

# *Stewards Pooi Kei College*

## *School Annual Report*

*2016-17*



# *School Annual Report 2016-2017*

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# **1. School Motto, 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 Vision**

The school vision is to become an outstanding DSS school with the purpose of cultivating Christian faith and educating our students to be leaders and “stewards” of tomorrow.

With the flexibility of the Direct Subsidy Scheme and well-equipped school buildings, the school is in a privileged position to provide all-round education as well as to set a sound basis for life-long learning. Our vision is that students can grow through joy, creativity and solid training in transferable and interpersonal skills so that they can be well prepared for university education and beyond as self-directed learners and responsible citizens with a Christian perspective.

## **1.3 School Mission**

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

The essential qualities of a leader are:

- High Self-esteem
- Love and Care
- Globalized Vision
- Life-long Learning
- Christian Values

# **2. Our School**

## **2.1 Brief Description**

Founded in September 2004, Stewards Pooi Kei College is one of the three secondary schools under Stewards Limited, a registered Christian charitable organization founded in 1962. The School is a co-educational Christian school which adopts English as the medium of instruction, and is operated under the government's Direct Subsidy Scheme.

In the school year 2016-17, the School operates six form levels (secondary 1 to secondary 6) with a total enrollment of 976 students housed in 33 classes. The NSS curriculum structure has been reviewed in order to enhance the pass and credit rate in the HKDSE, utilize quality lesson time, enhance the teacher-student ratio, and optimize the effectiveness of allocation of human resources. As a result, the School provides six classes for S4, S5 and S6 in order to provide students better choices for their 3 elective subjects. The class size on average is below 34 and the small-class policy (less than 25 students per group) is continually adopted in the subjects of English Language and Liberal Studies, and Chinese Language in senior forms.

The staff team consists of 85 teaching staff (including the Principal), 25 supporting staff (including 1 Student Affairs Officer, 4 Teaching Assistants, 2 Laboratory Technicians, 2 IT Officer, 1 IT/AV Assistants, 1 Media Production & AV Assistant, 1 Assistant Librarian, 1 Library Assistant and 12 administrative staff) and 8 janitors. All teachers have at least a Bachelor's degree and up to 60 % have a higher degree.

## 2.2 School Management

The School Management Committee (SMC) is composed of ten school managers comprising of professionals such as a university professor, a secondary school principal, CEOs and a lawyer. A Teacher Manager, Parent Manager and Independent Manager were elected to join the SMC this school year so as to enhance transparency among our stakeholders.

The main body responsible for school operation is the School Executive Committee (SEC) comprised of the Principal, Vice Principals, along with some senior teachers.

## 2.3 Active School Learning Days

The number of school days in this school year with regular classes or with organized learning activities was 193. The learning activities days included the Multi-task Learning Day, Learning-Without-Walls Programme, the Athletics Meet, and post-examination activities while examination periods are excluded.

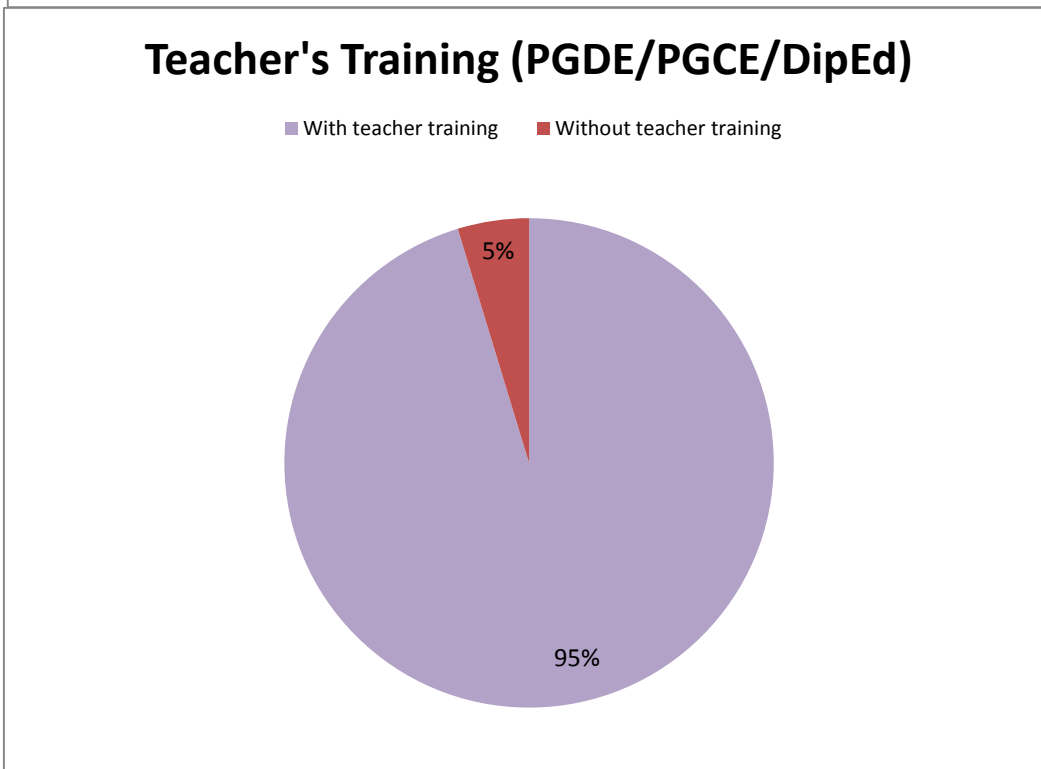
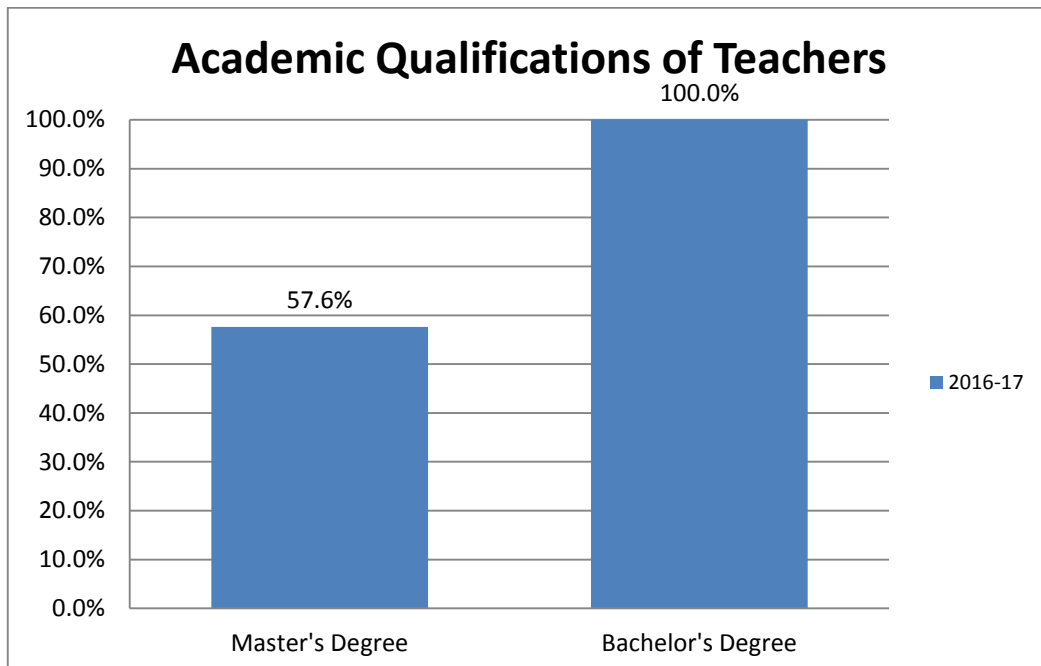
# **3. Our Students**

## 3.1 Class Structure

<b>LEVEL</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>Total</b>
<b>No. of Classes</b>	5	5	5	6	6	6	33
<b>No. of Students</b>	171	172	171	158	149	155	987

## 4. Our Teachers

### 4.1 Teachers' Qualifications



### 4.2 Teachers' Experience

No. of teachers with 0 to 2 years of experience	11
No. of teachers with 3 to 5 years of experience	4
No. of teachers with 6 to 10 years of experience	34
No. of teachers with 11 to 20 years of experience	27
No. of teachers with over 20 years of experience	9
Total	85

## **5. Learning and Teaching**

### **5.1 Curriculum Development**

The Academic Excellence Board is composed of the Heads of various Key Learning Areas (KLAs), namely English Language Education, Chinese Language Education, Mathematics Education, Liberal Studies Education, Science and Technology Education, Personal, Social and Humanities Education as well as Physical & Aesthetic Education. This year, the Board functioned to review the lesson time and design curriculum in alignment with the recent trends in educational development, to explore strategies for quality teaching and learning, to facilitate teaching and learning through collaboration with different KLAs, to co-ordinate the implementation of the Four Key Tasks and to promote Assessment for Learning.

Throughout the past few years, the Academic Excellence Board has prepared a continuous evaluation of the New Academic Structure. Having collected views from different stakeholders, the Board conducted a comprehensive review of the curriculum design and made necessary alterations to the class structure. The school curriculum development aligns with the School's mission, recent educational trends and university entrance requirements and our global vision.

### **5.2 Academic Attainment**

In the HKDSE Examination (2016), 70% of the students attained the entrance requirements of local universities (Levels 3+3+2+2+2) when compared with the territory average of 42%. The overall pass rate was 97% while the percentage of Level 4 or above was 47%. In general, there were 14 subjects in total showing higher pass rates (Level 2) than those in Hong Kong. The outstanding subjects included English Language, Chinese Language, Mathematics, Liberal Studies, Business, Accounting & Financial Studies (BAFs), Chinese History, Economics, Geography, History, Information & Communication Technology (ICT), Literature in English, Physics, Visual Arts (VA) and Mathematics Extended Part Module 2 (M2). Among these, the 11 promising subjects with higher percentage of Level 4 or above than those in Hong Kong were English Language (49.7%), Chinese Language (33.8%), Mathematics (53.8%), BAFs (45.8%), Chinese History (50%), Economics (62.7%), Geography (59.31), History (54.1%), ICT (65.2%), Physics (63%) and VA (26.7%).

### **5.3 English Enrichment Initiatives**

SPKC, being an EMI school, attaches great importance to the English curriculum to strengthen students' language foundation, and the provision of a wide variety of English language activities to develop an enriching English learning environment on campus. With teachers' dedication and arduous efforts, the school attained the outstanding results of 100% pass rate in HKDSE 2016 and our overall performance was far above the respective Territory averages.

There are three highlights of English Department activities this year: Debating Competitions, Drama Festival and English Reading Scheme.

English Debating at SPKC continued to grow and prosper with three teams now entering competitions: Junior (S1 and S2) Intermediate (S3 and S4) and Senior (S4 and S5). In total there were over 30 debates in the different competitions with teams achieving an exceptional 90% win rate. At the time of writing 2 teams will shortly enter the Regional Finals of the Hong Kong Secondary Schools' Debating Competition, with another about to qualify through their final round debate.

Seniors participated in the Hong Kong British Parliamentary Debating Championship organized by the University of Hong Kong over the Lunar New Year break and performed well in this

challenging style.

There was also pleasing development with our Junior debaters from S1 and S2 who developed sufficient confidence and skills to enter the Hong Kong Secondary Schools' competition where they are currently undefeated.

Of particular note was our Senior Team's performance in the annual Evershed Cup where the team had to face international schools such as German Swiss International School, South Island School and top local schools. The format was World Schools' style and included impromptu debates where teams had only 40 minutes to prepare a motion. Our team was the only undefeated team in the Preliminaries on Day 1 where they were singled out by Michael Evershed, former Manager of the Hong Kong Schools' Team for their "*exceptional performance and high scores.*" Two S4 students were ranked 5 and 8 respectively out of over 100 debaters. In the course of the competition they defeated St. Paul's Co-educational College, St. Paul's Convent School (Secondary Section), Heep Yunn School and South Island School, which was a very impressive performance.

Our school was also invited to host the Semi-Finals of the Sing Tao Inter-School Debating Competition and our Debate Team members handled the organization and operation of the competition so well that they were invited to officiate at the Grand Final at Queen Elizabeth Stadium on May 19.

The most impressive aspect is the dedication, commitment and professionalism shown by all team members and their willingness to devote time and energy to preparation to develop a culture of excellence. At the end of Day 1 of the Evershed Cup, Mr. Michael Evershed praised the SPKC team in front of all assembled teams for their 'passion and spirit' and these attributes along with their highly developed critical thinking, English and presentation skills will carry team members on to a very productive future. A big thank you must go to all involved and especially to our school who have supported the development of a proud tradition.

2016-17 was also another very eventful year for Drama at SPKC. S1, S2 and S4 spent a term engaged in educational drama classes, NSS Drama rehearsals and performances early in the year. Over 150 students watched a professional theatre production in March, and the Drama Club performed for the second time at the 2017 Drama Fest organized by the Association of English Medium Secondary Schools in April.

There was an increase in student pairs participating in the Dramatic Duologue category of the 68<sup>th</sup> Hong Kong Schools Speech Festival (English Section) in December. Of the 8 pairs that took part in the Dramatic Duologue category, 6 won the champion flags with one pair achieving a distinction of over 90 marks. This pair was selected by the festival organisers to perform again at the Prize Winners Recital on January 21 at Y Theatre of the Youth Square in Chai Wan. On December 16, students and teachers were treated to a special after-school showcase of dramatic duologues, solo-verse recitals and a choral poetry recital, *Christmas Box*. It was a collaborative showcase organised by the Native English Teachers.

On March 10, S4 students and teachers visited the Sai Wan Ho Civic Centre to watch a play, *Franky*, which was staged by The Absolutely Fabulous Theatre Connection (AFTEC). The 90-minute play was an adaptation of the famous novel *Frankenstein* by Mary Shelley, performed by an international cast and directed by Dr. Vicky Ooi. It was an enjoyable and educational experience for all.

The Drama Club spent nearly 5 months rehearsing tirelessly for the 2017 English Drama Fest. They performed at Shatin Tsung Tsin Secondary School on March 28. The performance, entitled *A*

*Casting Call*, was adapted from a full length play. It was a 15-minute peek into the *real dramas* that occur a week into the auditions for a school musical in Hong Kong. The whole team worked very hard and results were very pleasing, with awards for Outstanding Performance and Outstanding Spoken English.

The Drama Club was invited to perform again at the Prize-giving Ceremony at Sheung Wan Civic Centre on May 10. The grand event was organised by the Association of English Medium Secondary Schools, the NET section of the Education Bureau, Theatre Noir, Chung Ying Theatre Company and The Hong Kong Academy for Performing Arts. CONGRATULATIONS to all English Drama participants this year and we look forward to more dramatic explorations in the future!

In order to better facilitate the promotion of reading, the English Department has set up a centralized English readers library for S1 to S3 students in the Learning Centre, and established a class library for each of the S1 to S3 classes. A total of over 600 classic stories have been purchased for the junior forms in the Learning Centre; 10 good books recommended by the English teachers have been placed in each classroom of the junior forms. A Reading Scheme booklet was designed for our junior form students with various interesting activities based on Bloom's Taxonomy. Students have to choose to complete an activity in the booklet after reading according to their own learning style and interest. Participation of students has been keen and the scheme has received positive feedback from teachers and students in general.

Complementing the English Reading Scheme, the Book Appreciation Reward Scheme honours the students producing the best book reports after their reading in English. 9 junior form students in total were awarded as Book Appreciation Masters due to their impressive understanding and effective evaluation of the books shown in their written reflections. The awardees received book coupons and certificates in recognition of their efforts as well as in the hope that they could enjoy themselves more upon purchase of leisure reading materials.

Other English language activities implemented this year included SPKC English Radio, Student English Newspaper ("*The Express*"), Mini-anthology ("*Still*"), English Society, English Zone Supervisors, and the English Announcers Team, in which students were trained throughout the year to perform specific tasks to enhance their language skills in a natural setting. English at SPKC is indeed a wonderful and enriching experience.

#### 5.4 Reading to Learn

2016-2017 was a fruitful year for the library. With a wide range of activities provided and enhanced communication internally as well as externally, the library has accomplished its function beyond providing fundamental services.

#### **Fostering the Development of Reading Habits**

With 2 library assistants, 33 student librarians and 26 parent helpers, the library continued to provide borrowing services of our collection of over 28,000 items, occasional reading materials in the reading periods and training for student librarians. Students also enjoy various newspaper, journal, and magazine subscription services such as MingPao, SCMP, SingTao Daily, etc. In addition, a corner of over 600 English readers has been set up to facilitate the English Reading Scheme for the junior students. A class library with "good books" recommended by various academic departments and students was set up in each class. English books, past papers, and a reference book subscription service has been provided to students of all forms to promote leisure and academic reading. With a total of 11,261 items borrowed this academic year, our students have demonstrated their satisfaction in utilizing our resources and interest in reading.



To further motivate students to read, and to provide more guidance to their journey of reading, we have issued the publication “2D Library” this year. It is about the books recommended by our teachers and students on “Study Skills”. The library also organized three thematic book exhibitions and two book fairs this year. Students’ general feedback is very positive and with teachers’ encouragement, they are more eager to participate in other library functions, such as reading schemes.

### **Cultivating Self-Learning Attitude**

The SPKC Library website (<http://spkclibrary.wordpress.com>) serves to provide a centralized online information management platform for the school community. It includes links to all the e-resources we provide in order to help students self-learn outside their classrooms. *Wisenews*, the comprehensive search engine for news in Chinese and English and the *Britannica*, an encyclopedia providing graded learning materials, are some highlights of our e-resources. With adequate online support provided by the library, students are trained to be responsible for their own learning. Our Facebook fan page (<https://www.facebook.com/spkclibrarypage>) always updates our current news, latest publication and information about studying and reading to our followers. It provides a great communication platform for our library, students, teachers and even community.

### **Creating Channels for Book Sharing**

This year, our student librarian leaders hosted a chat show which invited well-known persons in our school to discuss the books they loved most and why. These students and teachers shared the joy and insights from their reading to fellow Pooikeinians, and the recommended books were exhibited in the library for everyone in the school to borrow. The channel, named “Best Book Channel”, and “BBC” in short, was a three-minute book-sharing programme broadcast to the whole school every Wednesday morning during the assembly. The 25 episodes held this year have been very well received by fellow Pooikeinians and the audio recordings can be accessed on “Youtube”.

### **5.5 E-Learning Development**

Information technology has created a paradigm shift in mode of teaching and learning. SPKC is dedicated to exploring the advantages of e-learning to students. With the purchase of 200 iPads and installation of AppleTVs, ultra-short throw projectors, projector panels in the classrooms, Infra-red PA system and the enhancement of Wi-Fi network system, e-learning and e-teaching have been implemented smoothly under the well-equipped IT environment. Starting from September 2014, “Reading to Learn” has been successfully promoted at school since S1 students enjoyed their reading periods with the use of iPads. We believe that cultivating students with this brand new reading habit is crucial to life-long learning.

E-learning was further developed with the implementation of *iPad Pilot Programme* starting from March 2014. The scheme has covered subjects such as English, Mathematics, LS, Integrated Humanities (IH), Integrated Science (IS), Physics and Chemistry. Students can fully make use of the iPad as a daily learning tool both inside and outside the classroom. The integration of such technology into the curriculum provides an interactive learning and teaching environment for teachers and students. Not only can teachers display notes and use webpage and apps to facilitate teaching, students can also design mind maps, receive instant feedback from teachers through polls, short questions and short quizzes to make learning more interesting and interactive. Therefore, students have benefited immensely from e-learning at SPKC.

### **5.6 Staff Development**

As teachers' professional knowledge is the most valuable asset of the school, staff development in SPKC was provided with a wide range of training including internal and external courses, lesson observation, staff meetings, team teaching and joint planning such as collaborative lesson preparation, peer lesson observation and co-teaching. Supporting measures were provided to encourage teachers to engage in professional exchange and development. For example, a common block timetable is arranged for teachers to enhance professional sharing within subject panels. In addition, all teachers are encouraged to take part in training courses, workshops and seminars organized by the Education Bureau (EDB) and other educational bodies. Extra teaching assistants are provided to take up the lesson substitutions for teachers on training leave. A budget of \$2,000 per head per annum is reserved as a subsidy for staff development. Within the given budget, teachers are encouraged to purchase a maximum of one book which costs not more than \$200 so as to further enhance the reading culture in campus.

In 2016-2017, e-learning was a major focus of our school. Workshops and seminars have been held to introduce new classroom facilities and how e-learning can facilitate interactive learning, as well as the impacts and challenges created. Moreover, in order to align with the launch of Life-planning Education by EDB, we have conducted a workshop on Giving Directions to Young Lives run by Mr. Anthony Tong from the Amity Foundation. To build better and long-lasting parent-teacher relationships, a talk on Handling Complaint Skills and Communication Skills with parents was also held. The opinions of the teachers are highly valued and a discussion session was conducted to gather the thoughts and information about Class Teacher Periods. The feedback for Staff Development Days was overall satisfactory this year as it has helped develop a more enthusiastic and interactive atmosphere among our teachers. Looking ahead, SPKC will strongly continue its commitment to staff development and promotion of more effective teaching performance as well as assisting teachers in their future goals on their career paths.

### 5.7 Development of a Global Outlook

One of SPKC's aims is to foster future leaders. To achieve this, students must have a strong global vision by understanding the current worldly trends and developments, along with the various social and political shifts in the world.

This year, we were proud to host 2 exchange students from Japan and Italy respectively. In this past year, they have embedded themselves and have become true Pooikeinians. On Sports day, the girl from Japan brought home several medals to Saviour House with her great athleticism. She also helped train the SPKC students who would compete in the 13<sup>th</sup> Hong Kong Primary & Secondary School Students Japanese Speech & Verse Speaking Contest. By giving her time twice a week in training and preparing those students, she helped them win the 1<sup>st</sup> runner-up in the "Group story-telling" section. With his Sicilian charm, the Italian boy became one of the most popular exchange students whom we have hosted. He was instrumental in helping us organize the AFS Exchange day, when he brought a group of AFS exchange students to join us in a friendly football game as well as small group discussions in various S3 English lessons.

As is the tradition in SPKC, *International Awareness Week* was held. We had workshops by guests from more than 15 countries covering a variety of subjects (English, LS, History, IH, Personal, Social & Spiritual Education (PSSE), Physical Education (PE) and Music). The workshops were designed to supplement students' curriculum with first hand information presented by speakers of foreign cultures. Students are also able to connect with the guests through discussions and activities to enhance their learning about global issues.

In recent years, we have put a greater focus on educating students about Hong Kong's Ethnic Minorities and Asylum seekers. Students will have a chance to make personal connections with these

under-represented groups in Hong Kong through a specially designed *Learning without Walls* (LEWOWA) programme. We have also hosted various activities inviting guests from these groups to join us in sports, musical and cultural exchanges, in the hope that our students will not only understand their culture, but be the link that helps to integrate these groups into our society.

### 5.8 Diversification of Learning Experience

Facing rapid changes in international conditions and the world's desire for diversified talents, the *Learning Without Walls* (LEWOWA) programme is stepping into a new phase: effective crisis management, abundant experiential-learning opportunities and long-term learning consolidation. Over the years, the achievements of LEWOWA have already been strong proof of our promising further development. This year, 15 local programmes and 15 outbound programmes are being implemented, consisting of subject and cross-subject learning, personal development programmes, voluntary service, and cultural exchange activities. The programmes are well-designed by our teachers and education partners, not only with the professional subject knowledge in mind but with a deep understanding of students' real needs.

Newly featured in this year's LEWOWA are new learning opportunities in the origin of *Yuan Dynasty* in Chinese history – Mongolia, as well as an ideal place for geographical and astronomical research – New Zealand. In addition, with continuously great interest in Japanese culture and history, more programmes have been opened to different areas of Japan such as Hokkaido, Hiroshima and Okinawa; challenging local programmes including hiking and sailing activities are also other highlights this year.

*“Jesus went through all the towns and villages...”* (Matthew 9:35), and today, we Pooikeinians leave footprints with our tears, sweat, curiosity and blessings in His Kingdom.

## 6. Whole-person Development

### 6.1 Christian Education

The principles of our Moral education are based on the Holy Bible. SPKC's Christian education is based on these principles. With strong Christian faith and love, the teaching staff committed themselves to providing students with spiritual and moral education. We believe that it is of vital importance to let our students experience healthy spiritual and physical growth conducive to good conduct and strong character.

Our mission is to educate students based on Christian values and lead them to commit their lives to Christ. A full-time Chaplain is stationed in our school to provide our students and teachers with in-depth pastoral care. An integrated and systematic PSSE curriculum has been developed for the whole school so as to deliver Biblical knowledge and moral education to our students. Different Christian and evangelical programmes including *Student Fellowship*, *Staff Fellowship*, *Friday Worship*, *Spiritual Moment*, *Happy Friday* and *Gospel Week* have been held this academic year.

There is a strong collaboration between the school, Breakthrough Ltd. and Abundant Grace Church (AGC). Dr. Philemon Yuen-wan Choi, our Honorary Consultant (Student Development and Parent Education), and Church Pastors in AGC work closely with us to carry out a wide range of activities for parents and students. Such activities include *SI Parent-child Day Camp*, *Parents' Talks*, *Parents' Group*, *Parents' Sunday School* and *Pooi Kei Family & Gospel Sunday Service*.

Serving our community is also one of our priorities. Our Student Worship Team has led worships in school and also during the annual *Kwong Yuen Christian Cultural Week*. Our students have also taken various opportunities to visit and spread the Gospel to residents of elderly homes in Kwong Yuen Estate. In addition, we carried out life reflection programmes in Hong Kong, South Korea, and Taiwan during the LEOWWA, and these programmes were highly recommended by students.

### 6.2 Moral and Civic Education

To nurture students to be tomorrow's leaders with excellence, character and integrity, the school has always placed importance on the holistic development of our students. Our aim is to nurture students to develop a bond between oneself, others and the society. Through our activities, they can learn about the values of love, respect, responsibility and construct a positive outlook on life. Furthermore, we promote good values, ethics and increase student awareness of society through current affairs.

Moral, Civic and National Education is an essential element of whole-person education which aims at fostering students' positive values and attitudes through the learning and teaching of various Key Learning Areas/subjects and the provision of relevant learning experiences. In this way, we develop students' ability to identify the values embedded, analyse objectively and make reasonable judgements of different issues they may encounter at different developmental stages so that they can take proper action to deal with challenges in their future life.

Our mission is to prepare tomorrow's leaders with high self-esteem, love and care, globalized vision, uphold life-long learning and Christian values. To broaden the global vision of Pooikeinians, renowned guest speakers were invited to give a series of talks. We were honoured to have invited different experts to share with Pooikeinians, such as Prof. Chan Lung Sang, College Principal of HKU SPACE Community College, who shared with our students about the geology and geophysics of Hong Kong; Dr. Lee Lok Sze, a renowned expert in exploring the South Pole and a founder of climatic

change funding in CUHK, visited our school to share her memorable experiences in exploring the South Pole and the rise of global climate change since the 20<sup>th</sup> Century. These activities have enriched students' learning and broadened their global vision significantly.

To enhance students' awareness of social issues and civic rights, and to equip them to be responsible citizens, the Moral and Civic Education Team, the LS Department and the student Current Issues Club have worked hand in hand to carry out forums and talks throughout the year. In addition to the teaching of regular PSSE lessons in S1-S6, the morning assemblies, weekly assemblies, class teacher periods and class fellowship were all means to promote moral education and to instill a positive, meaningful outlook on life for Pooikeinians. Our Weekly Assemblies have covered a wide range of topics held by different professional groups, such as the Police School Liaison Officers, Hong Kong Correctional Services, nurses from the Department of Health, Oxfam Hong Kong, church pastors and experts from Non-Government Organizations.

Besides talks and forums, we have also promoted Moral and Civic Education through different activities. Students had the opportunity to vote for the Committee of the Student Union and Four Houses. They were encouraged to share their views on school policies, school development and world issues in SPKC family meetings, *Leaders' Time* or post their articles on the "Current News" board. In promoting sustainable development, we held the *Green Christmas Party* and the *Dress Special Day* to collect donations for Hong Kong Christian Service: Make a Wish Come True Fund. Students also had a chance to visit a correctional institution, Crossroads International and share their views on the *RTHK City Forum*.

Our school cares about the mental and physical development of our students. We have implemented comprehensive programmes about sex education, and mental health, to promote a positive life style.

The Bible says, "*it is more blessed to give than to receive.*" (Acts 20:35). This year, our students have learnt to serve the community through taking part in different community services. A number of social services were organized and held by the school including teaching the use of iPad and artwork in an elderly centre, flag-selling services, distributing meals for the elderly and homeless people, charity walks, serving the blind needy and volunteering in hospital. A group of 10 organ donation health ambassadors were trained by the Prince of Wales of Hospital to promote the importance of donating organs on the school campus.

To promote the active participation of social services in our school, our students were nominated to be student ambassadors for UNICEF. Two student groups: the Rotary Interact Club and V-Power, bore the main responsibility in promoting our schools' social services. Our students had great achievements through participating in various activities. 20 students obtained "*Outstanding students of voluntary services*", offered by EDB and Hong Kong Disneyland. 8 students were awarded gold awards of "*Social Service Leadership Scheme 2017*", held by Shatin Youths Association. Also, our school won the "*Service Learning Award*" in the Service Learning Exhibition 2016, organized by CUHK. These are testaments to the serving heart for the needy among our students in SPKC.

Last but not least, our team strove to enhance the environmental awareness of our students by organizing a wide variety of environmental talks, ambassadors' training courses, green lifestyle talks, energy-saving campaigns on the school campus, and organic workshops. The importance of these activities was to nurture our students as global citizens to take responsibility in saving energy and conserving natural resources and our natural environment.

Through our words and deeds, we hope every Pooikeinian can combine intelligence with virtue, glorify God and benefit people at the same time.

### 6.3 Co-curricular Activities

SPKC always values students' holistic development to encourage students to participate in different co-curricular activities (CCA) and services every academic year as we believe that they are crucial in nurturing students to be all-round leaders with a balanced lifestyle.

There were more than 80 teams and clubs in SPKC. They served to nurture Pooikeinians in four domains: intellectual, aesthetic or physical development, moral and civic values cultivation, and devoting our “serving heart” to the community. The 8<sup>th</sup> Executive Committee of the Student Union took the leading role in organizing intra-school activities and providing welfare services to all students in SPKC, while the Four Houses always kept high morale and cohesion among House members through different inter-house activities. The Sports Association and Music Association were the cornerstones in promoting Sports and Music culture among schoolmates. Student leaders held indispensable roles in creating a harmonious and united atmosphere among students of all levels. Students were given ample opportunities to be trained as all-rounded leaders with self-confidence and creative problem-solving skills. School-based leadership training programme was especially launched to nourish our student leaders to further develop their potential in leading all our students to strive for excellence. Good feedback was received from our student leaders.

Our School continued to launch non-academic scholarships, such as the *Best School Team Award* and *Outstanding CCA Award*, so as to award students with outstanding performance in co-curricular activities, either in groups or as individuals. We believe that all these awards will serve as a positive reinforcement to guide Pooikeinians to become all-round leaders for our society.

## 7. Student Support

### 7.1 Student Counselling

Secondary school life is challenging for students at their young age. Our school aims to engage our students to live in a caring and supportive community in order to enhance their sense of belonging, self-esteem, and competence. The School Social Worker, Educational Psychologist and other professional community resources are the main sources of working partners to support the work of the Counselling Team.

In order to support S1 students who were about to face overwhelming challenges when adapting to a new learning environment and entering adolescence, the school organized a S1 Bridging Programme in the summer. Furthermore, the school recognized the challenges and pressure faced by S5 students and thus the *Endeavour Camp* for our S5 students was organized to boost our students' determination in preparation for the public examination, as well as to promote teacher-student relationship and class spirit.

In addition to individual counselling consultation conducted by the School Social Worker and part-time clinical psychologist, experiential-based adventure learning programmes and expressive arts therapy programmes have been organized to cater for the needs of students which included sessions of (i) team-building activities to facilitate interaction among individuals, (ii) challenges such as cycling, hiking, rope abseiling and wild camping, with increasing intensity of perceived risk level, to enhance the students' resilience abilities, (iii) expressive arts activities to help participants to express themselves, (iv) debriefing to allow transferring adventure, experience and benefits to real life application and (v) parent workshops and family workshops to strengthen the interaction among family members and enhance family bonding.

To develop a better support system and enhance teachers' teaching strategies in catering for individual differences are also the missions of our school. To provide better support to students with Special Education Needs (SEN), the school employed a part-time educational psychologist and worked with partner organizations to provide timely assessment, individual support, and small group workshops for students.

In addition to remedial work, we organized morning assemblies, weekly assemblies, and class teacher lessons; co-operated with PSSE subjects and other student affairs departments to promote life education, a harmonious campus, mental health and a positive life style. *We are the Best Class Award Competition, Love and Sex Education Week*, mental health talks and health education workshops were welcomed by students.

Our works were recognized and appreciated by the External School Review (ESR) team. They were commented by the reviewers as *"specific to the school major concern of the year, organized through the collaborative efforts of different teams under Student Affairs Committee. In general, very positive impacts have been perceived by teachers and students."*

The team described our students as *"conscientious in their learning and show appreciation to the school for its guidance. They enjoy their school life and demonstrate a strong sense of belonging."*

In addition, we were honored to be selected as one of the "Caring Schools" in the Caring School Award Scheme again for our active promotion in caring attitudes and putting it into practice in an outstanding way.

## 7.2 Career Guidance

All of our graduates pursued tertiary studies in different education institutes.

Life planning is a life-long process involving self-understanding, career exploration and planning processes. The Career Guidance Team conducted Career Planning Workshops for our S3 to S6 students. In addition, a variety of career-related activities including workplace visits, career talks, career workshops and LEWOWA programmes were also organized.

This year we continued to join the Professional Development Schools (PDS) scheme organized by EDB. We have formed a partnership with SKH Tsang Shiu Tim Secondary School. Their career teachers came to observe our life planning activities and provided us precious feedback. Our career teachers have also joined a range of life planning activities in their school where we have learned a lot of skills on how to plan and execute the life planning strategies.

We are going to join the CLAP for Youth @ JC as a partner school in the coming year. We hope that through the cooperation with CLAP for Youth, we can improve our life planning curriculum and equip our teachers to guide the students on their career paths to finding and achieving their dreams.



## 8. External School Review

The External School Review was conducted in November, 2016. Upon receiving the ESR report, the school would like to express our sincere thanks to the ESR Team for their positive remarks on the school's development focuses that have been well aligned with our mission of developing in students the qualities of a leader with character and intelligence. A dedicated and commendable effort has been put to create conditions for students' success. We are gratified by the comment that the school has been successful in helping students to achieve high standards in both personal developments as well as intellectual and academic pursuits. Of particular note is the ESR Team's appreciative recognition of:

### 1) Students:

- The positive nature and good manner of our students who are courteous, willing to serve others and demonstrate conscientiousness in learning and a strong sense of belonging to the school.
- Students are motivated, attentive and take an active part in learning activities like giving feedback, presentation, collaboration and discussion. A strong peer learning culture is evident.
- Students' keen participation in a variety of academic, music and sports activities and competitions and community service.
- Taking into account the S1 intake, excellent results were attained in the HKDSE examination in the past three years.

### 2) Teachers:

- Teachers have a good rapport with students thus creating a harmonious and supportive learning atmosphere in lessons.
- The continuous hard work and dedication of our teachers in enhancing students' motivation by adopting different pedagogies such as e-learning, flipped classroom and flipped learning.

### 3) School:

- A broad curriculum is provided for students to develop their knowledge, skills and attitudes. A diverse range of co-curricular and life-wide learning activities including the well-established school-based programme "LEWOWA", are also provided to widen students' horizon, inspire their learning and build their character.
- A strong emphasis has been placed on self-directed learning. Different strategies including promoting e-learning and reading are suitably adopted to enhance students' learning capacity.
- The establishment of facilities such as the Black Box Theatre and the Learning Centre which create space and environment to explore students' potential and enrich students' experience of success.

Based on the strengths recognised and the positive feedback from the ESR Team, the school will strive for our best to attain continuous improvement.

## 9. Student Achievements

Name of Competition	Organizer	Award	Section	Class	Name
13 <sup>th</sup> Outstanding Students in Shatin District	Shatin Youths Association	Top 10 Students in Shatin	Junior Individual	3G	WONG Ka Ching Candy
		Best Individual Performance Award	Junior Group		
		Entered Final Round with Merit	Junior	3G	WONG Wing Yi
			Senior	5L	MAN Allai Winona
				5L	SIN Lok Hang
Sir Edward Youde Memorial Prizes 2016/17	Sir Edward Youde Memorial Fung Council	Sir Edward Youde Memorial Prizes 2016/17	Secondary Schools	6G	LAM Yun Ka Kitty
		Sir Edward Youde Memorial Prizes 2016/17	Secondary Schools	6L	HUNG Sze Long Saturnia
Evershed Cup English Debating Competition	Hong Kong Public Speaking and Debating Community	Champion	Preliminary Section	4L	CHEUK Hiu Fung
				4L	CHEUNG Hoi Lam Hermes
				4L	LIN Wai Ying Rachel
				4L	YU Alice Po Yi
				5P	LUI Ho Long
				5H	CHEUNG San Yui
		Top Ten Speakers (Ranked 5 <sup>th</sup> )	-	4L	YU Alice Po Yi
City University Debating Challenge	City University, SCMP	Divisional Champion	1 Day Tournament	3F	CHUNG Tin Nam
				3G	KWOK Wing Yi
				4L	CHEUK Hiu Fung
				4L	LIN Wai Ying Rachel
				4L	YU Alice Po Yi
				5P	LUI Ho Long
				4L	CHEUNG Hoi Lam Hermes
				5H	CHEUNG San Yui
		Best Speaker	1 Day Tournament	4L	CHEUNG Hoi Lam Hermes
68 <sup>th</sup> Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	Champion	Solo Verse Speaking	5F	LUK Po Ki Amber
		Champion	Dramatic Duologue	4F	WILSON Brianna Sum Yee
				4P	CHEUNG Tanya
		Champion	Dramatic Duologue	4L	SO Hin Kei
				4L	YU Alice Po Yi
		Champion	Dramatic Duologue	5F	WONG Ming Lun Lincoln
				5J	LAI Hoi Ching

Name of Competition	Organizer	Award	Section	Class	Name
68 <sup>th</sup> Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	Champion	Dramatic Duologue	5F	LUK Po Ki Amber
				5L	LAW Nam Lam
		Champion	Dramatic Duologue	5L	KO Hei Nok
				5L	MAN Allai Winona
		Champion	Dramatic Duologue	3J	CHAN Renee
				3L	FONG Ka Hei
		1 <sup>st</sup> Runner-up	Solo Verse Speaking	1J	WONG Cheuk Wai
		1 <sup>st</sup> Runner-up	Solo Verse Speaking	2G	CHIM Wing Sum Samantha
		1 <sup>st</sup> Runner-up	Solo Verse Speaking	3G	WONG Ka Ching Candy
		1 <sup>st</sup> Runner-up	Solo Verse Speaking	4G	WU Pui Yin
		2 <sup>nd</sup> Runner-up	Solo Verse Speaking	1G	YIU Kwan Chak
		2 <sup>nd</sup> Runner-up	Solo Verse Speaking	1J	LEE Nim Ching
		3 <sup>rd</sup> Runner up	Solo Verse Speaking	3F	CHUNG Tin Nam
第六十八屆香港學校朗誦節	香港學校音樂及朗誦協會	冠軍	粵語散文獨誦	2P	李若彤
		冠軍	粵語詩詞獨誦	1J	李念情
		亞軍	粵語散文獨誦	2G	詹詠心
		季軍	粵語散文獨誦	4L	張凱琳
文化盃辯論比賽 2017	新知識文化學術研習社	季軍	-	5F	陳樂希
				5G	鄭琛愉
				5L	江欣妍
				5L	李朗軒
語常會推廣普通話活動第十九屆全港中小學普通話演講比賽 2017	新市鎮文化教育協會	全港總冠軍 新界區金獎 最佳口才獎	高中組	4G	鄔沛延
第六十八屆香港學校朗誦節	香港學校音樂及朗誦協會	冠軍	普通話散文獨誦	4G	鄔沛延
		亞軍	普通話散文獨誦	2P	李若彤
		季軍	普通話散文獨誦	2F	蔡潼
		季軍	普通話詩詞獨誦	1J	李念情
		季軍	普通話散文獨誦	3G	郭咏怡
		季軍	普通話散文獨誦	4L	俞寶兒
		季軍	普通話詩詞獨誦	3J	黃可琦
		季軍	普通話散文獨誦	5L	江欣妍
Statistical Project Competition for Secondary School Students	Hong Kong Statistical Society	First Prize	Junior Section	2F	CHOI Tung
				2F	CHOW Dorcas Cecelia
				2P	NG Pui Yin
		Prize for the Best Index Application	Junior Section	2F	CHOI Tung
				2F	CHOW Dorcas Cecelia
				2P	NG Pui Yin

Name of Competition	Organizer	Award	Section	Class	Name
Statistical Project Competition for Secondary School Students	Hong Kong Statistical Society	Distinguished Prize	Junior Section	3L	CHOW Tsz Yuet
				3L	FONG Ka Hei
				3L	LI Oscar
				3L	WONG Hui Ching Angie
The 19 <sup>th</sup> Hong Kong Mathematical High Achievers Selection Contest	Po Leung Kuk	Second-Class Honour	Secondary Schools	3L	LAM Chun Ho
		Third-Class Honour	Secondary Schools	3L	CHENG King Lam Kris
JA Company Programme Trade Fair	Junior Achievement Hong Kong	2 <sup>nd</sup> Runner-up in Best Offering	School-Based Track	BAFs Society*	
Earthquake Detector Design Competition	HKU, Hong Kong Observatory, HK Meteorological Society	1 <sup>st</sup> Runner-up	Senior Group	5H	MAK Chak Wing
				5P	NG Ho Man
				5P	WONG Chun Hei James
				5P	WONG Tat Ho
		Best Presentation Award	Senior Group	5H	MAK Chak Wing
				5P	NG Ho Man
				5P	WONG Chun Hei James
				5P	WONG Tat Ho
2017 Electrical Model Design Contest	The Hong Kong Institution of Engineers	Best Presentation Award	-	1G	CHAN Hei Lok
				1G	CHING Wang Hin
				1G	CHUNG Sheung Yan
				1J	LIU Jerry Christopher
2016 應用可再生能源設計暨競技大寶	今日校園、香港電子科技教育學會	二等獎	太陽能模型車大賽(負重級)	1J	廖晞朗
				1J	黃冠豪
Cyber-Security Geo-Caching Hunting Competition	Youth Online – Stewards	Champion	Secondary Schools	5F	LEE Ting Hei
				5F	LEUNG Hong Yu
				5J	CHEUNG Tsz Hin
2016 Experiment Challenge – Let Kids Love Science	BASF, CUHK	Top Six Finalist	-	4L	KI Ka Yin
				4L	OR Cheuk Lam

Name of Competition	Organizer	Award	Section	Class	Name
4 A-side Soccer Competition	Hui Chung Sing Memorial School	1 <sup>st</sup> Runner-up	Boys	2F	CHAN CHIN FUNG
				2F	LEUNG Ka Ho
				2F	NGAI King Lok
				2F	WONG Yat Long
				2J	OR Chun Ting
				2J	SHEK Ho San
				2P	CHEUNG Ka Chai Adam
				2P	LAI Pak Long
Inter-school Football Competition	Hong Kong Schools Sports Federation	3 <sup>rd</sup> Runner up	Boys Grade C	Soccer Team (Boys Grade C)**	
Community Team Sports Competition – Basketball	The Hong Kong Federation of Youth Groups	2 <sup>nd</sup> Runner-up	Boys U14	2G	NG Lok Hang
				3G	LAM Chun Ki
				3J	LI Lok Hang
				3L	NG Jimi
				3P	YAM Tsz Ho
Inter-school Badminton Competition	Hong Kong Schools Sports Federation	2 <sup>nd</sup> Runner-up	Girls Grade B	Badminton Team (Girls Grade B)***	
Inter-school Swimming Championships	Hong Kong Schools Sports Federation	Champion	50m Butterfly	1J	SUEN Hui Wun
		Champion	50m Breaststroke	5G	SZETO Wing Ka
		Champion	4x50m Freestyle Relay	1J	SUEN Hui Wun
				1P	YIP Tsz Laam
				2F	LO Yuen Ying
				2L	YAU Yuet Sum Chloe
		1 <sup>st</sup> Runner-up	100m Breaststroke	5G	SZETO Wing Ka
		1 <sup>st</sup> Runner-up	50m Backstroke	4F	CHU Man Tung
		1 <sup>st</sup> Runner-up	100m Freestyle	4F	CHU Man Tung
		1 <sup>st</sup> Runner-up	4x50m Freestyle Relay	3F	NG Sheung Hin
				4L	LAU Wa Tsun
				4P	FU Chuen Leong
				4P	LAU Tsz Hin
				4P	LIU Wang Ho
		2 <sup>nd</sup> Runner-up	50m Freestyle	1J	SUEN Hui Wun
		2 <sup>nd</sup> Runner-up	100m Breaststroke	4P	LAU Tsz Hin
		2 <sup>nd</sup> Runner-up	50m Freestyle	4P	LIU Wang Ho
		4 <sup>th</sup> Runner-up	Boys Grade B	Swimming Team (Boys Grade B)****	

Name of Competition	Organizer	Award	Section	Class	Name
Inter-school Swimming Championships	Hong Kong Schools Sports Federation	6 <sup>th</sup> Runner-up	Girls Grade A	4F	CHU Man Tung
				5G	SZETO Wing Ka
		6 <sup>th</sup> Runner-up	Girls Grade C	Swimming Team (Girls Grade C)^	
Short Course 100m Breaststroke	Hong Kong Amateur Swimming Association	Champion	Boys Division 3	4P	LAU Tsz Hin
Short Course 50m Freestyle	Hong Kong Amateur Swimming Association	2 <sup>nd</sup> Runner-up	Boys Division 2	4P	LIU Wang Ho
2017 Aquathon Novice Race 1	Hong Kong Triathlon Association	1 <sup>st</sup> Runner-up	Course C – Boys School Team	1F	LAI Tin Long
				1G	WONG Ho Him
				2P	HUNG Alexander Chun Wang
				3P	ON Tsz Yuen
Hope Worldwide Great Santa Run 2016	Hope Worldwide	Champion	8km Females 12-13	1P	KWAN Ching Ga Haruka
荃灣區分齡田徑比賽	康文署	1 <sup>st</sup> Runner-up	女子青少年 E 組 4x400m 接力	1P	關晴嘉
青協背包跑	The Hong Kong Federation of Youth Groups	Champion	Girls U12-15 3 公里個人組	1P	關晴嘉
The 69 <sup>th</sup> Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Champion	Church Music-Foreign Language – Age 14 or under	School Choir^^	
		1 <sup>st</sup> Runner-up	Grade 6 Piano Solo	1J	WONG Wing Nam
		2 <sup>nd</sup> Runner-up	Piano Duet	2P	MAK Wing Tim
		2 <sup>nd</sup> Runner-up	Tuba Solo	4G	CHENG Yeuk Man
Hong Kong International Handbell Olympics 2017	Hong Kong International Handbell Olympics	Silver Award	Intermediate Handchime	Junior Handchime Ensemble^^^	
		Silver Award	Junior Handchime	Senior Handchime Ensemble^^^^	
HKFYG Jockey Club A Cappella Education Programme	The Hong Kong Federation of Youth Groups	Silver Diploma	Heats School Division	A Cappella Group#	

Name of Competition	Organizer	Award	Section	Class	Name
School Music Competition Showcase	Education Bureau	Distinction	Secondary Section	5L	LAM Chun Ho
2016 3 <sup>rd</sup> Hong Kong Youth Piano Competition	Hong Kong Classical Music Promotion Centre	3 <sup>rd</sup> Runner up	Grade 8	1J	WONG Wing Nam
2016 Beethoven Piano Competition	15 <sup>th</sup> Hong Kong (Asian Pacific) Piano Competition	4 <sup>th</sup> Prize	Grade 6	2P	MAK Wing Tim
第十三屆 中小學生日語 演講比賽	香港日本語 教育研究會	亞軍	初中生小組故事 朗誦	1J	古欣仟
				1P	向芷欣
				1P	江靖琳
				1P	林浩天
				1P	彭子瑩
2017 EMI Drama Festival	The Association of English Medium Secondary Schools	Outstanding Performance	Section 6	Drama Club##	
		Outstanding Spoken English	Section 6	Drama Club##	
The 53 <sup>rd</sup> Schools Dance Festival	Education Bureau Hong Kong Schools Dance Association Limited	Second Class Honor	Secondary Schools	Dance Team###	

\*BAFs Society

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
5F	KEI Tsun Yin	5J	CHAN Shing Chak
5F	LAI Wing Heng Carol	5J	CHOI Yee Ling
5F	NG Man Ho	5J	WONG Yuen Tim Rachel
5F	WONG Cheuk Kee	5L	CHAN Lok Yi
5G	CHU Wing Ching	5L	KO Hei Nok
5G	LEE Tsz Man	5L	LAM Tsz Lung
5G	LING Chun Kei	5L	LEE Lok Yi
5G	MAK Sin Yi	5L	LIU Tsz Yung Ivan
5H	CHAN Kai Shing	5L	TAI Yan Wing
5H	CHONG Man Yu	5P	KAN Chun Hin
5H	NG Sze Wing		

**\*\*Soccer Team (Boys Grade C)**

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	KONG Chin Wang	2F	NGAI King Lok
1G	MAN Long Hei	2F	WONG Nok Yin
1G	TSANG Kwun Kiu	2F	WONG Yat Long
1G	WONG Wai Ting Justin	2J	CHEUNG Ho Chit
1J	YIU Chi Leong	2J	OR Chun Ting
1J	YU Chi Hang Justin	2J	SHEK Ho San
1L	LI CHUNG YAU	2J	TSUI Wai Lam
1P	CHAN Ho Hon	2P	CHEUNG Ka Chai Adam
1P	TANG Wai Shun	2P	CHEUNG Ying Long
2F	CHAN CHIN FUNG	2P	LAI Pak Long
2F	LEUNG Ka Ho		

**\*\*\*Badminton Team (Girls Grade B)**

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
2P	CHIU Long Ying	4G	WU Pui Yin
3L	FONG Ka Hei	4H	SO Pui Hau
3L	TSANG Tiffany	4L	WONG Yi
3L	WONG Chun Chun	4P	WONG Lam
4F	WONG Wai Ting		

**\*\*\*\* Swimming Team (Boys Grade B)**

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
3F	NG Sheung Hin	4P	FU Chuen Leong
3P	ON Tsz Yuen	4P	LAU Tsz Hin
4L	LAU Wa Tsun	4P	LIU Wang Ho
4L	LAU Yin Lun Frederick		

**^Swimming Team (Girls Grade C)**

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1J	CHEUNG Hiu Man	1P	YIP Tsz Laam
1J	SUEN Hui Wun	2F	LO Yuen Ying
1J	TAM Man Hei	2L	YAU Yuet Sum Chloe
1L	CHAN Kei Tung		



## ^^School Choir

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	CHEONG Long Yin	1L	LAM Cheuk Kwan Tracy
1F	CHEUNG Tsun Chit	1L	LAM Wan Ki Isaac
1F	CHEUNG Tsz Yau Jamie	1L	LI Wing Lam Swani
1F	HUNG Tsz Long	1L	MAK Long Hei Theodore
1F	LUI Yee Kiu	1L	NG Man Wai
1F	LUK Wai Ling	1P	CHAN Yi Man
1G	CHUNG Hau Nam	1P	CHU Ka Yi
1G	FONG Ling Hei	1P	KONG Ching Lam Cherie
1G	LI Yat Ting	1P	KWAN Ching Ga Haruka
1G	TAI Chun Yui	1P	LAW Chit Sum Jason
1G	WAN Yan Kiu	1P	LO Sin Tung Sabrina
1G	YOU Sin Yan	2F	CHEUNG Hau Ying Hazel
1G	YU Chak Yan	2F	POON Yuen Ying
1J	CHEUNG Hiu Man	2G	CHENG Shue Yan
1J	KOO Yan Chin	2J	CHAN Hoi Ki
1J	LAW Kwan Yi	2J	TAM Chun Yat
1J	LEE Nim Ching	2J	WONG Tsz Yau
1J	TAM Man Hei	2L	CHEUNG Hoi Yan
1J	YIP Pui Hei	2P	HO Yan Tung
1L	HUNG Susan	3L	FAN Xin Yan

## ^^^ Junior Handchime Ensemble

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	WONG Wing Yi Charlotte	2J	SIN Hau Yin
1J	WONG Cheuk Wai	2P	CHIU Long Ying
1L	CHEUNG Wing Yu	3G	SO Yuk Kei
1P	KWAN Ching Ga Haruka	3J	CHUN Sze Ling
2F	CHEUNG Yuet Yiu Yoyo	5P	HO Chung Sum
2G	CHAN Wai Ki		

## ^^^^ Senior Handchime Ensemble

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
2F	CHOW Dorcas Cecelia	3G	SO Yuk Kei
2F	SO Tin Yan	3J	CHUN Sze Ling
2G	CHAN Wai Ki	3P	CHAN Chun Yin
2P	CHIU Long Ying	4H	CHEN Huen Huen
3F	LAU Sik Yu	4L	KI Ka Yin
3G	LAI Nok Hei Jonathan	5P	HO Chung Sum

## #A Cappella Group

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
2F	HUNG Long Hei	3P	LAU Tsz Ching
2F	NG Wing Suet	3P	NG Samuel Chun-hei
2F	WU Man Sum	4H	CHUNG Sze Hang
2G	CHAN Wai Ki	4L	CHAN Tsun Ming
2P	HO Tsz Tung	4L	KAN Praise Joan Kee
3G	CHEUNG Him Lam Jaime	4P	SIU Sum Yuet
3G	WONG Ona Lok Ching	5G	CHANG Sam Yu
3L	FAN Xin Yan	5H	NG Zi Lun Jane
3L	YOUNG Cheuk Heng		

## ##Drama Club

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	CHAN Cheung Shun	3F	WONG Yi Nam
1F	LEUNG Hiu Yeung	3J	CHAN Renee
1F	MAN Cho Ying	3L	FONG Ka Hei
1G	CHIU Tsz Ching Jessie	3P	YEUNG Tsz Ching
1G	WONG Hing Yee	3P	YEUNG Zi Yan Joanne
1L	NG Cheuk Ki	4F	WILSON Brianna Sum Yee
2F	CHAN Tsz Ying	4H	WONG Wing Kei
2G	CHIM Wing Sum Samantha	4H	YAU Ching Nam Tara
2G	KU Fong Lum Flora	4J	LIM Hei Tung Hellen
2G	LAM Sau Chun	4L	SO Hin Kei
2G	WONG Hoi Tung	4P	CHEUNG Tanya
2P	YUEN Lok Chun	5F	LUK Po Ki Amber
3F	CHEUNG Ho Lam		

## ###Dance Team

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1G	CHAN Hei Tung Manis	2L	NG Tai Yi
1G	IU Yan Yin	2L	TAM Cheuk Yiu
1P	MAK Lee Yi	2P	NG Pui Yin
1P	NG Cheuk Lok	3F	CHENG Pui Ki Alyssa
2F	AU Cheuk Ka	3F	LEUNG Man Chi
2G	CHAN Yuet Sum	3P	CHENG Tsz Lam
2J	CHAN Ching Chi	3P	LEUNG Hei Tung
2J	POON Aurora Sau Wan	3P	WU Sheung Nga
2J	YUNG Tsz Lam	5L	LEE Lok Yi
2L	LAM Cheuk Yee	5L	MAN Allai Winona

## **10. Evaluation of the Major Concerns (2016-2017)**

### **Major Concern I: To enhance students' learning capacity**

The objective was mostly achieved as reflected in the evaluation of the Annual Year Plan of subject departments and teams. To begin with, one of the strategies to tackle this concern was to continue fostering students' learning habits through pre- and post-lesson learning tasks, bringing learning tools and notebooks to take notes during lessons, making use of vocabulary books, writing reflections on lessons and submitting this quality assignments. Most teachers reflected that over 70% of students were able to acquire the above basic learning habits in lessons except when frequent reminders were necessary for students of junior forms on the use of vocabulary books. Vocabulary jotting for junior forms will be implemented in a more organized way in the coming year.

The school is dedicated to explore the advantages of e-learning. This aims to provide a broader learning capacity and exposure for students. New facilities such as ultra-short throw projectors, anti-reflection whiteboards and e-learning tools are available in classrooms to facilitate interactive and self-directed learning. The sustained implementation of an iPad Pilot Programme for junior forms has covered subjects such as English, Mathematics, LS, IH, IS, Physics and Chemistry. Students were able to fully make use of the iPad as a daily learning tool both inside and outside the classroom. In addition, online learning programmes were continuously adopted in various subjects and the use of iPads and videos as teaching and learning tools also stimulated student's self-directed learning. More than 80% of students in the pilot classes were familiar with the use of online programmes for learning. To explore more e-learning platforms for students' motivation, better coordination with the e-learning Team would be arranged in the coming year.

As reading is so crucial to enrich knowledge, many subject departments provided a variety of reading materials and new references to strengthen reading to learn through the utilization of library resources and online programmes. The Library Team also collaborated well with the departments to provide additional reading materials for Chinese, English and LS, VA, IS, Chemistry and PSSE. Library lessons have also been arranged for Chinese, English, LS, Chemistry and IS. In addition, a new approach in the library was the setup of a Best Books Channel (BBC). This was deemed successful. Students and teachers showed positive feedback to the channel, and students borrowed the recommended books afterwards.

The English and Chinese Departments continued to promote reading schemes as it is the most direct and efficient way to upgrade students' language proficiency. 98% of junior forms students participated in the English Reading scheme, which was an increase of around 26% when compared to last year. There was a significant increase of 39% in students being awarded Bronze or above in the scheme when compared with

last year. Similarly, the Chinese Reading Scheme was effectively launched at different levels. Around 85% of S1-3 students joined the scheme. There was a significant increase of 31% in students being awarded Bronze or above in the scheme when compared to last year. For LS, 20% of the students showed interest in the library books in relation to LS. It would be more effective to arrange visits to the library near the UTs or exams as students were more concerned about their results.

The objective of the “Flipped learning” strategy has been mostly achieved. It was firstly adopted in Mathematics and has extended to other subjects such as BAFs, Chemistry and Physics, Information Communication and Technology. All Mathematics teachers adopted flipped learning in at least one topic and took more than 1,000 videos for the past three years. Flipped learning was also adopted in Senior Form Mathematics summer exercises. For other subjects, pre-lesson learning tasks were given through videos related to specific topics. Over 50% of involved teachers agreed that the lessons were more student-centered than before. The students’ questionnaires were more attentive and positive with this mode of learning. Nevertheless, not all the flipped learning videos are recorded in English.

In addition, strengthening students’ social awareness with a good grasp of current issues was one of the strategies used to tackle concerns. In LS, over 50% of students could make good use of relevant news as examples to support their arguments and express their views on some “hot” issues. To stress the importance of contextualization, starting from the 2nd term, S.5 students were required to highlight the examples used in the exercises with bonus marks given. Overall, the passing rates of news sharing in continuous assessments were good. Students showed interest in teachers’ news sharing. For better outcomes, teachers suggested to have more lesson time in order to do more preparation and monitoring work. The Moral and Civic Education Team also organized Pooikeinians’ Sharing (培基新聞眼) with the aim of discussion on specific current issues. Five reading articles were distributed to all students beforehand and three news sharing sessions were conducted. Some S5 and S6 students were invited to share their views on current issues. In IH, S1 & S2 students were asked to complete seven to eight news commentaries this year. Teachers agreed that the target was met, however areas of improvement for students’ skills of writing critical comments should be addressed in the coming year. In Chinese Language, the Sing Tao newspaper was subscribed by all forms, and students were asked to do news sharing and commentary on specific topics. Only S4 students could not achieve the target due to the tight schedule in adapting to the new syllabus of HKDSE whereas 100% of all other forms achieved the target in oral practice. Teachers observed that students were able to address different themes and express themselves appropriately and related to their chosen social issues. The practice of news presentation will be continued in the coming year.

Another initiative to enrich students’ skills and knowledge was through the cross-curricular collaboration with subjects and teams. The IT Team collaborated well with the Chinese and English Departments which provided an interactive platform to build students’ reading habit by using eBook with the use of iPads during

the class teacher period. All pilot class students have learnt how to read eBook in e-Class. The target for S1 pilot students to read at least three eBooks in e-Class was successfully achieved. The completion rate was satisfactory. The average number of books accessed was around fifty per student. In addition, the Campus TV Team also provided educational TV programmes for students during lunchtime and after school. It was successfully achieved as more than 20 episodes have been produced involving departments of English, Putonghua, IS, Chemistry and Music and Moral and Civic Education Team. Students' feedback has been positive as they enjoyed watching the videos production.

Additionally, the LS Department was able to liaise with different Departments: Chinese, IS, Geography, IH and Mathematics to build students' basic knowledge for the study of LS. The S5 Debate in collaboration with the Chinese Department was successfully held. An S4 forum with IH was held as scheduled and the topics were well-chosen. Students who participated in both events have shown interest and performed seriously. However, the design of the news analysis package with IH and the curriculum collaboration with Geography, IS and Mathematics still needs to be further developed in the coming year. In addition, the PSSE Department also collaborated with Moral and Civic Education Team, Christian Education Team and Global Education Team to organize Gospel Week, Love and Sex Education Week, ten Anti-bullying workshops to provide a wide spectrum of learning experiences to students. A collaboration of cross-curricular subjects and teams to enhance students learning capacity was generally achieved.

The Global Education Team also contributed to heighten students' learning capacity in globalized vision through collaboration with departments of English, IH, LS, English Literature, History, PE, Music, VA and PSSE during 'The International Awareness Week'. The aim of the programme was to provide students' opportunities to develop their international perspectives through forums, talks and interviews with foreign instructors. Students were invited for lunch time activities where they could approach and meet people from different cultures. The foreign instructors discussed global issues with students in classes. A wide range of topics were covered such as poverty, water management, protests, identity, global warming, education and cultural sharing from an international perspective. More than 80% of the involved teachers believe that the information shared by the speakers was useful. Feedback from students was positive according to verbal feedback and the evaluation forms. 80% of students who participated would like to have the programme again. Overall, the results and responses were positive; the programme will be continued in the coming year with some adjustments of the lesson time and the logistics for materials provided by the guest speakers.

Another positive initiative was that provided by the LEWOWA Team which again offered diversified learning activities and extended students' learning experience outside school. The design of the programmes was to strengthen students' self- management, generic skills and problem-solving skills. The LEWOWA Team adopted Kolb's Experiential Learning (EL) Model and incorporated it into all LEWOWA programmes. All the thirty LEWOWA programmes embraced the belief and implemented the EL Model. Over 70% of

participants agreed or strongly agreed that their own programmes actualized the EL approach. Sufficient time was given for discussion and sharing. Their experience was consolidated in the debriefing sessions. In addition, programmes were also designed to train students in how to understand different situations and learn how to react with critical-thinking skills, problem-solving skills and survival skills. There were four life simulation programmes: ‘Multi-intelligence Training Scheme’ which consisted of two life simulation sessions; ‘Embrace Your Life – SIM JOURNEY’ which was about SIM city and life planning; ‘A Real Life-traveler in Taiwan’ and ‘Seven Lessons from God’ both involved a self-design itinerary and a number of problem-solving challenges. Responses were very positive in these four programmes. In all 90% of participants agreed or strongly agreed that they could contribute to their strengths and they were given new challenges in the programme. A three to four-day programme on a local remote island was designed to train students’ self-motivation, critical-thinking, problem-solving as well as survival skills. Feedback was also positive and encouraging. From the programme teachers’ observation, there was a general phenomenon found: most students performed well in the arranged tasks with obedience and problem-solving skills; however, it would be more challenging for students if they could completely start off an idea with a plan of their own. It is believed that this phenomenon is highly related to their upbringing as well as the Hong Kong education system and culture.

To conclude, the attempt to enhance students’ learning capacity was partly achieved as reflected in teachers and students’ responses. On reflection, there is still room for improvement for a few areas such as e-learning, especially using the iPad as the learning tool, should be further enhanced to strengthen interactive learning and self-directed learning. Students’ learning confidence is also a major concern as there was no obvious increase in this aspect indicated from the Stakeholder survey of the last three years: 52.8% (14/15), 50.5% (15/16), 50.0% (16/17). To strive for further progress, more efforts would be put on improving students’ performance in high-order thinking questions and more in-depth curriculum collaboration should be explored. School-based programmes for higher ability students will also be implemented to enhance students’ learning capacity with confidence next year.

## **Major Concern II: To cater for learner diversity through diversified teaching strategies.**

The objective was mostly achieved as teachers have become more familiar and confident in the strategies to cater for learner diversity. Teachers reported their observations and students' learning outcomes in the markers' reports as well as the Panel meetings. It was agreed that most of the school curriculum could be appropriately adapted to suit students with diversified needs, interests, abilities, experiences and learning styles. Different measures have been taken to cater for learner diversity. At school level, small class and split-class teaching and streaming arrangements have been adopted in Chinese, English, LS; teachers worked hard to devise school-based learning and teaching materials; most of subjects have provided coursework/assignments and examination questions with different levels of difficulty to cater for mixed abilities and diverse learning needs. Moreover, teachers have continuously employed appropriate classroom pedagogical strategies to cater for the diverse needs of students. For students with lower abilities, tailor-made worksheets, re-testing and corrections were provided to enhance motivation and build confidence.

More specifically, formative assessments were used frequently to provide useful feedback. Homework assignments in various subjects like VA, LS, IS, IH, Geography, History, BAFs, Economics, PSSE, English and Chinese Languages, offered a wide range of assignment types and activities to develop students' potential in various aspects. Different types of assessment (e.g. portfolio, projects, short videos, written essays, self-learning package and oral presentation) were used to help students to identify their strengths and weaknesses as well as for teachers to decide on the appropriate learning and teaching strategies for them. Efforts have been made on tailoring assignments into graded exercises and to devise school-based teaching and learning materials. There was tailoring of assignments into graded exercises and challenging questions in Bonus sections which added in UT/ Exam papers to stimulate the learning interest and motivation of higher achievers. Designing materials according to the proficiency of students enabled students to gain a sense of satisfaction. While doing exercises that they could manage with elements that are slightly more demanding could foster a greater sense of achievement for both average and above average students.

Cooperative and Interactive learning were also effective in most of the subjects such as English Language, Chinese Language, LS, IS, Chinese History, VA, PSSE and Music. Group work, pair work and individual work were adopted to maximize students' exposure and to enhance the level of effective teaching and learning. Teachers have continuously developed new strategies and pedagogies to enhance students' learning effectiveness. In Mathematics, for example, teachers fine-tuned the revision guidelines and the linkage between the revision guideline and the assessments. It was found that the revision guidelines with suggested revision time were helpful for low achievers with high motivation. Besides, it was agreed by the panel that multiple-choice (MC) training is the right direction of development for junior and senior form students. The subject-based implementation started by allocating one MC lesson per cycle in senior forms. As the results were encouraging, there will be two MC lessons per cycle in 2X classes and one MC lesson per cycle for 3X

classes in senior forms in the coming year.

In addition, S1-3 strengthening and remedial classes of three core subjects, including Chinese Language, English Language and Mathematics were continued in order to cater for the mixed abilities of our students. Participating students showed a positive attitude, while most students' improvements were shown in the scores of tests and examinations. The remedial and strengthening classes have built a good reputation among students and parents. Remedial classes helped students address their own weaknesses and make improvement. This was reflected in their academic results and learning attitude. In fact, some students volunteered to join the strengthening classes. S4-6 supplementary lessons for make-up class and enhancement class, tutorials for different groupings of students of all subjects and revision classes before UTs or exams were scheduled during lunchtime, after schools and during holidays to provide additional support that reinforce students' learning. Students' pass rates were satisfactory and improvements were reflected in the internal exam results. The same practice will be adopted in the coming year.

Another effective initiative was the integration of an IT interactive learning approach into IS, IH and Mathematics through a pilot scheme implemented for S1 to S2. Mathematics, Chinese, Physics and BAFs teachers used the iPad actively to motivate students learning. With the help of iPad and Apple TV, subject teachers were able to explore new teaching strategies to enhance class interaction. By using iPads, teachers and students could access e-books and other learning materials directly from the Internet in lessons. Teachers of Mathematics, Chinese Language, Chinese History, History, Geography, BAFs, Chemistry, Physics, IS and IH also used multimedia resources via iPads in the classroom from time to time. In order to enhance the use of e-learning and to cater for the diverse students' abilities and needs, most of teachers and students agreed that using technology in the curriculum provides an interactive learning and teaching environment. It not only allows teachers to display notes, use webpages and apps to facilitate teaching but students can also design mind maps, receive instant feedback from teachers through polls, short questions and quizzes to make learning more interesting and interactive. Some teachers reported that the teaching progress was hindered by overbooking of iPads between lessons. To rectify the situation, the "One to One iPad programme" in S1 will be carried out in the coming year and more iPads will be spared for students of other forms.

In addition, progress of students' learning and follow-up measures were devised to enhance teaching and learning effectiveness during the Common Lesson Preparation (CLP) of various subjects. Teachers of Chinese & English Languages, Mathematics, LS, IH and IS spent CLP time on discussing pedagogical strategies to cater for students with different learning styles and progress, as well as developing more school-based teaching materials. Themes were developed to cover the core elements for students with average abilities and to provide extended themes and activities for students with higher ability. The Counselling Team also provided afterschool workshops to Special Education Needs (SEN) students, including learning skill workshops and communication skills workshops to SpLD and ASD students. More than 80% of participants



agreed that the workshops benefitted them.

The Alumni Tutorial Scheme was continuously implemented for S1-6. Unlike last year, eight subject Panels participated in the scheme including BAFs, Biology, Chemistry, Chinese History, Economics, English Language, History and Mathematics. Over 200 lessons were conducted by 15 alumni tutors with the aim of helping the weaker students while subject teachers provided tutorials for students of above average abilities. Alumni tutors were able to take up the role as tutors as well as to share their HKDSE experience with their schoolmates so as to help them overcome psychological barriers while preparing for the public exam. Students could benefit from the sharing of exam strategies and experience from the alumni. The scheme will be continued next year.

To sum up, teachers and students generally reported positively in the stakeholder survey. When compared with last year, students showed initiative to learn, 60.2% (15/16) VS 64.5% (16/17) and greater seriousness in completing the assignments, 63.9% (15/16) VS 70.1% (16/17). Both percentages indicate a significant improvement. The school will continue to reinforce students' learning through diversified teaching strategies, a variety of assessment modes, various types of assignments and additional e-learning interactive pedagogies to cater for students' different learning needs in the coming year.

### **Major Concern III : To strengthen character building: Self-Management and Grateful Heart**

At the departmental level, a series of learning activities were arranged to meet this objective. Achievements and reflections were shown in the Evaluation of Year Plan and Annual Reports of subject departments and other school teams.

For English Language and Chinese Language, attempts were made to help students develop a grateful heart by reflection through writing. Students were given opportunities to write in the English newspaper “*The Express*” and the mini-anthology “*STILL*” as well as Chinese school-based assignments. Other subjects such as IS, Chemistry and IH organized activities which develop students’ positive attitude and thankful mind. More specifically, the Speech and Music Festivals, choral speaking, drama training, public speaking training, the English Announcers Team, English Broadcasting through SPKC Radio and Debate Team provided a platform for students to develop students’ responsibility and self- management. In addition, quite a lot of subject teachers also assigned project works to monitor students and to ensure they could keep their learning materials and assessment papers well, stressed the importance of punctuality in submitting work and trained students to work independently. School-based Assessment (SBA) and Independent Enquiry Study (IES) are examples of essential learning experiences to enhance students’ self-management and responsibility.

In particular, the PSSE curriculum was tailor-made to design different topics related to self-management and a grateful heart. For example, S1: Self-management, adopting new school life, thanks giving and a grateful heart. S2: Give thanks to God, family members and friends. S3: Self-discipline and establishing a positive lifestyle. S4: Filled with a Grateful Heart and managing your life. S5: Social responsibility and to cherish what you have. S6: Life is a precious gift from God. Based on teachers’ observation, students showed interest in the learning activities. However, after discussion at the annual evaluation meeting, it was suggested that students should be required to set goals on specific topics and have monthly evaluation with the teacher in coming year.

Self-management and a grateful heart were further strengthened by various teams through inspiring activities. The Christian Education Team shared hymns and Bible verses related to self-management and a grateful heart during Friday Worship and Spiritual Moments. Moreover, developmental programmes from the Counselling Team contributed most to this concern, through sports and adventure-based counselling programmes such as *Alpha Element Programmes* and the *Dare To Dream Programme*. Both Junior and Senior form students were able to complete their tasks and perform duties satisfactorily. The scheme ‘*A Peer Counsellor Team*’ continued to train a group of S2-4 students to help S1 students adapt to their new school life. There were over ten ‘Peer Counsellors’ and ten ‘Love Ambassadors’ recruited. Both peer counsellors and S1 students’ self-management and grateful heart were enhanced to a certain extent throughout the year. The scheme will be further implemented on a larger scale. The competition and promotion activities of S1-4 were completed

successfully and most students and teachers found them meaningful and useful. Besides, '*We are the Best Class Award Competition*' was also held this year to strengthen unity and class spirit as well as to develop students' sense of belonging to their class and school. By observation and interviews, students participated in the competition actively. Teachers also agreed that the competition promotes a positive school culture in S1-4 classes. As most of the assigned programmes were implemented smoothly, other themes such as students' mental health and stress management will be addressed in the coming year.

In addition, the Discipline Team adopted different strategies to nurture students' self-management and a grateful heart. More than twenty 3-minute sharing sessions about gratitude were conducted by students or teachers during every Monday Morning Assemblies. The new '*Pooikeinian Award Scheme*' was introduced to encourage students' self-discipline and good virtues such as punctuality, respect for others and a serious attitude towards learning. Over 500 students were awarded throughout the year. The Co-curricular Activities Team launched various kinds of training programmes such as school-based leadership training to students, including the student leaders, Student Union, House/Clubs and Class Committee members. Through these programmes, students learned the essence and values of responsibility, confidence, competence, serving others and the importance of self-management. The Moral and Civil Education Team also promoted and organized a diversity of activities and community services to develop students' good virtues and a positive life attitude.

To sum up, the objective was mostly achieved. As self-discipline is also one of the essential elements of self-management, compared with the stakeholder survey of last year, students were more aware of the importance of self-discipline and abided by school regulations, 62.9% (15/16) VS 68.6% (16/17). Parents also agreed the school is able to foster their child's self-discipline and help them better abide by school regulations, 71% (15/16) VS 80.7% (16/17). To a certain extent, it is observed that students performed better on self-management than having a grateful heart. Though developing students' grateful heart is not quantifiable, the school will continue to nurture this positive lifelong value to students in different aspects. To fulfill the objective with better outcomes, more focused tasks on goals setting and life planning will be implemented in the coming year.

# 11. Financial Summary for the 2015/2016 School Year (audited)

Stewards Pooi Kei College Financial Summary for the 2015/16 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)	73.04%	N.A
School Fees	N.A	24.68%
Donations	N.A	0.01%
Other Income	1.06%	1.21%
Total	74.10%	25.90%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	83.92%	
Operational Expenses (including those for Learning and Teaching)	9.20%	
Fee Remission / Scholarship <sup>1</sup>	2.47%	
Repairs and Maintenance	2.15%	
Depreciation	2.26%	
Miscellaneous	0.00%	
Total	100.00%	
Surplus / (Deficit) for the school year <sup>#</sup>	0.001 months of the annual expenditure	
Accumulated Surplus / Deficit in the Operating Reserve as at the End of the School Year <sup>#</sup>	9.14 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		
<sup>1</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the <u>annual overall expenditure</u> of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the <u>school fee income</u> as required by the Education Bureau, which must be no less than 10%.		
<input checked="" type="checkbox"/> 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).		

## 12. Financial Summary for the 2016/2017 School Year (audited)

Stewards Pooi Kei College Financial Summary for the 2016/17 School Year		
	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	74.17%	N.A
School Fees	N.A	23.62%
Donations	N.A	0.02%
Other Income	1.10%	1.09%
Total	75.27%	24.73%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	84.42%	
Operational Expenses (including those for Learning and Teaching)	7.16%	
Fee Remission / Scholarship <sup>1</sup>	2.45%	
Repairs and Maintenance	2.24%	
Depreciation	3.73%	
Miscellaneous	0.00%	
Total	100.00%	
Surplus / (Deficit) for the school year <sup>#</sup>	-0.05 months of the annual expenditure	
Accumulated Surplus / Deficit in the Operating Reserve as at the End of the School Year <sup>#</sup>	8.41 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		
<sup>1</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the <u>annual overall expenditure</u> of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the <u>school fee income</u> as required by the Education Bureau, which must be no less than 10%.		
<input checked="" type="checkbox"/> 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).		

### **13. School Contact Information**

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**-End of Report-**