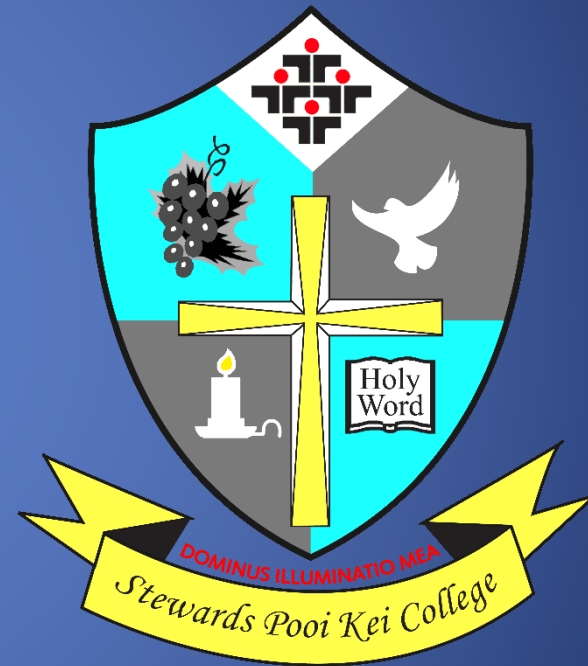


2024 - 2025 Annual School Plan



Major Concerns:

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



香港神託會培基書院

Stewards Pooi Kei College

Content

Page

School Motto, Basic Beliefs, Vision & Mission

3

SWOT Analysis (2023-24)

4 – 5

Strengths

Weaknesses

Opportunities

Threats

Major Concerns (2023-2026)

6 –

MC1: To foster students to be Keen Learners

6 – 11

MC2: To nurture students to be Positive Thinkers

12 –

Appendices

-

Plan on the Use of Grants

School Motto, Basic Beliefs, Vision & Mission

School Motto

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

School Basic Beliefs

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

School Vision

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

School Mission

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

SWOT Analysis (2023-24)

Strengths

1. The school has set clear directions for development in accordance with Hong Kong's aims of education and the seven learning goals.
2. The school's comprehensive and balanced curriculum is designed to offer students ample opportunities enhancing their learning experiences. This curriculum is continuously refined with enhanced diversity.
3. The school's well-established technological capabilities, including its strong IT infrastructure and the tech-savvy staff and students, have facilitated the effectiveness and efficiency of learning and teaching.
4. The teaching team is composed of dedicated, enthusiastic, and adept teachers with growing experience and proficiency in teaching. The team demonstrates a commendable ability to adapt pedagogical approaches to cater for the diverse needs of learners.
5. The school is devoted to enriching learning experiences to students with positive outcomes of students enjoying a satisfying and meaningful school life.
6. The rapport between middle management and teaching staff is underscored by a tacit understanding among them. The teachers have formed a learning community that promotes professional exchange and collaboration through open lessons, peer observations, and common lesson planning.
7. The school has established stable, trusted partnerships with different organizations which provide strong support and tailor-made services to promote the development of the school.
8. The school's commitment to prepare students in public examinations, including HKDSE, IGCSE, IELTS and IAL, has resulted in notably favorable results, serving to emphasize the institution's dedication to maintaining high academic standards.

Weaknesses

1. Opportunities exist for further improving social skills and enhancing perseverance among some students, which could be addressed through targeted programs and activities to enhance their interpersonal competencies and ability to engage constructively with their peers.
2. There is potential for strengthened initiatives aimed at nurturing students' enthusiasm for learning, alongside providing tailored support to help them attain their learning goals.

Opportunities

1. The school has effectively deployed internal resources, external professional experts and funding, such as QSIP, CUHK, Quality Education Fund and Funding Scheme for Youth Life Planning Activities to promote students' holistic well-being and support teachers' professional development.
2. The non-local curriculum is welcomed by students and parents as it provides a broader spectrum of academic options to students and prepares them for multiple education pathways.
3. The average banding of S1 intake has been continuously rising, indicating an increasing population of higher-ability students of different potential.
4. The introduction of the Parent Education Framework and the comprehensive year plan devised further strengthens parental support within the school community.

Threats

1. The anticipated significant decline in student population, driven by lower birth rates, poses a substantial challenge for the school in the near future.
2. Difficulties in recruiting and retaining qualified teaching staff, given the competitive market, remain a persistent issue.
3. The rising concern regarding mental health among teenagers in Hong Kong is alarming. Increasing rates of anxiety, depression, and other mental health issues can adversely affect students' overall well-being.

I. Learning and Teaching

Major Concern 1: To foster students to be Keen Learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1 Students engage in the lesson. (e.g. actively participate in class discussions, ask questions, and contribute their ideas.)	1.1.1 To enhance lesson design to promote student engagement (For example, learner-centred classrooms, student-led activities)	<ul style="list-style-type: none"> All subjects develop teaching strategies to enhance students' engagement. Most subjects use pre-lesson tasks and First Five minutes policy to boost students' readiness at the beginning of the lesson. Over 63% of students agree that the use of eLearning tools, platforms and materials makes them more involved in learning Over 65% students agree that they are engaged in lessons. Over 55% of students agree that they take the initiative to learn 	<ul style="list-style-type: none"> Scrutiny of subject annual plans Learning and teaching evaluation survey Learning and teaching evaluation survey SHS (Students) 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers IT Committee 	<ul style="list-style-type: none"> Budget for purchasing or subscribing to E-Learning tools Assistance from IT technicians and supporting staff
	1.1.2 To foster peer learning opportunities (in context-based learning) for students e.g peer assessment, (cross-	<ul style="list-style-type: none"> Most subjects use peer marking, think-pair share and group discussion to increase peer learning opportunities. Over 60% of students agree 	<ul style="list-style-type: none"> Scrutiny of subject annual plans Learning and teaching 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	curricular) project learning	that the subject adopts different assessment methods	evaluation survey			
	1.1.3 To equip teachers with the capacity on designing diversify teaching strategies and differentiated assessment tasks	<ul style="list-style-type: none"> Teachers agree that CLP has become an integral part of the professional learning routine for facilitating learning and teaching Positive feedback from teachers that the sharing of strategies adopted to train students to become active learners in CLPs are useful Over 63% of students agree that the teaching activities are varied and can motivate my learning. 	<ul style="list-style-type: none"> Records of CLP meetings / or feedback from teachers Teacher feedback Learning and teaching evaluation survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers 	<ul style="list-style-type: none"> Nil
	1.1.4 To create a positive classroom environment that encourages students to ask questions.	<ul style="list-style-type: none"> Most of the subjects use different modes to create a positive classroom environment. (For example, collaborative learning, group setting, discussion, asking various questions) Over 58% of students agree that teachers' questions inspire their thinking inside and outside of the classroom. 	<ul style="list-style-type: none"> Scrutiny of subject annual plans SHS 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subject teachers 	<ul style="list-style-type: none"> Nil

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		<ul style="list-style-type: none"> Over 68% of students agree that the teachers encourage students to ask questions Over 70% of students agree that the teachers create a positive classroom atmosphere. 	<ul style="list-style-type: none"> Learning and teaching evaluation survey 			
1.2 Students are curious about knowledge beyond the classroom.	1.2.1 To promote reading across curriculum and extend learning experiences e.g subject/ committee-based materials	<ul style="list-style-type: none"> Over 80% of subjects provide at least one RAC materials. Over 80% of subjects provide extended learning materials in Google Classrooms or extended learning activities for student. English and Chinese department promote the reading scheme with Library to arouse students' interest in reading and learning. Over 63% of students agree that the various learning tools, platforms and materials utilized in different subjects make me more involved in learning. Over 45% of students agree that they often read materials such as leisure reading materials and newspapers outside class. 	<ul style="list-style-type: none"> Scrutiny of subject annual plans The no. of participation and the prize. Learning and teaching evaluation survey SHS 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subjects teachers Library and Promotion of Reading Workgroup 	<ul style="list-style-type: none"> Nil

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		<ul style="list-style-type: none"> Over 60% of students agree that teachers often allow us to explore a variety of topics inside and outside of the classroom. 	<ul style="list-style-type: none"> SHS 			
	1.2.2 To offer choices and autonomy in the students' learning (e.g learning tasks/research based activities designed by the students)	<ul style="list-style-type: none"> Most subjects offer additional activities, competitions, and extended learning opportunities, allowing students to participate voluntarily. Over 54% students agree that I take an active role in learning inside and outside the classroom. 	<ul style="list-style-type: none"> Scrutiny of subject annual plans SHS 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subjects teachers 	<ul style="list-style-type: none"> Nil
1.3 Students are confident to present their learning outcome (To empower students to feel confident in showcasing their learning	1.3.1 To provide opportunities to showcase students' successes	<ul style="list-style-type: none"> All subjects create regular opportunities for students to showcase their achievements. Most of the subjects use different platforms for showing students' good works. Over 68% of students agree that the teachers often praise us / give us recognition in the class. 	<ul style="list-style-type: none"> Scrutiny of subject annual plans Learning and teaching evaluation survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subjects teachers 	<ul style="list-style-type: none"> Nil

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
and sharing it with others.)	1.3.2 Enrich quality & individualized feedback on students' learning so as to enhance students self-reflection and self-evaluation	<ul style="list-style-type: none"> Subject teachers are encouraged to provide constructive and timely feedback on students' assignments. Over 60% of students agrees that they can conduct self-assessments and determine how to improve. 	<ul style="list-style-type: none"> Book Exercise inspection Learning and teaching evaluation survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subjects teachers 	<ul style="list-style-type: none"> Nil
	1.3.3 To equip teachers with the mindset and strategies to embrace learner diversity and stretch students' potential to the fullest	<ul style="list-style-type: none"> Most of CLPs are used to discuss how to design the lesson with better scaffolding for enhancing students' confidence. 70% of teachers agree that the workshops can enhance their knowledge and skills on catering for learner diversity for enhancing students' confidence. Open lessons (at least 6) will be coordinated throughout the year and over 24 teachers will join the open lessons 	<ul style="list-style-type: none"> Teachers' Feedback SPDC teacher survey Open lesson records 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subjects teachers SDC 	<ul style="list-style-type: none"> Budget for external professional support by EUHK & QSIP CUHK
1.4 Students embrace challenges	1.4.1 To strengthen students' learning with a variety of effective study skills e.g Note-	<ul style="list-style-type: none"> Most subjects include challenge questions in assessments and encourage students to explore different 	<ul style="list-style-type: none"> Scrutiny of subject annual plans 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads and subjects teachers 	<ul style="list-style-type: none"> Nil

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
and strive for academic success	taking Skills, project learning skills, exam skills, critical thinking skills, problem solving skills)	<p>approaches to solving them.</p> <ul style="list-style-type: none"> Over 53% of students agree that they are confident in learning. Over 55% of students agree that I have applied various study skills (e.g., note-taking, critical thinking skills, etc.) in my learning. 	<ul style="list-style-type: none"> Learning and teaching evaluation survey Learning and teaching evaluation survey 			
	1.4.2. To continue to enhance teachers' assessment literacy (design suitable assessment papers or task-based and problem-based assignments)	<ul style="list-style-type: none"> At least 80% of students in the subjects can get a pass in the exams Over 60% of students agree that the subject adopts different assessment methods Markers' reports show alignment of student performance data in internal assessments and follow-up measures in curriculum adaptation, teaching strategies and assessment All subjects incorporate analysis and utilization of internal and public assessment data into their curriculum planning and teaching to varying extents (including the updates of the curriculum and teaching schedule with reference to the markers' 	<ul style="list-style-type: none"> 1st Term and 2nd Term Exam results of the subjects involved Learning and teaching evaluation survey Scrutiny of markers' reports Scrutiny of subject annual plans, annual reports & teaching schedules 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Panel heads Panel heads and Subjects Teachers 	<ul style="list-style-type: none"> IT Committee manpower to generate internal UT and Exam statistical reports

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		reports) <ul style="list-style-type: none"> Most of the Junior form students attempt the bonus questions in UT and Exam 	<ul style="list-style-type: none"> Scrutiny of markers' reports 			

Major Concern 2: To nurture students to be Positive Thinkers

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1. Students have a better awareness of their wellbeing	2.1.1. To enhance students' understanding of the importance of establishing a healthy lifestyle to their personal development through various programs	<ul style="list-style-type: none"> At least 60% of students exhibit an understanding of the significance of maintaining a healthy lifestyle for their personal growth and development All subjects incorporate content regarding healthy lifestyles in their formal curriculum or supplementary learning materials At least 60% of students agree that the lessons and learning resources provided can improve their understanding of the importance of cultivating a healthy lifestyle At least 60% of students display behaviors that reflect a commitment to living a healthy life. 	<ul style="list-style-type: none"> Student Survey Year-end evaluation Student Survey SHS APASO Student Survey 	Whole year	<ul style="list-style-type: none"> VP (Student Growth) SWC LWL VEC CEC Subject panel heads 	School-based curriculum
	2.1.2. To strengthen the school's pastoral care services to bolster both teacher-student and peer-to-peer relationships through class-based activities, class time activities, monthly journal and other programs	<ul style="list-style-type: none"> At least 70% of students acknowledge that they receive care, support, and encouragement from teachers both during lessons and in personal interactions At least 70% of students agree teachers create a positive classroom atmosphere At least 60% of students agree that teachers are willing to help them resolve problems related to growing up 	<ul style="list-style-type: none"> Learning and Teaching Survey Student Survey SHS APASO 	Whole year	<ul style="list-style-type: none"> VP (Student Growth) VP (Learning and Teaching) SWC CLP LWL VEC All teachers 	<ul style="list-style-type: none"> Resources for holding large-scale activities and school functions LWLG Subsidies for class teachers to hold class activities

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		<ul style="list-style-type: none"> At least two programs are organized to promote peer-to-peer relationship is organized during the year. At least 70% of students find class-based or form-based activities aids in the development of stronger peer-to-peer relationship An increased percentage of students who agree that they get along with other schoolmates is recorded 				
	2.1.3 To increase students' awareness of mental health, and equip them with effective stress management techniques	<ul style="list-style-type: none"> At least one program/activity to promote mental health is organized for each form during the year At least 70% of students understand the significance of maintaining good mental health in their lives At least 60% of participating students find the relevant programs /activities to be effective in enhancing their understanding of mental health and ways to manage stress and emotion At least 60% of students agree that they are able to share their feelings with class teachers via monthly journals and other communication channels (e.g. class discussion) A mental health survey is conducted once each term to assess students' 	<ul style="list-style-type: none"> Year-end evaluation Student Survey APASO 	Whole year	<ul style="list-style-type: none"> VP (Student Growth) AP (Community Liaison) SWC CLP LWL VEC Class teachers 	<ul style="list-style-type: none">

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		mental well-being and identify those at risk <ul style="list-style-type: none"> • A platform can be successfully established for students to seek help. • At least one training on mental health for teachers and at least 70% of participants find it useful • Information on mental health is provided to parents • At least one program for parents on mental health • At least one program for parents on family relationship (social well-being) 				
2.2. Students adopt and consistently practice positive habits and a healthy lifestyle.	2.2.1. To promote positive habits and healthy lifestyles.	<ul style="list-style-type: none"> • An increase in the number of students participating in sports activities is recorded • Positive feedback is received from participants of activities aimed at fostering positive habits and healthy lifestyles • A higher percentage of students agree that they keep a healthy lifestyle • An improvement is recorded in the AOASO result as regard to health • Improvement is shown after remedial work for students with 	<ul style="list-style-type: none"> • Year-end evaluation • Student Survey • SHS • APASO 	Whole year	<ul style="list-style-type: none"> • VP (Student Growth) • VP (Learning and Teaching) • PE Department • LWLC • VEC • CBC • SWC • CLPC 	<ul style="list-style-type: none"> • Resources for holding sports activities • LWLG • After-school Activities Support Grant • LSG

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		lateness problem <ul style="list-style-type: none"> Improvement is shown after remedial work for students with homework problem An increase in the percentage of students demonstrating good learning habits in recorded 				
	2.2.2.To foster a collaborative effort among students, teachers, parents and partners to promote a healthy lifestyle for all	<ul style="list-style-type: none"> At least two collaboration between Student Growth teams and academic department At least one program is organized in collaboration with parents 	<ul style="list-style-type: none"> Year-end Survey 	Whole year	<ul style="list-style-type: none"> VP (Student Growth) VP (Learning and Teaching) AP (Community Liaison) SWC CBC VEC 	<ul style="list-style-type: none">
2.3. Students exhibit self-motivation and persistence in pursuit of their goals.	2.3.1. To guide students in setting, pursuing and reassessing their personal goal	<ul style="list-style-type: none"> At least 50% of students show confidence in setting achievable goals At least 70% of students are able to use LOG book to set goals At least 70% of students are able to conduct self-evaluation after major assessments Mentees in the Peer Counselor program are able to set goal and reflect on their progress with the help of peer counselors 	<ul style="list-style-type: none"> Year-end survey Learning and Teaching Survey Student Survey SHS APASO 	Whole year	<ul style="list-style-type: none"> VP (Student Growth) VP (Learning and Teaching) SWC LWL CLP CBC SLA 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		<ul style="list-style-type: none"> At least 70% of students joining Habit Training are able to set goals for improvement At least 70% of student leaders are able to set goals in relating to their position At least 60% students agree that they have learnt how to set goals for their further study or careers planning through CLP programs 				
2.3. Students exhibit self-motivation and persistence in pursuit of their goals.	2.3.2. To celebrate student perseverance and initiative, recognizing these qualities publicly.	<ul style="list-style-type: none"> An increase in the percentage of students who agree that teacher often praises them and give them recognition in the class is recorded At least three programs are organized each term to promote perseverance Provide opportunities for students' effort and achievements to be publicly acknowledged and celebrated. 	<ul style="list-style-type: none"> L & T survey APASO Student Survey 	Whole year	<ul style="list-style-type: none"> VP (Student Growth) VP (Learning and Teaching) All teachers VEC SLA CEC CBC LWL CLP 	

Appendix 1: Plan on Use of Capacity Enhancement Grant (2024/25)

Stewards Pooi Kei College

Plan on Use of Capacity Enhancement Grant in 2024/2025 School Year

Task Area	Major Areas of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indications	Assessment Mechanism	Person in Charge
Curriculum Development	To relieve teachers' workload so that they can concentrate on developing effective pedagogy in Mathematics	Employment of 1 full-time teaching Assistant to: - handle all administrative work regarding the subject - develop materials for the subject	Relieving teachers' workload in administration Updating, revising, and developing learning materials for the subject	September 2024 to August 2025	Salary with MPF of teaching assistant \$246,141	Quality and quantity of teaching materials prepared Administrative efforts to be relieved among Subject teacher	Staff appraisal report Feedback from teachers in evaluating the quality of teaching materials	Mr. Jimmy Tse
Curriculum Development	To relieve teachers' substantial administrative workload in managing the OLE program	Employment of 2 full-time teaching assistant to help coordinate the program	Administrative & coordinating work among teachers could be reduced	September 2024 to August 2025	Salary with MPF of teaching assistant: \$525,168.-	Amount of teachers' effort to be released in the launching of the annual project	Work reports from teaching assistants Feedback from teachers and parents in evaluating the effectiveness of the project	Ms. Jenny Sit Ms. HoNing Ho
				Total Amount	\$788,391* * The school will make use of its school fund to supplement the deficit amount if any.			

	Income	Expenditure
Capacity Enhancement Grant available for the year 2024/2025	\$753 x 1047 students x=\$788,391.--	\$788,391
Total budget for Capacity Enhancement Grant in 2024/2025		\$771,309.-
The surplus for the budget year		\$17,082.-

Prepared by: _____

Mr. Lee Kin Fung William (Principal)

Date: - 7 NOV 2024

Signature by: _____

Ms. Pang Chau Sheung Rosa (School Supervisor)

Date: - 7 NOV 2024

Appendix 2: Plan on Use of Life-wide Learning Grant (2024/25)

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

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
e.g.	Career Experience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	Co-Curricular Activities (For 79 teams and clubs)	Sep 2024 – July 2025	S1-S6	1048	\$380,000.00	\$362.60	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	✓	✓	✓	✓	✓	RLam + A Ng
2	Life-wide Learning Day	Dec 2024	S1-S3	591	\$96,000.00	\$162.44	To provide students life-wide learning experience for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Evaluation meeting conducted by LWL committee	✓	✓	✓		✓	V Har
3	Post-exam Learning Programmes	June-July 2025	S1-S5	902	\$25,000.00	\$27.72	To provide students life-wide learning experience for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Evaluation meeting conducted by LWL committee	✓	✓	✓		✓	V Har
4	Learning Without Walls (LEWOWA) Programmes (Local programme's teacher fees subsidized by 50%)	June-July 2025	S1-S5	902	\$70,000.00	\$77.61	Teachers play an important role in the growth of students as globalized Christian leaders by offering various life-changing experiences outside the classroom through experiential learning.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee	✓	✓	✓	✓	✓	S Leung
5	Pootkeimians Future Academy (PFA)	Oct 2024 – July 2025	S4-S5	312	\$240,000.00	\$769.23	To provide students multi-intelligence learning experience for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Achievements / Assignments	✓	✓	✓		✓	K Chan + J Tse
6	Field Trip / Visit	Oct 2024 – July 2025	S4-S5	312	\$20,000.00	\$64.10	To provide students subject-based learning experience.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓		✓	J Tse
7	Gospel Weeks	Dec 2024	S1-S6	1049	\$10,000.00	\$9.53	To promote positive education, Christian education and experiential learning experience for students.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) No. of students participated in the activities. 4) No. of students decided to become a Christian or attend church services after the week.	✓	✓	✓		✓	A Mok
8	S1 English Speech Experience	Nov – Dec 2024	S1	205	\$20,500.00	\$100.00	All S1 students are enrolled in the speech festival to complement the Poetry unit of the S1 curriculum and to supplement speaking skills required. Students are expected to be able to appreciate poems by performing and practise pronunciation and delivery as a learning community.	English Language	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Achievements	✓					E Yuen
9	Experiential Learning Activities (e.g. Visit Life-education centre, community service)	Oct 2024 – July 2025	S1-S6	1049	\$100,000.00	\$95.33	To provide students experiential learning for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓	✓	✓	Committee Head / Activity TIC
10	Subject-based experiential Learning Activities (e.g. Culture immersion workshop)	Oct 2024 – July 2025	S1-S6	1049	\$80,000.00	\$76.26	To provide students subject-based experiential learning experience.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓		✓	Subject Head / Activity TIC

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
11	Inviting guest speakers to promote positive education, leadership training or Career and Life Planning Education.	Oct 2024 – July 2025	S1-S6	1049	\$50,000.00	\$47.66	To provide students positive education, leadership training or Career and Life Planning Education for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓	✓	✓	Committee Head / Subject Head / Activity TIC
12	Activity for promoting positive education or well-being (e.g. Positive Education luncheon concert, PERMA-run, PERMA Dream)	Oct 2024 – July 2025	S1-S6	1049	\$50,000.00	\$47.66	To provide students positive education or mental health for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓	✓	✓	Committee Head / Subject Head / Activity TIC
13	Activity for Leadership training	Oct 2024 – July 2025	S2-S5	100	\$15,000.00	\$150.00	To provide leadership training for student leaders	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)				✓	✓	Student Leader Academy
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				9,617	\$1,156,500.00										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
1	Learning Without Walls (LEWOWA) Programmes (non-local activities teacher fees subsidized by 50%)	June-July 2025	S1-S5	902	\$300,000.00	\$332.59	Teachers play an important role in the growth of students as globalized Christian leaders by offering various life-changing experiences outside the classroom through experiential learning.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee	✓	✓	✓	✓	✓	S Leung
2	Exchange Tour to the Greater Bay Area	April 2025	S3-S5	30	\$15,000.00	\$500.00	To advance national education and enhance awareness of career opportunities within the Greater Bay Area.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓				✓	
3															
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				932	\$315,000.00										
Total for Category 1				10,549	\$1,471,500.00										

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

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1	STEAM Learning Kits	STEAM activities	\$30,000.00
2	Electronic milk Frother steamer	For Latte Art Club activities	\$3,000.00
3			
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$33,000.00
Estimated Expenses for Categories 1 & 2			\$1,504,500.00

Estimated Amount of LWLG from EDB \$1,505,474.00 (\$44,844 x 30 class + \$160,154 surplus)

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	1,049
Estimated number of student beneficiaries:	1,049
Percentage of students benefiting from the Grant (%):	100%

Name of Contact Person for LWL:	Lam Wah Yeu
Post of Contact Person for LWL:	Head of LWL Committee

Appendix 3: Plan on Use of Diversity Learning Grant for Gifted Education Programmes (2024/25)

1.) Other languages programmes

Programme	Objective(s)	Targets	Duration	Program evaluation (surveys/ assignment/ reflection)	PIC	Budget
Other languages programmes: (1) Spanish (2) Japanese (3) French (4) Korean	To strengthen students' competence in Spanish, French, Japanese & Korean.	Students who are strong in languages	180 mins per week Total:120 hours	<ul style="list-style-type: none"> ➤ Results of students' assignments & Term tests ➤ Results obtained by students in the HKDSE 	WYMa	20 students x \$4,300 = \$86,000
Total						\$86,000

2.) Other programmes (subjects and committees)

Subjects/ committees	Programme	Objective(s)	Targets	Duration	Deliverables (learning outcomes)	Program evaluation (surveys/ assignment/ reflection)	PIC	Budget
Maths	Senior Maths Team	Arouse students' interest in Mathematics and cultivate an appreciation for its beauty	S4-S5 students	19 hours	<ul style="list-style-type: none"> ● -Problem solving skills -Higher order thinking -Preparation for external Maths competitions 	<ul style="list-style-type: none"> ● Surveys 	Ms Grace Au	\$ 14,000.00
I.C.T.	HK e-Learning, STEAM & Coding Education Study Tour to the United	To boarder students' horizon by exchanging innovative idea in global event.	2 senior form students	19- 30 Jan 2025 (Tentative)	<ul style="list-style-type: none"> ● -Sharing of different innovative design -Innovative product design can be displayed in the expo / Rm 	<ul style="list-style-type: none"> ● -Sharing session (f2f or video format) with classmates/schoolmates -Learning 	Mr Alfred AU	\$ 25,800.00

	Kingdom and Denmark				604 -Understand the latest IT development	journal for recording experiences		
Math	Mathematics enhancement class	To develop students' potential & maintain their interests in learning by providing more challenging tasks	High ability students	October 2024 – August 2025	<ul style="list-style-type: none"> ➤ -Elite S6 students would receive higher order thinking sharing by alumni ➤ Elite S5 were offered new insight when tackling essay questions 	<ul style="list-style-type: none"> ➤ -Students' feedback ➤ Teachers' Observation ➤ Quality of Fieldwork report 	Mr. Jimmy Tse	\$ 15,000.00
Chinese History	Chinese History enhancement class	To develop students' potential & maintain their interests in learning by providing more challenging tasks	High ability students	October 2024 – August 2025	<ul style="list-style-type: none"> ➤ Elite S6 students would receive higher order thinking sharing by alumni ➤ Elite S5 were offered new insight when tackling essay questions 	<ul style="list-style-type: none"> ➤ -Students' feedback ➤ Teachers' Observation ➤ Quality of Fieldwork report 	Ms. Joyce Ng	\$ 15,000.00
Geography	Geography enhancement class	To develop students' potential & maintain their interests in learning by providing more challenging tasks	High ability students	October 2024 – August 2025	<ul style="list-style-type: none"> ➤ -Elite S6 students would receive higher order thinking sharing by alumni -Elite S5 were offered new insight when tackling essay questions 	<ul style="list-style-type: none"> ➤ -Students' feedback ➤ Teachers' Observation ➤ Quality of Fieldwork report 	Ms Angel Man	\$ 11,000.00
Visual Arts	Chinese Painting and Culture	To develop students' practical skills in Chinese	15 students(S 4-S5)	6 lessons within 6 months	<ul style="list-style-type: none"> • At least 3 finished Chinese paintings 	Exhibition and reflection	Ms SH Chan	\$ 8,000.00

		painting techniques and foster students' appreciation for the diversity of Chinese cultural expressions	Nomination by the Visual Arts Department with specific criteria					
Music	DSE Music Course	To enrich students' understanding in music of various genre	S4-S6 students	Whole year S4: 108 hours S5: 113 hours S6: 54 hours	<ul style="list-style-type: none"> Students can acquire musical knowledge and skills. 	<ul style="list-style-type: none"> -Quizzes -Assignment 	Ms Vian Har	\$ 60,000.00
CBC – Prefect Team	Summer Prefect Training (sponsorship for Senior Form Prefects)	Equip the student leaders for the new academic year, enabling them to have greater confidence in maintaining student order and serving the campus with unity.	20 senior form prefects	3 half-day programme by service provider	<ul style="list-style-type: none"> -Prefects are able to demonstrate skills of problem solving and collaboration. -Cohesion of the Prefect Team can be enhanced. 	<ul style="list-style-type: none"> -Daily reflection -Observation by trainers -Questionnaire 	Ms Jenny Sit , Ms Infanta Cheung,	\$ 20,000.00
(Other programmes: subjects and committees) Total							\$168,800	

Appendix 4: Plan on Use of Sister School Scheme Grant (2024/25) 姊妹學校交流計劃書(2024 /2025 學年)

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

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

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

乙. 教師層面（*擬舉辦 / *不擬舉辦）(*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
D1	☑	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):

丙. 學生層面（*擬舉辦 / *不擬舉辦）(*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
G1	☑	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):

丁. 家長層面（*擬舉辦 / *不擬舉辦）(*請刪去不適用者)

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

擬運用的監察/評估方法如下：

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

津貼用途及預算開支：

編號	☑	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$160,000
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註：不可超過學年津貼額的20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$130,000
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$5,500

N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$295,500
N10	<input type="checkbox"/>	沒有任何開支	不適用

Appendix 5: Plan on Use of Promotion on Reading Grant (2024/2025)

	Item*	Estimated Expenses (\$)
1.	Purchase of Books	\$54205
	<input checked="" type="checkbox"/> Printed books	
2.	Web-based Reading Schemes	\$17000
	eRead Scheme	
	<input checked="" type="checkbox"/> Other scheme: 金閱閣校園版 SJRC_____	
3.	Reading Activities	\$6000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input checked="" type="checkbox"/> Subsidising students to participate in or apply for fee-charging reading related activities or courses	
	Total	\$77205

Appendix 6: Plan on Use of Grant for Citizenship & Social Development (CS Grant) (2024/2025)

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in Charge	Budget
1. To enrich students' other learning experiences	<ul style="list-style-type: none"> To organize Chinese cultural/ National achievements experience like local visit or mainland study tour for both S4 & S5 CS students (could collaborate with STEM or LEWOWA) 	<ul style="list-style-type: none"> The visits are held smoothly. Most students are engaged in the activities in the programme. Half of the students feel that the workshops can enrich their understanding of the Chinese culture 	<ul style="list-style-type: none"> Student questionnaire results Student performance in the workshops Teacher feedback 	<ul style="list-style-type: none"> Easter Holiday (STEM) or Post-exam activities period (LEWOWA) in 2025 	KL Chan (Panel Head), W Lam (S4 Coordinator) and B Pak (S5 Coordinator)	\$75,000
2. To develop teaching and learning materials that can provide experiential learning experience	To install curriculum-related learning and teaching facilities and materials for S4 to S6 students (such as materials related to sustainable development)	<ul style="list-style-type: none"> The learning and teaching facilities and materials are successfully installed Most students are engaged in the activities using such teaching and learning facilities and materials Half of the students feel that the use of such facilities can enrich their understanding of the key concepts in the curriculum (such as sustainable development) 	<ul style="list-style-type: none"> Student questionnaire results Student performance in the lessons Teacher feedback 	<ul style="list-style-type: none"> Second Term 24-25 	KL Chan, W Lam, B Pak, YC Lau and LChan	\$100,000
3. To provide support for learning & teaching	<ul style="list-style-type: none"> To purchase teaching materials including publishers' online teaching materials' fee, books, videos or teaching objects To purchase students reference books, videos or learning objects 	<ul style="list-style-type: none"> Most teachers agree that learning & teaching materials are good in enhancing learning & teaching Most students show interest in the learning & teaching materials 	<ul style="list-style-type: none"> Teacher feedback Student feedback 	<ul style="list-style-type: none"> September 2024 to August 2025 	KL Chan, W Lam and B Pak	\$5,000 \$5,000
4. To support	To support the implementation	The visit will run smoothly	Teacher	June 2025	KL Chan, W Lam	\$5,000

mainland visit (e.g Data Card for Teachers and Students)	of the mainland visit		feedback			
Total						190,000

Appendix 7: Plan on Use of School-based After-school Learning and Support Grant (2024/2025)

School-based After-school Learning and Support Programmes 2024/25 s.y. School-based Grant - Programme Plan

Name of School: Stewards Pooi Kei College

Staff-in-charge: Ms Leung Kin Yan Joanna

Contact Telephone No.: 2345-4567

A. The estimated number of students (count by heads) benefitted under this Programme is 44 (including A. 8 CSSA recipients, B. 28 SFAS full-grant recipients and C. 8 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (S)	Name of partner/service provider (if applicable)
					A	B	C		
Art/ Sport / Cultural Activities	To enhance students': 1) Learning motivation 2) Self-competence, 3) Self-management skills, 4) Interpersonal skills 5) Aesthetic development 6) Multiple intelligence 7) Physical and psychological wellbeing 8) Attitudes toward schooling	1) Students' engagement in the activities 2) Students' improvement in these areas	1) Questionnaires 2) Teachers' observation	From 9/2023 to 8/2024	8			4,800	N/A
						28		16,800	
							8	4,800	
Total no. of activities: <u>7</u>				[@] No. of man-times	8	28	8		
				^{**} Total no. of man-times	44				

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) .