

Stewards Pooi Kei College

Annual School Report

2024-25



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 2024-2025

Major Concern 1: To foster students to be keen learners

In the academic year 2024-25, which marks the second year of the School Development cycle, the school made further progress in cultivating students to become Keen Learners. A diverse array of strategies were introduced to boost students' engagement 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 keen learners were mostly 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 employed a variety of strategies to enhance student engagement, promote collaboration, and create dynamic learning experiences during lessons. They maintained last year's approach while expanding cross-panel participation and incorporating further eLearning integration.

The English Department continued to assign at least one group project to students from S1 to S5 and maintained the use of peer assessment in both writing and speaking tasks, aiming to build collaborative skills among students. A significant 87.5% of teachers rated the students' performance in these projects as satisfactory or above. Additionally, the sharing of pedagogical strategies during CLP sessions took place in approximately 80% of meetings, alongside a strong uptake of professional development activities. This approach aligned with last year's strategy of using varied activities to motivate student learning.

The Chinese Department continued junior-form Reading Lessons that incorporated short talks, group sharing, and reflection to encourage participation and peer learning. Teacher observations indicated that the majority of students were actively engaged, and approximately 60% reported enjoying the sessions.

The Mathematics Department upheld the "First Five Minutes" policy, which included readiness checks at the start of lessons. They also organised small-group collaboration activities for both junior and senior students and maintained student-led tasks. Teacher reports indicated that more than three-quarters of students demonstrated improved preparedness and benefited from group work. However, student feedback on the activities varied, although improvements were noted overall.

The Business, Accounting and Financial Studies (BAFS) Department maintained regular pre-lesson preparation and conducted structured class discussions one to two times per month. They also introduced new elements such as Kahoot quizzes and news-sharing activities. Cross-form entrepreneurship projects were completed with acceptable outcomes, and samples were prepared for future sharing. Panel CLP

sessions focused on the utilization of interactive games and real-world cases in lessons, which contributed to an average agreement level of around two-thirds to over two-thirds among participants regarding the effectiveness of varied and diversified activities.

In Chemistry, pre-lesson tasks were maintained, followed by in-class demonstrations to assess understanding. Group projects and experiments were expanded, with teachers noting that around 80% of students delivered high-quality group work, and approximately 70% showed active participation. In Biology, Google Form multiple-choice questions (MCQs) were integrated into lessons to identify student misconceptions. Teachers organised well-structured group experiments and offered pre-SBA practice sessions to help students prepare. Additionally, a consistent praise routine was implemented to build the confidence of hesitant learners. Feedback revealed that over 70% of students agreed that the lessons and materials effectively supported their learning, over 70% noticed the use of diverse teaching approaches, and more than 80% felt encouraged to ask questions during class. In Physics, teachers prioritised improving students' note-taking skills, achieving over 90% compliance. They also ensured full participation in group experiments and discussions. Survey results showed overall engagement and agreement on the use of varied activities were in the mid-60% range.

Integrated Science assigned pre-lesson videos and readings, followed by in-class checks to assess understanding. Students were also engaged in group projects and experiments. Approximately 65% of students completed the assigned pre-lesson tasks, while teachers noted that over 60% of students demonstrated a clear understanding of the material. Around 70% of students produced good-quality group project outputs.

ICT effectively engaged quieter learners by implementing instant peer assessments and providing support through student-helpers. They also related current events to everyday life to encourage meaningful discussions and utilize “think-aloud” to enhance understanding. Surveys revealed that approximately 72% of students believed that eLearning tools improved their involvement in lessons. Student engagement levels were reported to be around the mid-50% range, while the clarity of explanations was rated slightly higher, at around the mid-60% range. These results were further validated by classroom observations, which showed active participation from students.

In Design Thinking and Living, students worked on collaborative projects. However, the tasks given to S1 students were found to be quite challenging. While nearly all students completed the tasks, the overall quality of the work was only fair. This highlighted the need to adjust support measures to better suit the abilities of entry-level students.

Citizenship and Social Development utilised e-platforms to enable various forms of participation, including peer assessment. The subject also incorporated school-based notes, which were supported by pre-lesson tasks tied to real-life experiences. Approximately 70% of students successfully completed these tasks. Additionally, CLP sessions emphasised discussions on strategies for addressing learner diversity, while peer lesson observations encouraged the exchange of effective teaching methods. Over 60% of students acknowledged that eLearning tools helped maintain their engagement.

Citizenship, Economics and Society (CES) and Integrated Humanities (IH) prioritised effective lesson design. This involved the implementation of the “5-minute policy”, leveraging tools such as GoodNotes Classroom and Jamboard for real-time feedback, and integrating a variety of activities to maintain student focus. These subjects also piloted a self-regulated learning approach. Panel feedback highlighted

enhanced student engagement in S1 CES lessons on related topics, attributed to the sharing of effective teaching strategies and the use of gamification, which made the learning experience more interactive and engaging.

Chinese History encouraged independent learning by integrating peer assessments within senior forms and implementing structured note-taking strategies for S1 and S2 students. Additionally, teachers utilised a variety of questioning techniques and introduced challenging tasks designed to address the diverse learning needs of students. The subject also organised culturally immersive activities, including experiences with traditional attire and the appreciation of replica artefacts. Post-activity surveys indicated that over 90% of students believed they had developed a deeper understanding of Chinese culture.

In Geography, more-able students were encouraged to assume leadership roles in group activities, enabling them to engage in “think-aloud” questioning during the 5-minute introductory sessions. Teachers observed improved performance from these adept learners, successful group presentations in S3–S6, and varying levels of motivation for asking questions across different form levels.

History and S1 Humanities incorporated more interactive methods, such as Think-pair-share, Jigsaw, Roundtable peer evaluation, source-based inquiry, and role-play. They also regularly utilised Google tools and Kahoot to enhance learning experiences. However, only around 50% to 60% of students felt that the materials, eLearning platforms, engagement strategies, and activity variety fully met their needs, suggesting there is room for improvement.

PSSE used tiered tasks, think-pair-share, and small group sessions supported by volunteers (implemented in approximately half of the classes) to encourage greater student participation. The L-T results revealed differences in interest and engagement across year groups, with 58% of students acknowledging the variety of activities.

Aesthetic and physical education subjects adopted more practical and interactive learning approaches. In Visual Arts, students participated in a range of projects, such as creating digital drawings on iPads and collaborating on tasks using Google platforms. These methods were applied in at least 60 lessons for junior students, with 55% of them agreeing that the assessments were varied and diverse.

In Music, the curriculum encompassed a variety of activities, including the analysis of musical pieces, individual and collaborative music compositions, jamming sessions using apps and instruments, as well as note-taking facilitated by the GoodNotes application. Despite these efforts, only approximately 50% of students reported satisfaction with these activities. As a result, revisions to the curriculum are currently being planned. These tasks were supplemented with structured briefings and debriefings. Around 60% of students found the model effective in enhancing engagement, although the range of activities received approval ratings in the mid-50% range. Nevertheless, more than three-quarters of students from S1 to S6 stated they had a clear understanding of the explanations provided during lessons.

In Physical Education, the Sport Education Model was introduced in S4, assigning students various roles like organizing and officiating events. These tasks were supported by structured briefings and debriefings. Approximately 60% of students agreed that the model was effective in promoting engagement, although the variety of activities only achieved approval ratings in the mid-50% range. Despite this, over three-quarters of students across S1 to S6 expressed that they had a clear understanding of the explanations provided during lessons.

According to the whole-school Learning and Teaching Survey, 59.05% of students agreed that the incorporation of eLearning tools, platforms, and materials enhanced their involvement in learning. Furthermore, 62.22% of students reported active engagement through activities such as note-taking, questioning, and participating in discussions. Additionally, 57.8% indicated that they actively participated in learning both inside and outside the classroom, while 47.4% frequently engaged in reading beyond their lessons.

In a similar vein, 59.0% of students affirmed that teachers often organised a variety of learning activities both during and beyond lessons, while 59.24% acknowledged the use of diverse assessment methods. Moreover, 64.08% of students noted experiencing regular praise and recognition from their teachers. However, only 56.62% expressed confidence in conducting self-assessments and planning for improvement, and just 52.45% felt assured in their ability to learn their subjects. These findings highlight the ongoing need to strengthen students' academic self-efficacy and metacognitive practices.

All departments made concerted efforts to equip teachers with the tools to design diversified pedagogies and implement differentiated assessments. This was achieved through CLP sessions, peer lesson observations, and inter-panel open lessons, continuing the professional learning practices established in the previous year. In the English department, over 70% of teachers actively engaged in professional development (PD) activities. These included CLP sessions where teachers shared effective teaching strategies and documented anticipated challenges faced by students. The Mathematics department incorporated a minimum of 30 minutes in each CLP session for teachers to discuss and exchange instructional strategies. Similarly, in the Business, Accounting, and Financial Studies (BAFS) department, panel-wide training sessions and practice-sharing activities were conducted. These initiatives were directly associated with visible improvements in student motivation and engagement.

In addition to improving teaching methods, all subject teachers actively worked on building a positive classroom environment. This was achieved by providing explicit encouragement and publicly recognising quality questions and answers. In English classes, more than 77% of students agreed that teachers encouraged them to ask questions, and over 78% perceived a positive classroom atmosphere. Subject-specific reports, such as those for BAFS, showed comparable figures ranging from 60% to 70% for teacher encouragement, praise, and positive classroom atmosphere. These results suggest that most students experienced a supportive learning environment, although areas such as building confidence and improving self-assessment skills still need attention.

Target 1.2: Students are curious about knowledge beyond the classroom.

This target is **mostly achieved**.

To foster curiosity as a driving force for learning, various departments have enhanced efforts to promote reading across curriculum and organize engaging out-of-classroom extended learning activities. Additionally, the Library, in collaboration with subject panels has worked to increase access to both digital and print resources, aiming to encourage learning beyond the standard curriculum. According to whole-school survey data, 47.4% of students reported that they often read materials such as leisure books and newspapers outside of class. Furthermore, 59.0% agreed that teachers regularly arrange a variety of learning activities both within and beyond regular lessons. Additionally, 59.05% of students felt that eLearning tools and resources have helped to increase their engagement. These findings suggest consistent progress in cultivating curiosity through extra-curricular learning and

making better use of resources outside of class.

The Library and language panels worked together to create a diverse and well-rounded reading programme. They built on the successes of the previous year by providing class libraries, curating thematic book collections, and offering eReading access to encourage inquiry-based learning. For Chinese, broad reading was actively promoted through several initiatives. A junior-form award scheme was introduced, and a “金閱閣” e-platform featured a list of 145 recommended titles. This platform was utilised by 112 students, who collectively accumulated 71.76 hours of reading. Additionally, a highly popular Chinese book fair saw participation from about 85% of students. Regular “閱讀課” sessions and pre-writing research activities strengthened students’ ability to explore content and develop cultural literacy. In English, every S1–S3 student was required to complete at least four reading tasks, with 81% of teachers rating the quality of post-reading tasks from acceptable to quite good. Differentiated reading materials were provided in module booklets to cater to students’ varying learning needs, helping to foster independent reading skills and reinforced the reading-to-learn approach for junior forms.

STEM subjects used targeted activities to encourage learning beyond textbooks, engaging students in contemporary scientific discussions and practices. In Integrated Science, students in S1–S2 were required to complete at least one extended reading each term, with 80% of students finding the articles useful. Students also participated in the Junior Secondary Science Online Self-learning Scheme and the STEAM Award Point Scheme, with over 90% participation rate and more than 70% earning bonus Continuous Assessment (CA) marks.

In ICT, students were motivated to read widely and watch IT-related news and YouTube explanatory videos. Self-grading quizzes, created using Google Forms were assigned for each year group. Observations showed that most students could correctly use IT terminology when discussing current technological issues, demonstrating their ability to apply knowledge gained beyond classroom lessons.

Chemistry introduced extended reading materials in each term, with approximately 70% of students finding them beneficial. The subject also offered an active enrichment programme. This included 22 students participating in the Chemists Online Self-Study programme, 8 students joining the PolyU Young Talents programme, and 26 students attending a two-day Shenzhen STEAM trip. Additionally, 16 students took part in STEAM-related research projects. Moreover, six STEAM@Lunch events were held, attracting a total of over 200 participants and showcasing practical real-world applications of chemistry concepts.

In Biology, students in S3–S5 were given at least two extended videos or articles each term. They also formed teams to participate in competitions like Brain Bee and university talent contests. Field learning activities, such as ecology studies and visits to Ocean Park, were organised to ignite curiosity and encourage hands-on learning.

Physics expanded students’ learning by encouraging participation in external competitions and research projects. These included programmes like PolyU SCIENCE Young Talents, STEAM research at CityU and CUHK, EDB Fun Science, and Physics-in-Motion. These initiatives helped students connect abstract concepts to real-world inquiry and experiments.

Humanities focused on helping students relate their classroom learning to real-world experiences. This was achieved by making use of digital platforms alongside fieldwork and structured extended learning

activities. CES recorded over 80% of S1 students completing Project M2, 70% of S1 students participating in the Oxfam Hunger Banquet, and 40% of students attempting the bonus tasks on social inclusion. However, it was noted that activities need to rotate regularly to maintain students' engagement and interest. In IH, extended learning activities on current issues were consistently organized. However, the participation rate among S2 students in the SDG e-learning scheme was notably low. This highlights the need for specific and focused support to motivate students and promote independent learning.

Geography achieved a 55.17% participation rate in e-learning for S1 and 72.33% across S3–S6. The subject integrated field trips that aligned with the syllabus (e.g., E1 and C7) and promoted involvement in SDG e-learning activities, offering bonus continuous assessment (CA) marks as an incentive. There was a notable improvement in engagement with learning activities outside the classroom, facilitated by a structured think-aloud approach and fieldwork exercises.

History and S1 Humanities contributed RAC readings to the Library and organised quarterly “Today in History” micro-activities. Some of these activities included CA bonus marks and featured short, curiosity-driven facts and videos to foster a habit of historical inquiry. Chinese History integrated interactive platforms such as Padlet, Kahoot, and Blooket, alongside class libraries and culturally enriching activities such as museum visits and field investigations. Additionally, the subject introduced modern history stamp-making supported by AI and implemented a POE-based BOT for senior students to aid with Paper 2 revision, broadening opportunities for self-directed learning.

In the BAFS subject, thematic RAC materials and videos, such as those on artificial intelligence and entrepreneurship, were provided. This initiative achieved an 80% submission rate for S4(BM) book reports, which were based on business books borrowed from the library. Students were also required to share news updates each term, with optional bonus questions available to encourage exploration beyond the core tasks. In the DTL course, students were tasked with presenting their work through posters, audio or video recordings, and oral presentations. However, many students faced challenges in delivering their presentations effectively. This highlighted the need for specific training to help students communicate their extended inquiries effectively.

The Chinese Department nurtured students' curiosity for learning through various engaging activities. These include reading lessons, extensive reading award schemes for S1–S3, and designated booklists for S4–S6 that offer students choice in selection. Furthermore, school TV programmes featuring videos on cultural knowledge have been introduced to enrich the learning experience. Nearly all students have completed reading reports, and a significant number have earned awards across various levels of the scheme. To enhance writing skills, students regularly prepare pre-writing outlines and carry out vocabulary research prior to drafting their compositions, fostering effective learning habits. Self-reports indicate that 49% of students engage in pre-lesson preparation. Teachers' observations also confirm adherence to these practices, although some inconsistency among students is noted. This demonstrates the establishment of foundational habits for curiosity.

Aesthetic education connects subject content with the real world of art and encourages independent exploration to stimulate intellectual curiosity. In Visual Arts, students learn art techniques by linking them to famous artworks and artistic traditions. Before creating their own pieces, students are required to conduct independent or topic-based research and complete sketches, with teachers ensuring that this process is followed over 90% of the time. 70% of student feedback confirms that lessons often include real-life examples, helping them engage with and understand the broader visual culture around them.

In Music, pre-lesson study tasks and extended learning materials are made available on Google Classroom to encourage self-directed learning. While 53% of students agree that eLearning has increased their involvement in the subject and 39% report that it has sparked their interest, teachers are continuously refining the curriculum to better accommodate the diverse abilities of students and to foster a deeper, lasting curiosity in the subject.

To enhance learning experiences in physical education (PE), pre-lesson topic videos were introduced alongside out-of-school exercise logs, which include awards to motivate students. Additionally, cross-subject health literacy was integrated to encourage students to explore sports science beyond the classroom. These efforts were well-received, with over 65% of students agreeing that the materials were helpful. Furthermore, 50% noted that eLearning opportunities increased their involvement, while more than half reported that they prepared for lessons by completing the assigned tasks in advance.

PSSE also organised cross-curricular thematic weeks and extended these initiatives to include service-related experiences. However, some planned collaborations had to be cancelled. To address this, it is recommended to consider pragmatic rescheduling and identifying alternative providers to maintain the diversity and richness of learning activities beyond the classroom.

At the whole-school level, survey results provide a clear and comprehensive picture of the year's progress. Among students, 47.4% reported often reading outside of class to broaden their knowledge. Additionally, 59.0% confirmed that teachers organised a variety of activities, both within and beyond lessons, to enhance learning. Furthermore, 59.05% agreed that eLearning tools and materials enhanced their involvement, while 59.24% recognised the use of diverse assessment methods that validated extended learning opportunities. These findings highlight significant progress, although there remains room for improvement in fostering independent reading and encouraging sustained, self-directed exploration.

Building on the patterns and successes of the previous year, departments will continue to select and prepare subject-specific Reading Across the Curriculum (RAC) materials. They will also offer voluntary extended learning opportunities with incentives to motivate students, as well as integrate short and engaging post-lesson prompts. These strategies aim to steadily increase students' curiosity and promote self-directed learning across different year groups.

Target 1.3: Students are confident to present their learning outcome.

This target is **partly achieved**.

Over the course of the year, all subject departments intentionally established authentic platforms for students to showcase their learning both within the classroom and beyond. These opportunities involved the use of classroom exemplars, Google Classroom showcases, exhibitions, public voting, and performance-based assessments, all aiming to normalise the practice of presenting students' learning outcomes to peers and broader audiences. While these platforms were extensively utilised, confidence levels varied depending on the subject and format. For instance, in some panels, overall confidence levels only marginally exceeded the midpoint. This highlights the need for more structured rehearsals and progressive exposure to audiences to strengthen students' self-efficacy in public sharing.

In English, good student work continued to be highlighted through notes, post-writing handouts, and in-class exemplars. The school's mini-anthology, "Still," provided a platform to showcase achievements

publicly. Introducing “Macbeth By Pooikeinians” as a compulsory text for S2 students further celebrated the creative work of senior students, offering their creations as inspiration for younger peers. Additionally, the Reading Fair was expanded to include S3 students, incorporating a public vote, which created an authentic audience for their work. Regular exercise-book inspections confirmed that teachers gave personalised feedback on continuous assessment tasks. Furthermore, 54% of students expressed confidence in their ability to carry out self-assessments, showing readiness for reflection and a capacity to improve their presentations over time.

In Chinese, teachers publicly displayed outstanding notes and compositions and frequently praised students’ efforts. Participation in speech and writing competitions was encouraged, helping students discover their talents and develop stage presence. Senior teachers also conducted writing improvement workshops (fully implemented for S5–S6 students and partially for S4 students, covering around 20% of the cohort) to enhance students’ ability to reflect on their progress and identify steps for improvement.

In Mathematics, student-teachers were assigned to guide peers and implement sharing routines with the support of GoodNotes Classroom. However, only 60% of students felt confident sharing their work, falling short of the 80% target. Additionally, just 54% of students expressed confidence in their learning. This suggests that incorporating micro-presentations and rehearsals before whole-class presentations could help improve the outcomes.

STEM panels incorporated diverse, product-oriented showcases with varying levels of success in boosting student confidence. In Integrated Science, plans for a post-exam exhibition to showcase outstanding S2 STEAM projects were not executed due to tight deadlines following the final exam. This highlights the importance of careful planning to ensure that excellent student work reaches an audience, thereby reinforcing both confidence and motivation.

In Physics, students were required to deliver individual and group presentations, as well as submit video projects. However, many students still lacked confidence. This was evident from the agreement percentages for Learning Target (L-T) Q3 and Q4, which were 62% and 54%, respectively. To tackle this issue, a step-by-step exposure strategy could be implemented. This would involve starting with pair presentations, progressing to small group presentations, then class presentations, and finally interclass presentations. Alongside this, focused coaching on delivery techniques could help students improve their confidence and presentation skills.

In both Chemistry and Biology, students were regularly given opportunities to present their work, often linked to experimental activities. SBA-style tasks were utilised alongside creative formats, including slides, video clips, and even dramatic performances. Around 70% of students delivered high-quality presentations, demonstrating that consistent and structured practice, guided by clear and well-defined criteria, greatly improves both the standard of presentations and students’ confidence.

ICT expanded cross-subject and external STEM collaborations, enabling students to present their learning outcomes through cross-KLA projects. However, only 52% of students reported feeling confident in their learning. This indicates a need to deepen their understanding by incorporating talk-throughs of thinking processes and placing greater emphasis on explanations that align with students’ awareness.

In DTL, many students faced challenges in presentation skills. This reveals the necessity of introducing explicit mini-modules on key skills such as goal setting, storyboarding, and aligning visuals with verbal content before sharing their final products.

In the humanities and business streams, subjects integrated recognition, authentic roles, and well-structured tasks to build students' confidence in delivering presentations. The CES focus on fostering self-efficacy by providing progressive presentation formats, detailed guidance, and opportunities for students to select their roles and topics. As a result, 69% of students reported feeling confident in their learning, compared to just 38% in IH. These findings indicate that IH could benefit from providing clearer instructions and incorporating practice sessions with smaller audiences to align more closely with the CES approach.

In Chinese History, students were given more opportunities to report back and were trained as junior and senior docents for the artefacts exhibition. Over 97% of participants reported feeling confident introducing the exhibits to both internal and external visitors. This highlights how taking on genuine community-facing roles can effectively help students develop their communication skills.

In Geography, the regular sharing of outstanding DBQs, FBQs, and essays was maintained, and alumni-led tutorials were introduced for senior students. Confidence levels were stronger among S3–S6 students (66.67%) compared to S1 students (56.65%). These results underline the importance of role models and peer mentoring in improving presentation readiness.

History and S1 Humanities provided platforms and rubrics for showcasing learning outcomes. For instance, S4–S5 students delivered group presentations on challenging comparative questions, while S1 students earned CA bonus marks through artefact-based learning. However, only 49% of students expressed confidence in learning and 56% in problem-solving strategies. This indicates a need for more explicit rehearsal sessions and think-aloud activities before presentations.

In BAFS, a variety of tasks with reflective sessions were introduced. These included interim surveys, one-on-one post-exam interviews specifically targeting the bottom 10% of students, and comprehensive item analysis conducted in S6. Confidence in learning increased to 59%, while confidence in self-assessment and problem-solving improved to 65%. The findings indicate that offering constructive feedback and acknowledging progress can significantly encourage students to feel more confident in presenting their reasoning.

In PSSE, group reports, Google Classroom showcases of exemplary work, and frequent verbal recognition were used to support students' presentation confidence. However, confidence levels varied significantly between forms, ranging from 36% to 83%. This suggests that further differentiation and rehearsal activities could be introduced to ensure all students feel equally prepared and comfortable.

Within the arts and Physical Education (PE) domain, students enhanced their abilities to present both their creative processes and final products by utilising real-life platforms and receiving detailed feedback. In Visual Arts, four exhibitions were organised, and at least two videos highlighting high-quality student work were shared. Furthermore, over 80% of students were provided with personalised and constructive feedback. Students in S1–S3 utilised portfolios, whereas those in S4–S5 used sketchbooks to document and reflect on their learning journeys.

In Music, opportunities for in-class and school-wide performances have expanded. Nevertheless, only 43% of students expressed confidence in their learning. This indicates a necessity to introduce additional low-pressure performance opportunities and offer targeted feedback on stagecraft to make public music-making more accessible and commonplace.

In PE, students showcased self-directed and STEM-integrated learning through “On-Form” motor-analysis videos and in-class practical skills assessments. Although S1–S3 students reported lower levels of engagement with eLearning, over 60% felt confident in their learning. This highlights the effectiveness of clear performance criteria and visible progress markers in helping students demonstrate their movement skills with confidence.

Throughout the year, there was a strong emphasis on celebrating student achievements and engaging wider audiences. This was evident in various activities, such as students taking on docent roles in Chinese History, presenting science projects, participating in English publications and fairs, and showcasing their work in Visual Arts exhibitions. However, some planned showcases were missed due to scheduling conflicts, and there were varying levels of confidence in certain subjects. These challenges highlight the need for specific improvements, including more thoughtful scheduling of showcases to align with assessment periods, step-by-step presentation practice, clear rehearsal guidelines, and regular, personalised feedback. These measures aim to prepare every student to confidently present their work, share their learning journey, and feel acknowledged for their progress.

Target 1.4: Students embrace challenges and strive for academic success.

This target is **partly achieved**.

A whole-school commitment to diverse assessment strategies and the scaffolding of study skills has been sustained throughout the year. Departments have incorporated challenge items, mock assessments, explicit note-taking routines, and standardised paper setting into their practices. These efforts aimed to help students manage demanding tasks effectively and reflect on their progress for improvement. **Additionally, feedback from markers’ reports and internal data was used to make timely adjustments to the curriculum and examination papers.** For junior cohorts, bonus questions were widely introduced, fostering a culture that encourages students to go beyond the basics and embrace academic challenges.

In English classes, study-skills routines were systematically implemented across all classrooms. This was achieved through the use of designated notebooks, and providing clear, explicit guidance on note-taking. Additionally, at least one mock exam was conducted before each exam phase to adequately prepare students. Higher-order thinking questions were incorporated into the S1–S5 module booklets, while bonus questions in the S1–S3 reading papers aimed to challenge students with advanced reasoning skills. By the end of the year, more than 80% of students were observed actively taking notes. Mock exams were conducted prior to both UT1 and First Term Exam. Moreover, the standardisation of exam papers enhanced quality control. Markers’ reports were collected to guide future improvements, and the paper circulation process was streamlined, requiring fewer amendments overall.

In Chinese, challenge items were infused into assignments, dictations, tests and junior reading papers to encourage in-depth analysis, comparison, and evaluation. The “寫作有法——『寫作後』指導計劃” was launched to recognize quality post-writing corrections, alongside the “歷代文學遊蹤——古代作品賞析” video competition aimed at promoting self-learning and cultivating a success-oriented mindset. Teachers observed that students made earnest attempts on the challenge items, particularly in after-class work and dictations. However, factors such as time constraints and individual abilities affected responses in these initiatives. Nearly all S1–S2 classes participated in the video competition, and 64% of students

appreciated the variety in assessment methods. Additionally, over 90% of students actively engaged in thematic value-reflection lessons, demonstrating that thoughtful reflection was effectively integrated into learning activities.

The Mathematics department adjusted the difficulty level of assessment papers and encouraged students to attempt bonus questions. Additionally, they organised workshops focused on exam skills for senior form students. Students in S1 and S3 successfully met the established criteria, achieving high scores and impressive pass rates. However, students in S2 did not perform as well, which underscores the importance of better aligning teaching content, assessment tasks, and the difficulty level of the assessment papers. For senior students, the outcomes regarding study skills were varied. More than 60% of students in S5 and S6 reported employing different problem-solving strategies. However, only 47% of S5 students reported utilising a broad range of study skills, in contrast to 74% of S6 students. This reveals that S5 students would greatly benefit from targeted coaching to enhance their ability to effectively transfer and apply study skills.

In Integrated Science, students set attainable academic goals and attempted challenging tasks at a high rate. However, only two external competitions were organised, suggesting there is room to expand opportunities for authentic and advanced-level challenges in the next cycle. In Physics, an emphasis was placed on exploring multiple solution methods and incorporating bonus questions into assessments. For instance, Question 9 on the L-T item showed that 66% of students supported the idea of using different approaches to solve problems. Additionally, over 70% of students attempted the bonus questions, which indicates a positive engagement with challenges while highlighting the need for further support on metacognitive strategies.

In Chemistry, efforts focused on balancing goal-setting, challenging tasks, and talent development. Around 65% of students set sensible academic targets, while 80% attempted bonus questions, showcasing their willingness to embrace challenges. Students were also nominated for selective programmes like the Distinguished Master, Accomplished Students Mentorship, and HKUST Pre-University Scholars, providing opportunities to further challenge and develop their skills.

Similarly, in Biology, teachers combined structured goal-setting with challenge exposure. Over 80% of S6 students set attainable, relevant goals, and 65% of S3–S5 students followed regular study habits. Furthermore, students in elite classes widely attempted challenge questions, whereas only about half of those in standard classes did so. This difference highlights that the tailored support strategies are effective but could be refined further.

ICT implemented rubric-guided assessments and promoted readiness for public examinations by focusing on time management, item analysis, and providing stress-reduction strategies. Over 70% of students submitted high-quality Term 1 assignments; however, there was a slight decline in Term 2 performance. This highlights the critical need for pacing support and consistent formative checkpoints to ensure sustained quality throughout the academic cycles. Citizenship and Social Development consolidated professional exchange in CLP sessions to calibrate assessments and further develop students' learning skills like note-taking, exam strategies, critical thinking and problem-solving across classes. Cross-subject observation further informed and improved assessment literacy.

CES and IH promoted self-efficacy in tackling challenges through strategies such as fostering autonomy, designing diversified tasks, and implementing a progressive solo-to-class presentation model. According

to survey data, 61% of CES students and 41% of IH students felt confident in their ability to self-assess for improvement. Additionally, 74% in CES and 43% in IH reported utilising different methods to find solutions, while 71% in CES and 48% in IH applied study skills effectively. These findings highlight stronger readiness in CES students and a need for more scaffolding support for IH students. In Chinese History, challenge questions were integrated into classwork and assessments to promote creative and critical thinking. Students were encouraged to participate in citywide programmes focused on history and culture. Achievements included recognition as cultural ambassadors and shortlisted entries in a PolyU history essay competition, showcasing the effectiveness of a challenge-rich learning environment.

In Geography, role-play activities were utilised to simulate field trip problem-solving scenarios, with student performance assessed. A significant proportion of students achieved scores of 70% or higher in UTs and exams in S1 and S3–S6. Additionally, many students reported that the role-play exercises greatly improved their fieldwork problem-solving skills, demonstrating a clear link between their academic success and their self-perceived ability to apply these skills effectively.

In History and S1 Humanities, a comprehensive approach was employed, including personalised learning targets, alumni-led tutorials, and explicit teaching of study techniques such as creating timelines, conceptual maps, and tables, as well as strategies for reading, interpreting cartoons, and answering questions. As a result, all tutorial participants (100%) noted improvements in their higher-order thinking skills, with over 85% feeling better prepared for the DSE exams. However, only 55% expressed confidence in their self-assessment abilities, and 56% reported utilizing of various problem-solving skills. These findings underline the importance of systematically incorporating reflective practices into the regular learning framework.

Business, Accounting, and Financial Studies (BAFS) incorporated challenging questions into exercises, tests, and exams, while also including media-rich preparation materials. Notably, 68% of students applied study skills effectively, while 70% of S4–S5 BM students utilised YouTube for MCQ preparation. However, class-level differences in S3 students' engagement with challenge questions highlighted the need for tailored approaches.

In Visual Arts, students are required to complete at least four formal reflections throughout the year. These reflective practices enabled 55% of students to feel confident in their self-assessment abilities. Additionally, the use of portfolios and sketchbooks provided a visible and assessable record of their growth, serving as an ongoing narrative of their artistic practice.

In Physical Education (PE), students crafted props and choreographed dance performances within the framework of the Sport Education Model. Additionally, fitness assessments were expanded to include the standing high jump and handgrip strength tests to cater for learner diversity. The overall objectives were largely achieved, with over 60% of students expressing confidence in their learning. This success was attributed to the clear performance criteria, which increased students' willingness to embrace physical challenges.

Across various subjects, departments sustained the practice of integrating assessment analysis into their planning processes. They refined syllabi and schedules based on markers' reports and maintained the tradition of including bonus questions in junior forms. These efforts aligned with last year's focus on diversified assessment, standardisation, and data-driven refinement, ensuring that tasks remain appropriately challenging and instructional approaches adapt effectively to meet student needs.

Whole-school Target 1.4 remained on track through the implementation of standardised paper-setting, the detailed analysis of markers' reports, and the integration of internal and public assessment data into curriculum updates. Junior cohorts widely engaged with bonus questions—practices that were embedded as system norms last year and have been sustained across panels this year. Most subjects successfully met pass-rate expectations at the junior level, maintaining diversified assessment modes as outlined in the whole-school success criteria. Departments conducted mock exams, embedded higher-order and challenging items into assessments, and reinforced vertical alignment to ensure task difficulty was both appropriate and transparent. Where gaps were identified—such as inconsistent senior study-skill transfer and isolated cases of misalignment between teaching content and exam difficulty—panels proposed concrete follow-up measures. These included curriculum and paper calibration as well as targeted coaching to stabilise outcomes in the next cycle in alignment with the updated whole-school targets.

Reflection

MC1 is mostly achieved at the whole-school level, resulting in notable improvements across various areas. These include enhanced lesson engagement, the adoption of diversified assessments, expanded learning opportunities, and enhanced teaching capacity building. However, confidence and consistency in applying these strategies still vary across year groups and subjects. Targets such as improving student engagement, increasing participation in eLearning, promoting self-assessment, and enhancing assessment literacy were either achieved or narrowly missed by different subject panels. Despite overall progress, gaps remain, particularly in aligning efforts in S2 and fostering greater student confidence in presenting their learning outcomes.

a) Facilitating factors

Whole-school alignment with MC1: Clear targets and success criteria (e.g. achieving engagement levels of 65% or higher, eLearning participation of at least 63%, and self-assessment rates of 60% or more) were set. These targets serve to guide the development of learner-centred lessons, promote peer learning, and encourage the use of a variety of assessment methods across different subject panels.

Professional learning routines: These encompass initiatives such as Growth Wednesday, Collaborative Lesson Planning (CLP) sessions, open lessons, and external support like Self-Regulated Learning (SRL). Emphasis was placed on employing scaffolding strategies to accommodate learner diversity and foster metacognitive practices across different panels.

eLearning mainstreaming: eLearning has become widely adopted, with tools and platforms such as GoodNotes Classroom and self-grading quizzes playing a significant role. These resources improve lesson interactivity, provide timely feedback to students, and make outstanding work more visible. This encourages discussions and helps to address any misunderstandings or misconceptions effectively.

Platforms to showcase success: Various platforms are available to highlight and celebrate students' achievements. These include Reading Fairs, exhibitions, competitions, SEM assessments in PE, as well as subject-specific showcasing activities. These initiatives provide students with more opportunities to present their work, demonstrate their skills, and gain recognition for their efforts.

b) Hindering factors

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

Mid-form misalignment: Discrepancies exist in the content being taught, the expectations for assigned tasks, and the difficulty level of exams in S2. These inconsistencies lead to a decline in academic performance and diminished student confidence, despite improvements observed in other grades.

Uneven transfer of study skills: Workshops and study routines were offered to help students develop study skills like note-taking, self-assessment, and problem-solving. However, inconsistent application of these skills hindered students' progress in enhancing independent learning.

Confidence and presentation: Several panels noted that students displayed lower confidence in presenting or sharing their work publicly. Furthermore, the standard of peer assessments and students' confidence in giving feedback require improvement through structured guidance and increased practice.

Breadth and timing constraints: The curriculum is packed with a large amount of content, while lesson time is limited. Additionally, large class sizes, frequent staff turnovers in some subjects, and strict year-end project deadlines have restricted opportunities for in-depth learning, personalised teaching approaches, and displaying students' work.

RAC coverage and uptake: Engagement with reading materials across different subjects and student participation were lower than expected in some areas. This reduced students' curiosity beyond the classroom and hindered the integration of knowledge across disciplines.

Feedback and follow-up work

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

Interest and engagement: Enhance lesson planning by incorporating a variety of diverse, engaging, and purposeful tasks. Implement clear and structured “First Five” protocols, include pre-lesson activities to prepare students, and incorporate dynamic routines like think-pair-share and student-led discussions. These approaches are designed to achieve specific levels of student engagement in both physical and eLearning settings.

Confidence building: Develop a structured approach to presenting work, starting with peer-to-peer sharing, progressing to small group discussions, then to full class presentations, and finally public presentations. Introduce incremental recognition to celebrate efforts and achievements. Include opportunities for small-scale recognition and thoughtfully choose exemplary work to showcase accomplishments effectively. Implement regular brief sessions of peer feedback training, utilising clear examples and well-defined rubrics. This approach helps enhance self-assessment abilities while boosting confidence levels.

Self-reflection for improvement: Enhance the implementation of regular feedback cycles to deliver high-quality, personalized feedback to students. Offer customized self-reflection forms for completion after UTs or examinations. Additionally, ensure that the self-assessment objectives are targeted towards specific and observable learning behaviours, with the aim of meeting or surpassing the 60% self-assessment benchmark.

Granularity and alignment: Address gaps in S2 learning by utilising blueprint-aligned UTs and exams, conducting item analyses, providing additional practice exercises, and implementing moderation processes. Tailor tasks and support according to students’ readiness levels, particularly in large classroom settings. This can be achieved by employing flexible grouping strategies and utilising tiered learning materials.

Extended RAC and beyond-class learning: Prioritise the early development of RAC activities by fostering close collaboration with the Library Working Group. Additionally, ensure that external programmes are meticulously scheduled to avoid coinciding with assessment periods. This strategy will enhance participation and sustain continued engagement.

Showcase logistics: When year-end timetables make it challenging to arrange live showcases, consider utilising the campus television or subject week display platforms to broadcast pre-recorded project highlights and exemplary work. This approach ensures that students’ efforts are appropriately recognised, while also minimising any interruptions to regular lessons.

Major Concern 2: To nurture students to be Positive Thinkers

In the 2024-25 school year, the school continued to place strong emphasis on students' holistic development by enhancing their awareness of personal well-being, helping them adopt and consistently practice positive habits and a healthy lifestyle, and guiding them to demonstrate self-motivation and persistence in the pursuit of their goals.

Achievements: Targets set for **the school's Major Concern (MC2): to nurture students to be positive thinkers were mostly 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 target was **achieved**.

The school implemented a range of programmes to address students' physical, mental, and social well-being. Some of the initiatives included:

- Continued to improve the signature “Fit-Friday” Programme leading to increased student participation in morning running exercises
- More lunchtime activities to promote physical and mental well-being
- Emotional well-being talks
- Classroom discussions on emotion management to raise awareness of mental wellness among students
- S1 Calm Bottle Making Programme to encourage students to face and manage their emotions effectively
- S1 Love Ambassadors project
- M+ Dart project to promote mental awareness among senior form students
- “Art and Soul Retreat” Programme, a series of workshops including Zentangle drawing, Herbarium making, UV Resin Hair Clip making, and Baking workshops to support female students with mental illness
- Mental Health Activities such as the “energy booster” and “S6 Garlic Pack” to promote mental wellness among S6 students
- Provision of training to Peer Counselors to empower them to offer emotional support to their mentees
- Various “We Are The Best Class...” campaigns to promote class spirit and social well-being
- S2 Hostel Experience
- Life-wide Learning Day
- Introduction of LOG journal to provide a platform for students to share their feelings with class teachers
- “人人和音” Programme where young artists shared stress and emotion management techniques for better mental well-being
- A two-week Programme entitled “Embrace Your Vibes” designed to encourage students to care for individuals on campus and accept their own emotions
- Confident Explorer Programme to promote well-being, especially social well-being, among students requiring additional attention and support

- S1 Parent-Child Day to raise parents' awareness of mental health
- Parent talks and workshops focused on helping parents manage their child's emotions
- Teacher training to equip teachers with better understanding of ways to support students' mental health

These initiatives collectively aimed to create a supportive and nurturing environment for students, promoting their holistic well-being and personal growth.

The year-end student survey results reflect a positive impact on students' understanding and awareness of various aspects related to health, well-being, and lifestyle choices. Here is a summary of the key findings from the year-end survey, APASO and SHS.

Physical well-being:

- 97.7% of students understood the importance of exercise for their health.
- 97.4% of students recognized the significance of maintaining a healthy diet.
- 96.9% of students valued a proper daily routine and sufficient sleep for their studies and health.
- 94.7% of students were aware of the negative effects of excessive mobile phone/computer use on health.
- 91.4% of students believed they had learnt about cultivating a healthy lifestyle from school lessons.
- 88.8% of students have attempted to exercise as much as possible, with 61.1% meeting the FIT 60 target set by the school.
- The Q-score for BMI (Less Obese) has reached a record high of 116 in 2024-25.
- The Q-scores for Physical Exercise and Sleeping Hours have shown improvement compared to previous years.

Mental Well-being:

- 97.4% of students have grasped the importance of maintaining good mental health.
- 87% of students find school activities (e.g. sports games, lunch time activities, outing, etc.) enjoyable and stress-relieving.
- Positive feedback was received for mental health activities, with high percentages of students benefiting from and enjoying various Programmes. For instance, 96% of the students participating in the mental health talk found it helpful in raising their awareness of mental wellness and they had learnt more vocabulary to describe their emotions. 98% of the participants agreed the Parent-child Day could help raise their awareness of mental wellness. Over 80% of the students expressed that they were happier after taking part in the Confident Explore Programme, and more than 80% of the participants' parents agreed with that. 90.1% of S6 students expressed that they enjoyed the Energy Booster Programme and 84.1% of them agreed that the Programme helped them to explore and experience new ways to relieve stress. Over 90% of the participants of the M+ Dart Programme agreed that the sport could help release academic stress. 87.8% of the students agreed that the discussion led by class teachers could encourage them to reflect on their experiences in the relevant areas and try to apply the suggestions shared.
- The majority of students (80.7%) exhibit willingness to engage with teachers and reflect on their experiences, with positive responses to activities like class discussions and the LOG Journal.
- Feedback from parent workshops and teacher training was encouraging. 100% of participating parents found the workshops helpful in improving their communication skills and emotional awareness. 95% of teachers felt that the training sessions enhanced their understanding of relevant

issues.

- 93.9% of teachers acknowledged the Student Well-being Committee's effectiveness in supporting students in dealing with emotional challenges and peer relationship issues.

Social Well-being

- 94.3% of students were satisfied with their relationships with schoolmates, and 90.3% agreed that class- and form-based activities strengthened peer-to-peer bonds. The Stakeholder Survey echoed this positivity, with an increased number of students affirming mutual support and positive relationships among peers. There was also a rise in the percentage of students agreeing that the school actively teaches interpersonal skills.
- Targeted support programmes further helped selected students develop social skills and foster positive peer relationships, earning overwhelmingly positive feedback from participants.

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

The target was **mostly achieved**.

Throughout the year, the school implemented targeted strategies to help students develop positive habits and a healthy lifestyle.

Over 90% of students exhibited awareness of the significance of positive habits and healthy lifestyle. According to result of stakeholder survey, over 80% of teachers agreed that the school curriculum aligned with the learning goal to help students lead a healthy lifestyle through active participation in physical and aesthetic activities, while cultivating an appreciation for sports and the arts. The weekly Fit-Friday Programme and the wide range of lunchtime sports and arts programmes have all contributed to this target.

Compared to last year, there was a noticeable increase in the percentage of positive feedback received from teachers about the school's efforts in helping students lead a healthy life, such as striking a balance between study and rest, doing sufficient physical exercise, and knowing how to reduce stress. A similar increment was also obtained from parents' feedback on the same question in the stakeholder survey. The success of the school's effort in promoting physical exercise is further evidenced by the surge in the Q-score of the APASO questions relating to physical exercise for both junior and senior students.

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

The target was **partially achieved**.

To empower students in setting goals and cultivating self-motivation and persistence, the school organized sharing sessions by guest speakers, class discussions, and individual counseling. These initiatives helped students draw motivation from peers, deepen self-understanding, and establish a routine of regular self-evaluation.

Compared to last year, the Stakeholder Survey revealed an increase in students' confidence in setting learning goals. In the year-end evaluation, over 70% of students reported that they were able to use the newly introduced LOG Journal to set clear goals for this school year. Additionally, 90.8% of students reported conducting self-evaluation after major assessments, reflecting stronger reflective habits and ownership of their learning journey. Furthermore, 92% of students revealed that they always tried to make

improvement by putting in more effort.

The Careers and Life Planning Committee made focused efforts to cater to the diverse needs of students, enabling them to recognize the vital role of goal-setting in effective life planning. As a result, 81% of S6 students reported that career counselling significantly supported them in planning their future studies. Additionally, with teacher's guidance, 83% of S3 and S4 students actively incorporated positive habits into their study routines.

Reflection

This year's evaluation results affirm that the school has successfully met its key targets. Through a diverse array of purposeful initiatives, students have deepened their awareness of overall well-being, cultivated positive habits, and sustained them to maintain a balanced and healthy lifestyle. They have also demonstrated growth in self-motivation and persistence in pursuing both personal and academic goals.

a) Facilitating Factors

The school has adopted a holistic and integrated approach to nurturing student well-being, seamlessly weaving support into both academic and co-curricular dimensions. To amplify the impact of these initiatives, the school strengthened cross-team collaboration throughout the year. Notable examples include the close partnership between the Student Well-being Committee and the Christian Education Committee, which enriched farewell activities with both emotional and spiritual care for graduates. The Values Education Committee joined forces with the Christian Education Committee to infuse their Programmes with messages of love, compassion, and mutual support. And the Student Well-being Committee and the PE Department worked hand-in-hand to promote mental resilience alongside physical health, ensuring students benefit from balanced, whole-person development. These collaborative efforts reflect our shared commitment to creating a caring and supportive school environment where every student can thrive.

The new initiatives launched this year have enriched students' learning experiences to support holistic personal development, strengthened targeted support systems to address individual needs, enhanced teachers' professional capacity to provide insightful and effective guidance, and fostered greater parental involvement in nurturing their children's emotional, social, and academic growth. In the Stakeholder Survey, more parents expressed agreement with the statement that the school helped their child resolve problems related to growing up, such as those related to physical and mental development, making friends and studies.

b) Hindering Factors

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

While students now exhibit a foundational awareness of positive and negative influences, their ability to consistently distinguish and resist harmful ones remains an area for further enhancement—an essential step for cultivating genuine positive thinking. Although they understand relevant concepts intellectually, many are still vulnerable to distraction or peer pressure. This underscores the need for more robust support through continuous guidance, structured reflective practices, and real-world application, ensuring that this awareness becomes an enduring and instinctive part of their decision-making process.

Although improvement is seen, according to the APASO survey, the frequency with which students experience negative emotions such as depression, irritation, anger, nervousness or anxiety remain higher than that of other students in Hong Kong. This underscores the need to continue equipping students with the readiness to embrace challenges and to cultivate a positive mindset to regulate their emotions effectively. In an increasingly digital world, teachers face unprecedented challenges in nurturing students' holistic well-being. The constant presence of social media, online gaming, and instant connectivity exposes students to heightened risks of cyberbullying, comparison-driven anxiety, and sleep disruption caused by screen addiction. At the same time, the blurred boundary between online and offline life makes it harder for teachers to detect signs of distress, as many struggles now unfold in private digital spaces rather than the physical classroom. Teachers should acquire new digital literacy skills—not only to guide responsible technology use, but also to help students navigate issues of privacy, empathy in virtual interactions, and the emotional impact of perpetual connectivity.

Additionally, there has been a slight decline in students' agreement that they receive sufficient support and encouragement from teachers. As students' maturity, problem-solving capabilities, and emotional stability continue to develop, their expectations for teacher guidance appear to have risen. This highlights the importance of further enhancing teachers' professional skills to deliver more responsive, empathetic, and impactful support tailored to evolving student needs.

The shielding of their children from difficulty by some parents has unintentionally deprived students of the very experiences that forge perseverance. Children who are habitually rescued learn to associate challenges with immediate relief rather than with the effort required to overcome it, fostering a mindset that views obstacles as threats rather than opportunities for growth. Over time, this overprotective or perfection-driven parenting erodes intrinsic motivation, heightens fear of failure, and weakens the emotional muscle needed to persist through setbacks. As a result, students may develop learned helplessness, give up quickly when faced with genuine challenges, and struggle to regulate effort in academic, social, or personal pursuits, ultimately hindering the development of the resilience and grit essential for long-term success and well-being.

Feedback and Follow-Up

Building on the achievements and reflections outlined above, the school will sustain its commitment to providing holistic support for students' well-being in the coming years.

Successful initiatives will continue, while new programmes such as Mental Health Week, PE Week, and Failure Week, will be introduced to reinforce positive values, resilience, and healthy practices. Greater collaboration within Student Growth Domain and across other disciplines will be fostered to generate stronger synergy and a more cohesive support framework.

To nurture empathy and positive thinking, an expanded range of life education Programmes and community service experiences will be organized, enabling students to draw inspiration from real-life role models and cultivate a deeper sense of purpose through serving others.

Professional development for teachers and parents will be prioritized through targeted training, equipping them with enhanced skills and strategies to provide more effective, responsive, and unified support for students' emotional, social, and academic growth.

Financial Summary for 2023/2024 School Year (audited)

Reporting DSS Schools' Annual Financial Position Financial Summary for the 2023/2024 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	71.16%	N.A
School Fees	N.A	23.15%
Donations	N.A	0.09%
Other Income	1.48%	4.12%
Total	72.64%	27.36%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	88.28%	
Operational Expenses (including those for Learning and Teaching)	3.72%	
Fee Remission / Scholarship ¹	2.60%	
Repairs and Maintenance	1.73%	
Depreciation	3.62%	
Miscellaneous	0.05%	
Total	100.00%	
Surplus / (Deficit) for the school year[#]	0.77	months of the annual expenditure
Accumulated Surplus in the Operating Reserve as at the End of the School Year[#]	9.89	months of the annual expenditure
# in terms of equivalent months of annual overall expenditure		

¹The % 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 2024/25 Academic Year- Learning Support Grant Financial Report (Outsourcing Report)

(融合教育運作指南附錄十八) Date: 15/11/2025

2023/24 Retained surplus: \$ 4,664.58 (a)

本學年總撥款 2024/2025 Total Allotment: \$982,909 (1st Installment) (b) + \$517,421 (2nd Installment)(c) = \$ 1,500,330

2024/25 Available Funds (Total Allotment): \$ (d) 1,504,994.58 [(a)+(b)+(c)]

2024/25 Total Expenditure: \$1,499,141.72 (e) Accumulated Surplus by the end of 2023/24: \$ 5,852.86 [(d)-(e)]

	Item	Types of activity/ services	Outsourcing Services	Time of Implementation	Target Group	Performance Indicators	Evaluation of Effectiveness	Actual/ Average Expenditure
1.	Part time teacher	To coordinate the work of the student support team	Open recruitment	/	/	Staff appraisal	/	Salary: \$209,538 MPF: \$10,476.91
2.	Part time teacher	To coordinate the work of the student support team	Open recruitment	/	/	Staff appraisal	/	Salary: \$487,440 MPF: \$24,372
3.	Part time teaching assistant	To execute the support work of the student support team and provide admin support	Open recruitment	/	/	Staff appraisal	/	Salary: \$207,402 MPF: \$10,370.10
4.	Part time teaching assistant	To execute the support work of the student support team and provide admin support	Open recruitment	/	/	Staff appraisal	/	Salary: \$149,991.08 MPF: \$7,499.56
5.	S1 Bridging Program	Inclusive activity	Nil	Session: 6 Duration: 1.5 hr Total time: 9 hrs	All S1 students	Students' questionnaire ➤ Performance indicator: Over 70% of students agrees that they are confident in their transition to secondary school life	➤ 82.5% of the students agreed that the activities increased their confidence in adapting Secondary school life ➤ 81.7% of the students agreed that the activities facilitated	Total fee: \$447.6

							their understanding about their classmates and teachers	
6.	S2-S5 New Students Orientation (6/9/2024)	Inclusive activity	Nil	Session: 1 Duration: 1.5 hr Total time: 1.5 hr	No of Students: 3	Students' questionnaire ➤ Over 70% of students agrees that they are confident in their transition to secondary school life	➤ 100% students agreed the workshop helped them understand themselves better and more ➤ 100% students agreed the workshop gave them an opportunity to know more friends, School Counselors and the Social Workers in SPKC better ➤ 100% students agreed that the workshop was enjoyable, useful and meaningful to them	Total fee: \$396
7.	S1 Parent-child Day (14/9/2024)	Outsource services, inclusive activity	Upward Horizons Limited	Sessions: 2 Duration: 3 hrs Total time: 6 hrs	No of Students: 205 S1 students	Students' questionnaire ➤ Over 70% of the students agree the activity can help raise their awareness of mental wellness. Parents' questionnaire ➤ Over 70% of parents agree that the activity arranged help increase their awareness towards the holistic development of their children.	➤ 98% of students agree the activity can help raise their awareness of mental wellness ➤ 98% of parents agree the activity can help increase their awareness towards the holistic development of their children	Total fee: \$1,657

8.	Confident Explorer Programme (CEP) (Term 1 & 2)	Outsource services, inclusive activity	Upward Horizons Limited	Term 1 Total time: 47 hrs Term 2 Total time: 47 hrs	Term 1: No of Students: 34 (with SEN) Term 2: No of Students: 25 (with SEN)	Students' questionnaire ➤ Over 70% of the students agree the activity can learn new ways to release their pressure ➤ Over 70% of the students agree that the program help promote positive habit and life style Parents' questionnaire ➤ Over 70% of the parents agree that the program help promote positive habit and life style	First Term ➤ 72% of the students agreed that they are happier after joining the programme and have met new friend that they cherish. ➤ 71.4% of the students agreed that their concentration improved, and they are more persevere in completing tasks. ➤ 72% of the parents agree that their child have met new friends and more sociable. 94% of the parents found that their child are happier than before. Second Term ➤ 78.2% of the agreed that they had adopted a healthy lifestyle. ➤ 73.9% of the students agreed they are more persevere in completing tasks. ➤ 87% of the students and 81% of the parents agreed that students are happier.	Total fee: \$32,260
9.	Reading and Writing Workshops	Learning Support (Chinese)	OWL's Learning Centre	Sessions: 12 Duration: 1.5 hr Total time: 18 hrs	No of Students:: 5 (S3 students with	Students' questionnaire ➤ More than 70% of the students who participate the workshops agree that their confidence	➤ 100% of the students the students agreed that the workshop help enhance their writing skills, and their overall ability in	Total fee: \$16,560

					SpLD or who are less able in academics)	increased and they are more equipped with different learning skills ➤ 30% of student show improvements in their academic performances in relevant subjects	learning language subject ➤ 75% of the students have improved in the reading section of the final exam and their CA performances in Term 2	
10.	Clinical Psychologist Service	Counseling services	OneMoreStep Development	Sessions: 20 Duration: 8 hrs Total time: 160 hrs	No of Students: 13 students with MI/emotional needs	➤ More than 80% parents agree that the School provide timely and suitable counselling support to students with mental illness or poor mental health.	➤ 13 students received regular counseling services ➤ A total of 116 sessions were arranged this school year	Total fee: \$306,000
11.	The ElderYouth Companions Programme	Inclusive activity	Yang Memorial Methodist Social Service	Sessions: 10 Duration: 1.5 hr Total time: 15 hrs	No of Students: 30 (with SEN)	Students' questionnaire ➤ Over 70% of the students agree the activity can help increase their confidence and communication skills	➤ 90% of the students agreed that the program help enhanced their interview and communication skills, and 87% agreed that their overall confidence were increased ➤ 93% of the students agreed that they've learnt from the sharing of elderlies, and that 83% agreed that they understand themselves better	Total fee: \$8,115.8
12.	Afterschool Homework Tutorials (3 phases)	Learning support	SPKC Alumni	Sessions : 19 Duration : 1.5 hrs Total time : 28.5 hrs	No of Students: 23 (with SEN)	Students' questionnaire ➤ Over 70% of the students agree that the program help promote positive	➤ 76% of the students agree that the program help build up the habit of prioritizing tasks	Total fee: \$10,320

						habit and life style ➤ 50% of the students improved their no. of missing homework record	➤ 81% of the students agree that they are more equipped with different learning skills ➤ 79% of the students showed significant improvements in their performance in receiving missing homework record	
13.	Social Skills Enhancement Workshop (AIM)	Inclusive activity	Caritas Hong Kong (AIM by EDB)	Sessions: 13 Duration: 1.5 hrs x 12 + 1 hr Total time: 19 hrs	No of Students: 5 (ASD / Suspected ASD students)	Teachers' questionnaire ➤ Over 70% of the teachers agree that the program help promote and build a positive lifestyle	➤ 80% of students showed significant improvement in enhancing their self-awareness through group activities and coursework according to the teachers' questionnaire	Total fee: \$798
14.	Class Bonding Competition	Inclusive activity	Nil	/	All students	Teachers' questionnaire ➤ Over 70% of the teachers agree that the competition helped facilitate and promote unity and sense of belongings in the class	➤ 80% of the Class Teachers agreed that the Class Bonding Competition provided an opportunity for all students to participate in a class activity, fostering a more inclusive environment ➤ 70% of the Class Teachers agreed their class demonstrated strong spirit and unity in the Class Bonding Competition	Total fee: \$469

15.	Mental Health activities (M+) Student Dart Throwing Training Workshop	Inclusive activity	Stewards' Youth Outlook	Student Dart Throwing Training: 6 Duration: 1 hr Total time: 6 hrs Parents' Workshop Sessions: 6 Duration: 1 hr Total time: 6 hrs	No of Students: 13	Students' questionnaire ➤ Over 70% of the students agree the activity can help raise their awareness of mental wellness ➤ Over 70% of the students agree the activity can learn new ways to release their pressure	➤ Around 80% of participants agreed that dart throwing training group helped boost their mental health ➤ Around 70% of participants agreed that dart throwing training group helped stabilize emotions and learnt to be patient when in face of pressure ➤ Over 90% of the students agreed that playing sport, such as dart throwing, is relaxing and an alternative way to release academic stress	Total fee: \$295.8
16.	Flash Mob Activities by School Counselors	Inclusive activity	Nil	Sessions: 4 Duration: 1.5 hr Total time: 6 hrs	All students	Students' questionnaire ➤ More than 60% students agreed that the School is a caring place.	➤ 60.4% of the students agreed that the School is a caring place	Total fee: \$89.1
17.	Embrace Your vVibe	Inclusive activity	Nil	/	All students	Students' questionnaire ➤ More than 60% students agreed that the School is a caring place Teachers' questionnaire ➤ Over 70% of the teachers agreed that the student support services offered by the school cater for	➤ 60.4% of the students agreed that the School is a caring place ➤ 80.2% of the teachers agreed that the student support services offered by the school cater for students' development needs	Total fee: \$ 1,666.97

						students' development needs.		
18.	S6 Mental Health Activities-Energy Booster	Inclusive activity	Stewards - Makuranage Hong Kong	Sessions: 1 Duration: 2 hrs Total time: 2 hrs	No. of students: 145 (All S6 students)	Students' questionnaire ➤ Over 70% of the students agree the activity can help raise their awareness of mental wellness ➤ Over 70% of the students agree the activity can learn new ways to release their pressure	➤ 74.3% students agreed the activities helped them to relieve stress, while 84.1% students agreed that the program helped them to explore and experience new ways to relieve stress ➤ 90.1% students agreed that they enjoyed the programme	Total fee: \$12,120.9
19.	Expository and Argumentative Writing Workshop	Inclusive activity	OneMoreStep Development	Sessions: 2 Duration: 2 hrs Total time: 4 hrs	No / Types of SEN Students: 15	Students' questionnaire ➤ 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% and 75% of the students agreed they understand more about the writing skills for expository and argumentative writings ➤ 92.9% of the students agreed the workshop helped increase their confidence in writing expository and argumentative writings	Total fee: \$855.9
							Total	(e) \$ 1,499,141.72

Report on the Use of Life-wide Learning Grant (2024/25)

2024/2025 (School Year) Report on the Use of the Life-wide Learning Grant
Stewards Pool Kei College

Schools are required to upload this Report or the School Report which consists of this Report endorsed by their SMCs /AMCs 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 ¹ (Including K.L.As, 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 K.L.As / 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 47 teams and clubs)	Sep 2024-Jul 2025	S1-S6	1048	\$290,412.03	\$277.11	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	Subject-based experiential Learning Activities (e.g. Living experience and workshop)	Sep 2024-Jul 2025	S1-S6	1048	\$321,075.00	\$306.37	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	✓	✓	✓		✓
3	Library Reading Week	May-24	S1-S6	998	\$2,000.00	\$2.00	To provide students life-wide learning experience for whole person development.	General Studies	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓		✓
4	Activity for promoting positive education or well-being (e.g. Positive Education luncheon concert)	Sep 2024-Jul 2025	S1-S5	998	\$64,100.00	\$64.23	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)	✓	✓	✓	✓	✓
6	Physical and Aesthetic Development Programme	Jun 2025-Jul 2025	S1-S5	244	\$147,241.19	\$603.45	To grow students as globalized Christian leaders through offering various life-changing experiences out of classrooms under experiential learning approach.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee			✓		
7	Intellectual Development (closely linked with curriculum) Programme	Jun 2025-Jul 2025	S1-S5	240	\$147,226.59	\$613.44	To grow students as globalized Christian leaders through offering various life-changing experiences out of classrooms under experiential learning approach.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee		✓			
8	Career-related Experiences Programme	Jun 2025-Jul 2025	S1-S5	160	\$38,871.66	\$242.95	To grow students as globalized Christian leaders through offering various life-changing experiences out of classrooms under experiential learning approach.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee		✓			✓
9	Values Education and Community Service	Jun 2025-Jul 2025	S1-S5	164	\$86,391.35	\$526.78	To grow students as globalized Christian leaders through offering various life-changing experiences out of classrooms under experiential learning approach.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee	✓			✓	
10	Life-wide learning day	Dec-24	S1-S6	1048	\$93,595.00	\$89.31	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	✓	✓	✓		✓
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				5,948	\$1,190,912.82									

1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	UK & Denmark Study Tour	Jan-25	S3-S5	8	\$91,400.00	\$11,425.00		Cross-Disciplinary (STEAM)		✓	✓			✓
2	Physical and Aesthetic Development Programme	Jun 2025-Jul 2025	S1-S5	89	\$256,256.04	\$2,879.28		Cross-Disciplinary (Others)		✓	✓	✓		
(Please insert rows above if the space provided is insufficient.)														
				Sub-total of Item 1.2	97	\$347,656.04								
				Expenses for Category 1	6,045	\$1,538,568.86								

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			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,538,568.86

Category 3: Number of Student Beneficiaries

Total number of students in the school:	1,048
Number of student beneficiaries:	1,048
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Mr Lam Wah Yeu Roy
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 (2024/25)

DLG (OP)---Other Programme									
Subjects/ committees	Programme	Objective(s)	Targets	Duration	Deliverables (learning outcomes)	Program evaluation (surveys/ assignment/ reflection)	PIC	Expenditure(HKD)	Achievement/ (feedback)
Maths	Senior Maths Team	Arouse students' interest in Mathematics and cultivate an appreciation for its beauty	S4-S5 students	19 hours	-Problem solving skills -Higher order thinking -Preparation for external Maths competitions	Surveys	Ms Grace Au	\$ 13,577.00	14 students learn more about advanced Maths knowledge in training course. 8 entities representing Maths Team took part in various external Maths competitions. One student (Lin Ching 4P 15) even obtained First Honour in HK Maths Olympiad.
I.C.T.	HK e-Learning, STEAM & Coding Education Study Tour to the United Kingdom and Denmark	To boarder students' horizon by exchanging innovative idea in global event.	2 senior form students	19- 30 Jan 2025 (Tentative)	-Sharing of different innovative design -Innovative product design can be displayed in the expo / Rm 604 -Understand the latest IT development	-Sharing session (f2f or video format) with classmates/schoolmates -Learning journal for recording experiences	Mr Alfred AU	\$ 19,800.00	100% students agreed that they learned latest advancements in EdTech and STEM-related innovations after the tour.
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	-Elite S6 students would receive higher order thinking sharing by alumni -Elite S5 were offered new insight when tackling essay questions	-Students' feedback -Teachers' observation -Quality of Fieldwork report	Ms Angel Man	\$ 11,180.00	Elite S6 students gained valuable higher-order thinking skills through alumni sharing, enhancing their analytical abilities. Meanwhile, Elite S5 students received fresh perspectives on essay questions, fostering their critical thinking and writing skills. Both initiatives contributed significantly to their academic growth and confidence.
Visual Arts	Chinese Painting and Culture	To develop students' practical skills in Chinese painting techniques and foster students' appreciation for the diversity of Chinese cultural expressions	15 students (S4-S5) Nomination by the Visual Arts Department with specific criteria	6 lessons within 6 months	At least 3 finished chinese paintings	Exhibition and reflection	Ms SH Chan	\$ 8,400.00	Students completed at least three Chinese paintings, with an exhibition held on the second floor for appreciation. Over 83.3% of students agree that they are satisfied with the entire course.
Music	DSE Music Course	To enrich students' understanding in music	S4-S6 students	Whole year S4: 108 hours S5: 113 hours S6: 54 hours	Students can acquire musical knowledge and skills.	-Quizzes -Assignment	Ms Vian Har	\$ 23,350.00	100% students can acquire musical knowledge and skills.
ICT	Elite Learning Programme for Python Coding	This course aims to introduce the fundamental concepts and techniques of computer programming to students.	6 x S.4 X3 ICT students	8 hours Zoom lessons + 2 hours f2f lesson @ PolyU	Upon completion of this course, students would be able to solve problems by programming and develop an interest in ICT or STEM-related studies.	Certificates issued by PolyU Students' feedback	Mr. Harrison Chiu	\$ 9,000.00	Upon completion of this course, students would be able to solve problems by programming and develop an interest in ICT or STEM-related studies.
AEC	School-based gifted education programme: Training Programme on Enhancing Memory Power	This workshop aimed to teach effective memory-enhancing techniques essential for academic success.	25 students from talent pool	2hrs workshop	Learn effective memory-enhancing techniques.	Questionnaire	Ms Joyce Ng	\$ 7,000.00	Participants learned various strategies. Feedback was overwhelmingly positive.
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	Elite S6 students would receive higher order thinking sharing by alumni. Elite S5 would be offered new insight when tackling essay questions.	-Students' feedback - Teachers' Observation - Quality of Fieldwork report	Ms. Joyce Ng	\$ 3,120.00	100% students agreed that they learned higher order thinking skills on Chinese history.
History	History enhancement class	To develop students' potential & maintain their interests in learning by providing more challenging tasks	High ability students	October 2024 – August 2025	Elite S6 students would receive higher order thinking sharing by alumni. Elite S5 would be offered new insight when tackling essay questions.	-Students' feedback - Teachers' Observation - Quality of Fieldwork report	Ms. Alex Lau	\$ 10,075.00	100% students agreed that they were offered new insight when tackling essay questions.
Total:								\$ 105,502.00	
DLG (OL)---Other Language									
Other Language	Senior Foreign Language Programmes (French, Japanese, Korean, Spanish)	To enrich students' understanding in learning other languages	S4-S6 students	Whole year: S4: 120 hours S5: 120 hours S6: 120 hours	Students can obtain respective language qualifications	- Assignments - Quizzes - Exams	Ms. Jess Ma	\$77,400.00	100% students can acquire other language knowledge.
Total:								\$77,400.00	

Report on the Use of Sister School Scheme Grant (2024/25)

姊妹學校交流報告書
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

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.	上海向明初級中學

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	☐	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	☐	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☐ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 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	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明):	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明):

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☐ 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	☒	討論
M2	☒	分享
M3	☒	問卷調查
M4	☐	面談/訪問
M5	☐	會議
M6	☒	觀察
M7	☐	報告
M8	☐	其他(請註明):

全年財政報告:

編號	✓	交流項目	支出金額
N1	☒	到訪內地姊妹學校作交流的費用	HK\$68,820.00
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$
N3	☐	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	☒	視像交流設備及其他電腦設備的費用	HK\$66,090.00
N5	☐	交流物資費用	HK\$
N6	☐	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	☐	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	☐	其他(請註明):	HK\$
N9	☒	學年總開支	HK\$134,910.00
N10	☐	沒有任何開支	不適用

反思及跟進:		
編號	✓	內容
O1	☒	有關交流活動的層面 [如適用, 請註明] 反思: 到訪姊妹學校進行實體交流活動, 兩地一共接近 80 人參與, 包括兩校負責對外交流聯繫的老師等。 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。
O2	☒	有關交流活動的形式/內容 [如適用, 請註明] 反思: 在實體交流中: 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、興趣班及午間活動, 使兩地學生建立友誼。 跟進: 日後可以實行更多實體交流活動, 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。
O3	☒	有關交流活動的時間安排 [如適用, 請註明] 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。 跟進: 擬定活動日子時避免與學校大型活動重疊。
O4	☒	有關交流活動的津貼安排 [如適用, 請註明] 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費用。
O5	☐	有關承辦機構的組織安排 [如適用, 請註明]
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	0 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	28 總人次
P4	✓	本校教師參與交流的總人次	4 總人次
P5	✓	本校學校管理人員參與交流的總人次	0 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
2024/2025	134,794.00	165,439.00	134,910.00	165,323.00
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 (2024/25)

Stewards Pooi Kei College Report on the Use of the Promotion of Reading Grant 2024-2025

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives:

Regular Reading Period

- The school demonstrates its support by providing a 40-minute reading time each week, which helps develop students' reading habits and enhances the overall reading culture.
- Students are encouraged to borrow library books in advance or read books of their interest during the formal reading (RaC) periods.
- Over twenty Chinese and English books were promoted by teachers and students through the PA system during RaC periods, reaching all teachers and students.
- Eight issues of RaC materials, covering four different topics, are prepared once a month for teachers and students to broaden their horizons.
- In-class sharing is encouraged during RaC periods to foster discussion and enhance engagement.

Reading Award Scheme

All S1 to S3 students participated in the reading schemes initiated by the Chinese Language Department and the English Language Department. The number of students eligible for the award reached 360 in the Chinese Reading Scheme, increased 90.5% compared to the previous academic year.

Enriching Library Collections

- The grant was utilized to purchase books supporting both English Reading Scheme and the Chinese Reading Scheme. These titles which recommended by teachers, help students improve their language mastery.
- The grant was allocated to enhance the Class Library, ensuring students have access to quality books recommended by teachers within their classrooms.
- The grant also supported the acquisition of books recommended by various subjects and teams, catering to both learning and leisure reading.

Students' Engagement in Reading Activities

- The grant was used to support various reading initiatives, including the "Book Fair," "Book Week Activities," and "Meet the Author Talk." During Book Week, students engaged with a variety of reading materials, participated in weekly assemblies, and enjoyed experiential activities that explored the life and culture of Hong Kong traditions. Their active participation contributed to an exciting atmosphere, resulting in positive feedback from over 80% of participants.
- The "Author Talk" on "Chinese History in Jin Yong's Novels" was particularly well-received by both teachers and students. More than 85% of students responded that the guest speaker's insights sparked their interest in reading martial arts novels.

Part 2: Financial Report

	Item*	Actual Expenses (\$)
1	eReading (金閱閣校園版 SJR)	\$ 17,000
2	Purchase of Printed books (student books and teacher referenc)	\$ 30,784.60
3	Reading Activities (Author talk, book vouchers for reading schemes and activities)	\$ 29,420.40
	Total	\$ 77,205

Report on the Use of Student Activities Support Grant (2024/25)

Jul 2025 ver.

2024/2025 School Year Report on the Use of the Student Activities Support Grant Stewards Pooi Kei College

I. Financial Overview

A	Allocation in the Current School Year:	\$32,500.00
B	Expenditure in the Current School Year:	\$33,750.00
C	Unspent Amount to be Returned to the EDB (A – B):	-\$1,250.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	4	\$8,750.00
Full-grant under the School Textbook Assistance Scheme	26	\$24,600.00
Meeting the school-based financially needy criteria	1	\$400.00 400(capped at 25% of the total allocation for the school year)
Total	31	\$33,750.00

(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 ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: 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		2	\$1,050.00		✓	✓		
2	Aviation Club		2	\$1,000.00		✓	✓		✓
3	Basketball Team		3	\$1,950.00		✓	✓		
4	CEP		3	\$1,950.00	✓	✓	✓		
5	Choir		3	\$1,950.00		✓	✓		
6	Dance Club		2	\$800.00		✓	✓		
7	Dragon Boat		2	\$1,300.00		✓	✓		
8	Hostel Experience		6	\$3,900.00	✓	✓	✓	✓	

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
9	Instrumental Class		1	\$650.00		✓	✓		
10	Junior Mathematics		1	\$100.00		✓	✓		
11	Latte Art Club		1	\$650.00		✓	✓		✓
12	LEWOWA		14	\$9,100.00	✓	✓	✓	✓	✓
13	Soccer Team		1	\$650.00		✓	✓		
14	String Ensemble		1	\$650.00		✓	✓		
15	Swimming Team		3	\$900.00		✓	✓		
16	Symphonic Band		2	\$1,300.00		✓	✓		
17	Track Bike Team		1	\$650.00		✓	✓		
18	Volleyball Team		8	\$5,200.00		✓	✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			56	\$33,750.00					
2. Non-Local 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					
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			56	\$33,750.00					

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 Student Activities Support Grant (Name & Post):	Mr Lam Wah Yeu Roy, Teacher
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Report on the Use of After-school Learning and Support Programme School-based Grant (2024/25)

School-based After-school Learning and Support Programmes 2024/25 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 this Programme is 49 (including A. 4 Comprehensive Social Security Assistance (CSSA) recipients, B. 40 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 5 under school's discretionary quota).

B. Information on subsidised activities

*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						
Various CCA Programmes	✓	✓	✓	95%	Sep 24 to Aug 25	23,715.-	1. Teacher's observation and feedback 2. Post-activity questionnaire (Teachers and students)	Over 10 service providers	
Language Training	✓	✓		98%	Sep 24 to Aug 25	5,350.-	1. Teacher's observation and feedback 2. Post-activity questionnaire (Teachers and students)	5 service providers	
Other Learning Experience - Adventure Activities, Leadership Training, Aesthetic Development Activities	✓	✓		90%	Sep 24 to Aug 25	13,136.-	1. Teacher's observation and feedback 2. Student's presentation / interview 3. Post-activity questionnaire (Teachers and students)	Over 10 service providers	
Total no. of activities: <u>32</u>									
@No. of man-times	4	40	5		Total Expenses	42,201.-			
**Total no. of man-times	49								

Note:

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, 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), full grant under the SFA Schemes (B) and needy 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			
Learning Effectiveness						
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		✓				
Personal and Social Development						
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		✓				
Community Involvement						
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 and full grant under the SFA Schemes);
- ☐ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes (Please specify the reason(s): _____);
- ☐ 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 (2024/5)

Stewards Pooi Kei College 2024-25

Our school has spent the Citizenship & Social Development Grant (CS Grant) 24-25 for the following use:

Area	Activity	Expense Items	Actual Expenses	Evaluation
i. Developing or procuring relevant learning and teaching resources	Purchasing Online Resources for teachers	a) Fee for using the online resources of Aristo Educational Press Ltd	\$600	Teachers agreed that the online resources of the publishers were useful to prepare the lesson.
		b) Fee for using the online resources of Hong Kong Educational Publishing Co. Ltd.	\$800	
	Purchasing Teaching and Learning Resources	c) Purchasing 10 Board Games (Greater Bay Area)	\$4,490	The Board Games were integrated into the curriculum of S5 this year. Teachers agree that students' interest in learning can be raised through playing board games.
		d) Purchasing Resources Pack of Constitution, Basic Law and National Security	\$12,000	Teachers agree that the resources is useful in teaching and they will be integrated into the curriculum of S4.
		e) Purchasing Magazine 公民+ for S6 students	\$11875	The Magazines are related to the update news of current affairs and include some questions and answers related to CS. Teachers think that these can broaden students' horizon. The magazines will be

				distributed to coming S6 students.
		f) Purchasing 26 library students' resources	\$2,946.84	The Books are related to CS curriculum, and they have been put into the school library for students to borrow. Teachers will do the promotion later.
ii. Subsidising students and/or teachers to take part in Mainland interflow activities or study tours in relation to the CS curriculum	Participate "Adventure in Society" in Hong Kong Disneyland	g) Subsidizing 54 S5 students to participate in this activity	\$26,190	From students' reflection, they enjoyed the activity and they learnt a lot from the background of globalization.
	Subsidizing Shenzhen Science & Technology Study Tour	h) Teachers' fee (3 teachers)	\$3,825	Teachers understand the science and technology development of China through participating in the study tours.
	Subsidizing teachers participating in the Learning without Wall Programme	i) LEWOWA 2425-17 The journey of the heart from deposed officials and disheartened literati to benevolent individuals	\$18,870	Teachers understand the social and culture development of China through participating in the study tours in relation to the CS curriculum.
		j) LEWOWA 2425-18 Jiangnan Cultural Journey: An Exploration of History and Charm	\$18,330	

		k) LEWOWA 2425-19 Service Trip and Panda Conservation in Sichuan	\$17,340	
		l) LEWOWA 2425-20 Beijing: History, Culture and Sister School Exchange	\$19,980	
	CS Mainland Study Tour 24-25	m) Fee for 1 Extra Teacher and 4 S5 repeaters	\$6,190	The Tour was completed smoothly, and the extra teacher plays a key role on helping students.
		n) Buy 15 Sim Card for teacher's communication purpose	\$375	
iii. Organising or subsidising students to participate in joint-school/ cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	Subsidizing Shenzhen Science & Technology Study Tour	o) 75% Subsidy of Shenzhen Science and Technology Study Tour (Students' fee)	\$20,613	The students showed great interest in the activity. They could relate the activity to the topic of China' Science and Technology achievements.
		p) Shenzhen BGI Genomics (華大基因) Workshop	\$10,200	
	Subsidizing (S4-S5) students participating in the Learning	q) LEWOWA 2425-17 The journey of the heart from deposed	\$8413.56	The students could relate the activity to the topic of China' social and cultural background through joining cross-

	without Wall Program	officials and disheartened literati to benevolent individuals		curricular activities held in the Mainland.
		r) LEWOWA 2425-18 Jiangnan Cultural Journey: An Exploration of History and Charm	\$8413.54	
		s) LEWOWA 2425-19 Service Trip and Panda Conservation in Sichuan	\$2103.36	
		t) LEWOWA 2425-20 Beijing: History, Culture and Sister School Exchange	\$6310.17	
			Total: \$199,865.47	

Report on the Use of Supporting Non-Chinese Speaking Students with Special Educational Needs Grant (2024/25)

Stewards Pooi Kei College 2024/25 Academic Year- NCS - Financial Report (Outsourcing Report)

Date: 15/11/2025

2023/24 Retained surplus: \$ 11414.45

本學年總撥款 2024/2025 Total Allotment: = \$ 106,769

2024/25 Available Funds (Total Allotment): \$ \$118,183.45

2024/25 Total Expenditure: \$ \$115,465.46 (e) Accumulated Surplus by the end of 23/24: \$ 2,717.99

	Item	Types of activity	Outsourcing Services	Time of Implementation	Target Group	Performance Indicators	Evaluation of Effectiveness	Actual/ Average Expenditure
1.	Part time teaching assistant	Additional staff	Open recruitment	/	/	Staff appraisal	/	Salary: \$63,816 MPF: \$3,190.8
2.	Part time teaching assistant	Additional staff	Open recruitment	/	/	Staff appraisal	/	Salary: \$46,151.1 MPF: \$2,307.556
							Total	(e) \$115,465.456

School Contact Information

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