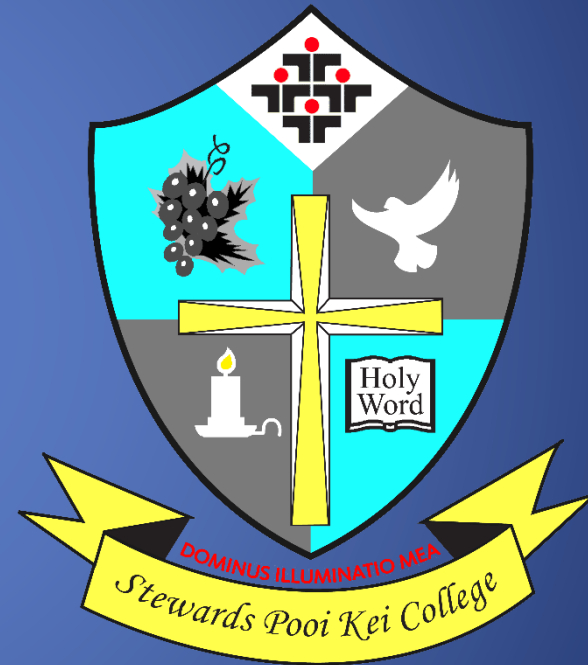# 2025 – 2026
Annual School Plan

Major Concerns:

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

Content   Page

School Motto, Basic Beliefs, Vision & Mission

School Motto

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

School Basic Beliefs

- We believe that every child is created to have intrinsic value as an individual regardless of family and background, to be able to develop to their full potential if opportunities are given.

- We believe that life is created with a purpose, that is, to glorify the Almighty God and to serve the others (Matthew 22:36-40). Life becomes meaningful by knowing God, by serving others, and by sharing the good news to the world.

School Vision

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

School Mission

- We aim at preparing tomorrow's leaders with character and intelligence.

- Definition of Tomorrow's Leaders@SPKC:
  S: Servant Leader
  P: Positive Thinker
  K: Keen Learner
  C: Confident Explorer

- Four qualities we expect our graduates to be equipped through SPKC:
  Christian Value, Love & Care, Globalized Vision and Life-long Learning

SWOT Analysis (2024–25)

Strengths

1. The school has clearly defined development goals aligned with Hong Kong's educational aims and seven learning goals. Its curriculum objectives reflect current educational trends, ensuring relevance and responsiveness to students' evolving needs.

2. The school offers a comprehensive and balanced curriculum that promotes diverse and meaningful learning experiences, continuously refined to enhance variety, which includes programme such as Learning Without Walls and Pooikeinian's Future Academy. Diverse teaching and assessment methods are effectively employed across subjects to support students' learning.

3. The school nurtures creativity and leadership by providing numerous opportunities that address students' developmental needs. Consistently high participation in co-curricular activities and competitions reflects positive student engagement and satisfaction.

4. The teaching team is composed of dedicated, enthusiastic, and adept teachers who are continually developing their experience and teaching effectiveness. Supported by a collaborative professional learning community, the team is well-positioned for ongoing growth.

5. The school's well-established IT infrastructure and tech-savvy community enhance learning efficiency, broaden learning opportunities and support effective e-learning strategies.

6. The school maintains stable and trusted partnerships with various stakeholders, including parents, education partners, and institutions, providing tailored support that strengthens school initiatives. Open and positive communication with parents fosters a nurturing environment that promotes students' holistic development.

7. The school's comprehensive preparation for public examinations, including HKDSE, IGCSE, IELTS, and IAL, has consistently yielded commendable results, underscoring its commitment to upholding rigorous academic standards.

8. The school employs a dynamic framework analyzing contemporary trends to design value-based interventions through classes, assemblies, and community service. Supported by a dedicated team of counselors, social workers, psychologists, and teachers, the school effectively addresses students' developmental needs and well-being.

Weaknesses

1. Students' social skills and resilience are developing but could benefit from more focused support. Implementing targeted programmes and activities can enhance their interpersonal abilities and foster constructive engagement with peers, supporting their growth.

2. There is room for students to develop stronger initiative and more consistent proactive learning habits. Providing more tailored support will empower students to take ownership of their learning and achieve their academic goals more effectively.

Opportunities

1. The school effectively utilizes internal resources, external professional expertise, and diverse funding sources, including QSIP, CUHK, Quality Education Fund and Youth Life Planning Activities funding, to enhance students' holistic development and advance teachers' professional development.

2. The average banding of S1 intake has been continuously rising, indicating an increasing population of higher-ability students of different potential.

3. The implementation of the Parent Education Framework and a comprehensive annual plan has further strengthened parental engagement. We have involved parents and established partnerships with NGOs, universities and alumni to provide diverse activities addressing students' career development, emotional well-being, values education, and community service.

Threats

1. The projected decline in student population, combined with an increasing number of classes in aided schools, presents a significant challenge to the school's future admission.

2. Declining government subsidies might lead to greater competition for limited resources and tighter budgets, affecting teaching quality and support for students.

3. Rising mental health issues among Hong Kong teenagers, such as anxiety and depression, present significant challenges to student well-being. The pandemic's residual effects have reduced opportunities for peer and teacher interaction, affecting social skill development. Moreover, the growing influence of social media complicates value education and holistic development.

Learning and Teaching

Major Concern 1:   To foster students to be Keen Learners

Briefly list the feedback and follow-up actions from the previous school year: (In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- **Build learning habits:** Implement the school-based lesson model by starting lessons with the "First Five Minutes Policy" to help students recap the previous lesson and prepare for new learning, and ending with a brief self-reflection. Subject panels provide or share interesting subject-based reading materials to nurture reading habits, and Academic Weeks are to be held to extend students' learning beyond the classroom.
- **Strengthen engagement:** Include a structured pair task in each lesson with clear roles to enhance collaborative learning. Make lessons more interesting and cater for learner diversity by providing differentiated tasks.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1.1 Students engage in the lesson. (e.g. actively participate in class discussions, ask questions, and contribute their ideas.)	1.1.1 To enhance lesson design to promote student engagement (For example, learner-centred classrooms, student-led activities)	• All subjects develop teaching strategies to enhance students' engagement. • All subjects use pre-lesson tasks or First Five Minutes policy to boost students' readiness at the beginning of the lesson. • Over 60% of students agree that the use of eLearning tools, platforms and materials makes them more involved in learning	• Scrutiny of subject annual plans • Learning and teaching evaluation survey	• Whole year	• Panel heads and subject teachers • IT Committee	• Budget for purchasing or subscribing to E-Learning tools • Assistance from IT technicians and supporting staff

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		• Over 63% students agree that they are engaged in lessons. • Over 60% of students agree that they take an active role in learning inside and outside of the classroom.	• Learning and teaching evaluation survey • SHS (Students)			
	1.1.2 To foster peer learning opportunities (in context-based learning) for students, e.g. peer assessment, (cross-curricular) project learning	• Most subjects use peer marking, think-pair share and group discussion strategies to increase peer learning opportunities. • Over 60% of students agree that the subject adopts different assessment methods.	• Scrutiny of subject annual plans • Learning and teaching evaluation survey	•Whole year	• Panel heads and subject teachers	
	1.1.3 To equip teachers with the capacity for designing diverse teaching strategies and differentiated assessment tasks					
	1.1.4 To create a positive classroom environment that encourages students to ask questions.					
1.2 Students are curious about knowledge	1.2.1 To promote reading across curriculum and extend learning experiences e.g	• Over 80% of subjects provide at least one RAC materials and two videos for MMC for broadcasting.	• Scrutiny of subject annual plans	• Whole year	• Panel heads and subjects teachers • Library and	• Nil

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
beyond the classroom.	subject/ committee-based materials	• English and Chinese departments promote the reading scheme with Library to arouse students' interest in reading and learning. • Over 60% of students agree that the various learning tools, platforms and materials utilized in different subjects make them more involved in learning. • Over 50% of students agree that they often read materials such as leisure reading materials and newspapers outside class. • Over 60% of students agree that teachers often allow them to explore a variety of topics inside and outside of the classroom.	• The participation rate and no. of prizes awarded • Learning and teaching evaluation survey • SHS • SHS		Promotion of Reading Workgroup	
	1.2.2 To offer choices and autonomy in the students' learning (e.g learning tasks/research based activities designed by the students)	• Subjects offer more activities, competitions, and extended learning opportunities, allowing students to participate voluntarily. • Over 60% of students agree that they take an active role in learning inside and	• Scrutiny of subject annual plans • SHS	• Whole year	• Panel heads and subjects teachers	• Nil

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		outside the classroom.				
1.3 Students are confident to present their learning outcome (To empower students to feel confident in showcasing their learning and sharing it with others.)	1.3.1 To provide opportunities to showcase students' successes	• All subjects create regular opportunities for students to showcase their achievements. • Over 68% of students agree that the teachers often praise them / give them recognition in the class.	• Scrutiny of subject annual plans • Learning and teaching evaluation survey	• Whole year	• Panel heads and subjects teachers	• Nil
	1.3.2 Enrich quality & individualized feedback on students' learning so as to enhance students' self-reflection and self-evaluation	• Subject teachers are encouraged to provide constructive and timely feedback on students' assignments. • Over 60% of students agree that they can conduct self-assessments and determine how to improve.	• Book Exercise inspection • Learning and teaching evaluation survey	• Whole year	• Panel heads and subjects teachers	• Nil
	1.3.3 To equip teachers with the mindset and strategies to embrace learner diversity and stretch students' potential to the fullest					
1.4 Students embrace challenges	1.4.1 To strengthen students' learning with a variety of effective study skills e.g Note-	• Most subjects include challenge questions in assessments and encourage students to explore	• Scrutiny of subject annual plans	• Whole year	• Panel heads and subjects teachers	• Nil

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
and strive for academic success	taking skills, project learning skills, exam skills, critical thinking skills, problem solving skills)	different approaches to solving them. • Over 53% of students agree that they are confident in learning. • Over 55% of students agree that they have applied various study skills (e.g., note-taking, critical thinking skills, etc.) in their learning.	• Learning and teaching evaluation survey • Learning and teaching evaluation survey			
	1.4.2. To continue to enhance teachers' assessment literacy (design suitable assessment papers or task-based and problem-based assignments)					

Major Concern 2: To nurture students to be Positive Thinkers

> **Briefly list the feedback and follow-up actions from the previous school year: (In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)**
>
> - 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 are to 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.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.1 Students have a better awareness of their wellbeing	2.1.1 To further enhance students' understanding of the importance of establishing a healthy lifestyle to their personal development through various programmes	• At least 70% of students exhibit an understanding of the significance of maintaining a healthy lifestyle for their personal growth and development. • All subjects incorporate healthy lifestyles-related information into their formal curriculum or supplementary learning materials. • At least 70% of students agree that they are able to gain more knowledge from the learning resources provided to improve their understanding of the	• Student Survey • Year-end evaluation • SHS • APASO	Whole year	• VP (Student Growth) • SWC • LWL • VEC • CEC • Subject panel heads	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		importance of cultivating a healthy lifestyle.				
		• At least 70% of students participate in at least one activity helping them establish a commitment to living a healthy life.				
	2.1.2 To increase students' awareness of mental health, and equip them with effective stress management techniques	• A mental health week is jointly organized by at least three committees / departments to promote mental health.	• Year-end evaluation • Student Survey • APASO	Whole year	• VP (Student Growth) • AP (Community Liaison) • SWC • CLP • LWL • VEC • Class teachers	
		• At least 80% of students understand the significance of maintaining good mental health in their lives.				
		• At least two programmes/activities to promote mental health are organized for each form during the year.				
		• At least 60% of participating students find the relevant programmes /activities to be effective in enhancing their understanding of mental health and ways to manage stress and emotion.				
		• At least 60% of students agree that the care and support they receive from				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		teachers can encourage them to share their feelings with others. • At least 60% of students agree that they are able to share their feelings and thoughts with class teachers via LOG journals and other communication channels (e.g. class discussion). • A mental health survey is conducted once each term to assess students' mental well-being and identify those at risk. • At least one training on mental health is provided for teachers and at least 70% of participants find it useful. • Information on mental health is provided to parents. • At least one programme on mental health is organized for parents. • At least one collaboration between the Student Growth Committee and other departments / committees in organizing relevant activities.				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2.2 Students adopt and consistently practice positive habits and a healthy lifestyle.	2.2.1 To promote positive habits and healthy lifestyles	• Further enhance the variety of programmes provided under Fit Friday. • An increase in the number of participants in relevant activities is recorded. • Positive feedback is received from participants of activities aimed at fostering positive habits and healthy lifestyles. • A higher percentage of students agree that they keep a healthy lifestyle. • An improvement in rating is recorded in the APASO result for questions related to health. • Improvement is shown after remedial work for students with lateness problem. • Improvement is shown after remedial work for students with homework problem. • Establish a support system to help repeaters develop better learning habits.	• Year-end evaluation • Student Survey • SHS • APASO	Whole year	• VP (Student Growth) • VP (Learning and Teaching) • PE Department • LWLC • VEC • CBC • SWC • CLPC	
	2.2.2 To foster a collaborative effort	• At least two collaborations among members of Student	• Year-end Survey	Whole year	• VP (Student Growth)	•

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	among students, teachers, parents and partners to promote a healthy lifestyle for all	Growth Committee in organizing relevant activities. • At least two collaborations between Student Growth Committee and academic department. • At least one programme is organized in collaboration with parents. • At least one programme is organized in collaboration with external organization.			• VP (Learning and Teaching) • AP (Community Liaison) • PE Department • SWC • CBC • VEC	
2.3 Students exhibit self-motivation and persistence in pursuit of their goals.	2.3.1 To guide students in setting, pursuing and reassessing their personal goals	• At least 60% of students show confidence in setting achievable goals. • At least 70% of students are able to use LOG journal to set goals. • At least 80% of students are able to conduct self-evaluation after major assessments. • Repeaters and Mentees in the Peer Counselor Programme are able to set goals and reflect on their progress with the help of case worker and peer counselors respectively.	• Year-end survey • Learning and Teaching Survey • Student Survey • SHS • APASO	Whole year	• VP (Student Growth) • VP (Learning and Teaching) • SWC • LWL • CLP • CBC • SLA	•

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
		• At least 70% of students joining Habit Training are able to set goals for improvement. • At least 80% of student leaders are able to set goals in relation to their position and conduct evaluation. • At least 70% students agree that they have learnt how to set goals for their further study or careers planning through CLP programmes.				
2.3 Students exhibit self-motivation and persistence in pursuit of their goals.	2.3.2 To celebrate student perseverance and initiative, recognizing these qualities publicly	• At least three programmes are organized for students to gain insights about perseverance and positive feedback is received. • An increase in the percentage of students who agree that teachers often praise them and give them recognition in the class is recorded. • Provide opportunities for students' effort and achievements to be publicly acknowledged and celebrated.	• L & T survey • APASO • Student Survey	Whole year	• VP (Student Growth) • VP (Learning and Teaching) • All teachers • VEC • SLA • CEC • CBC • LWL • CLP	•

Appendix 1:   Plan on Use of Capacity Enhancement Grant (2025/26)

Stewards Pooi Kei College
Plan on Use of Capacity Enhancement Grant in 2025/2026 School Year

Task Area	Major Areas of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indications	Assessment Mechanism	Person in Charge
Curriculum Development	To relieve teachers' workload so that they can concentrate on developing effective pedagogy in Mathematics	Employment of 1 full-time teaching Assistant to: - handle all administrative work regarding the subject - develop materials for the subject	Relieving teachers' workload in administration Updating, revising, and developing learning materials for the subject	September 2025 to August 2026	Salary with MPF of teaching assistant $249,240.-	Quality and quantity of teaching materials prepared Administrative efforts to be relieved among Subject teacher	Staff appraisal report feedback from teachers in evaluating the quality of teaching materials	Mr. Jimmy Tse
Curriculum Development	To relieve teachers' workload so that they can concentrate on developing effective pedagogy in Mathematics	Employment of 1 full-time teaching Assistant to: - handle all administrative work regarding the subject - develop materials for the subject	Relieving teachers' workload in administration Updating, revising, and developing learning materials for the subject	September 2025 to August 2026	Salary with MPF of teaching assistant $234,420.-	Quality and quantity of teaching materials prepared Administrative efforts to be relieved among Subject teacher	Staff appraisal report feedback from teachers in evaluating the quality of teaching materials	Mr. Jimmy Tse Ms. HoiNing Ho
Curriculum Development	To relieve teachers' substantial administrative workload in managing the Student Growth's program	Employment of 1 full-time teaching assistant to help coordinate the program	Administrative & coordinating work among teachers could be reduced	September 2025 to August 2026	Salary with MPF of teaching assistant: $249,240.-	Amount of teachers' effort to be released in the launching of the annual project	Staff appraisal report feedback from teachers and parents in evaluating the effectiveness of the project	Ms. Jenny Sit
				Total Amount	$732,900* * The school will make use of its school fund to supplement the deficit amount if any.			

	Income	Expenditure
Capacity Enhancement Grant available for the year 2025/2026	$678 x 1079 students x=$731,562.--	$731,562.-
Total budget for Capacity Enhancement Grant in 2025/2026		$732,900.-
The surplus/ (Deficit) for the budget year		($1,338).-

Prepared by:_____
Mr. Lee Kin Fung William (Principal)

Date: 3 0 OCT 2025

Signature by:_____
Ms. Pang Chau Sheung Rosa (School Supervisor)

Date: 3 0 OCT 2025

Appendix 2: Plan on Use of Life-wide Learning and Sister School Grant (2025/26)

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

^ List of Category of the Activity and Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list): 【School may click on the ↵ on the left to hide this part】
[Please click "Enable Content" / "啟用內容" above before completing the template.]

Category of the Activity:	A1 Values Education	A2 Intellectual Development	A3 Community Service	A4 Physical and Aesthetic Development	A5 Career-related Experiences	A6 Patriotic Education
	A7 Digital Education, Artificial Intelligence and STEAM Education	A8 Student Mental Health	A9 Others (Please specify in column L)			
Evaluation Method:	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify in column N)

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)	Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^ (Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	Evaluation Method^ (Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1 Local Activities (including online exchanges)													
1	Co-Curricular Activities (for 36 teams and clubs)	Sep 2025 - Jul 2026	To nurture students as servant leaders, positive thinkers, keen learners and confident explorers through co-curricular activities	S1-S6(1079)	0	0	0	$450,000.00		A9	Cross-Disciplinary	B1 Questionnaire	
2	Subject-based experiential Learning Activities (e.g. Living experience and workshop)	Sep 2025 - Jul 2026	To provide students life-wide learning experience for living experience and workshop	S1-S6(1079)	0	0	0	$250,000.00		A2 Intellectual Development		B1 Questionnaire	
3	Activity for promoting positive education or well-being (e.g. Positive Education lunctime concert)	Sep 2025 - Jul 2026	To provide students positive education or mental health for whole person development.	S1-S5(931)	0	0	0	$65,000.00		A8 Student Mental Health		B4 Interview	
4	Physical and Aesthetic Development Programme	Jun 2026 - Jul 2026	To grow students as globalized Christian leaders through offering various life-changing experiences outside classroom under experiential learning approach	S1-S5(200)	0	0	0	$120,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire	
5	Intellectual Development (closely linked with curriculum) Programme	Jun 2026 - Jul 2026	To grow students as globalized Christian leaders through offering various life-changing experiences outside classroom under experiential learning approach	S1-S5(200)	0	0	0	$120,000.00		A2 Intellectual Development		B1 Questionnaire	
6	Career-related Experiences Programme	Jun 2026 - Jul 2026	To grow students as globalized Christian leaders through offering various life-changing experiences outside classroom under experiential learning approach	S1-S5(200)	0	0	0	$120,000.00		A5 Career-related Experiences		B1 Questionnaire	
7	Values Education and Community Service	Jun 2026 - Jul 2026	To grow students as globalized Christian leaders through offering various life-changing experiences outside classroom under experiential learning approach	S1-S5(200)	0	0	0	$120,000.00		A6 Patriotic Education		B1 Questionnaire	
8	Life-wide learning day	Dec-25	To provide students life-wide learning experience for whole person development.	S1-S6(1079)	100	0	0	$75,000.00		A8 Student Mental Health		B1 Questionnaire	
10	School visit to mainland sister school	Jan, Apr 25	To expand students' perspectives and enhance their comprehension of national developments by engaging in significant interactions with mainland students.	S1-S5 (30)	30	0	0	$100,000.00	北京市通州區潞河中學 佛山市惠景中學 上海市向明初級中學	A6 Patriotic Education		B1 Questionnaire	
11													
(Please insert rows above if the space provided is insufficient.)													
							Total estimated expenses of item 1.1	$1,420,000.00					
1.2 Non-local Activities													
1	Service Tour	Jul 2026 - Aug. 2026			15	2		$80,000.00					
2	Physical and Aesthetic Development Programme	Jun 2026 - Jul 2026			100			$120,000.00					
3													
4													
5													
(Please insert rows above if the space provided is insufficient.)													
							Total estimated expenses of item 1.2	$200,000.00					
							Total estimated expenses (sum of items 1.1 and 1.2)	$1,620,000.00					

Name of Teacher Responsible for Life-wide Learning:		Position:	
Name of Teacher Responsible for the Sister School Scheme:		Position:	

Appendix 3: Plan on Use of Diversity Learning Grant for Gifted Education Programmes (2025/26)

Planning on the Use of DLG 25/26

Other Programmes (OP)

Programme	Objective(s)	Targets	Duration	Deliverables (learning outcomes)	Program evaluation (surveys/ assignment/ reflection)	PIC	Budget
Mathematics: Senior Maths Team	Arouse students' interest in Mathematics and cultivate an appreciation for its beauty	S4-S5 students	18 hours	- Problem solving skills - Higher order thinking - Preparation for external Maths competitions	Surveys	Grace Au	$ 14,000
Music: DSE Music Course	To enrich students' understanding in music of various genre	S4-S6 students	Whole year S4: 108 hours S5: 113 hours S6: 54 hours	Students can acquire musical knowledge and skills	-Quizzes -Assignment	Vian Har	$28,000
Visual Arts: Fashion Workshop	To develop students' understanding of the fundamental fashion concepts and practical skills in design, construction, and presentation	S4-S5 students	6 lessons	One fashion design illustration and design piece	-Surveys -Exhibition	Ho Hoi Ning	$8,000
History: History Enhancement Class	To enhance high order thinking skills To facilitate self-management skills of students	S6 students	12 lessons, 1.5 hour each	-In-class discussion -Essay marking	-Survey -Teacher's observation	Alex Lau	$15,600
HK e-Learning, STEAM & Coding Education Study Tour to the United Kingdom	To boarder students' horizon by exchanging innovative idea in global event	3 senior form students	18 -25 Jan 2026	-Sharing of innovative design -Showcase of innovative solution in BETT UK -Understand the latest ICT development	-Sharing session with schoolmate -Learning journal	Antonio Lei	$27,000

HKUST Dual Programme	Provide an alternative pathway for students who are gifted in certain areas and passionate to explore more in subjects of their interest at an accelerated pace and earn university credits	S4 students	16 sessions, 3 hours each	The students can study and explore the subject at an accelerated pace	-Assessment results -Reflection	Doris Leung	$12,000 ($4,000 per student)
Chinese History: Chinese History Enhancement Class	To develop students' potential & maintain their interests in learning by providing more challenging tasks	S4-S6 high ability students	8 lessons, 1.5 hour each	Elite S6 students would receive higher order thinking sharing by alumni	-Students' feedback -Teachers' observation	Joyce Ng	$3,120
CBC: Team Building Camp	Team Building	S4 -S6 students (Prefect)	2 days overnight camp	Enhancing the confidence and Pro activeness of the students	Personal reflection	Kobe Leung Louis Chan	$23,000
LWL: Leadership Training	To nurture leader qualities and cultivate leadership skills	30 students (S4-S5)	2 days	Reflection		Candy Wong Roy Lam	$ 9,000
AEC: School-based Gifted Education Programme	This workshop aimed to teach effective memory-enhancing techniques essential for academic success.	25 students	1.5 hour workshop	Learn effective memory-enhancing techniques	Questionnaire	Joyce Ng	$9,000

Total: $148,720

Appendix 4:   Plan on Use of Promotion on Reading Grant (2025/2026)

<div align="center">

Stewards Pooi Kei College
Plan on the Use of the Promotion of Reading Grant
2025-2026

</div>

The major objectives of promoting reading:

1. To develop students' self-regulated reading and book sharing culture.
2. To promote extensive reading by collaborating with subjects and committees in different reading and learning activities and schemes.
3. To enrich students' horizons by procuring different kinds of reading materials.
4. To equip student librarians with essential library management skills.

Budget Plan

	Item	Estimated Expenses ($)
1	Purchase of Books	$42,000
	☑ Printed Books	
2	Web-based Reading Schemes	$20,000
	e-Read Scheme	
	☑Other Scheme: 金閱閣校園版 SJRC, GALE	
3	Reading Activities	$15,205
	☑Hiring writers, professional storytellers, etc. to conduct talks	
	☑Hiring of services from external service providers to organize learning activities related to the promotion of reading	
	☑Paying the application fees for students to participate in reading activities and competitions	
	☑Subsidizing students to participate in or apply for fee-charging reading related activities or courses	
	Total	$77,205

Appendix 5: Plan on Use of School-based After-school Learning and Support Grant (2025/2026)

School-based After-school Learning and Support Programmes 2025/26 s.y.
School-based Grant - Programme Plan

Name of School: Stewards Pooi Kei College

Staff-in-charge: Ms Leung Kin Yan Joanna   **Contact Telephone No.:** 2345-4567

A. The estimated number of students (count by heads) benefitted under this Programme is 85 (including A. 10 CSSA recipients, B. 70 SFAS full-grant recipients and C. 5 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure ($)	Name of partner/service provider (if applicable)
					A	B	C		
Art/ Sport/ Cultural/ Leadership Training/ Aesthetic Development Activities	To enhance students': 1) Learning motivation 2) Self-competence 3) Self-management skills 4) Interpersonal skills 5) Aesthetic development 6) Multiple intelligences 7) Physical and psychological well-being 8) Attitudes toward schooling	1) Students' engagement in the activities 2) Students' improvement in these areas	1) Questionnaires 2) Teachers' observation	From 9/2025 to 8/2026	10			6,000	N/A
						70		25,000	
							5	2,000	
Total no. of activities: 6				@No. of man-times	10	70	5		
				**Total no. of man-times	85				

Note:

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

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

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

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

Appendix 6:   Plan on Use of One-off Grant for Promotion of Self-directed Language Learning (2025/2026)

Plan on the Use of
"One-off Grant for Promotion of Self-directed Language Learning (English Language)"

	Area	Budget (HK$)
i.	Procuring and/ or subsribing to learning resources	
	2526 Subscription of Penso AI writing Self-learning platform	49,000
	2627 Subscription of Penso AI writing Self-learning platform	49,000
	2526 Subscription of SCMP newspaper and online Platform	25,000
	2627 Subscription of SCMP newspaper and online Platform	25,000
	Purchasing books for Reading Scheme (24-27)	35,000
	2526 Procuring supplies and equipment for organizing Pookeinians Assemble (School-based English Programme)	6,000
	2627 Procuring supplies and equipment for organizing Pookeinians Assemble (School-based English Programme)	6,000
ii.	Hiring English-speaking instructor or non-teaching supporting staff outside the permanent staff establishment	
	Hiring alumni to facilitate the organization of English learning activities (24-27	5,000
iii.	Purchasing services related to learning and teaching	
iv.	Others	
	Total	**200,000**

香港神託會培基書院
推廣自主語文學習（普通話）一筆過津貼
運用計劃

津貼目的：　為學校提供額外資源，豐富普通話語言環境和學習機會，促進學生的語文學習，提升普通話能力

津貼金額：　$200,000

負責老師：　梁建欣副校長

範疇	項目	日期	預計開支
1. 採購和/或訂閱學習資源	購買普通話網上自學平台	2026-2027 學年	$45,000
2. 聘請不屬編制內的普通話導師或非教學支援人員	聘請導師訓練學生普通話朗誦、演講等	2026-2027 學年	$55,000
3. 購買學與教相關的服務	資助學生參加內地考察／交流活動	2025-2026 學年 2026-2027 學年	$100,000
	合共		$200,000

Appendix 7: Plan on Use of One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools (2025/2026)

Plan on the Use of
"One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools"

Grant Received: $150,000
Date: September 2024
Purpose: To promote sports ambience and support MVPA60 initiatives in schools

Usage Guidelines for DSS Schools:
Grant may be used across school years from the current year through the end of the 2026/27 school year
Unspent balance may be carried forward until 31 August 2027

PE Department Procurement Plan (2025/26 – 2026/27)
Planned Purchase: 體育learningfun
Provided by: 進昇教育有限公司
Subscription: 2-year paid service + free service for the 3rd year
(Note: 進昇教育有限公司 offers a 2-year subscription service with the 3rd year free, providing extended value through the 2027/28 school year.)

Item Description Quantity / Details	Amount (HKD)
Student user subscription fee ($45 per student/year × 1084 students)	$48,780
跑圈器 (includes 70 wristbands) x 2 units	$10,000
跑圈器 wristbands x 1,120 pieces	$22,400
Total Estimated Cost for 2025/26 school year	**$81,180**
Student user subscript fee for 2026/27 school year	$48,780