

# *Stewards Pooi Kei College*

## *School Annual Report*

**2017-18**



# *School Annual Report 2017-2018*

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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 the 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 an all-round education as well as to set a sound basis for life-long learning. Our vision is for students to grow through joy, creativity and solid training in transferable and interpersonal skills so that they can be well prepared for university 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, 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 2017-18, the School operated six form levels (secondary 1 to secondary 6) with a total enrolment of 952 students housed in 33 classes. The secondary school curriculum structure has been reviewed in order to enhance the pass and credit rate in the HKDSE, ensure quality lesson time, enhance the teacher/ student ratio, and optimize the effectiveness of allocation of human resources. As a result, the School provided six classes for S4, S5 and S6 in order to provide students better choices for their 3 elective subjects. The class size on average was below 34 and the small-class policy (less than 25 students per group) was continually adopted in the subjects of English Language, Liberal Studies and Chinese Language in senior forms.

The staff comprises 82 teaching staff (including the Principal), 27 supporting staff (including 1 Student Affairs Officer, 4 Teaching Assistants, 2 Laboratory Technicians, 1 STEM and Science Lab Assistant, 2 IT

Officers, 1 IT/AV Assistant, 1 eLearning Support Associate, 1 Media Production & AV Assistant, 2 Library Assistants and 12 administrative staff) and 8 janitors. All teachers have at least a Bachelor's degree and over 50% have a higher degree.

## 2.2 School Management

The School Management Committee (SMC) is composed of nine school managers comprising of professionals such as university professor, secondary school principal, CEOs and 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 and 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 192. The learning activities days included the Multi-task Learning Day, Learning-Without-Walls Programme, the Athletics Meet and post-examination activities. Examination periods are excluded.

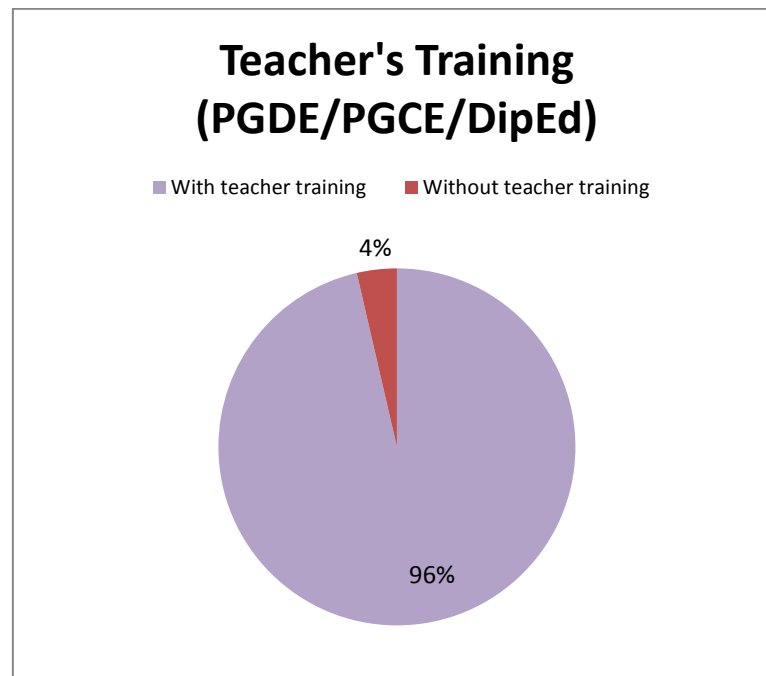
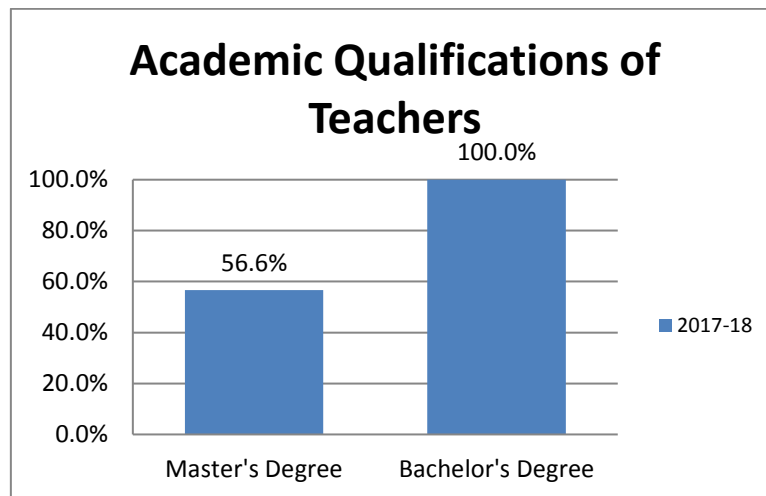
## **3. Our Students**

### 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> | 173       | 167       | 166       | 164       | 146       | 136       | 952          |

## 4. Our Teachers

### 4.1 Teachers' Qualifications



### 4.2 Teachers' Experience

|   |           |
|---|-----------|
| No. of teachers with 0 to 2 years of experience   | 6         |
| No. of teachers with 3 to 5 years of experience   | 6         |
| No. of teachers with 6 to 10 years of experience  | 20        |
| No. of teachers with 11 to 20 years of experience | 41        |
| No. of teachers with over 20 years of experience  | 9         |
| <b>Total</b>                                      | <b>82</b> |

## 5. Learning and Teaching

### 5.1 Curriculum Development

The Academic Development Board is composed of all subject departments. It works closely with eight 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 Education and Aesthetic Education. This year, the Board functioned to review 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 departments, to coordinate the implementation of the Four Key Tasks and to enhance Assessment for Learning.

The Academic Development 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, university entrance requirements and our global vision. To cater for students' needs and to maximize their potential, a non-local curriculum is planned to provide a broader spectrum of academic development for students.

### 5.2 Academic Attainment

The results of the HKDSE Examination (2018) showed a remarkable improvement with outstanding results as 69.1% of our students attained the requirement for university admission (33222) which is far higher than the Territory Average of 42%. The percentage that is eligible to sub-degree programmes (22222) was 96.3%. The overall subject pass rate was 98.0% while the percentage of attaining level 4+ was 52.7%.

The pass rates of 14 subjects including the 4 core subjects were all above the average in Hong Kong. The pass rates of the 4 core subjects were English Language (100%), Chinese Language (97.8%), Mathematics (98.5%) and Liberal Studies (99.3%). Other subjects with 100% pass rates were Chemistry, Chinese History, Economics, Information and Communication Technology, Literature in English and Visual Arts.

Among these, 13 subjects with higher percentage of attaining level 4+ than those in Hong Kong were listed as below:

| <b>Subject</b>                       | <b>SPKC</b> | <b>HK</b> |
|--------------------------------------|-------------|-----------|
| <b>Biology</b>                       | 55.9%       | 44.3%     |
| <b>BAFs</b>                          | 58.8%       | 43.4%     |
| <b>Chemistry</b>                     | 66.7%       | 51.2%     |
| <b>Chinese Language</b>              | 39.0%       | 30.5%     |
| <b>Economics</b>                     | 75.9%       | 46.5%     |
| <b>English Language</b>              | 50.0%       | 26.8%     |
| <b>Geography</b>                     | 52.8%       | 37.7%     |
| <b>History</b>                       | 63.2%       | 48.6%     |
| <b>ICT</b>                           | 46.2%       | 27.0%     |
| <b>Liberal Studies</b>               | 49.3%       | 34.9%     |
| <b>Mathematics (Compulsory Part)</b> | 59.6%       | 38.8%     |
| <b>Mathematics (Extended Part 2)</b> | 66.7%       | 59.7%     |
| <b>Visual Arts</b>                   | 44.4%       | 22.7%     |

There were 5 students obtaining outstanding achievement in HKDSE 2018. They all attained total scores of 30 or above from their best six subjects, including the 4 core subjects.

| <b>Class</b> | <b>Name of Students</b> | <b>HKDSE Results</b>           |
|--------------|-------------------------|--------------------------------|
| <b>6L</b>    | <b>LAM Chun Ho</b>      | 5**,5**,5*, 5*, 5*, 5*, 5*, 5* |
| <b>6P</b>    | <b>NG Hei Naam</b>      | 5**, 5*, 5*,5*, 4, 4, 4        |
| <b>6L</b>    | <b>CHAN Sing Lun</b>    | 5**, 5*, 5*, 5, 5, 4, 4        |
| <b>6P</b>    | <b>LEUNG Tsz Ching</b>  | 5*, 5*, 5, 5, 5, 4, 4,         |
| <b>6L</b>    | <b>LEUNG Hei Long</b>   | 5*, 5*, 5*, 5, 5, 4, 4         |

### 5.3 English Enrichment Initiatives

As an EMI school, SPKC understands the importance of the English curriculum in strengthening students' language foundation, and it is our mission to provide an array of English language activities to develop an enriched English learning environment on campus. With teachers' dedication and great effort, the school attained the outstanding result of 100% pass rate in the HKDSE 2017 and our overall performance was above the respective Territory average.

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 entering competitions: Junior (S1 and S2) Intermediate (S3 and S4) and Senior (S5). In total there were over 25 debates in the different competitions with teams achieving an exceptional 90% win rate. Of particular note was our performance in the Hong Kong Schools' Debating Competition. Both our Senior and Junior teams entered the Grand Final after winning all rounds of debate.

The Senior Team was awarded Hong Kong Champion (Division I) of the Enhanced Format, defeating schools such as Ying Wah Girls' School and La Salle College in earlier rounds. The enhanced format Team 1 (S5) participated in World Schools' style and included Point of Information where debaters could be interrupted during the speeches for query and rebuttals. Hermes Cheung (5L) was awarded the Best Speaker. The Team Manager and Co-Coach of the Hong Kong National Debate Team, Mr. Perry Ge gave us a valuable and memorable comment, "Your [SPKC] team has used Point of Information very well which even caused a case shift and forced a concession of the opponent. At the end of the day, it was a clear win, due to their good use of rebuttals, points of information and great team spirit." The Junior Team was awarded New Territories 1st Runner Up (Division I), defeating schools such as Creative Secondary School and St. Mark's School in earlier rounds. All the best debaters in various rounds in this competition are awarded to our school's debaters, meaning that they are awarded best debaters award for more than 15 times, which is a very remarkable achievement.

The S1-S2 debaters participated in the Inaugural St- Stephen's College Debate Challenge in May and performed well in this challenging style. They have defeated the junior team of South Island School, demonstrating skills beyond international schools' level. There was also pleasing development with our debaters from S2 and S4 who developed sufficient confidence and skills at the CityU Discovery & Innovation Debating Challenge in December.

Alice Yu Po Yi (5L) was invited to be the Master of Ceremony at the Grand Final of the Sing Tao Inter-School Debating Competition at Queen Elizabeth Stadium on 15<sup>th</sup> May due to her exceptional performance in the competition.

The most impressive aspect is the dedication, commitment and professionalism shown by all team members and their willingness to devote time and energy in preparation of a culture of excellence. SPKC teams have often been praised in front of other teams for their 'passion and spirit' as well as their highly developed critical thinking. Some opponents even 'envied' the number of other team members who would come and support the debaters, illustrating a supportive culture and atmosphere of learning from peers. A big thank you must go to all involved especially the teacher trainers and the school itself, which has supported the development of a proud tradition.

2017-18 was certainly another very eventful year for Drama at SPKC. S1, S2 and S4 spent a term engaged in educational drama classes, Secondary School 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 third time at the Association of English Medium Secondary Schools (AEMSS) English Drama Fest in April.

Seven pairs of students took part in the Dramatic Duologue category of the 69<sup>th</sup> Hong Kong Schools Speech Festival in December 2017. Of those seven pairs, three got the first runner-up award, one gained second runner-up and one pair won the champion flag. In addition, for the first time, one of our students achieved first runner-up in the Shakespeare monologue category. On 19<sup>th</sup> December, students and teachers were treated to a special after-school showcase of dramatic duologues, Shakespeare monologue, solo-verse recitals and a choral poetry recital, *Christmas Box*, the collaborative work of the Native English Teachers.

In March, S4 students and teachers visited the Sai Wan Ho Civic Theatre to watch a play, *Dr. Jekyll and Mr. Hyde*, staged by The Absolutely Fabulous Theatre Connection (AFTEC). The 90-minute play was an adaptation of the famous novel *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, 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 AEMSS English Drama Fest. They performed at Shatin Tsung Tsin Secondary School on 20<sup>th</sup> April. The 15-minute performance entitled *Out Of Your Mind* was an exploration of the thoughts, fears, hopes and dreams of a variety of characters at a local MTR station while waiting for the train to arrive. The whole team worked very hard and received an award for Outstanding Performance.

The Drama Club was invited to perform again at the Prize Presentation and Outstanding Performances Ceremony at Shatin Town Hall on 9<sup>th</sup> May. The grand event was organised by the AEMSS, the NET section of the Education Bureau (EDB), Theatre Noir, Chung Ying Theatre Company and The HK 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, whilst 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 students who produce the best book reports after reading in English. Nine junior form students 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. It is expected that they will enjoy themselves further upon purchase of leisure reading materials.

The English Department also provided other English language activities and platforms such as SPKC English Radio, Student English Newspaper (“*The Express*”), Mini-anthology (“*Still*”), English Society, English Zone Supervisors and the English Announcers Team. Students were trained throughout the year to perform specific tasks to enhance their language skills in achieving English language services. We are proud to say that English is ubiquitous in SPKC.

#### 5.4 Reading to Learn

2017-2018 was a fruitful year for the library. Through a wide range of enhanced internal and external communication activities, the library accomplished a great deal beyond providing fundamental services.



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

With 2 library assistants, 16 student librarians and 44 parent helpers, the library continued to provide borrowing services of our collection of over 30,000 items, reading materials in the reading periods and training for student librarians. Students also enjoyed 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 10,832 items borrowed this academic year, our students have demonstrated their willingness to utilize our resources and their interest in reading.

To further motivate students to read in context, the library organized seven thematic book exhibitions and two book fairs this year. Students’ general feedback was very positive and with teachers’ encouragement, they were more eager to participate in library activities, such as reading schemes. A “Super Memory” course was conducted by the director and the team members from the Hong Kong Academy of Memory to boost students’ memory in reading and learning performance. It was well received by the student participants.

## **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. *Wiseneeds*, 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 publications and information about studying and reading. It provides a great communication platform for our library, students, teachers and even the wider community.

## **Creating Channels for Book Sharing**

This year, our student librarian leaders hosted a chat show to invite well-known personalities in our school to discuss the books they love most and why. These student leaders, exchange students and teachers shared the joy and insights gained from their reading to fellow Pooikeinians. The recommended books were exhibited in the library for everyone in the school to borrow. The channel, named “Best Book Channel”, or “BBC” for short, is a three-minute book sharing programme broadcast to the whole school every Wednesday morning during assembly. The 24 episodes held this year were very well received by fellow Pooikeinians and the sound recordings can be accessed on Youtube.

## **5.5 E-Learning Development**

Information technology has created a paradigm shift in modes of teaching and learning. SPKC is dedicated to exploring the advantages of e-learning for students. With the purchase of 200 iPads and instalment of AppleTVs, ultra-short throw projector, 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. Moreover, our computer rooms have been revamped, transforming to advanced and well-equipped iClassrooms and Future Classrooms, iClassroom is a technological learning area for students to have discussions with different innovative digital devices, and Future Classroom is equipped with cutting-edge features and futuristic equipment for teachers and students to try out.

E-learning was further developed with the implementation of iPad Pilot Programme starting from March 2014. The scheme has covered subjects such as English Language, Mathematics, Liberal Studies, Integrated Humanities, Integrated Science, Physics and Chemistry. Launched in 2017, S1 **One-to-one iPad Learning**

**Programme** has enhanced the self-directed learning and the effectiveness of teaching and learning. 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 STEM Development

In the past two years, SPKC has undergone rapid development in STEM (Science-Technology-Engineering-Mathematics) Education. New facilities such as 3D printers and a Laser cutting/engraving machine have been installed to help students explore the latest digital fabrication technology. Our STEM Room was also launched at the beginning of the school year 2017-2018. Besides, a STEM and Science Laboratory Assistant has been recruited to strengthen the support in STEM-related lessons and events.

STEM is currently embedded into the Computer Literacy (CL, S1-S3) and Integrated Science (IS, S1-S2) curriculum. CL has gained an increase in teaching hours to prepare students with essential STEM knowledge and skills such as programming, soldering and the use of electronics. IS makes use of cross-subject STEM projects to nurture students with positive attitudes and characteristics that instill initiative, innovation, collaboration, and perseverance. For example, the "Solar Model Car Competition" and the "LED in Fashion Exhibition" were held successfully for S2 students in 2017 and 2018 respectively.

A series of STEM-related talks and activities have also been organized, including Sci-Tech@Lunch, robotic (BeyondRobot) and Micro:bit after-school classes, a talk on Math and Magic by The Chinese University of Hong Kong, the HKFYG IBM STEM Workshop, and Croucher Science Week - Anturus Tour. These events not only aroused students' interests but also enhanced their hands-on experience in STEM.

## 5.7 PSHE School-based Support Service

During the school year 2017-2018, our school successfully applied for the School-based Support Service (SBSS), provided by the School-based Curriculum Development (Secondary) Section of EDB, on the Key Learning Area (KLA) of Personal, Social and Humanities Education (PSHE).

Led by the KLA Head of PSHE, Mr. William Lee, and the Panel Head of Integrated Humanities (IH), Ms. Peggy Lam, teachers of PSHE are closely collaborating with the school development officers of the School-based Curriculum Development (Secondary) Section of EDB. Through on-site professional support of SBSS, PSHE and IH curricula of our school are being reviewed. The interface of PSHE curricula between the junior and senior levels has been strengthened.

In the light of our school context and development needs, teachers are encouraged to explore effective teaching and learning strategies, as well as to design varied learning activities which cater for learner diversity. With the high involvement in the school-based curriculum development, curriculum leadership of our teachers is hence promoted.

Apart from the on-site support, the SBSS also helps to shape up a learning community among teachers for in-house and cross-school collegial sharing and exchanges of professional expertise, contributing to a collaborative culture. Teachers of PSHE will participate in the collaborative lesson planning (CLP) sessions periodically, in order to share teaching experience and cater for learner diversity. Besides, teachers are encouraged to undergo peer observation. Through observation of one another's teaching processes and engagement in self-reflection, teaching and learning effectiveness is further enhanced.

## 5.8 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 EDB and other educational bodies. Extra teaching assistants are provided to take up the lesson substitutions for teachers on training leave. Besides, a budget of \$2,000 per head per annum is reserved as subsidy for staff development. Within the given budget, a maximum subsidy of \$200 is provided to each staff to purchase one book per school year so as to further enhance the reading culture in campus.

Enhanced life planning education is one major focus of our school in 2017-2018. Our school joined the Career and Life Adventure Planning Programme that was subsidized by the Hong Kong Jockey Club Charities Trust. Workshops and seminars have been held to promote life planning concepts to teachers and prepare our teachers to implement career lessons. The programme upgraded the professionalism of career and life planning for our teachers and enhanced collaboration of different Key Learning Areas in implementing a school-based life planning curriculum. Furthermore, our school promotes peer lesson observations to facilitate professional exchange and to ensure that teachers respond to both the school development needs and strive for their professional growth. We have conducted a workshop to gather information from teachers on school self-evaluation (SSE). Teachers' participation in SSE helps raise teachers' morale and give them satisfaction in the teaching profession. 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 for their career paths.

## 5.9 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 are proud to host Shannon Nancy Ganoe (USA) and Neela Anika Kafi (Germany). In this past year, they have embedded themselves and have become a true 'Pooikeinian'. Shannon joined the A Capella team and embraced her musical side for various performances and even competed in Hong Kong's A Cappella festival. Neela, on the other hand, trained rigorously with the Girls Volleyball Team and honed her athletic abilities. They also helped organize the yearly 'AFS Exchange Day', where AFS exchange students visit our school and engage in discussions and sharing with our students. Both Shannon and Neela have made a great impact on our students, with their friendly disposition and cheerful personalities. Even though they will be going back to their respective countries, SPKC will forever be a 'home away from home' for them, and they will forever be a 'Pooi-Keinian'.

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 (L.S., History, I.H., PSSE, P.E, English Language, Music). The workshops were designed to supplement students' curriculum with first-hand information presented by speakers of foreign cultures. Students were 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 in late June. We have also hosted various activities inviting guests from these groups to join us in sports, musical and cultural exchanges, in hopes that our students will not only understand their cultures, but be the link that helps to integrate these groups into our society.

## 5.10 Diversification of Learning Experience

Facing the 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 a strong proof of our promising further development. This year, 14 local programmes and 16 outbound programmes are implemented, consisting of subject and cross-subject learning, personal development programmes, voluntary service, and cultural exchange activities. The programmes are specially designed by our teachers and education partners, not only with the professional subject knowledge in mind but with a deep understanding of our students' needs.

Newly featured in this year's LEWOWA programmes are new learning opportunities in Fiji - a South Pacific country, involving sustainable travel and environmental issues; Mauritius - an Indian Pacific country, for multi-dimensional researches in geography, history, biological science, linguistics and cultural arts; also Kyushu - a Japanese island, allowing students' continuous exploration in Japanese culture and history. Other highlights include the stage management programme to Tokyo and challenging local programmes with sailing and kayaking activities.

“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. With strong Christian faith and love, our professional teaching staff is committed to providing students with spiritual and physical growth, producing students with good conduct and strong characters. SPKC's Christian education is based on the principles stated in the Holy Bible. 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.

An important feature of Christian education is the active role of student Christian leaders. A team of committed and passionate student fellowship committees is assembled and they serve as the backbone of campus ministry. They receive weekly discipleship training, organize fellowship and other Christian activities at school. They are the Christian leaders of the school who are able to influence the student body.

There is a strong collaboration between the school, Breakthrough Ltd. and Abundant Grace Church (AGC). Dr. Philemon YW Choi, our Honour consultant of Student Development and Parents' 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 *S1 Parent-child Day Camp*, *Parents' Talks*, *Parents' Group*, *Parents' Sunday School* and *Pooi Kei Family & Gospel Sunday*.

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 the residents of elderly homes in Kwong Yuen Estate. In addition, we carried out life reflection programmes in Hong Kong, Korea, and Taiwan during the LEWOWA, and these programmes were highly recommended by students.

### 6.2 Moral and Civic Education

To nurture students to be tomorrow's leaders with excellence, characters 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, the 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 students' awareness towards the society through current affairs.

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

Our mission is to prepare tomorrow's leaders with high self-esteem, love and care, a 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, such as Mr Lau Ming Wai (President of Hong Kong Commission on Youth) and Professor Johannes Chan Man Mun (Professor of Faculty of Law in the University of Hong Kong). These activities have enriched students' learning and broadened their global vision significantly.

To enhance students' awareness on social issues and civic rights, and to equip them to be responsible citizens, the Moral and Civic Education Team, the LS Department and the Current Affairs Club have worked hand in hand to conduct forums and talks throughout the year. In addition to the teaching in regular PSSE lessons in S1 to S6, the morning assemblies, weekly assemblies, class teacher lessons 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 Liaison Department, Correctional Services Department, nurses from the Health Department, Oxfam, church pastors and experts from NGOs.

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 institute, the Crossroad International and share their views at the RTHK City Forum.

Our school concerns the mental and physical health of our students. We have carried out a series of events related to 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 our school. They include iPad skills and art workshops in elderly centre, flag-selling services, meals distribution for elderly and homeless people, charity walks, serving the blind and volunteering in a hospital. A student group of 10 *organ donation health ambassadors* were trained up by the Prince of Wales Hospital to promote the importance of organ donation.

To promote active 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 as well. Our students had great achievements from participating in various activities. 20 students obtained "Outstanding students of voluntary services" offered by EDB and Disney. 8 students were awarded gold awards of "Social Service Leadership Scheme 2018" organized by Sha Tin Youth Association. Moreover, our school won an Award of Moral and Civic Education from Yan Chai Hospital and EDB in recognition of our consistent effort in organizing a variety of moral and civic education activities and community services.

Last but not least, our team is striving to enhance environmental awareness for our students by organizing a wide variety of environmental talks, ambassador training courses, green lifestyle talk, energy-saving campaigns and organic workshops in the school campus. The importance of these activities is to nurture our students as global citizens to take up the responsibility in saving energy and conserving natural resources. A team of Environmental Ambassadors were well-trained to promote green campaigns including energy saving, recycling, waste reduction activities in the school campus.

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

### 6.3 Co-curricular Activities

SPKC always values students' holistic development. Students are encouraged to participate in different co-curricular activities (CCA) and services in order to nurture them to be an all-round leader through different aspects of life.

More than 80 teams and clubs were set up to nurture Pooikeinians in five areas: intellectual development, aesthetic development, physical development, moral and civic values cultivation as well as the development of a 'serving heart' in school and community. The 9<sup>th</sup> Executive Committee of the Student Union 'Synergy' plays a leading role in organizing intra-school activities and providing welfare services to all students. Furthermore, the Four Houses keep a high morale and a strong cohesion among House members through different inter-house activities, such as the cheering team competition and drama competition. The Sports Association and Music Association are the cornerstones in enhancing students' development in sports and music. Student leaders hold an indispensable role in creating a harmonious and united atmosphere among students at all levels. Students are given various opportunities to equip as an all-round leader with self-confidence and problem-solving skills. The school-based leadership training programme was particularly launched to develop student leaders' potential. Positive feedback was received from them. Last but not least, students in all forms enjoyed a precious moment with their classmates and teachers outside during the Multi-Task Learning Day.

Non-academic scholarships - *Best School Team Award* as well as *Outstanding CCA Awards* - are launched respectively to award students who had outstanding performance in CCA. We strongly believe that these awards acknowledge students' efforts in different activities, and motivate them in becoming more mature and all-rounded leaders.

## 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 Work Service, Clinical Psychologist Service, our educational psychologist and 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 are in face of challenges in 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 examinations, as well as to promote teacher-student relationships and class spirit.

In addition to individual 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. These 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 levels, 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 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 assessments, individual support, and small group workshops for students.

In addition to remedial work, we organized regular morning assemblies, weekly assemblies, and class teacher lessons; co-operated with PSSE subject and other student affairs departments to promote life education, a harmonious campus, mental health and a positive life style among students. *We are the Best Class Award Competition, Fit February (Health Education Month)*, mental health talks and health education workshops received positive feedback from students.

This year, the school successfully applied for the Quality Education Fund to implement a *Joyful School Campaign*. Activities such as *Joyful Class Moment*, Expressive Art Therapy workshops, teacher trainings and parent talks were held with the support of the funding.

We were honored to be selected as a "Caring School" in the Caring School Award Scheme again and got a silver award in the *Anti-bullying School Campaign*, organized by Centre for Restoration of Human Relationship, for our outstanding practice in promoting the course.

### 7.2 Career and Life Planning

Life planning is an ongoing and lifelong process for personal fulfillment, with different foci at different stages of one's life. Life-planning education plays a significant role at school in fostering students' self-understanding, personal planning, goal setting, reflective thinking and articulation to progression pathways. In response to the needs of promoting life-planning education, our school has set life planning as one of our major concerns this year, conducted as a whole school approach. Collaboration and coordination across all tiers of administration in our school allows smooth and efficient implementation of students' life planning.

To facilitate life-planning education in school, we joined the CLAP for Youth @ JC (CLAP) as a partner school. CLAP is Hong Kong's first cross-sectoral support platform that helps students navigate their futures. The



school support team of CLAP refined our life planning curriculum and equipped our teachers through three staff development sessions to guide students on their career paths to finding and achieving their dreams.

The Career and Life Planning Team conducted career lessons for our S3 to S6 students. In addition, a variety of career-related activities including workplace visits, career expo, job-shadowing activities, career talks, career workshops and LEWOWA programmes, were organized.

Our work is recognized by outsiders. Besides positive feedback from CLAP, we are also invited by the EDB to share our experiences on organizing career-related activities with other schools. It is a great recognition to our work that we are on the right track in helping our students.

## 8. Student Achievements

| Name of Competition   | Organizer                              | Award   | Section                     | Class | Name                      |
|---|--|---|-----------------------------|-------|---------------------------|
| The Outstanding Student Election of New Territories 2018              | Federation of New Territories Youth    | Top 10 Outstanding Student of New Territories | Senior Form                 | 5F    | CHEUNG Hoi Lam, Hermes    |
| The 14 <sup>th</sup> Shatin Outstanding Students Election             | Shatin Youths Association              | Top 10 Shatin Outstanding Student Award       | Senior Forms                | 5F    | CHEUNG Hoi Lam, Hermes    |
|   |  | Merit Awards                                  | ---                         | 2G    | WONG Wing Lam             |
|   |  |   |                             | 3F    | YUEN Ho Yi Holly          |
|   |  |   |                             | 3P    | NGAI Charlotte            |
| 5H  | AU YEUNG Lok Ching                     |   |                             |       |                           |
| Sir Edwards Youde Memorial Award                                      | Sir Edward Youde Memorial Fung Council | Sir Edwards Youde Memorial Award              | ---                         | 6H    | CHIU Hei Lam              |
|   |  |   |                             | 6L    | LEUNG Carol               |
| Hong Kong Secondary Schools Debating Competition (Term One 2017-2018) | Hong Kong Secondary Schools Debating   | Regional Champion                             | Senior                      | 5L    | CHEUK Hiu Fung            |
|   |  |   |                             | 5L    | CHEUNG Hoi Lam Hermes     |
|   |  |   |                             | 5L    | LIN Wai Ying Rachel       |
|   |  |   |                             | 5L    | YU Alice Po Yi            |
|   |  | Regional Champion                             | Middle                      | 4L    | HO Lok Yin                |
|   |  |   |                             | 4L    | KWOK Wing Yi              |
|   |  |   |                             | 4L    | TAI Chung Man             |
|   |  | Regional Champion                             | Junior                      | 4L    | YEUNG Pui Ki              |
|   |  |   |                             | 2G    | FONG Ling Hei             |
|   |  |   |                             | 3F    | YUEN Ho Yi                |
| 3P  | CHOI Man Hei                           |   |                             |       |                           |
| Hong Kong Secondary Schools Debating Competition 2017-2018 Division I | Hong Kong Secondary Schools Debating   | Champion                                      | Enhanced Format Grand Final | 5L    | CHEUK Hiu Fung Aaron      |
|   |  |   |                             | 5L    | CHEUNG Hoi Lam Hermes     |
|   |  |   |                             | 5L    | LIN Wai Ying Rachel       |
|   |  |   |                             | 5L    | YU Alice Po Yi            |
|   |  | Best Speaker                                  | Enhanced Format Grand Final | 5L    | CHEUNG Hoi Lam Hermes     |
|   |  | 1st Runner Up                                 | NT Grand Final              | 1F    | HUNG Christopher Kei Wang |
|   |  |   |                             | 2G    | FONG Ling Hei Yoyo        |
|   |  |   |                             | 3F    | YUEN Ho Yi Holly          |
|   |  |   |                             | 4L    | HO Lok Yin Nicole         |
|   |  |   |                             | 4L    | KWOK Wing Yi Christina    |
|   |  |   |                             | 4L    | TAI Chung Man Newman      |
|   |  | 4L  | WONG Hui Ching Angie        |       |                           |
|   |  | 4L  | YEUNG Pui Ki Genevieve      |       |                           |

| Name of Competition                    | Organizer                                      | Award                   | Section               | Class        | Name                   |
|--|--|-------------------------|-----------------------|--------------|------------------------|
| 2018 English Drama Fest                | Association of English Medium Secondary School | Outstanding Performance | Section 2             | Drama Club # |                        |
| 69th Hong Kong Schools Speech Festival | Hong Kong Schools Music and Speech Association | Champion                | Solo Verse Speaking   | 3P           | CHAN Kin Ho            |
|  |  | Champion                | Solo Verse Speaking   | 4G           | WU Pui Yin             |
|  |  | Champion                | Solo Verse Speaking   | 4P           | YOUNG Cheuk Heng       |
|  |  | Champion                | Solo Verse Speaking   | 5F           | WILSON Brianna Sum Yee |
|  |  | Champion                | Dramatic Duologue     | 4J           | CHAN Renee             |
|  |  |                         |                       | 4P           | YOUNG Cheuk Heng       |
|  |  | 1st Runner up           | Solo Verse Speaking   | 1G           | KWAN Hok Lai           |
|  |  | 1st Runner up           | Solo Verse Speaking   | 2J           | LEUNG Hei Yu Sofia     |
|  |  | 1st Runner up           | Solo Verse Speaking   | 2P           | CHAN Megan Sum In      |
|  |  | 1st Runner up           | Solo Verse Speaking   | 5H           | SIU King Sum           |
|  |  | 1st Runner up           | Shakespeare Monologue | 4J           | CHAN Renee             |
|  |  | 1st Runner up           | Dramatic Duologue     | 2L           | MAK Lee Yi             |
|  |  |                         |                       | 2P           | CHAN Yi Man            |
|  |  | 1st Runner up           | Dramatic Duologue     | 3L           | KU Fong Lum Flora      |
|  |  |                         |                       | 3L           | LAM Sau Chun           |
|  |  |                         |                       | 3F           | YUEN Ho Yi             |
|  |  | 1st Runner up           | Dramatic Duologue     | 3P           | CHIM Wing Sum Samantha |
|  |  | 2nd Runner-up           | Solo Verse Speaking   | 1P           | KUNG Wang Tik          |
|  |  | 2nd Runner-up           | Solo Verse Speaking   | 3P           | CHIM Wing Sum Samantha |
| 2nd Runner-up                          | Dramatic Duologue                              | 4L                      | CHAN Wing Hei         |              |                        |
|  |  | 4L                      | WONG Hui Ching Angie  |              |                        |
| 2nd Runner-up                          | Mixed Voice Choral Speaking                    | Choral Speaking Team *  |                       |              |                        |
| 第六十九屆香港學校朗誦節                           | 香港學校音樂及朗誦協會                                    | 冠軍                      | 粵語詩詞獨誦                | 2G           | 黃穎嵐                    |
|  |  | 冠軍                      | 粵語散文獨誦                | 5L           | 張凱琳                    |
|  |  | 季軍                      | 粵語二人朗誦                | 3F           | 李若彤                    |
|  |  |                         |                       | 4H           | 邢禹晴                    |
|  |  | 4L                      | 黃凱晴                   |              |                        |
| 語常會推廣普通話活動第二十屆全港中小學普通話演講比賽 2018        | 新市鎮文化教育協會                                      | 優異星獎                    | 高中組                   | 4L           | 郭咏怡                    |
|  |  | 優異獎                     | 高中組                   | 4G           | 鄔沛延                    |
| 2018 第二十四屆聖經朗誦節                        | 漢語聖經協會   | 亞軍                      | 中一至中三組普通話獨誦           | 2G           | 李念情                    |

| Name of Competition   | Organizer  | Award  | Section                    | Class           | Name                     |    |            |
|---|--|--|----------------------------|-----------------|--------------------------|----|------------|
| 第六十九屆香港學校朗誦節  | 香港學校音樂及朗誦協會  | 冠軍   | 普通話詩詞獨誦                    | 1J              | 潘皓忻                      |    |            |
|   |  | 冠軍   | 普通話散文獨誦                    | 4L              | 朱浚霆                      |    |            |
|   |  | 亞軍   | 普通話詩詞獨誦                    | 1G              | 鄧卓栢                      |    |            |
|   |  | 亞軍   | 普通話散文獨誦                    | 2G              | 余澤欣                      |    |            |
|   |  | 亞軍   | 普通話散文獨誦                    | 3F              | 李若彤                      |    |            |
|   |  | 季軍   | 普通話詩詞獨誦                    | 1P              | 龔泓迪                      |    |            |
|   |  | 季軍   | 普通話詩詞獨誦                    | 1P              | 郭雪滢                      |    |            |
|   |  | 季軍   | 普通話詩詞獨誦                    | 2G              | 黃穎嵐                      |    |            |
|   |  | 季軍   | 普通話散文獨誦                    | 3P              | 蔡潼                       |    |            |
| Statistics Creative-writing Competition for Secondary School Students   | Hong Kong Statistical Society and Education Bureau           | Champion and Prize for the Best Article Presentation   | ---                        | 4P              | CHENG King Lam Kris      |    |            |
| Statistical Project Competition for Secondary School Students           |  | 1st Runner-up  | Junior Section             | 4P              | WONG Yi Ching Venise     |    |            |
|   |  |  |                            | 3F              | CHENG Kin Wa             |    |            |
|   |  |  |                            | 3F              | HUNG Alexander Chun Wang |    |            |
|   |  |  |                            | 3F              | LAI Pak Long             |    |            |
|   |  |  |                            | 3F              | LI Yeuk Tung             |    |            |
|   |  |  |                            | 3G              | TSANG Laam               |    |            |
|   |  |  |                            | 2nd Runner-up   | Junior Section           | 3P | CHOI Tung  |
|   |  |  |                            |                 |                          | 3P | NG Pui Yin |
| 3P  | HO Yan Tung  |  |                            |                 |                          |    |            |
| JA Company Programme<br>JA Company Programme Trade Fair                 | Junior Achievement Hong Kong<br>Junior Achievement Hong Kong | 2nd Runner-up in JA Company of the Year<br>2nd Runner-up in Best Booth<br>Best Presentation<br>Best Teamwork | School-Based Track         | BAFS Society ** |                          |    |            |
| Wofoo Millennium Entrepreneurship Programme                             | Wofoo Social Enterprises                                     | 1st Runner-up  |                            | 4L              | CHOI Chun Hei            |    |            |
|   |  |  |                            | 4L              | CHU Tsun Ting            |    |            |
|   |  |  |                            | 4L              | HUNG Chun Wing           |    |            |
|   |  |  |                            | 4L              | KWOK Wing Yi             |    |            |
|   |  |  |                            | 4L              | POON Wang Hong           |    |            |
|   |  |  |                            | 4L              | YU Chun Hey              |    |            |
| 2017-18 HKFA – Jockey Club Futsal Cup for East of New Territories       | Hong Kong Football Association                               | 1st Runner-up  | School Division – Boys U15 | Soccer Team *** |                          |    |            |
| District Basketball Team Training Scheme and Inter-district Competition | Hong Kong Basketball Association                             | Champion   | Girls                      | 3P              | NGAI Charlotte           |    |            |

| Name of Competition  | Organizer                                | Award         | Section                | Class             | Name                 |
|--|--|---------------|------------------------|-------------------|----------------------|
| Heng On Cup 2018   | Heng On Basketball Club                  | 1st Runner-up | Boys U21               | Basketball Team ^ |                      |
| Inter-school Swimming Championships                          | Hong Kong Schools Sports Federation      | Champion      | 50m Breast Stroke      | 1P                | DONG Yik Ho          |
|  |  | Champion      | 100m Breast Stroke     | 1P                | DONG Yik Ho          |
|  |  | Champion      | 50m Butterfly          | 2G                | SUEN Hui Wun         |
|  |  | Champion      | 200m Individual Medley | 2G                | SUEN Hui Wun         |
|  |  | Champion      | 4x50m Freestyle Relay  | 4G                | NG Sheung Hin        |
|  |  |               |                        | 5P                | FU Chuen Leong       |
|  |  |               |                        | 5P                | LAU Tsz Hin          |
|  |  | 5P            | LIU Wang Ho            |                   |                      |
|  |  | 1st Runner-up | 50m Freestyle          | 5P                | LIU Wang Ho          |
|  |  | 1st Runner-up | 50m Breast Stroke      | 6G                | SZETO Wing Ka        |
|  |  | 2nd Runner-up | 50m Freestyle          | 6G                | SZETO Wing Ka        |
|  |  | 4th Runner-up | Overall Girls Grade C  | 1P                | DONG Yik Ho          |
|  |  |               |                        | 2F                | KWAN Ching Ga Haruka |
| 2G   | SUEN Hui Wun                             |               |                        |                   |                      |
| 2P   | YIP Tsz Laam                             |               |                        |                   |                      |
| The 36th Shatin District Swimming Competition                | Leisure and Cultural Services Department | Champion      | 50m Freestyle          | 5P                | LIU Wang Ho          |
|  |  | 1st Runner-up | 100m Freestyle         | 5P                | LIU Wang Ho          |
| 2017 Annual Short Course Swimming Championship               | Hong Kong Amateur Swimming Association   | 1st Runner-up | 100m Freestyle         | 4J                | SO Yuk Kei           |
|  |  | 2nd Runner-up | 50m Back Stroke        | 4J                | SO Yuk Kei           |
|  |  | 2nd Runner-up | 4x50m Medley Relay     | 5P                | LAU Tsz Hin          |
| 5P   | LIU Wang Ho                              |               |                        |                   |                      |
| Discovery 2017 Aquathon Series Girls 2002                    | Hong Kong Triathlon Association          | 1st Runner-up | Girls                  | 4J                | SO Yuk Kei           |
| Inter-school Canoe Competition                               | Hong Kong Schools Sports Federation      | Champion      | K1 – 200m              | 1L                | LAU Yi Nok Promise   |
|  |  | Champion      | K1 – 500m              | 1L                | LAU Yi Nok Promise   |
|  |  | Champion      | K1 – 1000m             | 1L                | LAU Yi Nok Promise   |
|  |  | 2nd Runner-up | T1 – 1000m             | 1G                | CHOW Yuk Ting Justin |
|  |  | 1st Runner-up | T1 – 500m              | 1G                | CHOW Yuk Ting Justin |
| 2018 Humen, Hong Kong, Macau, Taiwan Youth Kayak Competition | Humen China Canoe Club                   | 1st Runner-up | Kayak – 500m           | 1L                | LAU Yi Nok Promise   |
|  |  | 1st Runner-up | Kayak Double – 200m    | 1L                | LAU Yi Nok Promise   |
|  |  | 2nd Runner-up | Kayak - 200m           | 1L                | LAU Yi Nok Promise   |

| Name of Competition  | Organizer                                | Award         | Section                | Class             | Name                 |
|--|--|---------------|------------------------|-------------------|----------------------|
| Heng On Cup 2018   | Heng On Basketball Club                  | 1st Runner-up | Boys U21               | Basketball Team ^ |                      |
| Inter-school Swimming Championships                          | Hong Kong Schools Sports Federation      | Champion      | 50m Breast Stroke      | 1P                | DONG Yik Ho          |
|  |  | Champion      | 100m Breast Stroke     | 1P                | DONG Yik Ho          |
|  |  | Champion      | 50m Butterfly          | 2G                | SUEN Hui Wun         |
|  |  | Champion      | 200m Individual Medley | 2G                | SUEN Hui Wun         |
|  |  | Champion      | 4x50m Freestyle Relay  | 4G                | NG Sheung Hin        |
|  |  |               |                        | 5P                | FU Chuen Leong       |
|  |  |               |                        | 5P                | LAU Tsz Hin          |
|  |  |               |                        | 5P                | LIU Wang Ho          |
|  |  | 1st Runner-up | 50m Freestyle          | 5P                | LIU Wang Ho          |
|  |  | 1st Runner-up | 50m Breast Stroke      | 6G                | SZETO Wing Ka        |
|  |  | 2nd Runner-up | 50m Freestyle          | 6G                | SZETO Wing Ka        |
|  |  | 4th Runner-up | Overall Girls Grade C  | 1P                | DONG Yik Ho          |
|  |  |               |                        | 2F                | KWAN Ching Ga Haruka |
| 2G   | SUEN Hui Wun                             |               |                        |                   |                      |
| 2P   | YIP Tsz Laam                             |               |                        |                   |                      |
| The 36th Shatin District Swimming Competition                | Leisure and Cultural Services Department | Champion      | 50m Freestyle          | 5P                | LIU Wang Ho          |
|  |  | 1st Runner-up | 100m Freestyle         | 5P                | LIU Wang Ho          |
| 2017 Annual Short Course Swimming Championship               | Hong Kong Amateur Swimming Association   | 1st Runner-up | 100m Freestyle         | 4J                | SO Yuk Kei           |
|  |  | 2nd Runner-up | 50m Back Stroke        | 4J                | SO Yuk Kei           |
|  |  | 2nd Runner-up | 4x50m Medley Relay     | 5P                | LAU Tsz Hin          |
| 5P   | LIU Wang Ho                              |               |                        |                   |                      |
| Discovery 2017 Aquathon Series Girls 2002                    | Hong Kong Triathlon Association          | 1st Runner-up | Girls                  | 4J                | SO Yuk Kei           |
| Inter-school Canoe Competition                               | Hong Kong Schools Sports Federation      | Champion      | K1 – 200m              | 1L                | LAU Yi Nok Promise   |
|  |  | Champion      | K1 – 500m              | 1L                | LAU Yi Nok Promise   |
|  |  | Champion      | K1 – 1000m             | 1L                | LAU Yi Nok Promise   |
|  |  | 2nd Runner-up | T1 – 1000m             | 1G                | CHOW Yuk Ting Justin |
|  |  | 1st Runner-up | T1 – 500m              | 1G                | CHOW Yuk Ting Justin |
| 2018 Humen, Hong Kong, Macau, Taiwan Youth Kayak Competition | Humen China Canoe Club                   | 1st Runner-up | Kayak – 500m           | 1L                | LAU Yi Nok Promise   |
|  |  | 1st Runner-up | Kayak Double – 200m    | 1L                | LAU Yi Nok Promise   |
|  |  | 2nd Runner-up | Kayak - 200m           | 1L                | LAU Yi Nok Promise   |

| Name of Competition  | Organizer  | Award   | Section                         | Class              | Name               |
|--|--|---|---------------------------------|--------------------|--------------------|
| 2018 Singapore Canoe Marathon  | Singapore Canoe Federation                         | 2nd Runner-up                                 | Boys U14 – 12km Race            | 1L                 | LAU Yi Nok Promise |
| Secondary School and Tertiary Institution Taekwondo Competition 2018 | Hong Kong Taekwondo Association                    | Champion                                      | Light Middle                    | 3G                 | NG Tai Yi          |
| Inter-school Fencing Competition                                     | Hong Kong Schools Sports Federation                | 2nd Runner-up                                 | Individual Sabre                | 5F                 | TANG Wan To        |
| The 70th Hong Kong Schools Music Festival                            | Hong Kong Schools Music and Speech Association     | 2nd Runner-up                                 | Church Music – Foreign Language | School Choir ^^    |                    |
| 2017 Hong Kong Youth Music Interflows                                | Hong Kong Leisure and Cultural Services Department | Bronze Award                                  | Symphonic Band                  | Symphonic Band ^^^ |                    |
| Gala Music – Schools Chamber Composition 2017                        | Education Bureau                                   | Outstanding Composition Award                 | -                               | 6L                 | LAM Chun Ho        |
|  |  | Best Creative Ideas Award                     | -                               | 6L                 | LAM Chun Ho        |
|  |  | Best Chinese Instrumental Music Writing Award | -                               | 6L                 | LAM Chun Ho        |
| The 6th Asia Pacific Outstanding Youth Piano Competition             | HK Music for Youth                                 | 2nd Runner-up                                 | Piano Exam Grade 7 Class        | 1L                 | LI Cheuk Yin       |
| 第十一屆香港青少年及幼兒藝術節  | 中國藝術家協會香港秘書處                                       | 季軍  | 鋼琴少年 A 組                        | 1L                 | 李卓諺                |
| 54th Schools Dance Festival  | Hong Kong Schools Dance Association                | Highly Commended Award                        | Secondary Schools               | Dance Club ##      |                    |

\* Choral Speaking Team

| <u>Class</u> | <u>Name</u>               | <u>Class</u> | <u>Name</u>           |
|--------------|---------------------------|--------------|-----------------------|
| 1F           | AU-YEUNG Man Hei          | 1G           | YU Yeuk Yan Joyce     |
| 1F           | CHENG Nga Yung            | 1J           | CHENG Hei Long        |
| 1F           | CHEUNG Chung Hang         | 1J           | CHEUNG Pui Lam        |
| 1F           | CHIU Wang Fai             | 1J           | HO Ting Hei           |
| 1F           | CHONG Tsz Yiu             | 1J           | KAM Ting Ngai         |
| 1F           | HUNG Christopher Kei Wang | 1J           | LAI Sheung Yu         |
| 1F           | KWOK Yui Hei Cody         | 1J           | LEE Wo Hei            |
| 1F           | LAW Ho Lam                | 1J           | MUNG Pui Hei Justin   |
| 1F           | LEE Kai Wing              | 1J           | PANG Tin Yu           |
| 1F           | LI Zai Qing               | 1J           | POON Ho Yan Lia       |
| 1F           | LUN Hei Yu                | 1L           | HO Yuen Ting          |
| 1F           | PANG Nga Ching Ariel      | 1L           | HUNG Sum Wing         |
| 1F           | WONG Man Leuk Alex        | 1L           | KWAN Tsz Yau          |
| 1G           | CHAN Oi Ka                | 1L           | TSE Jeet              |
| 1G           | CHUN Long Kiu             | 1L           | WONG Chung Yan        |
| 1G           | HO Marcus Ho              | 1L           | WONG Man Shun         |
| 1G           | KWAN Hok Lai              | 1P           | CHEUNG Ho Wui Kenny   |
| 1G           | LUI KA Tung               | 1P           | CHEUNG Long Ki        |
| 1G           | NG Sung Hei               | 1P           | CHEUNG Philip Hau Lun |
| 1G           | NG Wing Lam               | 1P           | FONG Hugo             |
| 1G           | SHUM Chi Long             | 1P           | LEE Shek Man          |
| 1G           | SIU Tsun Cheong           | 1P           | TSE Wing Sum          |
| 1G           | WAN Wing Lam              | 1P           | YE Yiting             |
| 1G           | YEUNG Sou Ching Joshua    | 1P           | YEUNG Sin On          |
| 1G           | YEUNG Tsz Kiu             |              |                       |

\*\* BAFS Society

| <u>Class</u> | <u>Name</u>       | <u>Class</u> | <u>Name</u>            |
|--------------|-------------------|--------------|------------------------|
| 5F           | CHAN Chak Mo      | 5J           | HO Yiu Ming Colman     |
| 5F           | LI Cheuk Nan      | 5J           | LO Hong Yee Zoe        |
| 5F           | TANG Wan To       | 5J           | SUN Ho Cheung          |
| 5F           | TANG Wing Chi     | 5J           | TAI Sin Tung           |
| 5F           | TSE Wing Yi       | 5J           | TSANG Jeun             |
| 5F           | WONG Wai Ting     | 5L           | CHAN Chun Hin Jonathan |
| 5G           | LO Wing Ki        | 5L           | CHAN Chung Wan         |
| 5G           | SHIU Yan Tung     | 5L           | CHAN Tsun Ming         |
| 5G           | WONG Ka Ying      | 5L           | CHENG Yau              |
| 5G           | WONG Yan Ki       | 5L           | HUI Locke              |
| 5H           | FOK Wang Chit     | 5L           | LIN Wai Ying Rachel    |
| 5H           | LIU Tsz Kwan      | 5L           | SO Hin Kei             |
| 5H           | POON Jian Zhang   | 5L           | SO Wing Yan            |
| 5J           | ACOSTA Andrew Hsu | 5J           | HO Yiu Ming Colman     |



\*\*\* Soccer Team

| <u>Class</u> | <u>Name</u>    | <u>Class</u> | <u>Name</u>      |
|--------------|----------------|--------------|------------------|
| 1P           | FONG Hugo      | 3F           | SHEK Ho San      |
| 2L           | TANG Wai Shun  | 3F           | WONG Yat Long    |
| 2P           | YIU Chi Leong  | 3G           | TSUI Wai Lam     |
| 3F           | CHAN CHIN FUNG | 3L           | CHU Kai Hei      |
| 3F           | LAI Pak Long   | 3P           | CHEUNG Ying Long |
| 3F           | NGAI King Lok  | 3P           | LEUNG Ka Ho      |

^ Basketball Team

| <u>Class</u> | <u>Name</u>   | <u>Class</u> | <u>Name</u>        |
|--------------|---------------|--------------|--------------------|
| 2F           | LAU Hin Kwan  | 4P           | LI Lok Hang        |
| 3J           | DICK Chun Kit | 5F           | SO Tsz Yau         |
| 3L           | NG Lok Hin    | 5J           | ACOSTA Andrew Hsu  |
| 4F           | YAM Tsz Ho    | 5L           | CHAN Tsun Ming     |
| 4H           | NG Jimi       | 5P           | HO Cheuk Lai James |
| 4L           | LAW Pui Hei   |              |                    |

^^ School Choir

| <u>Class</u> | <u>Name</u>             | <u>Class</u> | <u>Name</u>            |
|--------------|-------------------------|--------------|------------------------|
| 1F           | CHIU Wang Fai           | 1P           | KWOK Suet Ying         |
| 1F           | FUNG Ching Yan          | 1P           | LAU Wai Ching          |
| 1F           | KWOK Yui Hei Cody       | 1P           | SONG Man Lok           |
| 1F           | NG Yat Hei              | 1P           | YE Yiting              |
| 1F           | NG Yat Yin              | 2F           | HUNG Susan             |
| 1F           | WONG Ka Nam             | 2F           | HUNG Tsz Long          |
| 1F           | WU Man Ip               | 2F           | KWAN Ching Ga Haruka   |
| 1G           | TANG Cheuk Nam          | 2G           | CHEUNG Hiu Man         |
| 1G           | YIP Ho Yi               | 2G           | MAK Long Hei Theodore  |
| 1G           | YU Yeuk Lam             | 2G           | YU Chak Yan            |
| 1J           | CHAN Ling Yan           | 2J           | LAM Wan Ki Isaac       |
| 1J           | CHAN Lok Yiu            | 2J           | LAW Kwan Yi            |
| 1J           | LAM Chu Gabbie          | 2J           | TAI Chun Yui           |
| 1J           | LEE Wo Hei              | 2J           | WONG Cheuk Wai         |
| 1J           | POON Ho Yan Lia         | 2J           | YIP Pui Hei            |
| 1L           | KWAN Tsz Yau            | 2L           | CHEUNG Tsun Chit       |
| 1L           | LAM Lok Hei Marcus      | 2L           | CHEUNG Tsz Yau Jamie   |
| 1L           | LEUNG Yu Pui Nicole     | 2L           | CHU Ka Yi              |
| 1L           | TANG Tsz Kit            | 2L           | LO Sin Tung Sabrina    |
| 1L           | TSANG Pui Yu            | 2L           | WONG Wing Yi Charlotte |
| 1L           | YEUNG Chin Yau Jonathan | 2P           | CHAN Yi Man            |
| 1P           | CHEUNG Man Hei          | 2P           | LAM Cheuk Kwan Tracy   |
| 1P           | KONG Ka Kiu             | 2P           | LAW Chit Sum Jason     |
| 1P           | KONG Kei In             | 4L           | TAI Chung Man          |

^^^ Symphonic Band

| <u>Class</u> | <u>Name</u>         | <u>Class</u> | <u>Name</u>         |
|--------------|---------------------|--------------|---------------------|
| 1F           | KOO Hiu Yau         | 1P           | CHEUNG Ho Wui Kenny |
| 1F           | KWOK Man Hei Janice | 2F           | CHENG Long Hei      |
| 1F           | WONG Man Leuk Alex  | 2F           | LAM Ho Tin          |
| 1G           | LEUNG Yan Tung      | 2F           | LUK Wai Ling        |

|    |                     |    |                      |
|----|---------------------|----|----------------------|
| 1G | NG Man Him          | 2G | CHAN Tsz Yan         |
| 1J | CHAN Lap Yin        | 2G | WONG Wai Ting Justin |
| 1J | HEUNG Tsz Long      | 2G | WONG Yuet Ka         |
| 1J | LAM Hiu Kwan        | 2J | AU YEUNG Lok Lam     |
| 1J | LAU Lok Yan         | 2J | YIU Kwan Chak        |
| 1J | MUI King Chun       | 2L | KOO Hayley Shun Yu   |
| 1L | CHAN Yui Yin Carrie | 2P | CHAN Cheuk Him       |
| 1L | CHEUNG Chin Wang    | 2P | CHUNG Pak Him Perry  |
| 1L | HO Yuen Ting        | 2P | LAM Tsz Ho           |
| 1L | HUNG Sum Wing       | 2P | TANG Tsz Kwan        |
| 1L | LEUNG Yu Pui Nicole | 2P | WONG Lok Yu          |
| 1L | LI Cheuk Yin        | 3J | CHE Sum Yin          |
| 1L | LIN Yat Ka          | 3L | CHEUNG Sau Ching     |
| 1L | WONG Hei Long       | 1P | CHEUNG Ho Wui Kenny  |

### # Drama Club

| <u>Class</u> | <u>Name</u>            | <u>Class</u> | <u>Name</u>            |
|--------------|------------------------|--------------|------------------------|
| 1F           | LI Zai Qing            | 3P           | CHIM Wing Sum Samantha |
| 1F           | MAN Wai Tsun           | 4H           | CHAN Ching Yee         |
| 1F           | YANG Hoi Lam           | 4H           | CHEUNG Ho Lam          |
| 1G           | YIP O Hei              | 4H           | LEUNG Ching Yan        |
| 1J           | KUK Yu Ho Ian          | 4J           | CHAN Renee             |
| 1P           | WONG Chung Yin         | 4J           | CHEUNG Nok Yiu         |
| 2F           | MAN Cho Ying           | 4J           | YEUNG Zi Yan Joanne    |
| 2F           | WONG Wai Ching Gwyneth | 4L           | HO Lok Yin             |
| 2G           | LEE Nim Ching          | 4P           | HO Pik Yin             |
| 2J           | WU Tsz Yu              | 5H           | WONG Wing Kei          |
| 2L           | CHAN Cheung Shun       | 5J           | LIM Hei Tung Hellen    |
| 2P           | LEUNG Hiu Yeung        | 5J           | TO Ho Ching            |
| 3J           | CHEUNG Ho Chit         | 5L           | SO Hin Kei             |
| 3L           | KU Fong Lum Flora      | 5P           | CHEUNG Tanya           |
| 3L           | LAM Sau Chun           |              |                        |

### ## Dance Club

| <u>Class</u> | <u>Name</u>           | <u>Class</u> | <u>Name</u>         |
|--------------|-----------------------|--------------|---------------------|
| 1F           | LAM Wing Hei          | 3F           | CHOI Nga Yin        |
| 1G           | CHAN Oi Ka            | 3G           | CHAN Ching Chi      |
| 1G           | TSUI Tsz Fei          | 3G           | TAM Cheuk Yiu       |
| 1J           | CHEUNG Pui Lam        | 3G           | TSANG Laam          |
| 1P           | LEE Tak Yu            | 3J           | AU Cheuk Ka         |
| 2F           | TANG Ying             | 3J           | CHAN Lok Man        |
| 2G           | CHIU Tsz Ching Jessie | 3L           | CHAN Yuet Sum       |
| 2J           | CHAN Hei Tung Manis   | 3L           | FOK Wing Lam        |
| 2J           | IU Yan Yin            | 3L           | POON Aurora Sau Wan |
| 2J           | NG Cheuk Ki           | 4F           | CHENG Tsz Lam       |
| 2L           | KONG Ching Lam Cherie | 4F           | WU Sheung Nga       |
| 2L           | LAI Hiu Hung          | 4G           | LEUNG Hei Tung      |
| 2L           | WAN Yan Kiu           | 4J           | CHENG Pui Ki Alyssa |
| 2L           | YAU Yuk Ting          | 4J           | LEUNG Man Chi       |

## **9. Evaluation of the Major Concerns (2017-2018)**

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

As reflected in evaluation of the Annual Year Plan of subject departments and teams, the objective was highly achieved. The strategy of 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 quality assignment has been successfully implemented. Most teachers reflected that over 70% of students were able to acquire the above basic learning habits in lessons.

To provide a broader learning capacity and exposure for students, the school has successfully launched a '1 to 1' iPad learning programme in S.1. Teachers and students' responses were very positive. Questionnaires have shown that over 70% of teachers agreed that students were more engaged and interested in learning while using an iPad. Around 70% of parents agreed that using an iPad can arouse their children's interest in learning. Over 70% of students agreed that an iPad has become an essential tool in learning. Over 80% of students agreed that their lessons have become more interactive with the use of iPad. All these findings were satisfactory. About 50% of the learning modules in S.1 were based on e-learning. In addition, all the eight KLAs have used eLearning in their lessons this year. Five KLAs including English, Mathematics, Liberal Studies, PSHE and Science and Technology have also developed normal practices based on specific applications of the iPad. The eLearning platforms such as Schoology, Kahoot and Quizizz were used to raise students' motivation. The IT in Education unit has conducted various workshops to enhance teachers' skills and confidence in using the tools more effectively in staff development days as well as individual KLAs. To improve the teaching effectiveness, more user-friendly eLearning platforms and online assessment platforms will be introduced in the coming year.

As reading is so crucial to enrich knowledge, many subject departments provided a variety of reading materials and new reference books to strengthen reading skills through utilization of library resources and online programmes. The Library Team also collaborated well with different academic departments and administrative units to promote reading inside and outside of the classroom.

The English and Chinese Departments continued to promote reading schemes as it is a direct and efficient way to upgrade students' language proficiency. 88% of junior forms students participated in the English Reading scheme, of which 39% were awarded Bronze or above in the scheme. Similarly, the Chinese Reading Scheme was effectively launched at different levels, with a 93% participation rate for S.1-3 students. Among these participants, 37% were awarded Bronze or above. Other academic subjects, especially Integrated Humanities and Integrated Science, took the initiative to promote reading through the Extensive Reading Scheme. 25% of

the junior forms students took part in the scheme, an increase of 16 times when compared to last year.

Apart from reading schemes, the Library collaborated with BAFS Department, Chinese Department, Careers & Life Planning Team, and Christian Education Team to hold book exhibitions in promoting quality reading materials related to their subjects. It also arranged newspaper and magazine subscriptions for the BAFS, Liberal Studies, Economics, Chinese and English Departments.

Through a whole-school approach, the Best Books Channel (BBC) was able to provide interactive interface to promote reading through central broadcast every Wednesday morning. Speakers included teachers, as well as student leaders such as the house captains and prefects. Feedback was very positive and the programme will be continued in the coming year.

The initiative of “Flipped learning” extended to other subjects such as BAFS, Chemistry and Physics, Information Communication and Technology, Liberal Studies and Integrated Humanities. Students’ questionnaire responses were very positive with regard to this mode of learning. Many students used the videos as pre-lesson learning tasks or revision materials before and after the UTs and examinations. Over 50% of involved teachers agreed that the lessons were more student-centered than before. Mathematics was the first subject to adopt this approach. All Mathematics teachers used “Flipped learning” for at least one topic and took more than 1000 videos in the past four years with only a small amount was recorded in English. In addition, “Flipped learning” was also adopted for S.3 to S.5 Mathematics summer exercises. Peer lesson observation was also enhanced when other departments observed some of the “Flipped” lessons of Mathematics teachers. A sharing culture has been fostered within the Mathematics Department and has started to spread to other KLAs.

In addition, the PSSE department also collaborated with the Moral and Civic Education Team, Christian Education Team and Counselling Team to carry out the Gospel Week, various types of community services, an exchange with ethnic minorities and the Love and Sex Education Week. Furthermore, a month called “Fit February” was held to increase students’ awareness of both physical and mental health. A more structured collaboration of cross-curricular activities between subjects and teams to provide a wide spectrum of learning experiences will be further developed in the coming year.

The Global Education Team has contributed most to this concern. It covered a wide range of activities in terms of intellectual development, an academic pursuit through cultural and religious, enrichment and appreciation of more active styles of learning. For example, during the International Awareness Week, students could experience learning which goes beyond the usual classroom experience. Through specifically planned lessons, discussions and activities as well as direct contact and discussion with foreign instructors, students could enhance their self-confidence as they discussed academic and cultural issues. This created a

learning experience that was multi-directional and highly motivating. Furthermore, there was collaboration with other subjects such as English, Liberal Studies, History, Integrated Humanities, Music, PSSE and P.E. Tailor-made lessons directly enhanced the student's learning in those areas. Academically minded students found opportunities for deeper discussions on social and international issues through forums and presentations. For those students more in-tune to physical activities, sports exchanges connected with the Global Youth Network of Breakthrough, and new sports experiences were offered during the International Awareness Week. For those who enjoy human interaction and greater emotional contact, the LEWOWA programme with refugee/asylum seekers, Webcam Chat programs and the sharing given by exchange students was able to enhance student's learning capacity, empathy and confidence.

Another positive initiative was provided by the LEWOWA Team which again offered diversified learning activities and extended students' learning experience outside school. The design of the LEWOWA programmes is to strengthen students' self-management, generic skills and problem-solving skills. 89.5% of students and 87% of teachers agreed that the thirty programmes offered this year broadened their global perspectives.

Moreover, through participation in over seventy internal and external competitions, students were able to have their horizons widened and their confidence enhanced. The school was very actively involved in external competitions. In particular, students achieved outstanding performance in Hong Kong Secondary Schools Debating Competitions 2017-2018, 14th Hong Kong Primary and Secondary School Students Japanese Speech Contest, 2018 EMI Drama Festival, Interschool swimming Championships, JA Company Programme Trade Fair, 69th Hong Kong Schools Speech Festival, Statistics Creative-writing Competition for Secondary School Students as well as the AR/VR summer learning camp which is organized by NetDragon Websoft Holdings Limited in Fuzhou China. From the analysis of teachers' observation and students' feedback, learning capacity and confidence were greatly enhanced in such participation.

On top of the above measures, the English Department continued to issue an annual publication of students' good writing as a means to enhance students' learning motivation and confidence through recognizing their good work. The English newspaper "Express" and the mini-anthology "STILL" were published annually and biannually respectively to showcase students' outstanding work. In fact, essays and articles received positive comments from readers. From teachers' observation, about 60% of students' gained enhanced motivation. Many teachers agree that the display of students' best work as recognition of their efforts has many positive effects and outcomes,

As reflected through teachers and students' responses, measures employed to enhance student learning capacity was mostly achieved. According to the Stakeholder Survey of last year, students' learning confidence increased from 50.0% (16/17) to 55.2% (17/18). After all, more efforts would be put to enhance

students' confidence and maximize their potential in different aspects through cross- subject or curricular collaboration, the further development of eLearning and the school-based programmes for higher ability students.

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

This objective was mostly achieved as teachers have continuously employed appropriate classroom pedagogical strategies to cater for the diverse needs of students. Students' learning outcomes were presented through teachers' report as well as Panel meetings. It was agreed that most of the school curriculum was appropriately adapted to suit students with diversified needs, interests, abilities, experiences and learning styles. Different measures such as small class and split-class teaching as well as streaming arrangements were adopted in Chinese, English and Liberal Studies to cater for learner diversity. On top of these measures, most subjects provided coursework/assignments and examination questions with different levels of difficulty to cater for mixed abilities and diverse learning needs. Moreover, teachers of students with lower abilities, provided tailor-made worksheets, re-testing and corrections to enhance motivation and build confidence. More specifically, most subjects offered a wide range of assignment types and activities to develop students' potential in various aspects. Different types of learning tasks such as portfolio, projects, short videos, written essays, self-learning package and oral presentation were used to help students identify their strengths and weaknesses. Tiered assignments and challenging assessments questions were used to stimulate the learning interest and to motivate higher achievers.

Cooperative and Interactive learning proved to be effective in most of the subjects such as English Language, Chinese Language, Liberal Studies, Integrated Science, and Integrated Humanities, Chinese History, Visual Arts, PSSE and Music. Group work, pair work and individual work were adopted to maximize students' exposure and to enhance teaching and learning effectiveness. Teachers have continuously devised school-based teaching and learning materials to enhance students' learning effectiveness. Furthermore, the Mathematics panel agreed that multiple-choice (MC) training is the right direction of development for junior and senior form students. Students also reflected that MC lessons were helpful. The MC lesson arrangement will be extended to S.6 while there will be two MC lessons in S.5 in the coming year.

In addition, S.1-3 strengthening and remedial classes of the three core subjects, including Chinese Language, English Language and Mathematics were continued in order to cater for the mixed abilities of junior form students. Participating students gained improved in tests and examinations. Remedial classes helped students address their own weaknesses and allowed them to make improvements. This was reflected in their academic results and learning attitude. Furthermore, supplementary lessons and enhancement classes of different subjects in S.4-6 were arranged. For example, revision classes before exams were scheduled during lunchtime, after school and during holidays in order to provide additional support and to reinforce students' learning. Students' pass rate and improvement were reflected in both internal exams and HKDSE results. The same practice will be adopted in the coming year.

Additionally, the Counselling Team also provided afterschool workshops to Special Education Needs (SEN)

students, including learning skill workshops and communication skills workshops to SpLD, ASD and ADHD students. More than 80% of participants agreed that the workshops benefitted them. Beside ADHD students, most SEN students gained satisfactory results in all UTs and exams.

The Alumni Tutorial Scheme continued to be implemented for S.1-6. Unlike last year, twelve subject Panels participated in the scheme including BAFS, Biology, Chemistry, Economics, English Language, History, Mathematics, Integrated Science, Physics, Geography, ICT and Liberal Studies. Over 400 lessons were conducted by 26 alumni tutors to coach the weaker students while subject teachers provided tutorials for students of above average abilities. Alumni tutors were able to take on tutors roles as well as to share their HKDSE experience. This helped schoolmates to overcome psychological barriers while preparing for the public exam. Students could benefit from the alumni's sharing of exam strategies and experience. The scheme is welcomed by teachers and students.

Another initiative to enrich students' life-long learning skills and knowledge was gained through cross-curricular collaboration between subjects and teams. The IT in Education Unit collaborated well with the Library Team and Chinese and English Departments. For example, it provided an interactive platform to build students' reading habit by using eBook with the use of iPad during the class teacher period. More than 90% of S1 students have read at least one eBook in eClass. The completion rate was satisfactory. The IT in Education Unit also introduced the BrainPOP online video platform for Integrated Humanities and Integrated Science Departments to foster student's self-directed learning. All S1 students watched video through this platform for pre-studying and self-learning. In addition, the Multimedia Unit also provided Educational TV programmes for students during lunchtime and after school. This was successfully achieved as more than 20 episodes were produced involving the departments of English, Putonghua, Integrated Science, Chemistry and Music as well as Moral and Civic Education Team. Students' feedback was positive as they enjoyed watching the video productions.

The school-based gifted education programme was established this year with the aim of stretching students' potentials in different areas and accommodating learners' diversity. The framework of our school-based gifted education programme comprises three tiers which align with EDB guidelines.

To broaden students' horizons and life experience, a joint-school training programme for higher ability students was held in March 2018, which was also our very first activity. Working together with four other local schools, this programme consisted of a preparatory workshop, which was held in our school hall, and a 3-day-2-night exchange tour to Oxstand International School, Shenzhen, China. Together with the teachers and students from Madam Lau Kam Lung Secondary School, Queen Maud Secondary School, Tin Shui Wai Methodist College and SKH Bishop Baker Secondary School, our students benefitted greatly from this programme.



To strengthen the development of gifted education in our school and to promote sharing of experiences among schools, an interactive session about Parallel Curriculum Model (PCM) was held by SKH Bishop Baker Secondary School in the Conference Room in SPKC. The teachers and principals shared their practical experiences in using PCM across different forms and subjects. Their sharing was informative and comprehensive, it is believed that some good practices and effective classroom pedagogies in gifted education can be implemented in our school and a sharing culture amongst schools can be further cultivated.

There has been an increasing number of students applying for the gifted programmes in recent years. In addition, the percentage of teachers who have completed the Online Foundation Course is on the rise. Teachers are also encouraged to take other enhancement courses in their subject areas. Professional training will be arranged for targeted teachers and a talent pool of gifted students will be set up in the coming year.

To sum up, teachers and students reported positively in the stakeholder survey. When compared to last year, students agreed that they were able to apply learning strategies such as doing pre-lesson preparation, using concept maps, tool books and online resources, 59.9% (16-17) VS 67.2% (17-18) whereas teachers also reflected that students were often able to use a variety of resources such as the Internet and the library in learning, 53.8% (16-17) VS 65.4% (17-18). Both percentages indicate a significant improvement. The school will continue to reinforce student learning effectiveness through diversified interactive strategies and teaching pedagogies that cater for students' different learning needs in the coming year.

### **Major Concern III : To enhance life planning education**

A series of learning activities and developmental programmes were arranged to meet this objective. Different subject departments and teams aimed at providing diversified and adequate opportunities to enrich students' positive values towards life planning. The initiative of inviting alumni to share their career and study experience, organizing visits to institutions and encouraging students to join university summer programmes have enabled students to have a clearer idea on their future pathways. From students' feedback, participants found the programmes useful and meaningful in helping to gain a clearer understanding of future academic pursuits. In addition, the Career and Life Planning Team contributed most to this concern by arranging workshops during the staff development days and through promotion of life planning concepts and by providing training related to career lessons. Teachers' feedback was positive as about 60% of teachers agreed that their confidence was enhanced through conducting life planning of school.

In order to actively involve students in their own learning and life planning, a set of tools including performance indicators and HKDSE predicted grades was adopted to keep track of students' learning progress this year. The performance indicators are designed for junior students to reflect on their learning progress after internal assessments while for senior form students, knowing the predicted grades of their subjects in the HKDSE enabled them to have better and more strategic preparation for the exam and thus improve their learning. The data analysis reflected that senior students were able to have a better understanding about their strengths and weaknesses, which in turn motivated them to strive for academic excellence in the HKDSE. It also provided a yardstick for them when making choices in their JUPAS application. Based on the HKDSE results and teachers' feedback, it is agreed that the system benefitted students in goal-setting as well as self-understanding for further studies. This practice will continue in the coming year.

In particular, topics related to Career and Life Planning (CLP) such as self-understanding and the understanding of personalities was integrated into PSSE curriculum. Topics such as self-appreciation and acceptance in S1, the meaning of learning in S.2, self-identity in S.3 and Academic/ Career goals in S.4 were introduced. Guest speakers will be invited to share with students during weekly assemblies and in the post exam periods in order to widen students' horizons and enrich their understanding of life planning. According to the teachers' observation, students showed an interest in these learning activities. However, there is still room for improvement on these measures. A career life planning development record will be designed and students' participation and reflection in career life planning activities will be recorded once a quarter.

The enhancement of life planning education was further strengthened by various teams through inspiring activities. For instance, the Counselling Team's, 'A Peer Counsellor Team' continued to be implemented on a larger scale this year. A group of S.2-4 students was trained to help S.1 students adapt to their new school

life. There were at least eighteen 'Peer Counsellors' and two 'Love Ambassadors' in each S.1 class. Peer counsellors gained more understanding about their strengths and limitations through reflecting on the activities held for S.1 students, as well as knowledge about how they could get along with S.1. They worked with Love Ambassadors and other Peer Counsellors during regular meetings with the Social Worker and teacher advisors.

Subjects involved with the Aesthetic and Physical Education were able to promote students' life-long interest, hobbies and skills through life planning activities this year. Various interesting and worthwhile learning experiences were provided through regular co-curricular activities, including fashion shows, competitions, talks, visits and exhibitions across a wide range of Visual Arts, music and sports. While students were encouraged to participate in different functions that provide a wide spectrum of learning opportunities. These included such as design, fine arts, fashion design, function planning, professional music performance etc. A wide range of sports activities including golf, tennis and bowling were also introduced as some of the possible life-long activities that students could pursue. Career talks were organized and professional performers were invited to inspire student interest and to enhance understanding of the opportunities and professional development associated with careers. Although it was the first year of introduction of life planning, Aesthetic and Physical Education subject panels were able to provide essential learning elements that could build up a greater awareness and experience for students to plan their lives and careers in such areas. Concrete evaluation has not yet been conducted; however subject panels will incorporate evaluation indicators, such as surveys and performance scores, to their learning activities once they finalize effective programme outlines the life planning in their own subject.

To sum up, the objective was partly achieved. Essential information, skills and relevant exposure to career and life planning were provided to students through regular curriculum and co-curricular activities. Tailoring a life plan for individual student is a long and evolving process. The school will continue nurturing positive lifelong values, skills and knowledge to students. To fulfil the objective with better outcomes, more specific elements of virtues in life planning will be identified and implemented in the coming year.

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

| <b>Stewards Pooi Kei College</b>  |  |                             |
|---|--|-----------------------------|
| <b>Financial Summary for the 2016/17 School Year</b>  |  |                             |
|   | <b>Government Funds</b>                | <b>Non-Government Funds</b> |
| <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%                       |
| <b>Total</b>  | <b>75.27%</b>                          | <b>24.73%</b>               |
| <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%                                  |                             |
| <b>Total</b>  | <b>100.00%</b>                         |                             |
| <b>Surplus / (Deficit) for the school year<sup>#</sup></b>  | -0.05 months of the annual expenditure |                             |
| <b>Accumulated Surplus / Deficit in the Operating Reserve as at the End of the School Year<sup>#</sup></b>  | 8.41 months of the annual expenditure  |                             |
| <i># in terms of equivalent months of annual overall expenditure</i>  |  |                             |
| <p><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%.</p> <p><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).</p> |  |                             |

## **11. Financial Summary for the 2017/2018 School Year (to be audited)**

## 12. School Contact Information

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**-End of Report-**