 2024	➤ Assignment	100%學生認同透過參觀及課堂學習活動可對歷史加深認識。	\$4000	\$2175
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 2) 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	超過九成學生完成至少一份劇本創作。	\$12000	\$7200
AEC (Gifted Education)	School-based gifted programme	To strengthen high order thinking skills and creativity skills	Talent pool	➤ 3 hours		Over 85% students agreed they improved creative skills after the workshops.	\$13000	\$8,000.00

Total: \$85,540.00

# Report on the Use of Sister School Scheme Grant (2023/24)

## 姊妹學校交流報告書 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

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

本校曾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0號(可選多項)及/或在「其他」欄填寫有關資料)

### 甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*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="radio"/>	探訪/考察	B1	<input type="radio"/>	增進對內地的認識和了解
A2	<input type="radio"/>	校政研討會/學校管理分享	B2	<input type="radio"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="radio"/>	會議/視像會議	B3	<input type="radio"/>	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="radio"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="radio"/>	擴闊學校網絡
A5	<input type="radio"/>	其他(請註明)：	B5	<input type="radio"/>	擴闊視野
			B6	<input type="radio"/>	建立友誼/聯繫
			B7	<input type="radio"/>	訂定交流細節/ 活動詳情
			B8	<input type="radio"/>	其他(請註明)：

管理層面 達至預期目標程度	C1 <input type="radio"/> 完全達到	C2 <input type="radio"/> 大致達到	C3 <input type="radio"/> 一般達到	C4 <input type="radio"/> 未能達到
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乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

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

教師層面 達至預期目標程度	F1 ○ 完全達到	F2 ✓ 大致達到	F3 ○ 一般達到	F4 ○ 未能達到
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丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

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

學生層面 達至預期目標程度	I1 ○ 完全達到	I2 ✓ 大致達到	I3 ○ 一般達到	I4 ○ 未能達到
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丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*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="radio"/>	參觀學校	K1	<input type="radio"/>	增進對內地的認識和了解
J2	<input type="radio"/>	家長座談會	K2	<input type="radio"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="radio"/>	分享心得	K3	<input type="radio"/>	擴闊視野
J4	<input type="radio"/>	其他(請註明):	K4	<input type="radio"/>	加強家校合作
			K5	<input type="radio"/>	加強家長教育
			K6	<input type="radio"/>	交流良好家校合作經驗和心得
			K7	<input type="radio"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="radio"/> 完全達到	L2 <input type="radio"/> 大致達到	L3 <input type="radio"/> 一般達到	L4 <input type="radio"/> 未能達到
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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 checked="" type="checkbox"/>	問卷調查
M4	<input type="radio"/>	面談/訪問
M5	<input type="radio"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="radio"/>	報告
M8	<input type="radio"/>	其他(請註明):

全年財政報告:

編號	✓	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\$23,550.00
N2	<input type="radio"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="radio"/>	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\$143,628.00
N5	<input type="radio"/>	交流物資費用	HK\$
N6	<input type="radio"/>	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="radio"/>	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="radio"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$167,178.00
N10	<input type="radio"/>	沒有任何開支	不適用



反思及跟進：		
編號	✓	內容
O1	✓	<p>有關交流活動的層面 <i>[如適用，請註明]</i></p> <p>反思：四次活動交流涵蓋初中及高中生，通過視象會議及到訪姊妹學校進行線上及實體交流活動，兩地一共接近 150 人參與，包括三校的副校長、負責對外交流聯繫的老師等。</p> <p>跟進：可以更好地調整初、高中參與交流的同學比例，以確保每一級都有數量相約的學生可以參與交流。</p>
O2	✓	<p>有關交流活動的形式/內容 <i>[如適用，請註明]</i></p> <p>反思：四次活動由學生自行報名，由於有興趣參與的學生人數眾多，需要進行抽籤，因此有少部分學生未能參與。在四次的交流中，涉及了多個範疇，例如：學術、閱讀習慣、文化、體藝、兩地的流行文化及個人興趣發展等。在實體交流中：與惠景中學及潞河中學在線上交流中進行了急口令遊戲，學生反應熱烈；在實體交流中：參與了惠景中學舉行的傳統手藝課程，使學生大開眼界；與潞河中學進行了兩日交流，中間學生參與了當地的常規課、興趣班、午間活動及籃球賽，使兩地學生建立友誼。</p> <p>跟進：日後可以實行更多實體交流活動，開放更多名額讓學生參與。可以發掘更多貼近學生日常生活的話題進行交流，提高學生興趣，促進兩地學生交流分享。</p>
O3	✓	<p>有關交流活動的時間安排 <i>[如適用，請註明]</i></p> <p>反思：實體交流的活動日子選取恰當，於考試後及長假期前進行，方便兩地老師及學生安排，學生亦有充足時間預備及深化內容；由於為配合的校校慶活動，線上交流的活動日子與校慶活動的日子相近，部分學生需兼顧不同的校慶活動，略嫌分身不暇。</p> <p>跟進：擬定活動日子時避免與學校大型活動重疊。</p>
O4	✓	<p>有關交流活動的津貼安排 <i>[如適用，請註明]</i></p> <p>有部分津貼用於添置課室的視像交流設備，以作遠程視像交流。亦有部分用於到訪內地姊妹學校作交流及交流物資費用的費用。</p>
O5	○	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	○	其他(請註明)：

交流參與人次：			
編號	✓	層面	交流參與人次
P1	✓	本校學生在香港與姊妹學校交流的人次	9 人次
P2	✓	本校學生到訪內地與姊妹學校交流的人次	58 人次
P3	✓	本校學生參與交流的總人次	67 總人次
P4	✓	本校教師參與交流的總人次	7 總人次
P5	✓	本校學校管理人員參與交流的總人次	1 總人次

學年	結餘承上 \$	收入 \$	支出 \$	結餘 \$
2021/2022	121,245.00	157,127.00	161,499.00	116,873.00
2022/2023	116,873.00	159,955.00	137,850.00	138,978.00
2023/2024	138,978.00	162,994.00	167,178.00	134,794.00
備註: 學校可保留的津貼餘款，上限為 12 個月的津貼撥款額。				



## Report on the Use of Promotion of Reading Grant (2023/24)

### Stewards Pooi Kei College Report on the Use of the Promotion of Reading Grant 23-24 School Year

#### Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

The Grant was put in effective use in the following areas:

#### Reading Culture through the promotion of e-Books

- Our school subscribed the eRead Scheme in HKEdCity. Teachers across subjects and disciplines selected the books that are best suited for our students' needs, abilities, and interests.
- Some of the books were eligible for S1-3 students to complete Chinese Reading Scheme. More than 150 junior forms students were getting Gold, Silver and Bronze reading award.
- All Key Learning Areas (KLAs) selected some books which align with their curriculum for students' needs

#### Reading Culture through the promotion of Printed Books

- The Grant was used to purchase books to support the English Reading Scheme. Students improve their mastery of the language through reading these titles recommended by the teachers.
- The Grant was used to purchase titles for the Class Library, so that students have access to quality books recommended by teachers in their own classroom.
- The Grant was used to purchase books recommended by all subjects/ teams to broaden students' horizon.

#### Students' engagement in reading activities

- The Grant was used to hold face-to-face "Meet the Author Talk" for the students. The author has a Forensic Anthropology background. More than 90% of students got knowledge on the field of Forensic Anthropology and gained a deeper understanding of the work of forensic anthropologists. Moreover, over 90% of students agreed that the theme and the message from the writer could help develop a positive mindset with perseverance.

## Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	\$37646
	<input checked="" type="checkbox"/> Printed books (including student books purchased by different subjects/teams)	
2.	Web-based Reading Schemes	\$35400
	<input checked="" type="checkbox"/> eRead Scheme	
3.	Reading Activities	\$3000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<b>Total</b>	\$76046
	<b>Unspent Balance</b>	0

\* Please tick the appropriate boxes or provide details.

## Report on the Use of Student Activities Support Grant (2023/24)

### Report on the Use of the Student Activities Support Grant 2023/2024 School Year

#### I. Financial Overview

A	Allocation in the Current School Year:	\$28,990.00
B	Expenditure in the Current School Year:	\$29,900.00
C	Unspent Amount to be Returned to the EDB (A – B):	-\$910.00

#### II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	9	\$5,850.00
Full-grant under the School Textbook Assistance Scheme	31	\$20,150.00
Meeting the school-based financially needy criteria	6	\$3,900.00 (capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>46</b>	<b>\$29,900.00</b>

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

#### III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. <b>Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Athletics Team		1	\$650.00		✓	✓		
2	Badminton Team (Boys)		1	\$650.00		✓	✓		
3	Badminton Team (Girls)		1	\$650.00		✓	✓		
4	Basketball Team (Boys A&B)		1	\$650.00		✓	✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
5	CEP (Term 1)		6	\$3,900.00	✓	✓	✓		
6	CEP (Term 2)		4	\$2,600.00	✓	✓	✓		
7	Choir		1	\$650.00		✓	✓		
8	Dodgebee Team		1	\$650.00		✓	✓		
9	Dragon Boat Team		2	\$1,300.00		✓	✓		
10	Hostel Experience Prog		11	\$7,150.00	✓	✓	✓	✓	
11	Instrumental Class (Percussion Ensemble)		1	\$650.00		✓	✓		
12	Instrumental Class (Percussions A)		1	\$650.00		✓	✓		
13	Instrumental Class (Percussions A)		1	\$650.00		✓	✓		
14	Instrumental Class (Percussions B)		1	\$650.00		✓	✓		
15	Instrumental Class (String Ensemble)		1	\$650.00		✓	✓		
16	Instrumental Class (Symphonic Band)		1	\$650.00		✓	✓		
17	Junior Foreign Language Courses: French		1	\$650.00	✓				
18	Latte Art Club		2	\$1,300.00		✓	✓		✓
19	Soccer Team U15		2	\$1,300.00		✓	✓		
20	Soccer Team U19		1	\$650.00		✓	✓		
21	The Elder Youth Companions 2:Family Adventure Challenge		1	\$650.00		✓	✓	✓	
22	Volleyball Team (Boys)		1	\$650.00		✓	✓		
23	Volleyball Team (Girls)		3	\$1,950.00		✓	✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			46	\$29,900.00					
2. <b>Non-Local</b> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			46	\$29,900.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	Mr. Ng Chak Ho, Teacher
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## Report on the Use of After-school Learning and Support Programme School-based Grant (2023/24)

### School-based After-school Learning and Support Programmes 2023/24 s.y. School-based Grant - Programme Report

Name of School: Stewards Pooi Kei College

Staff-in-charge: Ms Leung Kin Yan, Joanna

Contact Telephone No.: 2345-4567

A. The number of students (count by heads) benefitted under the Grant is 38 (including A. 8 CSSA recipients, B. 28 SFAS full-grant recipients and C. 2 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual Expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
CCA Various Prog	✓	✓		90%	Sep 2023 to Aug 2024	11,400.-	1. Teachers' observation and feedback 2. Post-activity questionnaire (Teachers and Students)	Over 10 various service provider	
Confident Explorer Programme (Term 1, 2)	✓	✓		99%	Sep 2022 to Aug 2023	4,800.-	1. Teachers' observation and feedback 2. Post-activity questionnaire (Teachers and Students)	Upward Horizons Ltd.	
Hostel Experience Prog.		✓	✓	99%	Sep 2022 to Aug 2023	6,600.-	1. Teachers' observation and feedback 2. Students' presentation/ interview 3. Post-activity questionnaire (Teachers and Students)	1. Teen Walker Youth Ministry Ltd. 2. High Rock Christian Centre 3. Upward Horizons Ltd.	
<b>Total no. of activities:</b>									
<b>@No. of man-times</b>	8	28	2						
<b>**Total no. of man-times</b>	38				<b>Total Expenses</b>	22,800.-			

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).

### C. Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?*

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students’ motivation for learning		✓				
b) Students’ study skills			✓			
c) Students’ academic achievement			✓			
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
<b>Personal and Social Development</b>						
f) Students’ self-esteem	✓					
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others		✓				
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
<b>Community Involvement</b>						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community involvement		✓				

**D. Comments on the project conducted**

***Problems/difficulties encountered when implementing the project***

***(You may tick more than one box)***

- ☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- ☐ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes (Please specify: \_\_\_\_\_);
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☒ the amount of administrative work leads to apparent increase on teachers' workload;
- ☒ complicated to fulfill the requirements for handling funds disbursed by EDB;
  
- ☐ the reporting requirements too complicated and time-consuming;
- ☐ Others (Please specify): \_\_\_\_\_

**E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)**

NIL \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Report on the Use of Citizenship & Social Development Grant (2023/24)

### Stewards Pooi Kei College 2023-24

Our school has spent the Citizenship & Social Development Grant (CS Grant) 23-24 for the following use:

Area	Activity	Expense Items	Actual Expenses	Evaluation
To organize Chinese cultural/ National Achievements experience like visits or workshops for both S4 & S5 students	Shenzhen Science & Technology Study Tour	a) Teachers' fee (4 teachers)	\$4,960	From students' reflection, they could learn from the achievements of China.
		b) 75% Subsidy of Shenzhen Science and Technology Study Tour	\$24,180	
		c) Shenzhen BGI Genomics (華大基因) Workshop	\$10,928.25	The students showed great interest in the activity. They could relate the activity to the topic of China' achievements they had learnt.
To purchase teaching materials including publishers' online teaching materials' fee, books, videos or teaching objects	Purchase of teaching materials	a) Fee for using the online resources of Aristo Educational Press Ltd	\$500	Teachers agreed that the online resources of the publishers were useful to enhance the teaching effectiveness
		b) Fee for using the online resources of Hong Kong Educational Publishing	\$700	

		Co. Ltd.		
	Facilitating classroom teaching	a) Purchasing library students' resources	\$931.2	/
		b) Purchasing library teachers' resources	\$339.2	/
To help organize the Mainland Study Tour	Mainland Study Tour	Extra Teacher x 1	\$710	The Tour was completed smoothly and the extra teacher plays a key role on it.
		S5 repeater x 2	\$1420	/
Total: \$44,668.65				

## Report on the Use of Supporting Non-Chinese Speaking Students with Special Educational Needs Grant (2023/24)

### Stewards Pooi Kei College 2023/24 Academic Year- NCS - Financial Report (Outsourcing Report)

Date : 19/11/2024

2022/23 Retained surplus: \$ 0

本學年總撥款 2023/2024 Total Allotment: = \$ 105,191.00

2023/24 Available Funds (Total Allotment): \$105,191.00

2023/24 Total Expenditure: \$ \$87,234.00 (e) Accumulated Surplus by the end of 2022/23: \$17,957.00

\*官校以財政年度計算

	Item	Types of Service	Outsourcing Services (Name of Service Provider)	Time of Implementation (Total Fee or Hourly Fee of Activity/ Session)	Target Group (e.g. No./ Types of SEN Students, Parents)	Performance Indicators Evaluation Methods (If applicable)	Evaluation of Effectiveness (If applicable)	Actual/ Average Expenditure
1.	Part time teaching assistant	To design teaching materials, execute inclusive activities, support outsource services and provide admin support	Open recruitment	/	/	Staff appraisal	<ul style="list-style-type: none"> <li>➤ Able to implement different student support policies esp. group works</li> <li>➤ Able to offer support to students with immediate emotional needs</li> </ul>	Salary: \$83,080 MPF: \$4,154
							<b>Total</b>	(e) \$ \$17,957.00

### **School Contact Information**

School Name: Stewards Pooi Kei College  
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