

Stewards Pooi Kei College

School Annual Report

2014-15



School Annual Report 2014-2015

Contents

1. School Motto, Vision & Mission

- 1.1 School Motto
- 1.2 School Vision
- 1.3 School Mission

2. Our School

- 2.1 Brief Description
- 2.2 School Management
- 2.3 Active School Learning Days

3. Our Students

- 3.1 Class Structure

4. Our Teachers

- 4.1 Teachers' Qualifications
- 4.2 Teachers' Experience

5. Learning and Teaching

- 5.1 Curriculum Development
- 5.2 Academic Attainment
- 5.3 English Enrichment Initiatives
- 5.4 Reading to Learn
- 5.5 E-Learning Development
- 5.6 Staff Development
- 5.7 Development of a Global Outlook
- 5.8 Diversification of Learning Experience

6. Whole-person Development

- 6.1 Christian Education
- 6.2 Moral and Civic Education
- 6.3 Co-curricular Activities

7. Student Support

- 7.1 Student Counselling
- 7.2 Career Guidance

8. Student Achievements

9. Evaluation of the Major Concerns in 2014-15

10. Financial Summary for the 2013/2014 School Year (audited)

11. Financial Summary for the 2014/2015 School Year (audited)

12. School Contact Information

1. School Motto, Vision & Mission

1.1. School Motto

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

1.2. School Vision

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

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

1.3. School Mission

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

The essential qualities of a leader are:

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

2. Our School

2.1. Brief Description

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

In the school year 2014-2015, the School operated six form levels (secondary 1 to secondary 6) with a total enrolment of 991 students housed in 32 classes. The NAS curriculum structure has been reviewed in order to enhance the pass and credit rate in the HKDSE, utilize quality lesson time, enhance the teacher-student ratio, and optimize the effectiveness of allocation of human resources. As a result, the School provided six classes for both S4 and S5 in order to provide students better

choices for their 3 elective subjects. The maximum class size was 35 and the small-class policy (25 students per group) was continually adopted in the subjects of English Language and Liberal Studies, and Chinese Language.

The staff team consists of 81 teaching staff (including the Principal), 24 supporting staff (including 5 teaching assistants, 2 laboratory technicians, 1 IT Officer, 3 IT/AV assistants, 2 library assistants, 10 administrative staff and 1 Educational Psychologist) and 7 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 ten School Managers comprising professionals such as university professors, a secondary school principal, CEOs and a lawyer. A Teacher Manager, Parent Manager and Independent Manager were elected to join the SMC this school year so as to enhance transparency among our stakeholders.

The main body responsible for school operation is the School Executive Committee (SEC) comprised of the Principal, Vice- principals, along with some Senior Teachers.

2.3. Active School Learning Days

The number of school days in this school year with regular classes or with organized learning activities was 172. The learning activities days included the *Multi-task Learning Day*, *Learning-Without-Walls Programme* (LEWOWA), the *Athletics Meet*, and post-examination activities while examination periods were excluded.

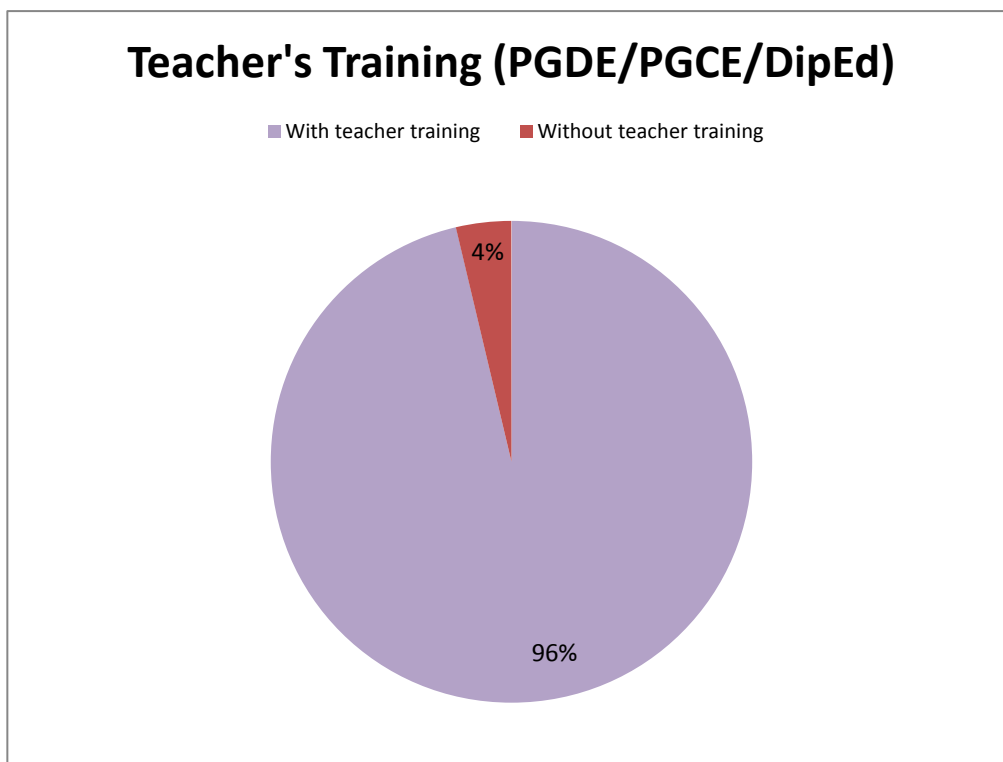
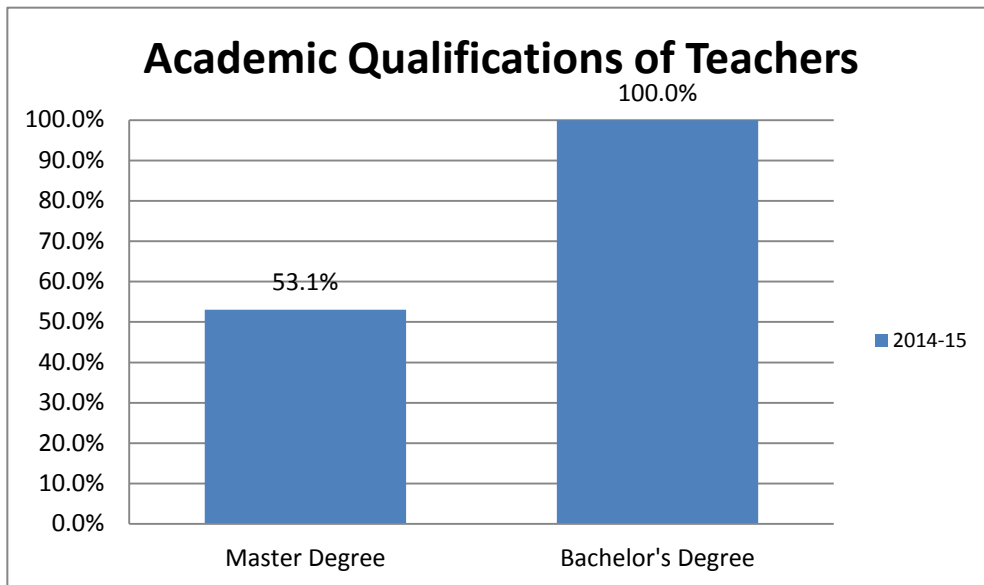
3. Our Students

3.1. Class Structure

LEVEL	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	6	6	5	32
No. of Students	177	179	169	175	154	137	991

4. Our Teachers

4.1. Teachers' Qualifications



4.2. Teachers' Experience

No. of teachers with 0 to 2 years of experience	4
No. of teachers with 3 to 5 years of experience	15
No. of teachers with 6 to 10 years of experience	41
No. of teachers with 11 to 20 years of experience	15
No. of teachers with over 20 years of experience	6
Total	81

5. Learning and Teaching

5.1. Curriculum Development

The Academic Excellence Board is composed of the heads of various Key Learning Areas (KLAs), namely English Language Education, Chinese Language Education, Mathematics Education, Liberal Studies Education, Science and Technology Education, Personal, Social and Humanities as well as Physical & Aesthetic Education. 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 KLAs, to co-ordinate the implementation of the Four Key Tasks and to promote Assessment for Learning. International Examinations such as International General Certificate of Secondary Education (IGCSE) Mathematics and English “O” levels were made a compulsory part of the Senior Form Curriculum for selected classes.

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

5.2. Academic Attainment

In the HKDSE Examination (2015), 62.0% of the students attained the entrance requirements of local universities (Levels 3+3+2+2+2) when compared with the territory average of 40.3%. The overall pass rate was 96.1% while the percentage of Level 4 or above was 46.1%. In general, there were 13 subjects in total showing higher pass rates (Level 2) than those in Hong Kong. The outstanding subjects included English Language, Chinese Language, Mathematics, Liberal Studies, Biology, Chemistry, Economics, Geography, History, ICT, Literature in English, Physics and Visual Arts. Among these, the 11 promising subjects with higher percentage of Level 4 or above than those in Hong Kong were English Language (52.6%), Chinese Language (27.0%), Mathematics (51.1%), Liberal Studies (38.7%), Biology (66.7%), BAFs (44.4%), Economics (61.0%), Geography (50.0%), History (71.4%), ICT (55.6%) and Visual Arts (72.2%).

5.3. English Enrichment Initiatives

As an EMI school, SPKC places strong emphasis on the English curriculum to consolidate students' language foundation, and also on the wider development of English language activities to cultivate an enriching English learning environment on campus. With teachers' devotion and strenuous efforts, in HKDSE 2015, the school attained the outstanding result of 100% pass rate which was far above the respective Territory averages.

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

Drama is gaining popularity and demand in Hong Kong Schools. A drama production engages participants through a variety of tasks and activities while giving practice in the four critical skills of listening, speaking, writing and reading. This not only enhances teamwork but instils confidence in expression. SPKC's Drama Club took off this year with great enthusiasm. There was a healthy mix of Junior and Senior form students who enrolled in the club out of a combination of curiosity, enthusiasm and a growing interest for drama.

The Drama Club performed in the Hong Kong Schools Drama Festival 2014-2015 in February 2015. The cast and crew spent nearly 5 months rehearsing tirelessly for the 20-minute performance entitled *Sticks and Stones*, a play about the power of gossip and bullying amongst teenagers, and the potentially harmful effects of social networking sites and the media, when used for the wrong intentions. The play was chosen as it dealt with an issue that is evident in schools in Hong Kong and around the world. The production crew took ownership of the production by designing their costumes, sets, props, lighting and posters. The actors worked hard at memorizing their lines and performing with clarity.

The results were very pleasing; with awards for *Commendable Overall Performance*, *Outstanding Stage Effects and Cooperation*, *Outstanding Performers* and *Outstanding Director*. Congratulations to Drama Club for the achievements this year and we look forward to more exciting productions in the future!

In order to extend the Drama students' experience of the Theatre, an outing to the Sai Wan Ho Civic Theatre was organized on 10th March 2015. 17 students and 3 teachers watched a professional theatre production, *Around The World In 80 Days* performed by The Absolutely Fabulous Theatre Connection. The drama students thoroughly enjoyed the 90-minute play which was performed by an international cast. After the show, SPKC Drama Club students were called on-stage to re-enact and improvise some of the scenes from the play. It was an educational and fun experience for all.

Apart from providing students with a chance to develop and practise spoken English with confidence and in a fun and engaging way, reading extensively, being a pre-requisite of effective English Learning, has been continuously promoted in the English Department. The *Book Appreciation Reward Scheme* and the *English Reading Scheme* have been implemented complementarily with the reading element in the curriculum.

In order to better facilitate the promotion of reading, the English Department adopted a different approach this year by setting up a centralized English readers library for S1 to S3 students in the Learning Centre, and establishing a class library for each of the S1 to S3 classes. A total of over 600 classic stories have been purchased for the junior forms in the Learning Centre; 10 good books recommended by the English teachers have been placed in each classroom of the junior forms. A new Reading Scheme booklet has been designed for our junior form students with various interesting activities based on Bloom's Taxonomy. Students have to choose to complete an activity

in the booklet after reading according to their own learning style and interest. Participation of students has been keen and the scheme has received positive feedback from teachers and students in general.

Complementing the *English Reading Scheme*, the *Book Appreciation Reward Scheme* honours the students producing the best book reports after their reading in English. 11 junior form students in total were awarded as *Book Appreciation Masters* due to their impressive understanding and effective evaluation of the books shown in their written reflections. The awardees received book coupons and certificates in the recognition of their efforts also in the hope that they could enjoy themselves more upon purchase of leisure reading materials.

Another eventful highlight of 2014-2015 was English Debating. With over 40 students enrolled at the start of the year, SPKC debating teams were involved in a wide range of competitions continuously from September to the end of May. Highlights included our Junior (S2) team defeating Heep Yunn in their very first debate, our Senior Team becoming Regional Champions of the *Hong Kong Secondary Schools' Debating Competition* in January and the same team becoming Hong Kong Champions in the Grand Final of the competition held in May at the Hong Kong Museum of History. The team won on a unanimous decision from adjudicators including the coach and manager of the Hong Kong National Team. The Senior Team has thus remained undefeated this year winning all six debates and were also champions for the second year in succession of their Division in the *City University / SCMP Innovation and Debating Challenge* in December. The Junior debaters also showed their expertise in an Internet debate with Nan Hai Experimental School from Fushan in May giving an exceptional performance; the SPKC team included talented S1, S2 and S3 students. Members of the Debating Club also were invited to watch the *World Schools' Individual Debating Championship Final* at Diocesan Girls' School in the Easter holidays and were able to see the best school debaters in the world in action.

English Debating is continuing a proud tradition at SPKC following its motto "Speak Out !" with confidence and passion.

Other English language activities implemented included SPKC English Radio, Student English Newspaper ("The Express"), English Society, English Zone Supervisors, and the English Announcers Team, in which students were organized and trained throughout the year to conduct announcements four mornings a week. These specific practical tasks enhanced students' language skills naturally and successfully. English at SPKC is a truly enriching experience.

5.4. Reading to Learn

2014-2015 was a fruitful year for the library. With a wide range of activities provided and enhanced communication internally as well as externally, the library has accomplished its function beyond providing fundamental services.

Fostering the Development of Reading Habits

With 2 library assistants, 40 student librarians and 11 parent helpers, the library continued to provide borrowing services of our collection of 25,000 items, occasional reading materials in the reading periods and training for student librarians. Students also enjoy various newspaper and magazine subscription services such as *MingPao*, *Singtao Daily*, *SCMP*, *Junior Standard*, *Student Standard* and *e-zone*. In addition, a corner of over 600 new English readers has been established to facilitate the English Reading Scheme for the junior students. An English book subscription service has been provided to students of all forms to promote reading in English. With a total of 11,830 items borrowed this academic year, our students have demonstrated their satisfaction in utilizing our resources and interest in reading.

To further motivate students to read, and to provide more guidance on their journey of reading, we have published the periodical *2D Library* three times this year. This is about the book recommendations by our teachers and students with such specific themes as *speed-reading*, *good books recommended by Taiwanese teachers* and *learning objectives*. The library also organised six thematic book exhibitions and two Book Fairs this year. Students' general feedback was very positive and with teachers' encouragement, they are more eager to participate in other library functions, such as reading schemes.

Cultivating Self-Learning Attitude

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

Promoting Life-long Learning Experience

Apart from holding activities to promote good reading habits, we also held various events in 2014-2015 to introduce students to other learning aspects. Two weekly assemblies, one on speed-reading training, the other one on whole-brain learning, were organised to introduce ways to improve our students' reading and learning efficiency. A course on *Whole brain Photographic Reading* and another course on *Whole Brain Learning Skills* were taught by the founder of Whole Brain Learning Centre throughout the year. Furthermore, *BookCrossing* has continued to serve as a highlight event of our school year. A total of more than 600 books have been exchanged among teachers, students and other staff in our school through this activity.

External Liaison

In summer 2014, we were honoured to have received a group of Taiwanese teachers and lecturers specialising in library management. They paid us a visit to learn about the operation of our school library, especially on how students are involved in facilitating the running of the library and how the library acts as the catalyst for the promotion of a reading culture in a whole-school approach. The participants experienced a joyful and fruitful talk for professional exchange. It was wonderful to exchange our experience with counterparts from Asia and all the guests have expressed great appreciation towards our students and the Learning Centre.

The library, continues to strive for excellence as a resource database for intellectual development and self-learning, shall progress on the roads ahead.

5.5. E-Learning Development

Information technology has created a paradigm shift of in mode of teaching and learning. SPKC is dedicated to exploring the advantages of e-learning to students. With the purchase of 90 iPads and instalment of AppleTVs, projector panels in the classrooms and the enhancement of Wi-Fi network system, e-learning and e-teaching have been implemented smoothly under the well-equipped IT environment. Starting from September 2014, “Reading to Learn” has been successfully promoted at school since S1 and S2 students enjoyed their reading periods with the use of iPads. We believe that cultivating students with this brand new reading habit is crucial to life-long learning.

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

5.6. Staff Development

As teachers' professional knowledge is the most valuable asset of the school, staff development in SPKC was provided with a wide range of training including internal and external courses, lesson observation, staff meetings, team teaching and joint planning such as collaborative lesson preparation, peer lesson observation and co-teaching. Supporting measures were provided to encourage teachers to engage in professional exchange and development. For example, a common block timetable is arranged for teachers to enhance professional sharing within subject panels. In addition, all teachers are encouraged to take part in training courses, workshops and seminars organized by the Education Bureau and other educational bodies. Extra teaching assistants are provided to take up the lesson substitutions for teachers on training leave and a budget of \$2,000 per head per annum is reserved for subsidy for staff development.

In 2014-2015, our school joined the Quality School Improvement Project. The Quality School Improvement Project Team (CUHK) provided staff development to our teachers based on our school major concern. Workshops and seminars were arranged to enhance the teachers' teaching strategies for better learning outcome. The series of training helped develop a more enthusiastic and interactive atmosphere among our teachers. In addition to programmes for local teachers, our NETs were also involved in specific activities and undertook appropriate EDB courses to further develop their expertise. A mentoring system has been implemented to help new colleagues adapt to and overcome challenges in a new working environment. Moreover, an appraisal system has been set up to promote continuous professional development and to ensure accountability. 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 in their career paths.

5.7. Development of a Global Outlook

SPKC aims to foster a strong sense of global awareness among our students. The school believes that students are going to live in an increasingly globalized world; therefore it is vital for students to understand trends, development and cultures of the world. This year, with the help of AFS Intercultural Exchanges, SPKC was able to host another exchange student, Veera Anni Katarina from Finland. She helped raise the level of cultural awareness in our students, offering exposure to a culture very different than ours. She herself also greatly benefitted from this year's experience, overcoming the challenges of having to adapt to such a foreign culture. She also involved herself with the Dance Club and other projects with the Campus TV Team. In March, she helped the school organize an Exchange Day, bringing a group of her AFS exchange student friends for a visit to our school.

To raise students' global awareness, *International Awareness Week* was held in November. In the week, a series of activities were arranged to expand students' exposure to various international cultures. We had workshops by guests from more than 10 countries (Germany, Pakistan, Ukraine, Russia, Zimbabwe) across subjects (L.S, P.E, Music, English and History). The week began with a visit from Miss Sara So Mollenkof, a missionary working in Africa helping the needy by setting up social enterprises so that they can provide for themselves in a sustainable manner.

We also continued our Distance Learning programs holding webcam discussions with students from different countries (Singapore, China, USA, Finland, Vietnam, St. Lucia) in the form of academic discussions, debates or casual chatting about cultural differences.

5.8. 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 the LEWOWA have already been a strong proof of our promising further development. This year, 13 local programmes and 15 overseas programmes are being implemented, consisting of subject and cross-subject learning, personal development programmes, voluntary service, and cultural exchange activities. The programmes are well-designed by teachers, not only with the professional subject knowledge in mind but with a deep understanding of students' real needs.

Newly featured in this year's LEWOWA, are new learning opportunities in Italy, Cambodia and Okinawa. *Why doesn't the Pisa Leaning Tower collapse?* We can find out the answers through Mathematics. *How did the Cambodians survive in the power struggles in history?* We will be inspired through our interaction with the Cambodians during our service. *What should we learn from the disciplined life of Okinawa-Japanese?* We may try to live like a local there. "Jesus went through all the towns and villages..." (Matthews 9:35), and today, we Pooikeians leave footprints with our tears, our sweat, our curiosity and our 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 Personal, Social and Spiritual Education (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*, and *Gospel Week* have been held this academic year.

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

Serving our community is also one of our priorities. Our student Worship Team has led worships in school and also during the annual *Kwong Yuen Christian Cultural week*. Our students have also taken various opportunities to visit and spread the Gospel to residents of elderly homes in

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

6.2. Moral and Civic Education

In order to cultivate students to be leaders with excellence and integrity, the school has always placed importance on the holistic development of our students. Our first priority is to help students build proper values, and take precautions against the increasingly corrupted moral values in society.

Our mission is to prepare tomorrow's leaders with high self-esteem, love and care, globalized vision, uphold life-long learning and Christian values. As one of the highlights of SPKC's 10th Anniversary celebrations, renowned guest speakers were invited to give a series of talks for all Pooikeians. We are honoured to have invited different experts to share with Pooikeians, such as Professor Shum Xu Hui, Simon to join our Leader Forum on the topic of Global Vision; Dr. Philemon Choi Yuen-wan, our Special Consultant (Student Development & Parent Education) to join our Leader Forum on the topic of Life-long Learning; Mr. Kee Chi Hing, School Management Committee member of SPKC to join our Leader Forum on the topic of Love and Care.

To enhance students' awareness on social issues and civic rights, and to equip them to be responsible citizens, the Character Building Team, the LS Department and the student Current Issues Club have worked hand in hand to carry out forums and talks throughout the year. In addition to the teaching in regular PSSE lessons in S1-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 Pooikeians. 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 policy, 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 a *Green Christmas Party Competition* and invited CUHK to perform an educational drama for our students. Students also had a chance to visit a correctional institute, share their views on the RTHK City Forum and play football with a team formed by African refugees.

Our school is also concerned with the mental and physical health of our students. We have participated in different research projects and carried out a series of events on such themes as anti-addictive behavior, sex-education and mental health, in collaboration with the Department of Health and HKU, so as 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. More than 1,800 students voluntarily registered in services such as Flag Selling activities, elderly home visits and a charity performance. Our students were selected to be student ambassadors for Oxfam and Unicef to promote community service in school. Two student groups: the Rotary Interact Club and V-power, bore the main responsibility in promoting our schools' volunteer work. A clothes donation activity was carried out for the earthquake victims in Nepal. An African missionary came to our school to share the experiences and problems in Africa, echoing the visit of Watoto children choir.

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

6.3. Co-curricular Activities

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

There are more than 80 teams and clubs in SPKC. They serve to nurture Pooikeians in four functions: intellectual engagement; aesthetic or physical development; moral and civic values cultivation; and devoting our "serving heart" to the community. The 6th Executive Committee of the Student Union takes the leading role in organizing intra-school activities and providing welfare services to all students in SPKC, while the four Houses always keep high morale and cohesion among House members through different Inter-House activities. The Sports Association and Music Association are the cornerstones in promoting Sports and Music culture among schoolmates. Student-leaders hold indispensable roles in creating a harmonious and united atmosphere among students of all levels. Students are given ample opportunities to be trained as all-round leaders with self-confidence and creative problem-solving skills.

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

7. Student Support

7.1. Student Counselling

Secondary school life is challenging for students at their young age. Our school aims to engage our students to live in a caring and supportive community in order to enhance their sense of belonging, optimism, and competence. School Social Work Service, Education Psychologist Service 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 about to face the overwhelming challenges when adapting to a new learning environment and entering adolescence, the school organizes a S1 Bridging Program every summer. Furthermore, the school is also concerned with the challenges and pressures faced by S5 students and thus the *Endeavour Camp* for our S5 students was organized to increase students' determination in preparing for the public examinations as well as to promote teacher-student relationships and class spirit.

In addition to the individual counselling consultation conducted by the School Social Worker, experiential-based adventure learning programs have been organized to cater for the needs of S1 to S5 students in which included sessions of (i) team-building activities to facilitate interaction among individuals, (ii) challenges such as cycling, hiking, rope course and wild camping, with increasing intensity of perceived risk level, to enhance the students' resilience abilities, (iii) debriefing to allow transferring adventure, experience and benefits to real life application and (iv) 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 education psychologist to provide timely assessment, individual support, and small group workshops to students. To develop a better supporting system and enhance teachers' teaching strategies on catering individual differences are also the mission of our school education psychologist and SEN coordinator.

In addition to remedial work, we value every morning assembly, weekly assembly, class teacher lesson and special weeks to promote a harmonious campus, mental health and positive life style. The *We are the Best Class Award Competition*, *Love and Sex Education Week*, mental health talks and health education workshops were welcomed by students.

We were honored to be selected as one of the "Caring Schools" in the *Caring School Award Scheme* again for recognizing our school actively promoting caring attitudes and put it into practice in an outstanding way.

7.2. Career Guidance

All of our graduates decided to continue their studies instead of joining the job market. Many further their studies in the University of Hong Kong, Chinese University of Hong Kong, Hong Kong University of Science and Technology and other major universities in Hong Kong, mainland or overseas.

The Career Guidance Team worked very hard to help the students to decide their career direction. We believe that making a career choice is not a “one-click” process, students need to discover their own interests and understand the career world in order to make their decision. Therefore, we conducted Career Planning workshops for our S3 to S6 students. In addition, the Career Guidance Team also organized numbers of career-related activities including workplace visits, career talks, career workshop and LEWOWA programmes. Through these activities, students widened their horizons and positive feedback was given by most of the participants.

We believe that parents are the very important partners in career and life planning education, therefore we organized many parents talks to provide further study information and share the ideas of career and life planning with the parents.

8. Student Achievements

Competition	Organizer	Award	Section	Class	Student Name
Sir Edward Youde Memorial Prize 2014/15	Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prize	-	6P	FONG Cheuk Yiu Alma
Hong Kong Schools Debating Competition	Hong Kong Secondary Schools Debating Competition	Champion	Senior	4G	WONG Yuet Tung
				5G	AU Mei Yan
		5J		LO Yi To Michelle	
		Best Speaker		5J	LO Yi To Michelle
City University Debating Challenge	City University / SCMP	Divisional Champion	Senior	4G	WONG Yuet Tung
				5G	AU Mei Yan
				5J	LO Yi To Michelle
第十七屆全港中小學普通話演講比賽	新市鎮文化教育協會	全港總亞軍及新界區金獎	新界區	2L	鄔沛延
The 66th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	Champion	Solo Verse Speaking	2L	WU Pui Yin
		Champion	Dramatic Duologue	2F	YU Alice Po Yi
				2J	SO Hin Kei
		Champion	Dramatic Duologue	5F	CHAN Yuet Ting
				5F	TAM Tsin Lui
The 66th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	1st Runner-up	Choral Speaking (S1- Mixed Voice)	Choral Speaking Team *	
		1st Runner-up	Solo Verse Speaking	1P	CHAN Chun Yin
		1st Runner-up	Solo Verse Speaking	1P	CHENG On Kiu
		1st Runner-up	Solo Verse Speaking	1F	CHUN Sze Ling
		1st Runner-up	Solo Verse Speaking	3J	LAM Zihong Christopher
		1st Runner-up	Solo Verse Speaking	4H	LUK Po Ki Amber
		1st Runner-up	Solo Verse Speaking (S5 - Girls)	5F	CHAN Yuet Ting
		1st Runner-up	Dramatic Duologue (S1 and S2)	2F	CHEUNG Hoi Lam Hermes
				2G	YEUNG Cheuk Wing
		1st Runner-up	Dramatic Duologue (S5 and S6)	5L	YUEN Shuk Yue
				5L	NGAI Ling Hang
		2nd Runner-up	Dramatic Duologue	3L	WONG Ming Lun Lincoln
				3L	LAI Hoi Ching

Competition	Organizer	Award	Section	Class	Student Name
The 66th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	2nd Runner-up	Solo Verse Speaking	1P	POON Tsz To
		2nd Runner-up	Solo Verse Speaking	2F	WILSON Brianna Sum Yee
		2nd Runner-up	Solo Verse Speaking	3P	KAM Hei Man
		2nd Runner-up	Solo Verse Speaking	4G	CHENG Ting Hin
		2nd Runner-up	Solo Verse Speaking	4G	WONG Yuet Yin Fonia
		2nd Runner-up	Solo Verse Speaking	4J	TAM Long Hei
		2nd Runner-up	Solo Verse Speaking	5F	CHOW Tsz Wing
公民盃辯論比賽	香港教育協會、沙田區議會	亞軍	-	4P	李旻諺
				5G	吳鈞洛
				5P	麥浩恩
第六十六屆香港學校朗誦節	香港學校音樂及朗誦協會	冠軍	粵語散文獨誦	1G	王家晴
		冠軍	粵語散文獨誦	2F	張凱琳
		冠軍	粵語詩詞獨誦	2L	鄔沛延
		冠軍	粵語散文獨誦	4G	黃悅妍
		亞軍	粵語散文獨誦	2F	俞寶兒
		亞軍	粵語詩詞獨誦	2G	曾榛
		季軍	粵語二人朗誦	1L	張睿文
				1L	李圓緻
		季軍	粵語二人朗誦	4G	陳樂融
				4G	林潤嘉
季軍	粵語散文獨誦	4J	蕭逸琳		
第六十六屆香港學校朗誦節	香港學校音樂及朗誦協會	冠軍	普通話詩詞獨誦	2L	鄔沛延
		亞軍	普通話散文獨誦	1J	黃可琦
		亞軍	普通話散文獨誦	2L	鄔沛延
		亞軍	普通話散文獨誦	3P	羅楠琳
		亞軍	普通話散文獨誦	5F	陳悅婷
		季軍	普通話散文獨誦	2P	戴羨瞳
		季軍	普通話散文獨誦	3J	江欣妍
		季軍	普通話散文獨誦	5F	謝慕津
		季軍	普通話散文獨誦	5G	焦逸曦
第 21 屆聖經朗誦節	漢語聖經協會	亞軍	普通話獨誦	2L	鄔沛延

Competition	Organizer	Award	Section	Class	Student Name
2014/15 Statistical Project Competition for Secondary School Students	Hong Kong Statistical Society	2nd Prize & Prize for the Best Graphical Presentation	Junior	3J	CHOW Wing Tung
				3L	CHAN Tin Wai Ruby
Hua Xia Cup Mathematics Contest (Semi-Final)	The Hong Kong Mathematical Olympiad Association	Third Class Prize	S1	1L	CHENG King Lam Kris
			S2	2J	CHEUNG Hon Lam
				2J	WONG Chi Heng
Sea Level Measurement Device Design Competition	University of Hong Kong, Hong Kong Observatory, Hong Kong Meteorological Society	1st Runner-up	Senior	5P	CHAN Hing Nin
				5P	CHAN Kin Wai
				5P	CHAN Man Hei
				5P	WONG Chun Fung
	Merit Award & The Best Presentation Award	Senior	3F	NG Ho Man	
			3J	WONG Tat Ho	
			3P	MAK Chak Wing	
			3P	WONG Chun Hei James	
HKSSF Shatin & Sai Kung Secondary Schools Area Committee Inter-School Football Competition	Hong Kong Schools Sports Federation	2nd Runner-up	Grade C	Soccer Team (Grade C)**	
Gospel teenage 7 A-side Tournament (Bronze Cup)	Hong Kong Soccer In Christ Limited	Champion	Grade C	Soccer Team (Grade C)**	
Inter-school Swimming Championships	Hong Kong Schools Sports Federation	Champion	Grade B 100m Free Style	3G	CHU Man Tung
		Champion	Grade B 50m Backstroke	3G	CHU Man Tung
		1st Runner-up	Grade A 50m Backstroke	5G	CHUNG Yui Hei Eliot
		1st Runner-up	Grade B 50m Breaststroke	3F	SZETO Wing Ka
		2nd Runner-up	Grade A 50m Breaststroke	6L	CHAN Hon Lam
		2nd Runner-up	Grade B 100m Breaststroke	3F	SZETO Wing Ka
Inter-School Fencing Competition (Individual)	Hong Kong Schools Sports Federation	2nd Runner-up	Grade B Sabre	4L	TANG Wan To
		3rd Runner-up	Grade B Sabre	4G	CHAN Hiu Lam Emily

Competition	Organizer	Award	Section	Class	Student Name
Hong Kong Performing Arts Festival 2015	Music Friendly	1st Prize	Intermediate String Ensemble	1F	HSU Ho Kiu
				1G	LI Yat Tang
				1L	CHU Chun Wang
				1L	KAN Hei Wun Hilary
				1L	KWOK Hiu Ying
				2F	AU YEUNG Lok Ching
				2G	CHAN Chi Ho
				2G	KWOK Kwan To
				2G	PO Yan Ting
				2J	HUNG Man Hong
				2J	TAI Chung Man
				2L	WONG Shing Him
				2P	CHUNG Shun Him Ryan
				2P	KAN Yi Ching
				2P	LAU Yiu Fai
				2P	TO Ho Ching
				3G	WONG Kok Wing
		3J	NG Zi Lun Jane		
	1st Runner-up	Senior Band	School Senior Band ***		
Hong Kong International Olympics 2015	Asia International Handbell Association (Hong Kong)	Gold Prize	Junior Handchime Group A	1J	LI Nok Yan
				2F	CHEN Huen Huen
				2G	HEO Esther Shee-Yin
				2J	CHU Cheuk Yan
				3F	KONG Sum Yuet
				3G	CHUNG Man Kwan
				3L	CHUNG Hau Ching
				3L	LEE Tsz Man
				3P	YEUNG Karen Kai Yan
				4F	BASS Christine Wing On
				4F	YUEN Wing Ki
	Gold Prize	Junior Handchime Group B	1F	CHUN Sze Ling	
			1F	LAM Lok Hin	
			1G	LAI Nok Hei Jonathan	
			1G	SO Yuk Kei	
			1J	CHOI Anita Ka Ying	
			1L	CHAU Hei Wun	
			1L	CHAU Hei Wun	
			1L	LAU Sik Yu	
			1L	NGAI On Yi Agnes	
1P	CHAN Chun Yin				
2J	KI Ka Yin				
2L	CHEUNG Chi Kin				
2P	TSE Shing Wa				

Competition	Organizer	Award	Section	Class	Student Name
The 67th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	1st Runner-up	Church Music (Age under 14)	School Choir *****	
		2nd Runner-up	Guzheng Solo (Intermediate)	1J	POON Wang Hong
Fun with Learning 2015	Hong Kong Association for Computer Education (HKACE)	Champion	2 minutes Video Competition (Senior)	5F	LAM Sze Hang Iain
				5G	LAU Ming Yan
				5P	CHAN Hing Nin
		Award for Outstanding Report and Award for Creative Video	2 minutes Video Competition (Senior)	5F	LAM Sze Hang Iain
				5G	LAU Ming Yan
				5G	MAN Chi Lok
				5L	CHIU Chun Yin
				5P	CHAN Hing Nin
5P	LUI Cheuk Hei				
The 11th Hong Kong Primary and Secondary School Students Japanese Speech & Verse Speaking Contest	The Society of Japanese Language Education Hong Kong	2nd Runner-up	Group Story-telling for Junior Secondary	1L	LAU Aiko Si Ting
				2F	HUI Locke
				2G	WONG Long Hin
				2J	LIU Yi Ting
				2J	SUN Ho Cheung
Hong Kong Schools Drama Festival	HK Arts School	Award of Outstanding Performer, Stage Effect and Cooperation & Award of Commendable Overall Performance	Drama Club	5F	LIU Wing Sang
				5G	MAN Chi Lok
				5G	TSANG Hoi Man
				5L	CHIU Chun Yin
				5P	LIU Yan Long

*Choral Speaking Team

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	CHENG Adrian	1F	CHUN Sze Ling
1F	LAM Lok Hin	1F	LIN Xing You
1F	NG Ho Yin Brian	1F	TONG Hiu Ying
1F	WONG Hiu Tung	1G	CHAN Ching Yee
1G	CHEUNG Ho Lam	1G	CHOW Yik Suet
1G	CHU Wai Sum	1G	CHUNG Tin Nam
1G	KWOK Wing Yi	1G	LAU Tin Ching Annet
1G	LAW Pui Hei	1G	SIU Pui Yu
1G	WONG Hoi Ching	1G	YEUNG Wing Sum
1J	LAU Ting Him	1J	LEUNG Choi Tik
1J	NG Wing Sum Vannice	1J	YEUNG Zi Yan Joanne
1L	CHAN Sze Ki	1L	CHEUNG Kwan Ho
1L	CHU Chun Wang	1L	FUNG Chun Yat
1L	FUNG Wing Long Nicolas	1L	HUNG Chun Wing
1L	KAN Hei Wun Hilary	1L	KWOK Hiu Ying
1L	LAM Tsz Ching	1L	LAU Tsz Kwan
1L	LEE Yuen Chi	1L	LEUNG Chun Hei
1L	NG Yui Lam	1L	TSE Chung Ming
1L	WONG Chun Chun	1L	WONG Hui Ching Angie
1P	CHAN Renee	1P	HUNG Tak Shun Anson
1P	LAU Tsz Ching	1P	LEE Long Hin
1P	LEUNG Yee Kei	1P	TSUI Hoi Ching
1P	WONG Bun Ning Penuel	1P	YIM Tsz Yau

** Soccer Team (Grade C)

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	CHAN Jeffrey On Kiu	2F	FUNG Ching Lam Adam
1F	LEUNG Cheuk Bong	2G	KWOK Kwan To
1G	AU Lonny	2J	CHEUNG Hon Lam
1J	KO Wang Fai	2J	HUNG Man Hong
1L	CHAN Hei Chit	2L	ADHIKARI Aditya
1L	FUNG Wing Long Nicolas	2L	CHING Leong Matthew
1L	HUNG Chun Wing	2L	CHUI Chi Yuen
1L	TSE Chung Ming	2P	CHUNG Shun Him Ryan
1P	CHUN Yik Hei	2P	HO Ying Ki
1P	LEE Long Hin	2P	LAM Ho Hin

***School Senior Band

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	CHAN Hoi San	1F	CHEN Yin Chuen
1F	KUNG Kin Wang	1F	LAU Shun Hang Jeffrey
1G	HO Pik Yin	1J	LIU Wai Ting
1J	LO Cheuk Ling Priscilla	1J	NG Samuel Chun-hei
1J	NG Wing Sum Vannice	1J	SUN Long Hin
1L	KO Tsz Cheuk	1L	SHUM Chi Hin
1L	YOUNG Cheuk Heng	1P	CHAN Kai Hei
1P	CHING Lok Yi	1P	LAM Chun Ho
1P	WONG Bun Ning Penuel	1P	YEUNG Tsz Ching
2F	CHAN Lok Yiu	2F	CHENG Yeuk Man
2G	WONG Lam	2J	LIU Chun Ki
2J	TSE Pui Tat	2J	YUEN Ting Hin
2L	LO Wing Yeung	2L	KO Audrey
2P	OR Cheuk Lam	3G	CHAN Shing Chak
3J	CHANG Sam Yu	3J	CHEUNG Ka Hei
3J	LAM Tsz Lung	3P	KAM Hei Man
4G	LAM Lok Yi	4G	TSE Yan Yu

****School Choir

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	CHENG Hiu Lam	1F	CHENG Pui Ki Alyssa
1F	CHEUNG Him Lam Jaime	1F	CHIU Bonnie Won Duen
1F	HUI Wing Kwan	1F	LI Yat San
1F	LIN Xing You	1F	LO Kit Ning
1F	LOK Tin Wing	1F	TONG Hiu Ying
1F	WU Hoi Ki	1F	WU Sheung Nga
1F	YIP Ching Yau	1G	CHUNG Tin Nam
1G	LAU Tin Ching Annet	1G	LAW Pui Hei
1G	SIU Pui Yu	1G	TSANG Tiffany
1G	WONG Hoi Ching	1G	WONG Wing Yi
1J	CHEUNG Nok Yiu	1J	FAN Xin Yan
1J	LEUNG Ching Yan	1J	LO Cheuk Ling Priscilla
1J	NG Wing Sum Vannice	1J	TAM Hoi Yeung
1J	TSANG Hui Man	1L	CHAN Hei Chit
1L	CHOW Tsz Yuet	1L	KO Tsz Cheuk
1L	LEE Yuen Chi	1L	TSE Chung Ming
1L	WONG Chun Chun	1L	YU Chit Edward
1P	CHOI Chun Hei	1P	LAU Tsz Ching
1P	LO Connie	1P	TSUI Hoi Ching
1P	WONG Ona Lok Ching	1P	WONG Yi Nam
1P	YEUNG Tsz Ching	2F	LIN Wai Ying Rachel
2F	WONG Yi	2G	WONG Kenji Tsz Yiu
2J	CHAN Chung Wan	2J	LI Sze Ngai
2L	YUN Sui Hang	2P	CHIU Yat Yi
2P	TSE Kelly	2P	YEUNG Tsz Tung
3J	CHAN Angie	3J	CHAN Oi Yau
3J	LAM Chun Ho	3L	CHAN Tin Wai Ruby
3L	WONG Yuen Tim Rachel		

9. Evaluation of the Major Concerns in 2014-15

Major Concern I: To enhance learning motivation through self- directed learning

In general, the objective was partly achieved as reflected in the evaluation of the Annual Year Plan of subject departments and teams. With regard to developing students' learning habits, approximately 60% of students showed improvement in bringing the learning tools into lessons. Many students did appropriate preparation before lessons and achieved a satisfactory quality of homework. In English and Liberal Studies, most students responded quite actively in lessons. It was hoped that students could take the lead and direct their own learning after finished the designed tasks or exercises. It was also suggested that pre-lesson work on specific questions rather than whole topics should be given to students so as to enhance their motivation. Students generally improved their oral presentation skills, which were shown in their study of Chinese Language, English Language, Liberal Studies, Geography and Integrated Science.

Adopting online learning programmes from various subjects such as English language, Liberal Studies, BAFs and Putonghua and the use of iPad and videos as teaching and learning tools also stimulated student's self- directed learning in Mathematics, Integrated Science, Geography, Chemistry, History and BAFS lessons. "Flipped classroom" in assistance with IT teaching will be continually developed. More explorations and trials on the use of iPad in lessons will be conducted. All S.1 students have also been taught to use iPad to facilitate e-learning implementation.

Cooperative and Interactive learning were also effective in most of the subjects such as English Language, Chinese Language, Liberal Studies, Integrated Science, Chinese History, PSSE and Music. Teachers stated that these strategies could effectively facilitate students' communication skills. Three subject-based Self-Learning Packages (SLP) were introduced in Integrated Humanities as one of the essential learning tasks. However, students were not able to complete all tasks in SLP as there was not a specific timeslot for students to complete the SLPs and the SLP system has not yet been well-developed to enable students to access to materials easier. Further enhancements were required to be made in the SLP system and essential incentives for students.

Last year, the school joined the one year Quality School Improvement Project. The Quality School Improvement Project Team (QSIP) of the Chinese University of Hong Kong (CUHK) provided staff development to our Chinese and Liberal Studies teachers to fine tune the school based curriculum of the subjects. Workshops and seminars were arranged to enhance the teachers' effective teaching strategies. Lesson observations by QSIP were conducted in both Liberal Studies and Chinese Language. QSIP provided quality feedback after their lesson observation. Teachers were asked to pay more attention to classroom pedagogical strategies that could cater for the diverse needs of the students. The series of

meetings helped develop a more enthusiastic and interactive atmosphere among the teachers.

In addition, news sharing has played a role in self-directed learning in terms of strengthening students' power in expression and increased their awareness to current issues and analytical power. In Liberal Studies, S.4 and S.5 students' were assigned to do one-minute news sharing in each term. From teachers' observation, students were able to make quality sharing and this activity had effectively aroused the awareness of the students on current social affairs. Furthermore, students could be encouraged to analyze how current issues were related to the examination syllabus and able to set questions in relation to the issues. Most students prepared well with clear and good perspectives but there were not many opportunities provided for student sharing. Feasible measures should be taken in the coming year to provide more opportunities for students to express themselves.

"Reading to Learn" to promote self-directed learning continues to be implemented through the Extensive Reading Scheme and Reading Schemes of Chinese, English Department. The Reading Scheme yielded fruitful results. Over 80% of students borrowed English books under the new English Reading Record and 80% of students submitted book reports. In addition, students' performance was very encouraging and most students showed great enthusiasm in giving personal insights while reading. Upon reflection, it was apparent that students had successfully applied their English writing and organizational skills. In particular, all Senior form students have shown improvement in reading speed by mastering different types of genres.

Similarly, the Chinese Reading Scheme was effectively launched at different levels. In particular, all senior form students participated in the reading and book report writing scheme for the HKDSE School-based Assessment.

The Learning Centre, as a resource database of intellectual development and self-learning has continued to develop students' intrinsic learning motivation. The Library Team collaborated effectively with subject departments to promote book recommendation lists for students. There was about a 10% increase in students' overall borrowing record when compared to last year's statistics. The new format of the English Reading Scheme enhanced the borrowing rate among junior form students, especially S.1 students. Altogether, six book exhibitions were jointly held by the Library, subject departments and teams. In addition, "Book-Crossing" was continued to serve as a highlight of our school year. It was held successfully and the response from teachers and students was very positive.

To conclude, the objective was partly achieved. There is still room for improvement in enhancing students' learning motivation as reflected from the APASO. The school will continue to review and employ appropriate learning and teaching strategies as well as assessment modes to enhance students' learning motivation through self- directed learning in the coming year.

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

The objective was generally achieved as reflected in the Evaluation of the Year Plan and Annual Reports of subject departments. Teachers reported their observation and learning outcomes in the markers' reports as well as the Panel meetings. Through teachers' discussion, it was agreed that the curriculum could be appropriately adapted to suit students of different needs, interests, abilities, experiences and learning styles. Teachers worked hard to devise school-based learning and teaching materials. Teachers can also develop themes to cover the core elements for students of average abilities and provide extension themes and activities for students of higher ability. With students of lower abilities, tailor-made worksheets were made to enhance their motivation and build up their confidence.

Catering for learner diversity strategies were essential measures to enhance effective teaching and learning in SPKC. More specifically, a number of subjects have provided coursework assignments and exam questions with different levels of difficulty to cater for mixed abilities and needs. Efforts have been made on tailoring assignments into graded exercises to devise school-based teaching and learning materials. This strategy has proved effective as comments from teachers were positive. Challenging questions from the "Bonus" sections were set for more able students. In addition, S.1 to S.3 strengthening and remedial classes of three core subjects: Chinese Language, English Language and Mathematics were organized to cater for the mixed abilities of our students. Improvements were shown in terms of learning attitude and academic performance. It was suggested that the class size of the strengthening or remedial class should be less than twenty.

Additionally, in English and Chinese Language, split group teaching was adopted according to students' language abilities. Thus, teachers were able to adjust the pace of learning and teaching according to the speed of learning and ability of the students. In Liberal Studies, an introductory briefing on useful pedagogical strategies was given prior to lesson observation and a sharing session was held afterwards. Peer lesson observations on strategies catering for learner diversity were held and the feedback from QSIP was positive. More opportunities will be created to allow teachers to implement class-based activities in the coming year. Teachers agreed they were more aware of the pedagogical strategies that could cater for learner diversity but they still needed more time for practice.

In addition to the above measures, formative assessments were used frequently to provide effective feedback, both formal and informal. Homework assignments in various subjects like Visual Arts, Liberal Studies, Integrated Science, Integrated Humanities, Geography, Literature in English, History, BAFS, Economics, English and Chinese Languages, consisted of a range of assignment types, activities to develop students' different potential. Different types of assessment (e.g. portfolio, projects, written essays and oral presentation) were used to help students identify their strengths and weaknesses and for teachers

to decide on the appropriate learning and teaching strategies for them.

Another positive initiative was the integration of IT interactive learning approach into Integrated Science, Integrated Humanities and Mathematics with the pilot scheme implemented in S1 and S.2. With the help of iPad and Apple TV subject teachers were able to explore new teaching strategies to enhance class interaction. By using iPads, teachers and students could access e-books and other learning materials directly in lessons. Teachers of the Mathematics, Chinese Language, History, Geography, BAFS, Chemistry, Integrated Science and Integrated Humanities Department also used multimedia resources via iPads in the classroom, in order to enhance the use of e-learning to cater for the diverse students' abilities and needs.

In addition, a program of student learning and follow-up measures was devised to enhance teaching and learning effectiveness during the Common Lesson Preparation (CLP) of various subjects. It is believed that more CLP time should be spent in discussing pedagogical strategies to cater for students with different learning styles and progress, as well as developing more school-based teaching materials.

The implementation of the Alumni Tutorial Scheme was originally introduced to cater for weaker students. The aim of the scheme was to develop the potential of students to strive for academic excellence in the HKDSE Exam. The Panel Heads of Physics, Biology, Geography, History, BAFS and ICT Department participated in the scheme where the Alumni provided tutorials for the weaker students while subject teachers provided tutorials for students of above average abilities. As reflected from teachers' observation and students' feedback, the Alumni have not only taken up the role as tutors but importantly have shared their HKDSE experience to their schoolmates so as to help them overcome psychological barriers while preparing for the public examination. Students can benefit from the sharing of exam strategies of recent graduates. The scheme will be extended to cover S.1 to S.6 in the coming year.

To address the issue of learner diversity, strategies including streaming of students according to their English abilities and arranging split class teaching for English lessons have been adopted in our school. In addition, the class structure of NAS has been reviewed. After consideration to cater for students' learning abilities, four classes of 2 elective subjects (2X) and two classes of 3 elective subjects (3X) were offered. Generally speaking, students with higher academic performance tend to select 3 elective subjects. Additional lesson time of core subjects was allocated to the 2X classes in order to strengthen their language and Mathematics proficiency. On the other hand, students of the 3X classes were expected to develop their multiple intelligence and generic skills for a higher level of performance. Teachers could develop themes to cover the core elements for students of average abilities and provide extension themes and activities for students of higher ability in the 3X classes. With the aim of utilizing quality lesson time, enhancing the teacher-student ratio and optimizing the effectiveness of allocation of human resources, the implementation has worked out well as the number of students dropping subjects has decreased.

It was observed generally that, students took initiative towards learning. As reported by teachers, assignments were completed satisfactorily and submitted on time. More graded exercises or challenging questions to be included in the various tasks are to be implemented in the coming year. The school will continue to review and strengthen its strategies and support to facilitate learning motivation through diversified teaching.

Major Concern III : To strengthen character building: self-discipline and mutual respect

The target was achieved to a certain extent. At the departmental level, character building learning elements were integrated into the curriculum of subjects. Achievements and reflection were shown in the Evaluation of Year Plan and Annual Reports of subject departments and other school teams.

In particular, the PSSE curriculum was tailor-made to different topics related to self-discipline and mutual respect. Topics were taught in different forms satisfactorily. In addition, developmental programmes from the counselling team contributed most to this concern. Through sports and adventure-based counselling programs such as the Alpha Element program and Dare to Dream programmes. Both junior and senior form students were able to complete their tasks and perform duties satisfactorily. Talks and Drama shows were organized to promote equal opportunity and mutual respect, especially accepting students with SEN or those weak in communication. In addition, the 3-minute student sharing session with the Christian Education Team and the Moral and Civic Education Team was held every Monday to share self-discipline and mutual respect and was welcomed by students. Most students found the sharing from Pooikeians meaningful and useful.

All summer programmes and the S.5 Endeavor camp which enhanced the self-discipline of students operated smoothly with attendance rate being was over 90%. The resilient abilities of SEN students were enhanced as they were able to accept the high level challenges in the rope access and rock climbing programmes. From teachers' observation and parents' feedback, ADHD students showed improvement in controlling their emotions and developing concentration. Some parents were pleased to see their children's improvement.

For English Language, attempts were made to help students develop self-discipline, mutual respect and team work through participating in English Debating the Hong Kong Schools Drama Festival and the online learning programmes: MyGrammarLab and English Builder. In addition, a series of activities were in line with this objective, specifically, choral speaking, drama training, public speaking training, English broadcasting through SPKC Radio, inter-school video, debates, the student newspaper "The Express" and School-based Assessment which all helped students to develop self-discipline and other positive virtues such as serving heart, responsibility, vision and perseverance.

Similarly, nurturing students' self-discipline and mutual respect all form an integral part of the Liberal Studies Curriculum. Making use of the rich topical and authentic issues in the curriculum helps students strengthen the virtue of mutual respect. From the news sharing activities, students demonstrated mutual respect to others and had positive values. This also provided opportunities for students to work independently and collaborate with others so as to strengthen their cooperative skills and cultivate a positive attitude towards others.

All LEWOWA programmes requested students to show self-discipline and mutual respect to participate in different learning activities with their peers. Mutual respect between different cultures was developed in the 14 overseas programmes. 90.5% students demonstrated that they disciplined themselves well through the programs, while 88.9% students showed that they respected programme teachers, schoolmates, tour guides, trainers and other people with whom they had contact in the program. 87.5% students repeated that they had learnt to love and respect themselves and others after joining these programmes.

Self-discipline and mutual respect were further strengthened by various teams through inspiring activities. The Christian Education Team shared hymns and Bible verses related to character building during the regular Friday Worship. In addition, the Co-curricular Activities Team launched the “One Student, One Team/Club Policy”, Leadership Training Scheme and Multi-task Learning Day to enhance the values of self-discipline, harmony, initiatives, serving heart, responsibility, vision and perseverance among our students. Through various kinds of training programmes, S.5 and S.6 students had the opportunity to exercise independence and learn to compromise with others. In addition, the Moral and Civil Education Team promoted and recognized good moral virtues both at class and school levels to strengthen mutual respect among each other. Activities during International Awareness Week held in November also delivered a strong message about mutual respect towards different races and cultures in our world. Students were encouraged to learn to be appreciative of good practice in interacting with other cultures.

Overall, the evaluation was partly achieved. Students showed the positive characteristics of being good-natured, showing good character and understanding the importance of mutual respect. For self-discipline, students showed improvement in terms of behavior, performance and adopting good time management. To fulfil the objectives, more comprehensive and focused tasks will be implemented in the coming year.

10. Financial Summary for the 2013/2014 School Year (audited)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	70.31%	N.A.
School Fees	N.A.	27.10%
Donations	N.A.	0.01%
Other Income	1.51%	1.07%
Total	71.82%	28.18%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	83.17%	
Operational Expenses (including those for Learning and Teaching)	7.58%	
Fee Remission / Scholarship ¹	2.92%	
Repairs and Maintenance	2.72%	
Depreciation	3.61%	
Miscellaneous	0.00%	
Total	100.00%	
Surplus / (Deficit) for the school year[#]	0.91 months of the annual expenditure	
Accumulated Surplus / (Deficit) in the Operating Reserve as at the End of the School Year[#]	10.09 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

Details of expenditure for large-scale capital works

¹The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirement.

11. Financial Summary for the 2014/2015 School Year (audited)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	72.20%	N.A
School Fees	N.A	25.15%
Donations	N.A	0.03%
Other Income	1.58%	1.05%
Total	73.78%	26.22%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		82.16%
Operational Expenses (including those for Learning and Teaching)		10.48%
Fee Remission / Scholarship ¹		2.80%
Repairs and Maintenance		1.99%
Depreciation		2.58%
Miscellaneous		0.00%
Total		100.00%
Surplus / (Deficit) for the school year[#]	1.19 months of the annual expenditure	
Accumulated Surplus / Deficit in the Operating Reserve as at the End of the School Year[#]	10.80 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		
<p>¹The % 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>		

12. School Contact Information

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-End of Report-