

A Quality Christian EMI DSS School in Hong Kong

EdB School code:

558567

Stewards Pooi Kei College 2007/2008 Annual School Report

A Special Place to build Knowledge and Character



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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

Building on the principles and values of Christianity, SPKC's vision is to become an outstanding Direct Subsidy Scheme school, which is recognized for its continuous educational innovation and passion, for cultivating Christian faith, as well as for fostering students to be leaders of tomorrow and stewards of society.

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

1.3 School Mission

The School mission is to foster students to:

-  Embrace a self-directed learning attitude and skills in pursuing academic excellence;
-  Shape upright character, healthy values in alignment with Christian faith and international perspectives;
-  Strive for all-round development;
-  Show care and concern for fellow citizens;
-  Serve the society, country and global community

To accomplish the mission, the school pledges to:

-  Build a team of staff who are good role models for students and continuously search for excellence;
-  Create an enjoyable, creative and holistic learning environment where students may freely explore, dream and learn;
-  Deliver strong and humane organizational and management support;
-  Engage parents, church and community as strategic partners.

2. Our School

2.1 Brief Description

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

In 2007/08 school year, the school operated four form levels (Secondary 1 to Secondary 4) with a total enrolment of 729 students housed in 21 classes. The class size on average was below 35 and small-class policy (less than 25 students per group) was adopted in the subject of English Language.

The staff team consisted of 51 teachers, 5 teaching assistants, 2 laboratory technicians, 1 IT officer and 2 IT assistants, 1 assistant librarian, 8 administrative staff and 6 janitors. All teachers possessed Bachelor degree or above and 27% of them had higher degrees.

Built in accordance with the millennium standards, the school is equipped with state-of-the-art facilities which can provide students with safe and comfortable environment where all-round development can take place. In the past year, the sports ground was resurfaced with modern materials which provided a beautiful appearance and a better protected space for physical education. In September 2007, the school had been granted land of about 2,000 square meters adjacent to the main campus under a short-term lease from the Lands Department. The land is to be turned into an outdoor education park suited for a variety of purposes: a soccer field with track and field facilities, an organic farmland, a demonstration site for renewable energy, and facilities for adventure-based education.

2.2 Quality Christian education

Our moral education is based on the principles stated in the Holy Bible. Members of our teaching staff have strong team spirit. They wholeheartedly agree with our school mission and aim to provide Christianized spiritual and moral education with a professional attitude, as well as Christian love and faith. We believe that it is of vital importance to let our students experience a healthy spiritual and physical growth, which is conducive to nurturing their good conduct and increasing their strength of character.

2.3 School Management

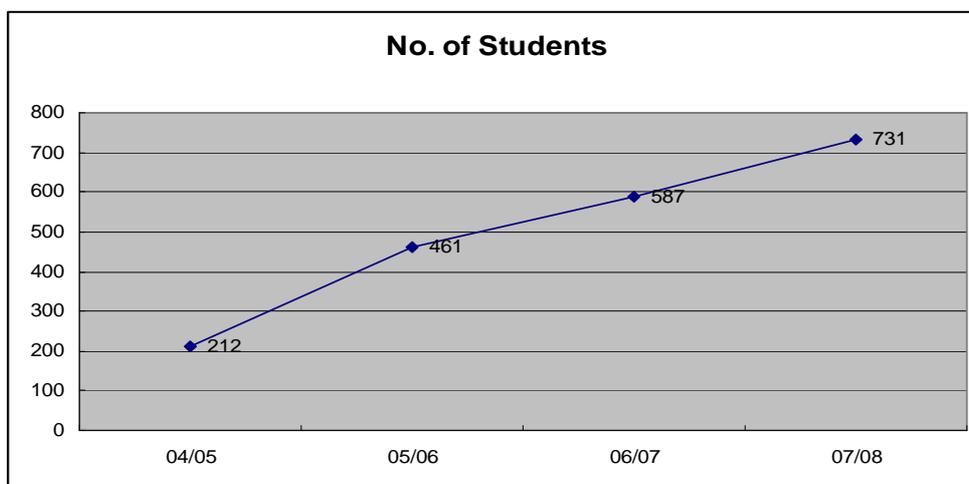
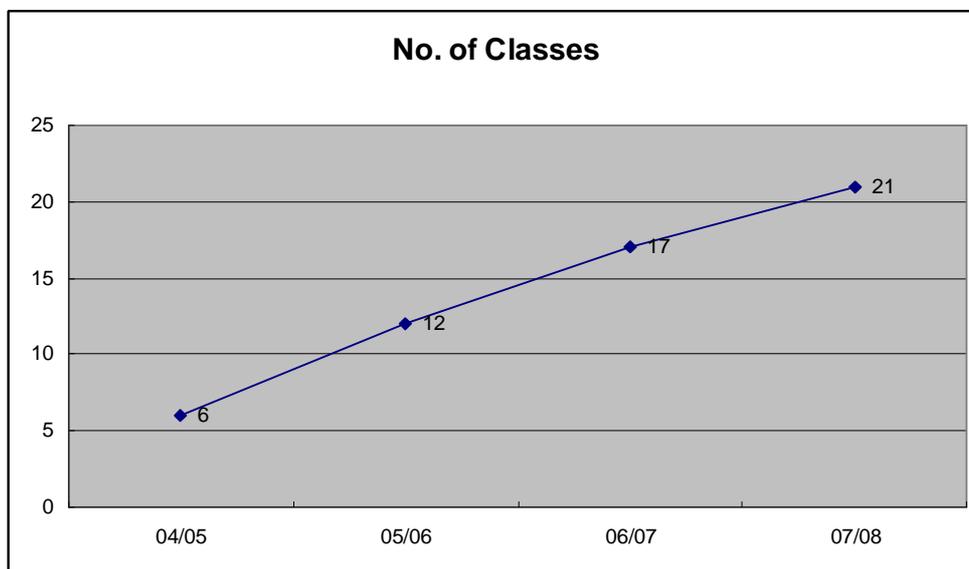
The School Management Committee (SMC) is composed of nine school managers comprising professionals such as university professors, secondary school principals, CEOs and lawyer. The

main body responsible for school operations is the School Executive Committee (SEC) comprising the principal, vice-principal, assistant principal, directors and associate directors of the 4 Offices (Academic Affairs, Students Affairs, External Affairs and the Administrative Affairs), and the leader of Discipline & Counselling Team.

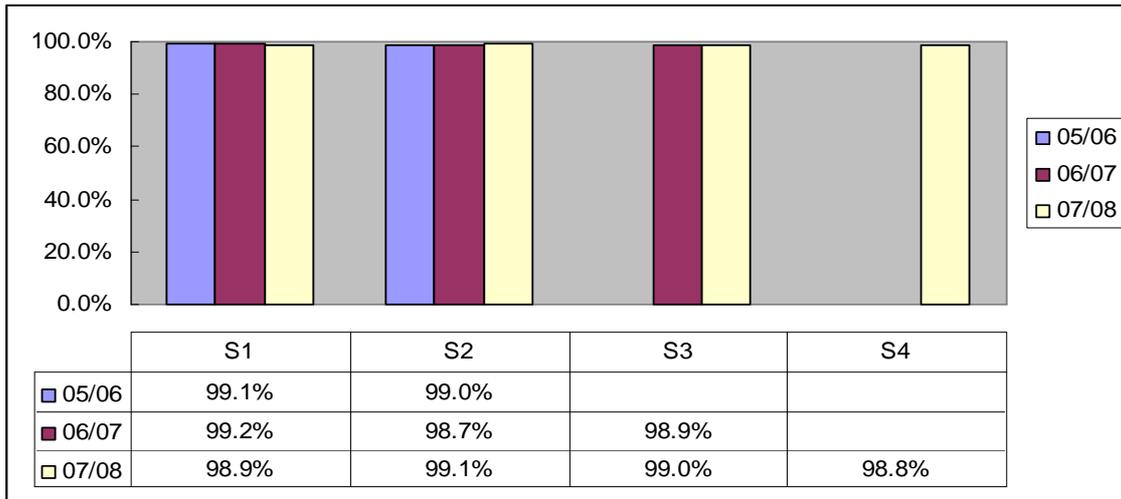
3. Our Students

3.1 Class Organization

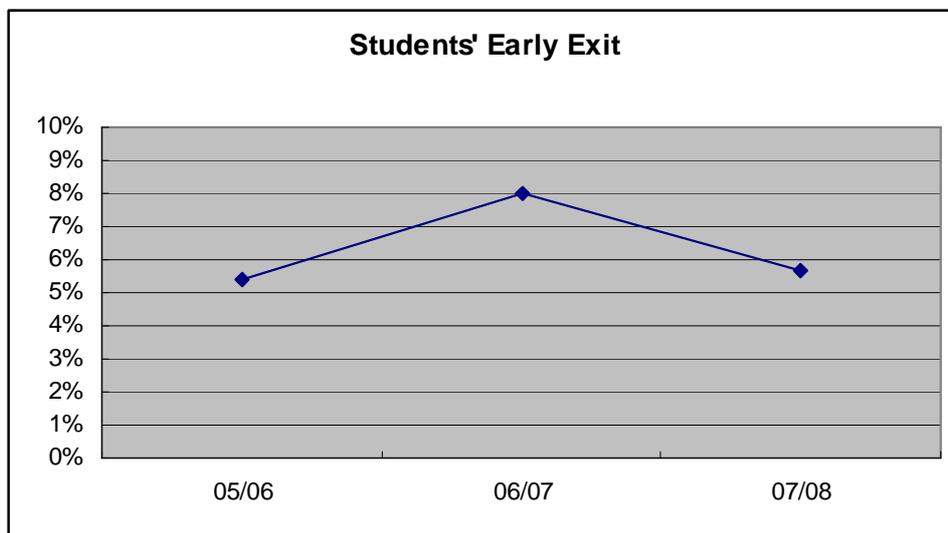
Level	S1	S2	S3	S4	Total
No. of Classes	5	5	6	5	21
No. of Students	190	173	207	161	731



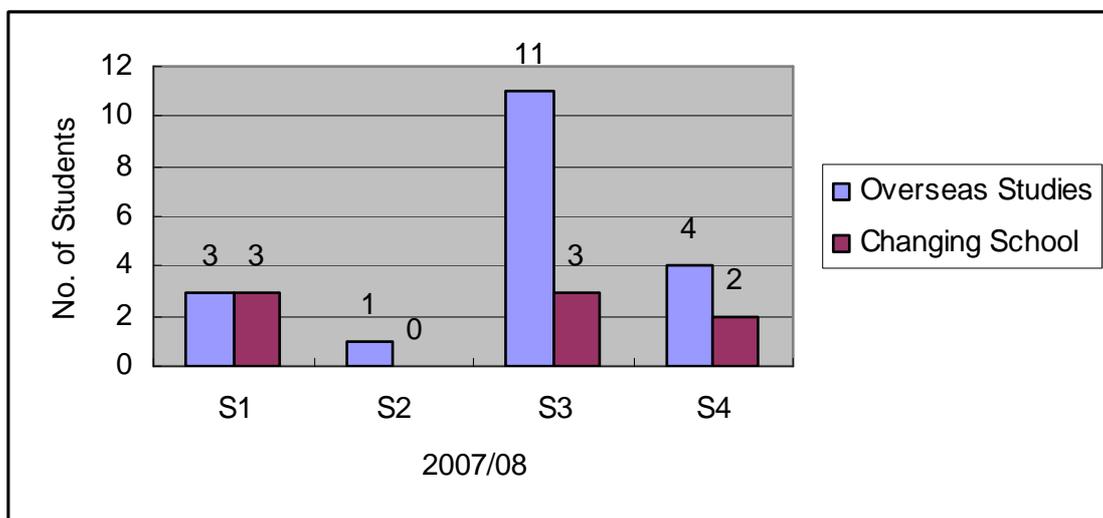
3.2 Students' Attendance



3.3 Students' Early Exit

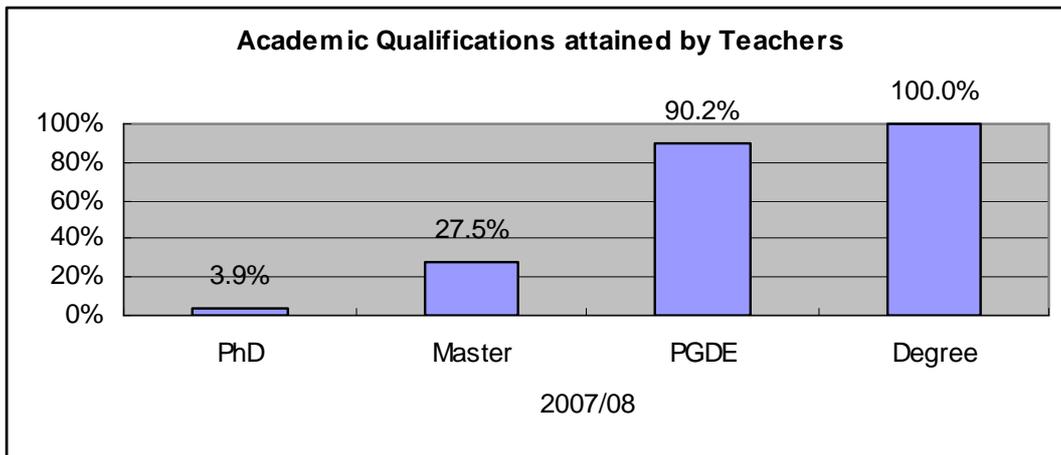
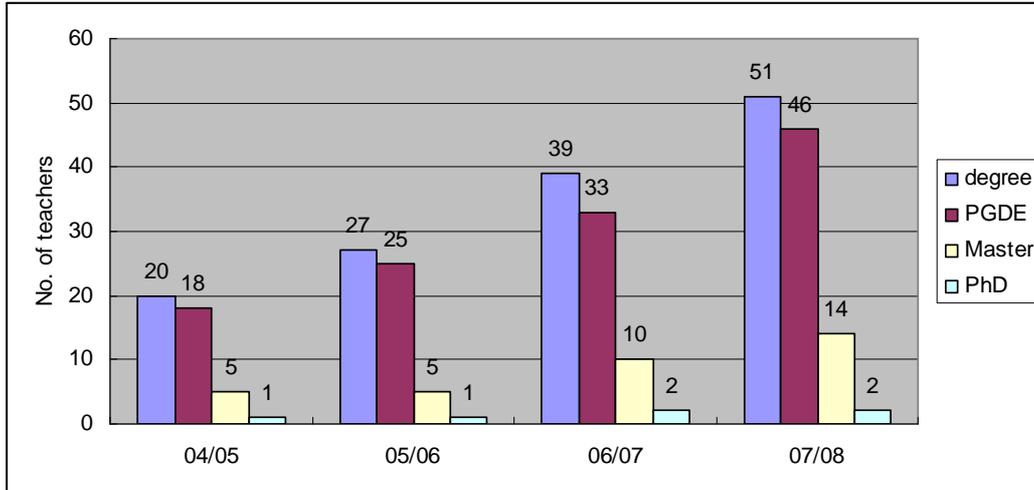


3.4 Reasons of Student Withdrawal

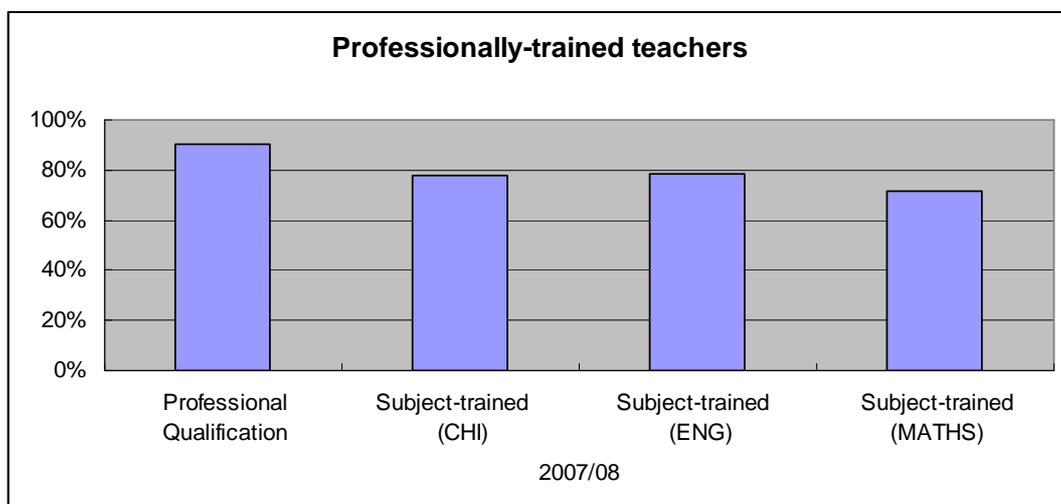


4. Our Teachers

4.1 Teachers' Qualification



4.2 Professionally Trained Teachers



5. Our Learning and Teaching

Under the DSS, the school has enjoyed a great flexibility in setting its own curriculum. However, in facing the challenge of major education reform in Hong Kong, the school has set its tone to align first with the New Senior Secondary (NSS) reform. Among the various cohorts of students, the secondary-3 and secondary-4 students would remain in the existing HKCE system while the secondary-1 & secondary-2 students would be heading towards the NSS system.

5.1 Our School Curriculum

Subjects offered in 2007/08:

Subject	S.1	S.2	S.3	S.4
Chinese Language	✓	✓	✓	✓
English Language	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Integrated Science	✓	✓	✓	
Integrated Humanities	✓	✓	✓	
Computer and Information Technology	✓	✓	✓	✓
Personal, Social and Spiritual Education	✓	✓	✓	✓
Visual Arts	✓	✓	✓	✓
Putonghua	✓	✓	✓	
Physical Education	✓	✓	✓	✓
Music	✓	✓	✓	
Physics			✓	✓
Chemistry			✓	✓
Biology			✓	✓
Additional Mathematics				✓
Chinese History				✓
History				✓
Economics				✓
Geography				✓
Commerce				✓
Principles of Accounts				✓
Government and Public Affairs				✓

5.2 Academic Development

In order to ensure a solid academic development, a new assistant principal was recruited to head up the teaching and learning in the school. A Working Group on the NSS curriculum had been formed to plan and to launch consultation among all stakeholders. A curriculum blueprint with concrete timetable and personnel planning had initially constructed. Half of the teaching team members had managed to receive various training activities regarding the transition to NSS.

Apart from making progressive moves in academic development, the school had also made extra efforts in shaping learning habits and building up a positive learning atmosphere among students, especially the S4 students. Students with trial promotion status were required to complete homework at the self-learning center after-school. Academic counseling and remedial supports had also been given to a group of students who were identified as having comparatively low learning motivation. Special talks and training on study skills were also organized for S4 students so that they could be shaped as role models for junior form students. We had observed significant improvement in terms of the number of missing homework and the overall learning attitude.

In the past year, SPKC began to have the first batch of senior form students. A goal-oriented learning stage was formed. The school also set two annual themes, namely Diligence and Serving Heart, for the Character Building Team which launched guidance activities in morning and weekly assemblies as well as other collective activities. Continuous recognition for hardworking and encouragement for success had widely been given so that students could keep on pursuing achievements and academic excellence. Meanwhile, the school implemented classroom discipline policies by enforcing proper classroom behaviors and positive learning attitudes. Two Teacher-Student-Corners were set up on the first floor to create space for teaching and learning outside classroom. On the whole, the learning atmosphere in the school was progressing significantly in the past year.

5.3 English Enhancement

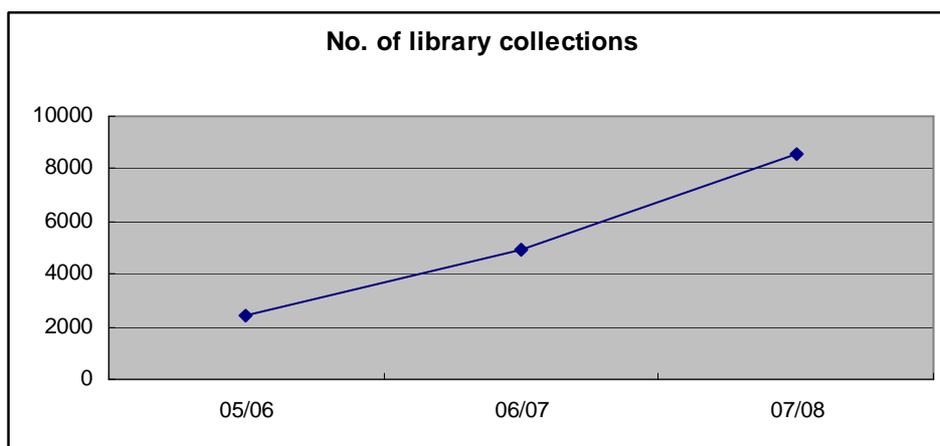
As one of the main emphases in SPKC's educational development, the English curriculum has become a priority area in the first five-years. We believe that our students should achieve English competence and proficiency to meet international standards. Through the implementation of a professionally structured curriculum adopting innovative methodologies, students were inspired to develop enthusiasm to learn and use English. Apart from using lively and authentic materials in the formal curriculum, the school also made use of other activities or measures to create the language environment throughout the past year. First, the school assigned every Tuesday and Thursday to be English speaking days. Teachers and students were encouraged to communicate at all times in English. Second, an English Zone managed by two Native English Teachers was set up at a prime location where students could get easy access. Third, the school created

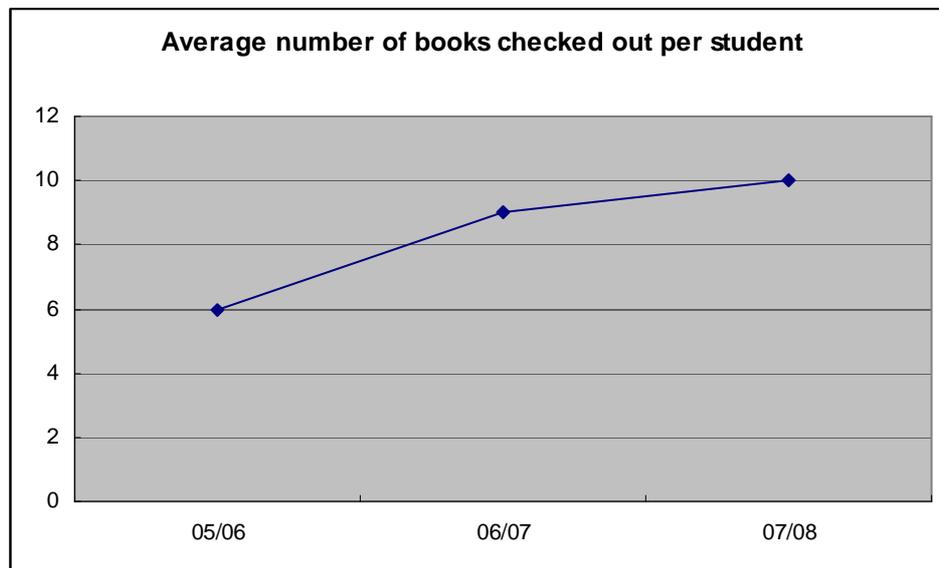
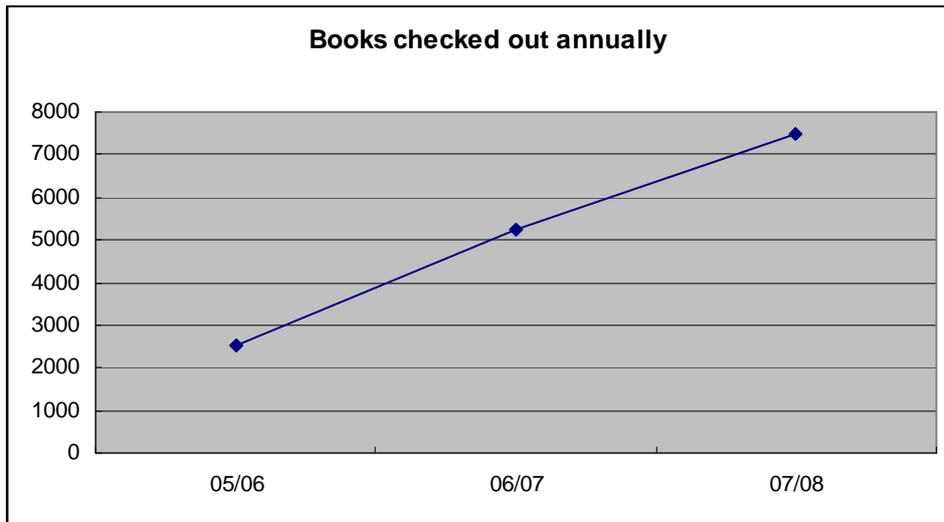
opportunities for shaping the language environment and yet achieving other educational goals and maintaining school ethos. For example, the school required all formal announcements to be made in English. A team of student announcers were trained to serve the school and perform the role everyday in front of all school members. Another group of students were organized to work with the Spiritual Formation Team in reading English scriptures every Monday morning. Other activities such as English Debating Club, Campus Radio Broadcasting, Drama Club, Scrabble Club and English Language Ambassadors were organized and developed for students to perform specific task while enhancing their language skills naturally. The level of English competence among our students has been highly admired by parents as well as the community.

5.4 Reading to Learn

The school believes that the development of reading habits can contribute to students' life-long learning. In the past year, a reading period was allocated in the daily time-table and all students were required to borrow books from their class libraries and participate in the quiet reading time. While teachers of the two language departments took the initiative to promote extensive readings, the library team had organized several award schemes as well as many different activities to reinforce the reading habits. Teachers had participated actively to join library activities and demonstrated reading habits to students.

In order to enhance students' reading habit, the school has formed a Library Team composed of teachers and a full-time librarian. In the past year, it recruits 27 student helpers and 44 parent helpers. The average service time per student helper per year was 100 hours. Certificates are awarded to parents and students to show appreciation to their diligence and serving heart. From the following charts, it is evidenced that the students are becoming more interested in reading books.





5.5 Diversification of Learning Experience

Apart from formal curriculum, SPKC believes in Life-Wide Learning and encourages innovations in other learning experience. In the past year, the school organized over 40 clubs and teams. Students could develop their interests and explore their talents through their participation in less-structured activities. Our music curriculum was designed as performance-based and students learned concepts and skills through playing instrument of their choice. Students could also extend their musical interests through our school choirs, ensembles, and school bands. The school also organized other events including Athletics Meet, Cultural and Arts Festival, and Carol Night so that students could learn and develop skills in a variety of occasions. A publication namely “Flying across Arts and Literature” was produced to show the Visual Arts and Chinese written works of students. Besides, the Character Building Team had conducted several guidance programs

including Health week, Sex Education, Poverty week, and Life Education week and these programs were designed across various subject disciplines.

The Learning-Without-Walls Programme has been a unique learning experience to expose students to learning outside the classroom. This year, 21 courses were organized and over half of them took place overseas. Contents of the courses ranged from understanding social issues, developing leadership, providing volunteer services, studying historical sites, to appreciating cultural exchange. Students were required to learn new ideas, perform data collection, record systematic observation and reflection, compile reports, and make presentations after the program. A program evaluation was performed by the organizing committee. Over 80% of parents and students reflected that the courses were worthwhile and the learning objectives were achieved.

5.6 Staff development to promote teaching (Professional Team Building)

In the past year, seventeen new teachers joined the staff team because of the expansion of a new form level and staff turnover. Therefore, the school had put in efforts to maintain the team spirit among teachers. First, a staff orientation program was launched before the start of the school year. Second, each new teacher was assigned to be mentored either by the Panel Head or by other experienced teacher. Third, individual meetings were organized between the principal and each new teacher in October so that adjustment problems could be tackled earlier in the school year. Finally, regular staff meetings and staff development programs were held to communicate ideas on school routines and culture among staff members.

To face the challenges of the NSS reform, teachers especially those who might be assigned to teach in senior forms in the future were encouraged to take part in training and seminars organized by the EDB. Five teaching assistants were recruited to help with lesson substitutions caused by the training leave of teachers. Meanwhile, the school was engaged in a school development project led by the Chinese University. Training workshops and lesson observations were conducted by experienced educationalists. Over 80% of the staff members reported that the workshops were beneficial to their teaching. Our teaching staff began to appreciate the new teaching paradigm regarding meta-cognition.

6. Support for Student Development

6.1 Christian Education

Christianity is the values foundation for student development in the school. The ideology has been communicated clearly to all prospective parents before their decision to apply for admission to the school. A Spiritual Formation Team (SFT) has been formed to coordinate and promote activities that foster spiritual growth among students. Meanwhile, the school has formed a strong partnership with the Abundant Grace Church in carrying out ministries in Christian education.

The first feature of Christian education in the school is to integrate Christian values and perspectives into relevant curricula. In the subject of Personal, Social and Spiritual Education (PSSE), the school designed a school-based curriculum to help students develop proper ways to tackle problems of personal and social development based on Biblical values. Both our teachers and the church ministers worked together to design the content of this subject. Meanwhile, all teachers were encouraged to express the Christian viewpoint in formal subjects such as Science, Integrated Humanities, Chinese, Visual Arts and Music, when appropriate.

The SFT organized weekly fellowship activities and luncheon worship for students. The school also arranged Monday morning assemblies for the SFT to share messages related to Christian faith. Other collective activities such as Gospel week, Development Camp, and SPKC Gospel Sunday were held to promote Christianity. There were an increasing number of students and parents joining church activities held in the school.

6.2 Student Guidance, Discipline, and Counseling

The Character Building Team (CBT) and the Discipline and Counseling Team (DCT) worked together closely to nurture noble character, develop proper values, and maintain positive conduct and habits.

The CBT organized collective guidance activities to nurture students with proper values, attitudes, and behaviors. In the past year, the CBT designed and coordinated programs along the school themes: Diligence and Serving Heart. Apart from activities mentioned earlier, the CBT also organized activities in response to popular current affairs including the Indecent Photos Saga among celebrities, Snow Storm Disaster in China, and the Earthquake at Sichuan. In addition, the school encouraged students to join community services such as flag-selling, fund-raising campaign for the Community Chest, and stationery collection for children in Bangladesh.

The school adopts an approach integrating discipline and counseling work. While disciplining

students with misbehaviors, the DCT members would also understand the underlying reasons so that proper guidance could be given to them according to individual needs. Apart from handling isolated cases with disciplinary problems, the DCT also organized and trained up a team of student leaders to maintain the general order inside the school. The leadership training not only encouraged the idea of self-management, it also reinforced the positive culture and ethos among students. Student leaders could also learn how to uphold proper values as well as develop interpersonal skills through handling improper behaviors among peers.

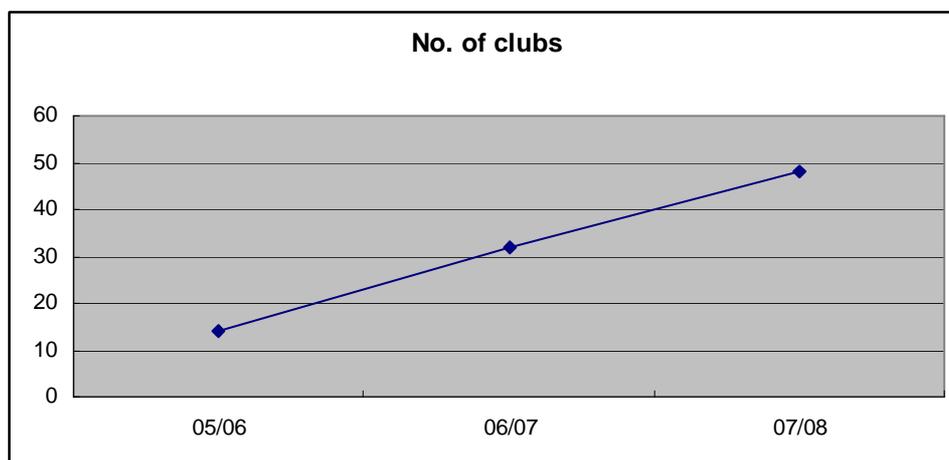
The school worked closely with parents in carrying out holistic education. First, the school administration maintained a strong collaboration with the PTA members. Communication was smooth between school administration and PTA regarding major school policies and issues. Second, the school organized two parents' days so that teachers could have formal channels for exchanging ideas to help the growing youngsters. Third, in collaboration with PTA and Abundant Grace Church, the school had organized six workshops for parents regarding how to build up positive parent-child relationships.

6.3 Development of Global Outlook

In order to widen students' perspective with a global outlook, the school has formed an International Collaboration Team (ICT) to manage exchange activities with guests from the overseas. In the past year, our students had the opportunities to receive guests from Bangladesh, to have a friendly football match with students from Malaysia, and to participate in a friendly basketball match in Shenzhen Guiyuan Middle School. Besides, the school also joined an international network through the use of videoconferencing to share cultural issues with students from North America and Northern Europe.

6.4 Development of Co-curricular Activities

The quantity of clubs has been steadily increased.



In order to improve the quality of club activities, the school last year started to record students' participation time in clubs (CCA Hours) and student helpers' service time (CCA Service Hours) in the individual student handbook. Leadership trainings have been provided to school prefects and other student leaders. We also promoted students to participate outside trainings, such as the Social Service Training Programme organized by Hou Yau Club.

In order to train student leaders, an award scheme related to CCA activities was established in 2007/08 as below.

	Award	Description	No. of students awarded
1	Outstanding CCA Award	Students have spent at least 25 hours in co-curricular activities this year in at least TWO of the following aspects: (1) Academic , (2) Sports, (3) Music, (4) Interest group, (5) Spiritual development, (6) Discipline and service, (7) House	291
2	Award of Serving Heart (Silver)	Students have spent at least 10 hours in school service this year.	77
3	Award of Serving Heart (Golden)	Students have spent at least 15 hours in school service this year.	125
4	All-round Student Award	This award is specially presented to those students who have outstanding performance in ALL of the following fields and with teacher's recommendations (best 2 for each form). (1) Academic – Average score over 65 (2) CCA – More than 25 participation hours in school activities (3) Service - More than 15 participation hours in school services	8

6.5 Performance of Students

The following tables demonstrate students' performance in the moral, intellectual, physical, social and aesthetic aspects.

Outstanding Performance

Name of Award	Organizer	Award	Section	Class	Name
Hong Kong Outstanding Students Award	Lion & Globe Educational Trust	Certificate of Distinction	Open	4P	NGAI Sum Ming
4th Shatin Outstanding Students Award	Shatin Youth Association	Finalist	Shatin	4F	CHEUNG Ka Ka YU Wan Kei
British Academy Scholarship	British Academy	HK\$100,000	To study an AL-course in England	4P	Tiffany Wong Hoi Yee

Intellectual Development

Name of Competition	Organizer	Award	Section	Class	Name
59th Hong Kong Schools Speech Festival (PTH section)	Hong Kong Schools Music and Speech Association	Champion	Solo Verse Speaking S.1-2 Girls	1J	Tam Hiu Man, Peony
		1st runner-up	Solo Verse Speaking S.3-4 Girls	3F	Yip Lam
		2nd runner-up	Duologue S.3-4	4F	Ng Wai Hei Cheung Ka Ka
59th Hong Kong Schools Speech Festival (Cantonese section)	Hong Kong Schools Music and Speech Association	2nd runner-up	Solo Verse Speaking S.2 Girls	2P	Ho Cheuk Yan

Standing Committee on Language Education and Research PTH Speech Competition 2008	The Cultural and Educational Association of the New Towns	Proficiency	Junior Section	1J	LAM Oi Yi
		Merit	Junior Section	2P	Jiang Jia Wei
Hong Kong Schools Putonghua Speech And Art Competition (2008)	Putonghua Jiaoshi Xue Hui	Distinction	Solo, Secondary Section	1L	Tsang Yi Cheung
		Merit	Solo Verse & Prose Speaking, Junior Section	3F	Yip Lam
		Merit	Solo Verse & Prose Speaking, Junior Section	1J	Tam Hiu Man, Peony
Standing Committee on Language Education and Research PTH Singing Contest	Hong Kong Professional Teachers Union PTH Section	Distinction	Junior Chorus	1L	Tsang Yi Cheung
		Distinction		1J	Leung Sze Hang, Anson
English Builder	Wiseman Education	Outstanding Award (Top 1% in Level 1)		1P	Li Tsz Ning
				2P	Yeung Man Nok Trevi
Hong Kong-Macau Inter-school Straw Competition	City University of Hong Kong	Merit (5th Runner-up)		3L	Lo Hei Yin
				3L	YIU Tsoek Man
				3P	CHONG Candice
				3P	CHUNG Hei Man

2007-08 Hong Kong Speech Festival (English)	Hong Kong Schools Music and Speech Association	1st Runner-up	English Choral Speaking		
2007-08 Hong Kong Speech Festival (English)	Hong Kong Schools Music and Speech Association	Champion	Solo Verse Speaking S.1 Girls	1P	Au Long Yin
		1st runner-up	Solo Verse Speaking S.2 Girls	2J	Chan Sue Wing
		1st runner-up	Solo Verse Speaking S.7 Boys	4F	Lin Ching To
		1st runner-up	Prose Reading S.4 Boys	4F	Ng Wai Hei, Dennis
		Champion	Dramatic Duologue S1 - S2	1J	Wong Hoi Tung Leung Sze Hang
2007-08 Hong Kong Speech Festival (English)	Hong Kong Schools Music and Speech Association	Champion	Dramatic Duologue S1 - S2	1J	Tang Hoi Tung Tam Hiu Man
		Champion	Dramatic Duologue S3 - S4	3J & 3P	Tse Wing Yu Yiu Po Ching
		2nd runner-up	Dramatic Duologue S3 - S4	3G & 3P	Chu Hoe Ling Chiu Tsz Ting
23rd Sing Tao Inter-school debating competition:	Sing Tao Daily, The Standard and the Education Bureau, and sponsored by The Standing Committee on Language Education and Research (SCOLAR) and Centaline Property Agency Limited	Our team went into the best 16 in Hong Kong	SPKC has won the debates over Kwok Tak Seng Catholic Secondary school, Rosaryhill School, and S.K.H. Lam Woo Memorial Secondary School	3 Joy 4 Faith 4 Faith 3 Joy 3 Love	Jessica Tam Dennis Ng Matthew Lo Bonnie Ho Jerry Yeung

Physical Development

Name of Competition	Organizer	Award	Section	Class	Name
Shatin Youth Physical, Technological & Artistic Creativity Welcoming Olympics Swimming Competition	The Hong Kong Federation of Youth Groups Jockey Club Jai Min Youth S.P.O.T.	Champion	Girls Age 14 or above: 50M Freestyle	4P	Ho Yick Kiu
		Champion	Girls Age 14 or above: 100M Back stroke	4P	Ho Yick Kiu
		Champion	Girls Age 10-13: 50M Back stroke	2J	Chung Cheuk Ting, Tiffany
		1st runner-up	Girls Age 10-13: 100M Freestyle	2J	Chung Cheuk Ting, Tiffany
Hong Kong Open Youth & Children Martial Arts (Age Group) Competition (2007)	Hong Kong Wushu Union	1st runner-up	Taiji (Girls)	4J	Cheng Sze Ting
Wu Shu in celebration of the 2008 Beijing Olympics (2008)	Hong Kong Wushu Union	Gold Medal	Boys Grade B: Taiji 24 Forms	3L	Leung Kwun Hang
		Gold Medal	Boys Grade B: Taijiquan Duilian	3L	Leung Kwun Hang
		Triathlon Champion	Boys Grade B: Free-choice Sword play	3L	Leung Kwun Hang
2008 Hong Kong Open Novice Wu Shu Championships	Hong Kong Wushu Union	3rd runner-up	Wu Bu Quan (Secondary section)	3J	Tam Jessica
				3P	Chiu Wai Hin
				3L	Ng Tsz Yu
				3L	Leung Kwan Hang
				2G	Sin Ting Fung
				4J	Chan Yuk Fung
				2P	Tsang Ling To
				2J	Chow Ching Yu

The 4th Inter-secondary Schools 5-a-side Hockey Invitation Tournament	Hong Kong Chinese Hockey Union	First runner-up	regional competition	4F	Lam Chun Chiu
				4L	Yeung Emlyn Ting Hiem
				4F	Tam Kai Chun
				4G	Wong Tsz Chun
				4G	Yan Elliot
				4F	Lin Sie Long
				3J	Lui Cheuk Yin Marvin
	Second runner-up	regional competition	4G	Mok Kam Kiu	
			4G	Tong Hei Wang Adrian	
			4J	So Wai Lam	
			4P	Kwan Chun Hei	
			4F	Ng Ho Ming	
			4L	Tsui Wing Hei	
4P	Hung Hing Chi				
Shatin Inter-school swimming competition	Hong Kong Schools Sports Federation	1st (Gold)	Girls Grade B: 50M Back stroke	2J	Chung Cheuk Ting, Tiffany
		4 th	Girls Grade B: 50M Back stroke	4F	Ho Yick Kiu
		2nd (Silver)	Girls Grade B: 100M Back stroke	2J	Chung Cheuk Ting, Tiffany
		7 th	Girls Grade B: 100M Freestyle	4F	Ho Yick Kiu
		3 rd (Bronze)	Girls Grade B: 200M Breast stoke	4F	Yu Wan Kei, Ruth
Shatin Inter-school swimming competition	Hong Kong Schools Sports Federation	3rd (Bronze)	Girls Grade B: 200M Individual Medley	4F	Yu Wan Kei, Ruth
		8th	Boys Grade B: 200M Freestyle	3F	Ho Alex chun lung
		8th	Boys Grade C: 100M Freestyle	2G	Kwok Shing Yiu
		8th	Boys Grade C: 100M Back stroke	2G	Cheng Chun Leung
		3rd (Bronze)	Boys Grade C: 200M Freestyle	2G	Cheng Chun Leung
		4th	Girls Grade B: Group Event - 4 x 50M Freestyle Relay	2J	Chung Cheuk Ting, Tiffany
4F	Yu Wan Kei, Ruth				
4F	Ho Yick Kiu				
3H	Tang Wai Tung, Tiffany				

Shatin Inter-school swimming competition	Hong Kong Schools Sports Federation	4th	Boys Grade C: Group Event - 4 x 50M Freestyle Relay	2G 2G 2J 2P	Cheng Chun Leung Kwok Shing Yiu Li King Man Yeung Yat Long
		5th	Girls Grade C Overall		

Social Development

Name of Service	Organizer	Award	Section	Class	Name
The Teen Entrepreneurs Competition 2007-2008	The Hong Kong Institute of Education - Business Association	Certificate of Appreciation	Hong Kong secondary school	4F	CHEUNG Man Ho
				4F	FAN Kwun Hin
				4F	FUNG Cheuk Wan Phoebe
				4F	NG Ho Ming
				4G	LAI Yan Ching
				4G	LEE Wang Hey
				4L	MOK Yuk Yee
				4L	NG Wing Hei
				4L	WAN Cho Ying
4L	WONG Tin In				
Flag selling day	Stewards	Outstanding Service certificate	Meifoo Flag selling		

Aesthetic Development

Name of Competition	Organizer	Award	Section	Class	Name
Hong Kong Youth Music Interflows Symphonic Band Contest	Music Office, Leisure and Cultural Services Department	Bronze Award	Secondary School Class- Junior		

Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	first runner-up	Grade seven Piano Solo	2J	Tsoi Tsz Him
		second runner-up	Gu-zheng (古筝) Solo	1J	Wong Yik Ting Agnes
		second runner-up	Yang-qin (揚琴) Solo	4J	Ho Ching Wai Cherene
3rd School Handbell Competition	Handbell Association of Hong Kong	second runner-up	Handchime Ensemble		

7. School Contact Information

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