

Stewards Pooi Kei College

School Annual Report

2015-16



School Annual Report 2015-2016

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 (2015-2016)

10. 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 2015-16, the School operated six form levels (secondary 1 to secondary 6) with a total enrolment of 1004 students housed in 33 classes. The NSS curriculum structure has been reviewed in order to enhance the pass and credit rate in the HKDSE, utilize quality lesson time, enhance the teacher/ student ratio, and optimize the effectiveness of allocation of human resources. As a result, the School provided six classes for S4, S5 and S6 in order to provide students better choices for their 3 elective subjects. The class size on average was below 34 and the small-class policy (less than 25 students per group) was continually adopted in the subjects of English Language and Liberal Studies, and Chinese Language in senior forms.

The staff team consisted of 83 teaching staff (including the Principal), 24 supporting staff (including 1 Student Affairs Officer, 4 Teaching Assistants, 2 Laboratory Technicians, 2 IT Officers, 2 IT/AV Assistants, 1 Assistant Librarian, 1 Library Assistant and 11 administrative staff) and 7 janitors. All teachers have at least a Bachelor’s degree and over 50 % have a higher degree.

In this school year, the renovation of the new Black Box Theatre has been completed. The Theatre is located on the 7th Floor and is equipped with professional facilities.

2.2 School Management

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

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

2.3 Active School Learning Days

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

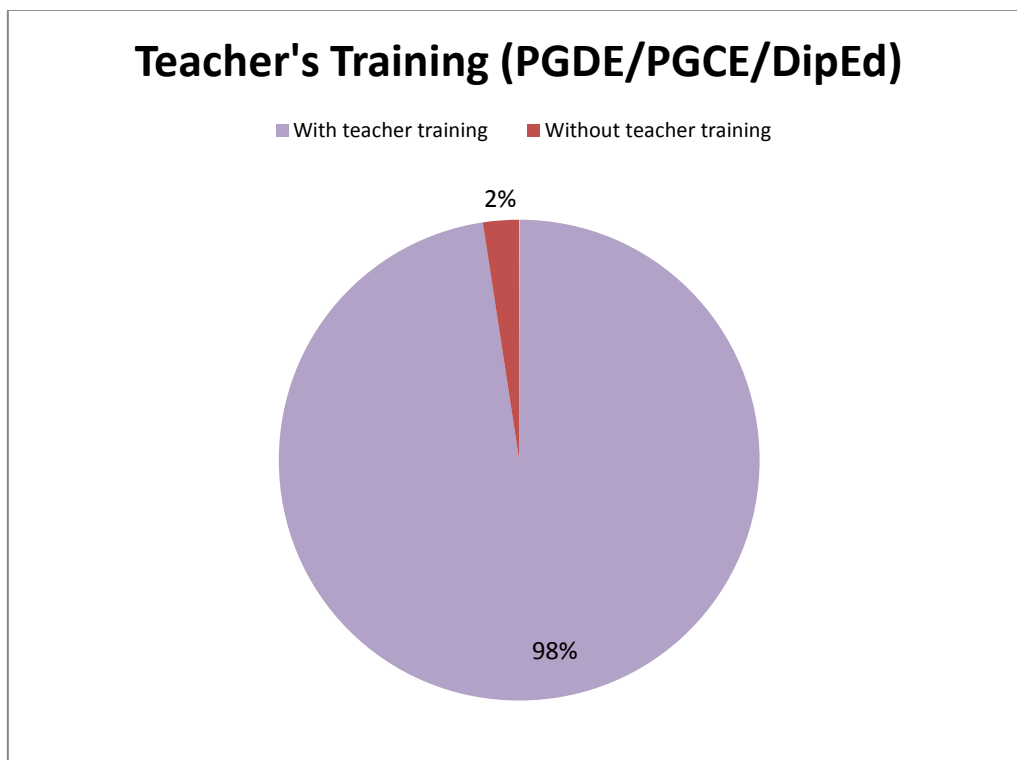
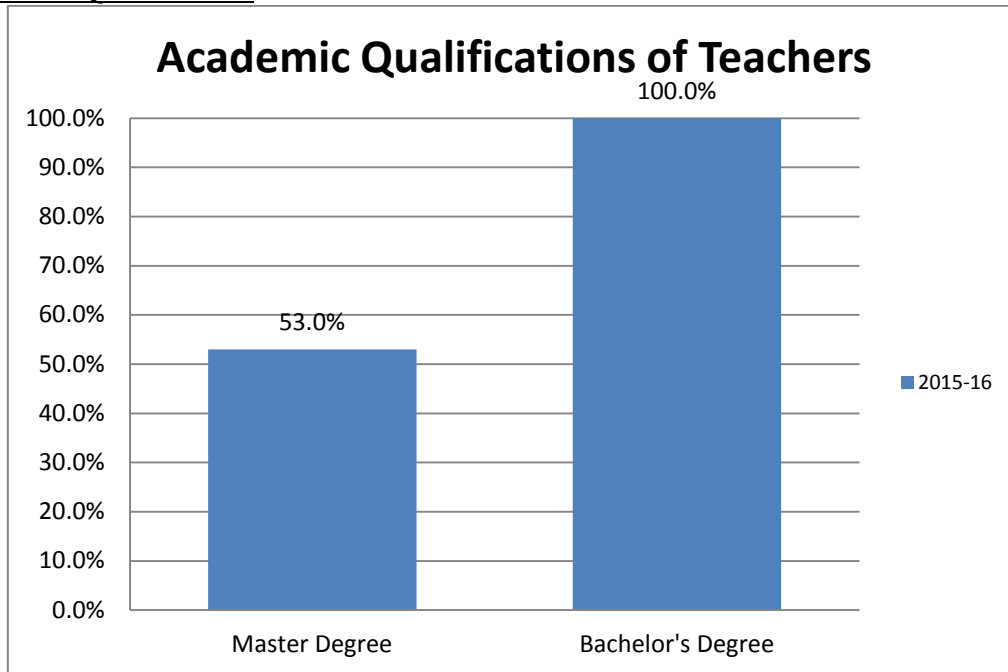
3. Our Students

3.1 Class Structure

LEVEL	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	6	6	6	33
No. of Students	171	175	171	166	169	145	997

4. Our Teachers

4.1 Teachers' Qualifications



4.2 Teachers' Experience

No. of teachers with 0 to 2 years of experience	8
No. of teachers with 3 to 5 years of experience	5
No. of teachers with 6 to 10 years of experience	49
No. of teachers with 11 to 20 years of experience	14
No. of teachers with over 20 years of experience	7
Total	83

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. This year, the Board functioned to review and design curriculum in alignment with the recent trends in educational development, to explore strategies for quality teaching and learning, to facilitate teaching and learning through collaboration with different 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) English “O” level was 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, 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 2014, the school attained the outstanding results 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.

It was certainly a very eventful year for Drama at SPKC. More than half of the school participated in Drama in one form or another. S1, S4 and S5 spent a term engaged in NSS Drama rehearsals and performances early in the year, over 150 students watched a professional theatre production in March, and the Drama Club performed for the first time at the **Association of English Secondary Schools Drama Festival** in April.

SPKC's newly built, Black Box Theatre provided a platform for students to create, rehearse, showcase, perform and applaud original and published drama texts. Also, there was an increase in student pairs participating in the *Dramatic Duologue* category of the **67th Annual English Speech Festival** in December 2015. Students and teachers were treated to a special after-school showcase for the first time, *A Half Hour of Theatre Duologues* that was performed by 4 pairs who reached the top 3 positions in the festival.

Another 'first' for the school was a Theatre visit by the S4 students and Drama Club students on the 2nd and 18th March. The students and teachers from S4 visited the Sai Wan Ho Civic Theatre to watch a play, *Les Miserables* that was staged by The Absolutely Fabulous Theatre Connection (AFTEC). The 90-minute play was an adaptation of the famous novel by Victor Hugo, performed by an international cast and directed by Dr. Vicky Ooi. After the show, some drama club students, amongst others, were called on-stage to participate in interactive drama activities while some were interviewed by the local media. It was an educational and fun experience for all.

On 28th March, 10 Drama Club students attended *Mapping Love: A Two Day Workshop Exploring Love and Identity*. The workshop was held during the Easter break and was facilitated by leading Drama educators from the USA and England. They came from world renowned institutions like The London Academy of Music and Drama (LAMDA) and The Royal Shakespeare Company (RSC). The students took part in Theatre games and improvisational drama activities that were centred around characters created by William Shakespeare. It was truly a once in a lifetime experience for the SPKC students to be under the skilful guidance of world class Drama experts.

The Drama Club spent nearly 5 months rehearsing tirelessly for the **Association of English Medium Secondary Schools Drama Festival**. They performed at Shatin Tsung Tsin Secondary School on 18th April. The 15-minute performance entitled *Imagine*, was an original story written by S3 student Brianna Wilson. The story takes place in a fictional world where creativity is banned and students are injected with a blue serum that controls their minds. The whole team worked very hard and results were very pleasing; with awards for Outstanding Performance and Outstanding Performer.

Everyone was invited to perform again at the Prize Giving Ceremony at Heep Yunn school on 17th May. The grand event was organised by the Association of EMI Schools, the NET section of the Education Bureau, Theatre Noir, Chung Ying Theatre Company and The Hong Kong Academy for Performing Arts. CONGRATULATIONS to all English Drama participants this year and we look forward to more dramatic explorations in the future!

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

Complementing the *English Reading Scheme*, the *Book Appreciation Reward Scheme* honours the students producing the best book reports after their reading in English. 13 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.

It has been a great year for English Debating with all of our teams performing very well and students developing important skills for life. Our activities ranged from the development of the basic debating skills for Juniors in S1 to the very advanced techniques being mastered at Senior levels. In various competitions our teams have shown they can compete with 'elite' local and international schools and always perform with pride and confidence. They took part in a total of 20 debates during the year winning 17. Of particular note this year was our Junior Team defeating La Salle College, our Seniors reaching the final 8 of the Sing Tao Inter-School Debating Competition after defeating Diocesan Girls School and thus being restored to our previous ranking of Top 8 in Hong Kong. The same team were also Champions in the City University Debating Challenge in January 2016 and also Champions in the New Territories Regional Finals in the Hong Kong Schools' Debating Competition.

Perhaps the highlight of our year was the Evershed Cup operating under the challenging World Schools' Style held at Renaissance College where the combined SPKC team of Juniors and Seniors performed at an outstanding level in being ranked 1st out of 18 teams (and Champions) in the Opening Tournament defeating DGS, St Pauls' Co-educational College, St Paul's Convent School to remain the only unbeaten team in the Competition. This was followed by a fantastic performance to reach the semi-finals of the Cup Competition, after beating St Paul's Co-Educational College again, finally losing to German / Swiss International School in a very close debate. Our team had to speak in 6 debates over the two Saturdays and only knew whether they were Affirmative or Negative 30 minutes before each debate. They won five out of six debates. This Competition was a great learning experience as adjudicators were of an international standard including representatives from Singapore, Australia, Thailand, Pakistan, local University debating teams and the Hong Kong National Schools' Team and our students were able to grow, learn and interact confidently with others.

Perhaps, however, the most impressive thing about our young debaters is their growth as individuals, witnessed recently in an email sent from an experienced Coach and Adjudicator who met one of our team members by chance in a Starbucks and was greeted warmly by her. The Coach expressed her admiration: "not only was I impressed by her language skills but her friendly, confident manner which is a great credit to your school." This is the real spirit of debating, developing skills for life. The Coaching Team of Mr. Derbyshire, Ms. Eva Yuen and Mr. Gerald Li are very proud to be associated with such wonderful students.

Other English language activities implemented included SPKC English Radio, Student English Newspaper ("The Express"), Mini-anthology ("Still"), Drama Club, English Society, English Zone Supervisors, and the English Announcers Team, in which students were organized and trained throughout the year to perform specific practical tasks to enhance their language skills naturally. English at SPKC is a truly enriching experience.

5.4 Reading to Learn

2015-2016 is 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 1 assistant librarian, 1 library assistant, 33 student librarians and 34 parent helpers, the library continued to provide borrowing services of our collection of over 27,000 items, occasional reading materials in the reading periods and training for student librarians. Students also enjoyed various newspaper, journal, and magazine subscription services such as Ming Pao, SCMP, Sing Tao Daily, etc. In addition, a corner of over 600 English readers has been set up to facilitate the English Reading Scheme for the junior students. A class library with good books recommended by various academic departments and students was set up in each class. English books, past papers, and reference books subscription service has been provided to students of all forms to promote leisure and academic reading. With a total of 10,883 items borrowed this academic year, our students have demonstrated their satisfaction in utilizing our resources and interest in reading.

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

Cultivating Self-Learning Attitude

The SPKC Library website (<http://spkclibrary.wordpress.com>) serves to provide a centralized online information management platform for the school community. It includes links to all the e-resources we provide in order to help students self-learn outside their classrooms. *Wiseneews*, the comprehensive search engine for news in Chinese and English and the *Britannica*, an encyclopedia providing graded learning materials, are some highlights of our e-resources. With adequate online support provided by the library, students are trained to be responsible for their own learning. Our Facebook fan page (<https://www.facebook.com/spkclibrarypage>) always updates our current news, latest publication and 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 2015-2016 to introduce students to other learning aspects. Two weekly assemblies were held to promote thinking skills in learning. Three courses, namely, 'Whole-brain Photographic Reading', 'Whole-brain Learning Skills' and 'Whole-brain Speed Reading Advanced Course' were taught by the founder of Whole-brain Learning Center throughout the year. Furthermore, BookCrossing has continued to serve as a highlight event of our school year. In its 5th running, a total of more than a thousand books have been exchanged among teachers, students and other staff in our school through this activity.

New Facility

To enhance collaborative learning and facilitate exchange of ideas among Pooikeians, the Global Lounge was established this year as the extended part of the Learning Centre, on top of a discussion room and three seminar rooms inside the Library. Furnished with comfortable sofas and coffee tables, it provides a relaxing environment for students to exchange ideas on their learning.

We are honoured to have Professor Joseph J.Y. Sung, SBS, JP, the Vice-Chancellor of The Chinese University of Hong Kong, and also the School's Honorary Consultant (Academic) for his inscription of the Library's motto in Chinese for our Global Lounge.

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



5.5 E-Learning Development

Information technology has created a paradigm shift of in the mode of teaching and learning. SPKC is dedicated to exploring the advantages of e-learning to students. With the purchase of 200 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 in our 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. In addition, a budget of \$2,000 per head per annum is reserved for subsidy for staff development. Within the given budget, teachers are encouraged to purchase a maximum of one book which costs not more than \$200 so as to further enhance the reading culture on campus.

In 2015-2016, e-learning was a major focus of our school. Workshops and seminars have been held to introduce how e-learning can facilitate interactive learning, as well as its impacts and challenges. Moreover, in order to align with the launch of life-planning education by EDB, we included two talks regarding how to effectively implement career and life-planning education in SPKC. In addition to equipping our teachers intellectually, we also stress their physical and mental health. We have therefore conducted a series of activities for teachers to relax for an afternoon. Activities include the Peak tour, cycling, bowling, dessert making and massage. Feedback for staff development was overall satisfactory this year as it helped to 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 continuously commit to promotion of more effective teaching strategies and staff’s career development.

5.7 Development of a Global Outlook

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

Our collaboration with AFS Intercultural Exchange continues this year with the hosting of our two exchange students, Rolands Janis Abolins from Latvia and Riikka Karjalainen from Finland. Rolands and Riikka has adapted well to our school and Hong Kong's culture. Their participation in lessons have brought an international perspective into our classrooms, and they have impressed students and parents alike with their participation in large school functions such as Carol Night and the Athletics Meet. They were instrumental in organizing SPKC's yearly Exchange Day where AFS students from various countries visited our school and joined in with our students for lessons and sports activities.

As is the tradition in SPKC, the annual International Awareness Week was again held. We had workshops by guests from more than 10 countries covering a variety of subjects (Liberal Studies, History, Integrated Humanities, PSSE, Physical Education, English Literature). The workshops were designed to supplement students' curriculum with first hand information presented by speakers from foreign cultures. Students were also able to connect with the guests through discussions and activities to enhance their learning about global issues. This year, 25 classes participated in the in-class portion of International Awareness Week. Students were also treated to lunch time activities such as Archery Tag, Henna hand painting and more.

In recent years, we have also put a greater focus on educating students about Hong Kong's Ethnic Minorities and Asylum seekers. Students will have a chance to make personal connections with these under-represented groups in Hong Kong through a specially designed LEWOWA programme, as well as sports and musical exchanges. This will help our students gain an in-depth view of the problems that these groups face, and how they, as tomorrow's leaders, can one day help solve these problems.

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 LEWOWA have already been a strong proof of our promising further development. This year, 16 local programmes and 14 outbound programmes are being implemented, consisting of subject and cross-subject learning, personal development programmes, voluntary services, 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 Hokkaido (Japan) and Jiangxi (China). The programme to Jiangxi, in the artistic, architectural and village cultural learning fields, is a special programme funded by the EDB, encouraging S1 to S3 students to explore the valuable traditions in Mainland China. "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 Honorary Consultant of Student Development and Parent Education, and Church Pastors in AGC work closely with us to carry out a wide range of activities for parents and students. Such activities include *S1 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 worship 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. To broaden the global vision of Pooikeians, renowned guest speakers were invited to give a series of talks. We are honoured to have invited different experts to share with Pooikeians, such as Professor Lam Chiu Ying, the former Director of Hong Kong Observatory to share about the issue of global warming; Mr Chao Sih Hing, a visiting lecturer of Hong Kong Polytechnic University to share on the topic of "Orochen - China's Last Nomadic Hunters"; Mr. Laurence Gribble, a graduate from Cambridge University in Britain, to share his amazing cycling trip from London to Hong Kong across 20 countries for 262 days.

To enhance students' awareness on social issues and civic rights, and to equip them to be responsible citizens, the Moral and Civic Education Team, the LS Department and the student Current Affairs 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 Hong Kong, church pastors and experts from NGOs.

In addition to 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 the *Green Christmas Party* and the *Dress Special Day* to collect donations for Hong Kong Christian Service: Make a Wish Come True Fund. Students also had a chance to visit a correctional institute, Crossroads Foundation and share their views on the *RTHK City Forum*.

Our school is also concerned with the mental and physical health of our students. We have carried out a series of events related to sex education and mental health to promote a positive life style.

The Bible says, "it is more blessed to give than to receive." (Acts 20:35). This year, our students have learnt to serve the community through taking part in different community services. There were more than 1,800 voluntary registrations from students in services such as Flag Selling activities, elderly home visits and a charity performance. To promote community service in our school, our students were selected to be student ambassadors for Unicef. Two student groups: the Rotary Interact Club and V-power, also bore the main responsibility in promoting our schools' volunteer work. Our students had great achievements through participating in various activities. Five students obtained "*Outstanding Students of Voluntary Services*" offered by Shatin District Council. Two students were elected in the "*Top 100 Teenagers of the Outstanding Teenagers Election 2016*" held by the Hong Kong Playground Association and RTHK. 22 students in total were awarded gold or silver awards of "*Social Service Leadership Scheme 2015*" held by Shatin Youth Association. In addition, our school won the "*Service Learning Award*" in the Service Learning Exhibition 2016 organized by CUHK. For the Stewards "*Banana Fallout Fever*" Charity Race 2016, 8 school teams joined the event and one of our school teams obtained overall champion in the competition.

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 7th 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. This year, an innovative school-based leadership training programme was launched to nourish our student leaders to further develop their potential in leading all our students to strive for excellence.

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-rounded 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. The School Social Work Service, Educational 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 Programme 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 programmes have been organized to cater for the needs of S1 to S4 students in which included sessions of (i) team-building activities to facilitate interaction among individuals, (ii) challenges such as cycling, hiking, rope abseiling and wild camping, with increasing intensity of perceived risk level, to enhance the students' resilience abilities, (iii) 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 educational 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 for individual differences are also the missions of our school educational psychologist and SEN coordinator.

In addition to remedial work, we value every morning assembly, weekly assembly, class teacher lesson and special weeks, co-operation with PSSE subjects and other student affairs departments to promote life education, a harmonious campus, mental health and a 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 putting it into practice in an outstanding way.

7.2 Career Guidance

All of our graduates decided to continue their studies in different tertiary education institutes.

“Life planning” is a newly developed concept in Hong Kong, which emphasizes that students making their decision on further studies or career is not a “one-click” process, thus students need to discover their own interests and understand the career world in order to make informed choices. Therefore, the Career Guidance Team conducted Career Planning Workshops for our S3 to S6 students. In addition, a variety of career-related activities including workplace visits, career talks, career workshop and LEWOWA programmes were also organized.

This year we have joined the Professional Development Schools (PDS) scheme conducted by EDB, forming partnership with SKH Tsang Shiu Tim (TST) Secondary School. Through the meetings with the Career Team in TST, we interchanged many ideas of how to conduct life planning education in school. Over 40 of our students have joined the career related programmes organized by TST, and we also invited their Career Mistress to share with our staff in the staff development programme. Through the PDS scheme, both our students and teachers are benefited in building up our concept of life planning.

We also believe that parents are our very important partners in career and life planning education, therefore we organized a series of parents talks to provide information on further studies and share the ideas of career and life planning with the parents.

8. Student Achievements

Name of Competition	Organizer	Award	Section	Class	Name
Shatin Outstanding Students Election	Shatin Youths Association	Top 10	-	5G	WONG Yuet Yin Fonia
Sir Edward Youde Memorial Prize 2015/16	Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prize	-	6F	MAK Yi Lam
Sing Tao Inter-school Debating Competition	Sing Tao Daily	Best/Interrogative Speaker	-	5L	HUNG Sze Long Saturnia
		Best Speaker	-	5G	WONG Yuet Tung
Evershed Cup English Debating Preliminary Competition	Hong Kong Public Speaking and Debating Community	Champion	World Schools Format	3F	CHEUNG Hoi Lam Hermes
				3F	LIN Wai Ying Rachel
				3J	YU Alice Po Yi
				4H	CHAN Oi Yau
				4H	CHEUNG San Yui
				4P	CHAN Angie
				5G	WONG Yuet Tung
				5L	HUNG Sze Long Saturnia
67th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	Champion	Solo Verse Speaking	1L	CHIM Wing Sum Samantha
		Champion	Solo Verse Speaking	4F	LUK Po Ki Amber
		Champion	Solo Verse Speaking	4P	KAM Hei Man
		Champion	Dramatic Duologue	3F	CHEUNG Hoi Lam Hermes
				3L	YEUNG Cheuk Wing
		1st Runner-up	Mixed Voice Choral Speaking	Choral Speaking Team*	
		1st Runner-up	Solo Prose Reading	2P	CHENG On Kiu
		1st Runner-up	Solo Verse Speaking	3G	WU Pui Yin
		1st Runner-up	Solo Verse Speaking	5F	YAU Yuet Man
		1st Runner-up	Dramatic Duologue	4F	WONG Ming Lun Lincoln
				4J	LAI Hoi Ching
		1st Runner-up	Dramatic Duologue	4L	KO Hei Nok
				4L	MAN Allai Winona
		2nd Runner-up	Solo Verse Speaking	1P	CHAN Kin Ho
		2nd Runner-up	Solo Verse Speaking	2G	WONG Ka Ching Candy
		2nd Runner-up	Solo Verse Speaking	4L	CHAN Lok Yan
2nd Runner-up	Dramatic Duologue	3J	SO Hin Kei		
		3J	YU Alice Po Yi		

Name of Competition	Organizer	Award	Section	Class	Name
67th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	2nd Runner-up	Dramatic Duologue	5G	LAM Yun Ka Kitty
				5G	LAU Tsz Ying
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	2G	王家晴
		冠軍	粵語詩詞獨誦	3G	鄔沛延
		亞軍	粵語散文獨誦	2G	郭咏怡
		亞軍	粵語詩詞獨誦	2P	黃可琦
		季軍	粵語二人朗誦	4L	張嘉希
				4P	甘晞汶
第六十七屆 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	2P	黃可琦
		冠軍	普通話散文獨誦	2P	黃可琦
		冠軍	普通話詩詞獨誦	3G	鄔沛延
		冠軍	普通話散文獨誦	3G	鄔沛延
		亞軍	普通話散文獨誦	2G	郭咏怡
		亞軍	普通話散文獨誦	2L	王凱晴
		亞軍	普通話散文獨誦	3J	俞寶兒
		亞軍	普通話詩詞獨誦	3L	朱啟悅
		亞軍	普通話散文獨誦	4L	羅楠琳
		季軍	普通話散文獨誦	1F	蔡潼
		季軍	普通話散文獨誦	4L	江欣妍
Inter-school Remote Controlled Car Competition	Hong Kong Remote Controlled Car Room	Champion	Individual Junior Form	2F	LI Ka Hei
-	A.S. Watson Group	HK Student Sports Award	-	6L	YIU Yik Shun
Inter-school Football Competition	Hong Kong Schools Sports Federation	Champion	Team Award Boys Grade B	Soccer Team (Boys Grade B)**	
4 A-side Soccer Competition	Hui Chung Sing Memorial School	1st Runner-up	Boys	1F	CHAN Chin Fung
				1F	LAI Pak Long
				1F	LEUNG Lok Hei
				1F	TAM Wai Hon
				2F	CHUN Yik Hei
				2F	TSE Chung Ming
				2J	LEUNG Cheuk Bong
				2L	AU Lonny
Inter-school Badminton Competition	Hong Kong Schools Sports Federation	2nd Runner-up	Team Award Boys Grade A	Badminton Team (Boys Grade A)***	

Name of Competition	Organizer	Award	Section	Class	Name
Inter-school Swimming Championships	Hong Kong Schools Sports Federation	Champion	100m Free Stroke Girls Grade B	3L	CHU Man Tung
		Champion	100m Breast Stroke Girls Grade B	4G	SZETO Wing Ka
		Champion	50m Back Stroke Boys Grade A	6G	CHUNG Yui Hei Eliot
		1st Runner-up	50m Back Stroke Girls Grade B	3L	CHU Man Tung
		1st Runner-up	50m Breast Stroke Girls Grade B	4G	SZETO Wing Ka
		2nd Runner-up	200m Breast Stroke Boys Grade B	3L	TO Long Hei Jeremiah
		2nd Runner-up	200m Individual Medley Boys Grade B	3G	LAU Tsz Hin
Inter-school Fencing Competition	Hong Kong Schools Sports Federation	1st Runner-up	Individual (Sabre) Girls Grade A	4G	TANG Wan To
		2nd Runner-up	Individual (Sabre) Girls Grade A	5G	CHAN Hiu Lam Emily
		2nd Runner-up	Team (Sabre) Girls	3P	TSE Kelly
				4G	TANG Wan To
				5G	CHAN Hiu Lam Emily
Inter-school Athletics Championships	Hong Kong Schools Sports Federation	2nd Runner-up	400m Hurdle Boys Grade A	5P	LEUNG Cheuk Fung
Secondary School Taekwondo Competition 2016	Hong Kong Taekwondo Association	2nd Runner-up	Girls Light Category	3F	LIM Hei Tung Hellen
68th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	1st Runner-up	Church Music Foreign Language (Age 14 or Under)	School Choir [#]	
2015 Hong Kong Youth Music Interflow, Symphonic Band Contest	Music Office, Leisure and Cultural Services Department	Silver Award	-	Senior Band ^{##}	

Name of Competition	Organizer	Award	Section	Class	Name
2015 Hong Kong International A Cappella Contest	The Hong Kong Federation of Youth Groups	Bronze Diploma	School Division (Vocal Band)	2G	CHEUNG Him Lam Jaime
				2J	LAU Tsz Ching
				2L	WONG Ona Lok Ching
				3F	SIU Sum Yuet
				3P	CHUNG Sze Hang
				4H	NG Zi Lun Jane
				5F	YAU Yuet Man
				5G	LEUNG Ka On Isaac
				5P	LAM Ho Tim
DELFA Award Presentation Ceremony	The Consulate General of France in Hong Kong and Macau, The Alliance Française of Hong Kong	Excellent	DELFA1	5H	WONG Harmonie
12th Hong Kong Primary and Secondary School Students Japanese Speech & Verse Speaking Contest	Society of Japanese Language Education Hong Kong	1st Runner-up	Group Storytelling	3F	SO Wing Yan
Hong Kong Drama Fest 2016	The Association of English Medium Secondary Schools	Outstanding Performer	Modern Drama	3F	CHEUNG Tanya
		Outstanding Performance	Modern Drama	Drama Club ^{###}	
52nd Schools Dance Festival	The Hong Kong Schools Dance Association Limited and The Education Bureau	Highly Commended Award	52nd School Dance Festival Jazz (Group)	Dance Team ^{####}	
Venture Scout Competition 2016 (New Territories East Shatin East)	Scout Association of Hong Kong	Champion	Single Event-Journey	5G	CHEUNG Pak Kwan
				5P	YU Pui Lap Bennett
		1st Runner-up (Overall Performance)	-	5G	CHEUNG Pak Kwan
				5P	YU Pui Lap Bennett

*Choral Speaking Team

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	AU Cheuk Ka	1L	CHENG Tsz Nok
1F	CHAN Tsz Ying	1L	CHIM Wing Sum Samantha
1F	CHEUNG Yuet Yiu Yoyo	1L	CHIU Tsz Hei
1F	LEE Chit Hei	1L	LAM Sau Chun
1F	NG Pui Yin	1L	LEE Yee Wing
1G	CHAN Ching Chi	1L	OR Chun Ting
1G	CHAN Hoi Ki	1L	POUR Pui Him
1G	CHAN Yuet Sum	1L	WAN Cheuk Wing
1G	CHEUNG Hoi Yan	1L	WONG Kwan Wun
1G	CHU Hiu Tung Jasmine	1L	WONG Yan Tung
1G	LEE Adrian	1L	YAU Yuet Sum Chloe
1G	LEE Chun Kiu Aidan	1L	YUNG Ging Yiu
1G	LI Ka Wing	1P	CHAN Wai Ki
1G	NG Tai Yi	1P	CHEUNG Tsz Wang
1G	TAM Tsz Long Gordon	1P	HO Yanni Loren
1G	WAN Cheuk Yiu	1P	HUI Chi Yu
1G	WAN Yuk Lun Alan	1P	LEUNG Ka Ho
1G	WONG Hei Yin	1P	LI Chi Hang
1G	WONG Ho Shun	1P	LO Yuen Ying
1J	CHEUNG Tsz Hei	1P	SIM Tung Lam
1J	LAU Cheuk Lam	1P	TSANG Laam
1J	SHEK Ho San	1P	TSUI Wai Lam
1L	AU YEUNG Hiu Ching	1P	WONG Kwan Ting
1L	CHAN Ka Kiu	1P	YIM Man Chi
1L	CHAN Lok Man		

** Soccer Team (Boys Grade B)

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
2F	LEE Long Hin	3L	FUNG Ching Lam Adam
2G	CHEUNG Kwan Ho	3L	WONG Chun Ting
2G	HUNG Chun Wing	3P	CHEUNG Hon Lam
3F	CHUNG Nathan Rhys	3P	KWOK Kwan To
3F	TO Chak Tony	4H	HO Shuki
3G	ADHIKARI Aditya	4J	WONG Sau Wai
3G	LAM Ho Hin	4L	TAM Yeuk
3G	WONG Cheung Chi	4L	YANG Ho Ching
3J	HUNG Man Hong		
3L	CHING Leong Matthew		

***Badminton Team (Boys Grade A)

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
5F	YAN Sung Hang	5P	YEUNG Ho Man Kevin
5H	POON Long Yin	6G	LEE Chi Yeung
5H	YUE Tin Yau	6P	CHAN Kin Wai
5J	LUK Chun Lam	6P	CHAN Tsz To

#School Choir

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	AU Cheuk Ka	1L	CHEUNG Hoi Ching
1F	CHEUNG Hau Ying Hazel	1L	CHOI Nga Yin
1F	LI Ka Fai	1L	LAM Sau Chun
1F	POON Yuen Ying	1L	TANG Yi Ching
1G	CHAN Yuet Sum	1L	WONG Tsz Yau
1G	CHEUNG Hoi Yan	1P	CHEUNG Tsz Wang
1G	CHU Hiu Tung Jasmine	1P	HO Tsz Tung
1G	MUNG Hok Chi	1P	HO Yan Tung
1G	TAM Chun Yat	1P	TSANG Laam
1J	CHENG Shue Yan	1P	WONG Kwan Ting
1J	CHOI Wing Yi	2F	CHENG Pui Ki Alyssa
1J	CHU Kai Hei	2F	WU Sheung Nga
1J	YAU Wai Nam	2G	FAN Xin Yan
1J	YIM Man Sum	2P	WONG Hoi Ching
1L	AU YEUNG Hiu Ching	3F	CHEN Huen Huen
1L	CHAN Yuk Fai	3J	TAI Chung Man

##Senior Band

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	TSANG Ho Wai	2L	CHEN Yin Chuen
1G	CHE Sum Yin	2L	HO Pik Yin
1G	CHEUNG Yuet Sum	2L	LAM Chun Ho
1G	DICK Chun Kit	2L	LIU Wai Ting
1G	LEUNG Aldrian	2L	YOUNG Cheuk Heng
1J	TUNG Sui Yung	2P	CHAN Kai Hei
1J	WONG Nok Yin	2P	SHUM Chi Hin
1L	CHEUNG Sau Ching	2P	SUN Long Hin
1L	OR Chun Ting	3G	TSE Pui Tat
1P	NG Wing Suet	3J	OR Cheuk Lam
1P	NGAI King Lok	3J	TO Wing Laam
1P	WU Man Sum	3J	YUEN Ting Hin
1P	YIM Man Chi	3P	CHENG Yeuk Man
2F	CHUN Yik Hei	3P	KO Audrey
2F	WONG Bun Ning Penuel	3P	LO Wing Yeung
2J	CHING Lok Yi	4J	CHAN Shing Chak
2J	LO Cheuk Ling Priscilla	4L	CHEUNG Ka Hei
2J	NG Samuel Chun-hei	4L	LAM Tsz Lung
2J	NG Wing Sum Vannice	4P	KAM Hei Man

Drama Club

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	CHAN Tsz Ying	2L	FONG Ka Hei
1F	YAN Hoi Ching	2L	WONG Hoi Ching
1F	YUEN Lok Chun	2L	YOUNG Cheuk Heng
1L	CHIM Wing Sum Samantha	2P	CHUN Sze Ling
1L	LEE Yee Wing	3F	CHEUNG Tanya
2F	CHAN Renee	3F	WONG Wing Kei
2F	YEUNG Zi Yan Joanne	3F	YAU Ching Nam Tara
2G	CHAN Ching Yee	3J	SO Hin Kei
2G	CHEUNG Ho Lam	3L	WILSON Brianna Sum Yee
2G	HO Lok Yin	5G	LAU Tsz Ying
2G	LAU Aiko Si Ting	5H	AU Long Yin
2G	SIU Pui Yu	5H	TSANG Hoi Man

Dance Team

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	HWANG Ting Chun	1P	LO Yuen Ying
1F	LAM Cheuk Yee	2F	LEUNG Man Chi
1F	NG Pui Yin	2J	NG Yui Lam
1F	TAM Cheuk Yiu	2P	CHENG Tsz Lam
1G	CHAN Ching Chi	2P	LEUNG Hei Tung
1G	POON Aurora Sau Wan	3J	LIU Yi Ting
1G	WONG Hei Yin	4F	LUK Po Ki Amber
1J	LEONG Wing Sze	4F	YIM Fong Wai
1J	YUNG Tsz Lam	4L	LEE Lok Yi
1P	KAM Pui Sang	4L	MAN Allai Winona

9. Evaluation of the Major Concerns (2015-2016)

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

In general, comparing with last year, the objective was mostly achieved as reflected from the evaluation of the Annual Year Plan of subject departments and teams. First, one of the strategies to tackle this concern was to foster students' learning habits through doing pre-lesson preparation, bringing learning tools and note books to take notes during lessons and write reflections after lessons; most of the subjects especially like BAFS, Chemistry, Chinese, Integrated Science, ICT, Economics, PSSE and Music reflected that over 70% of students achieved this area. Quite a lot of students did appropriate preparation before lessons and achieved satisfactory quality of homework.

To enhance learning motivation through self-directed learning, the English Department promoted reading as it is the most direct and efficient way to improve students' English proficiency. It is our belief that if students are interested in reading and take initiative to read, their standard of English will definitely be raised. Reading Scheme and English Book Appreciation Scheme for S.1-3 were implemented to motivate and encourage students to read more. Prizes and awards were presented to students who read a certain number of books and those who wrote quality book reports. One reading lesson was also assigned every 2 cycles in S.1-2 to cultivate an interest in reading.

In addition, some self-directed learning tasks or strategies were adopted and the outcomes were effective. For examples:

- In Biology, students were asked to design their own experiments and comment on the others' design. Nearly 70% of S.3-5 students were able to achieve the expected target.
- In History, students were regularly given Data Based Questions (DBQ), and were asked to complete them on their own, in pairs or in small groups. This strategy was effective as there was a steady improvement in the performance of DBQ. Some guidelines from teachers such as the outline of the answer were written on the board and students worked on their own. At home, students were asked to view history videos made by "Explain Everything" on YouTube for revision. Students watched them and a quiz on the video would be given to check their understanding.
- In Chemistry, students were given pre-lesson work on specific questions or topics learnt; students performed better in related quizzes and they reflected that pre-study of concepts helped them understand the lesson materials more effectively.
- In Integrated Science, students were asked to work on their interested topic in scientific investigation, including one assigned group and one self-selected scientific investigation. Since they could choose the interested topic, students were more engaged. Through the scientific investigation, they have learnt how to write the experiment procedures step by step and express the data in tables, which trained up their logical thinking and data organization skills.

All these strategies proved that students could take the lead and direct their own learning after finished the designed tasks or exercises.

"Flipped classroom" was adopted in Mathematics classes commonly. Most Mathematics teachers learnt how to use

visualizer to take videos on the mathematical steps. Most of the teachers adopted “flipped” learning in selected topic in the second term and students were found more motivated than before. Teachers agreed that the lessons were more student-centered than before after adopting “flipped” learning. The students’ questionnaire also reflected that students were more concentrated than before after adopting the new learning mode.

Online learning programmes were continuously adopted in various subjects such as English language (My Grammar Lab), Chinese Language (成語動畫廊), Geography (Self-exploring Geography), Integrated Humanities (Brainpop) and Putonghua (普普城) and the use of iPad and videos as teaching and learning tools also stimulated student’s self-directed learning in Mathematics, Integrated Science, Chemistry, Physics, History, Geography, BAFS and ICT lessons such as the “Explain Everything” videos mentioned previously. A way to measure their effectiveness was by the number of hits each video received, some of which exceeded 200, while some were around 100. These numbers showed that students were learning on their own outside school by watching the video. Another way to illustrate its effectiveness was the follow-up quiz given the following day. Students were asked to answer questions that tested their basic understanding of the topic, such as key terms of the videos. Short questions, such as inviting opinion on a historical event, were also given to students to assess their level of understanding of the topic.

Over 40 videos were filmed and available for students to learn online in BAFS and Chemistry. The hit rate and number of subscribers revealed that it was welcomed by students, especially for revision purposes. In ICT, the videos were provided for slow and passive learners to revise a topic before and after lesson. For high achievers, they can do pre-study before the lesson and to be a helper for slow- learner.

Cooperative and Interactive learning were also effective in most of the subjects such as English Language, Chinese Language, Liberal Studies, Integrated Science, Chinese History, Visual Arts, PSSE and Music. Teachers stated that these strategies could effectively facilitate students’ communication skills. Take English lessons for example, conducting group work by assigning students of different ability to work together could benefit every student as the weaker ones could learn from the stronger ones while the more capable ones could develop a sense of responsibility and also learn while teaching others.

Three subject-based Self-Learning Packages (SLP) were tried out in Integrated Humanities as one of the essential learning tasks. Since the implementation and the results/ outcomes were not satisfactory, the panel members would modify the package based on the needs and ability of students. As an alternative, three self-directed assignments were developed each in S.1 and S.2 to stimulate students’ self-learning ability.

In addition, strengthening students’ social awareness with a wide exploration of current issues was one of the strategies in self-directed learning. In Liberal Studies, most students could keep the newspaper they subscribed and prepared for the news sharing with the scripts, which in turn raised students’ awareness of current issues and analytical sense. However, teachers’ sharing of news analysis was not always conducted as planned due to the tight teaching time. The follow-up work is to re-adjust the frequency of teacher news sharing. In Chinese Language, newspaper of Sing Tao was subscribed and students were asked to do news sharing and commentary on specific topics. Only S.1 students could not achieve the target due to difficulty in news analysis whereas 100% of S.2 students achieved the target in oral practice.

“Reading to Learn” to promote self-directed learning is still implemented through the Extensive Reading Scheme and Reading Schemes of Chinese and English Department. These reading schemes yielded successful results. The English Reading Scheme effectively motivated a certain number of students to read. 155 students of S1-3 attained Bronze Awards or above in the Reading Schemes, taking up about 30% of the participation rate and the book reports received were of good quality. Similarly, the Chinese Reading Scheme was effectively launched as 80% of S.1-3 students joined the scheme.

The Learning Centre, as a resource base of intellectual development and self-learning has continued to work on students’ intrinsic learning motivation. The Library Team collaborated effectively with subject departments to promote the recommended books for students. There was about a 35% increase in students’ overall borrowing record when compared with last year. Altogether, six book exhibitions and three book fairs were jointly held by the Library, subject departments and teams. Moreover, “Book-Crossing” activity went successfully compared with last year’s statistics as the number of participants in the activity increased by 18%, the number of books given out by participants increased by 64% and the number of books taken by participants by 60%. The response from teachers and students was very positive. The Book Crossing Activity was so successfully implemented that it has become part of the school tradition.

Another positive initiative in self-directed learning was to enrich students learning by cross-curricular programmes. Liberal Studies Department was piloting in this area. There was a lot of collaboration with different departments including BAFS, Chinese and Integrated Humanities to organize quiz, debate and forums this year.

The results were encouraging and positive. Six forums were held during lunch time and corresponding S2 classes were invited to attend. Some S.2 classes were required to take notes in the forum. Both the coverage and event arrangement were good. Students’ performance in the forum was good in the first try and followed instructions accordingly. The S5 debate event was well delivered. Students’ response to the debate was good. The atmosphere during the competition was pleasing.

To conclude, the outcomes of most of the strategies on promoting self-directed learning were encouraging, including fostering students’ learning habits, “Flipped classroom”, online learning programmes, Self-Learning Packages, news sharing, “Book-Crossing”, Extensive Reading Scheme and Reading Schemes, and the objective was mostly achieved. However, there was still room for improvement in enhancing students’ learning motivation and confidence as reflected from the APASO. The School would continue to review and employ appropriate learning and teaching strategies as well as assessment modes to enhance students’ learning capacity in the coming year.

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

The objective was mostly achieved as reflected in the Evaluation of the Year Plan and Annual Reports of subject departments. Teachers reported their observations and students' learning outcomes in the markers' reports as well as the Panel meetings. Through teachers' discussion, it was agreed that most of the school curriculum could be appropriately adapted to suit students with diversified needs, interests, abilities, experiences and learning styles. Teachers worked diligently on devising school-based learning and teaching materials. Teachers developed themes to cover the core elements for students of average abilities and provided extended 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.

In SPKC, strategies on catering for learner diversity were essential measures to enhance effective teaching and learning. More specifically, a number of subjects had provided coursework/assignments and examination questions with different levels of difficulty to cater for mixed abilities and learning needs. Efforts have been made on tailoring assignments into graded exercises to devise school-based teaching and learning materials. This strategy has been proved as effective measure as comments from teachers were positive. Challenging questions from the "Bonus" sections were set for more able students.

In addition, S.1-3 strengthening and remedial classes of three core subjects, including Chinese Language, English Language and Mathematics were organized to cater for the mixed abilities of our students. To extend this strategy to more students, Alumni tutors were hired to assist teaching basic knowledge in English and Mathematics. Participating students showed positive attitude, while improvements were shown in the scores of tests and examinations. The remedial and strengthening classes have built up good reputation. Remedial classes helped students to address their own weaknesses and make improvement and this was reflected in their academic results and learning attitude; some students volunteered to join the strengthening classes. S.4-6 Supplementary lessons of different subjects and revision classes before exams were arranged as scheduled.

Furthermore, 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 feedback of learning and ability of the students. Three groups were also divided in Liberal Studies of (3X) classes which allowed teachers to create space and arrange class-based activities. Teachers agreed that there was more room to implement different classroom pedagogical strategies to catering for learner diversity.

On top of the above measures, formative assessments were used frequently to provide effective feedback. Homework assignments in various subjects like Visual Arts, Liberal Studies, Integrated Science, Integrated Humanities, Geography, History, BAFS, Economics, PSSE, English and Chinese Languages, offered a wide range of assignment types, activities to develop students' potential in various aspects. Different types of assessment (e.g. portfolio, projects, dictations, short video, written essays and oral presentation) were used to help students to identify their strengths and weaknesses as well as for teachers to decide on the appropriate learning and teaching strategies for them. There was tailoring of assignments into graded exercises and challenging questions would be added in assignments. Designing materials according to the proficiency of students enabled students to gain a sense of satisfaction while doing exercises that they could manage but at the same time challenging as there are elements that

are slightly more demanding.

In English lessons, students were assigned to work in different group combinations such as individual work, pair work and group work. In group and pair work, efforts were made to assign students of different abilities to work together. Teaching materials were tailor made to suit the level of our students. At the same time, individual teachers would also make amendments to these materials according to the ability of their own classes. Worksheets and tasks of various difficulties were set and the same practice was also adopted when setting tests and examinations.

Another effective initiative was the integration of IT interactive learning approach into Integrated Science, Integrated Humanities and Mathematics with the pilot scheme implemented in S1 to S.2. Mathematics, Chinese, Physics and BAFS teachers booked the iPad actively to motivate students learning. With the help of iPad and Apple TV, subject teachers were able to explore new teaching strategies to enhance class interaction. By using iPads, teachers and students could access e-books and other learning materials directly in lessons. Teachers of the Mathematics, Chinese Language, Chinese History, History, Geography, BAFS, Chemistry, Physics, 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, progress of students' learning and follow-up measures were devised to enhance teaching and learning effectiveness during the Common Lesson Preparation (CLP) of various subjects. Teachers of Chinese & English Languages, Mathematics, Liberal Studies, Integrated Humanities and Integrated Science spent CLP time on discussing pedagogical strategies to cater for students with different learning styles and progress, as well as developing more school-based teaching materials.

There were plans to enriching teachers' capability in designing school-based issue-enquiry, cross-enquiry and cross-module topics for student to facilitate the catering of learner diversity. In LS, lesson observation of Mr. Wong Ka Leung, awardee of Chief Executive Award of Teaching Excellence of Valtorta College was arranged. Teachers found the lesson observation was fruitful and could enhance their competency. Strategies learnt from Mr. Wong's lesson were successfully applied to some of the LS lessons. Teachers agreed that the visit was fruitful and could enhance their capability in teaching LS. They found the skills of using debate as a useful pedagogy to arouse the interest in learning highly rewarding. Teachers also found the sharing session held in each panel meeting useful to enrich their teaching strategies. They were also more active in attending more LS seminars or workshops than last year.

The Alumni Tutorial Scheme was extended to S.1-6 this year. The aim of the scheme was to develop the potential of students to strive for academic excellence in the HKDSE Exam. Seven Panels, namely BAFS, Biology, English Language, Liberal Studies, Mathematics, Visual Arts and Physics participated in the scheme. 179 lessons were conducted by 14 alumni tutors with the aims to help the weaker students while subject teachers provided tutorials for students of above average abilities. As reflected from teachers' feedback, the alumni tutors of Liberal studies and Visual Arts were not experienced enough in responding to students' queries due to limited knowledge in teaching skills. However, alumni tutors of other subjects were able to take up the role as tutors as well as to share their HKDSE experience with their schoolmates so as to help them overcome psychological barriers while preparing for the public exam. Students could benefit from the sharing of exam strategies of recent graduates.

In summary, our school has provided the following strategies to address the issue of learner diversity, including streaming of students according to their English and Chinese abilities and arranging split class teaching for English and Chinese lessons. In addition, the class structure of NAS has been reviewed. After considering the students' diverse 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 tended 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 provided with more opportunities 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 measure has worked out well as the number of students dropping subjects has decreased.

As reflected from APASO, students tended to take initiative to learn, however teachers had different views over students' initiative. Though this might due to different interpretation of initiative to learning between teachers and students, this phenomenon was a clear indication of a significant gap in expectation of learning. To help motivate students' initiative to learn, more graded exercises and challenging questions would be included in the various tasks in the coming year. The School will continue to review and strengthen strategies and support to facilitate learning motivation through diversified teaching strategies.

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

The set 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.

For English Language, activities were organized to help students develop self-discipline and responsibility through participating in English Debating and the Hong Kong Schools Drama Festival. In addition, a series of activities were in line with this objective. More specifically, choral speaking, drama training, public speaking training, English Broadcasting through SPKC Radio, debates, the students' newspaper "The Express", the newly mini-analogy "STILL" and school-based assessment all helped students to develop self-discipline and other good virtues such as serving heart, responsibility, vision and perseverance.

Similarly, nurturing students' self-discipline and responsibility formed an integral part of the Liberal Studies Curriculum. Most of the S.5 students showed self-discipline in IES. Most students could keep the newspaper they subscribed and prepared for the news sharing with the scripts. Most students could provide one concept each day as scheduled. This provided opportunities for students to be self-disciplined and work independently with a good sense of responsibility.

In particular, the PSSE curriculum was tailor-made to design different topics which were related to self-discipline and responsibility. 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 programmes such as Alpha Element programmes and Dare to Dream Programme. Both Junior and Senior form students were able to complete their tasks and perform duties satisfactorily. The new scheme “A Peer Counsellor Team’ was established to train up S.3-4 students to help S.1 students adapt to a new school life. There were fifteen peer counsellors recruited. Both peer counsellors and S.1 students’ self-discipline and responsibility were enhanced to a certain extent throughout the year. The scheme will be further implemented on a larger scale. In addition, the activity, “We are the Best Class Award Competition” was continually implemented to promote positive learning atmosphere and responsibility in class. The competition and promotion activities of S.1-4 were completed successfully and most students and teachers found them meaningful and useful.

All summer programmes and the S.5 Endeavour Camp which enhanced the self-discipline of students went smoothly. The attendance rate of these programmes 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.

All LEWOWA programmes requested students to show self-discipline and responsibility to participate in different learning activities with peers. There were 28 programmes executed this year with 14 local programmes and 14 outbound programmes. 90% students showed that they disciplined themselves well throughout the programmes, while 95% teachers observed our students respected programme teachers, schoolmates, tour guides, trainers and other people they contacted within the programmes. Over 90% students thought that they learnt to love and respect themselves and others after joining the programmes.

Self-discipline and responsibility were further strengthened by various teams through inspiring activities. The Christian Education Team shared hymns and Bible verses related to character building during 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, initiative, serving heart, responsibility, vision and perseverance among our students. Through various kinds of training programmes such as school-based leadership trainings to Student Union, House/ Clubs and Class Committee members, participants were given chances to learn about teamwork and communication skills. They were taught to write proposals/ year plan, agenda, minutes and evaluation as well as handle paper and documentation. Throughout the scheme, students reinforced their self- discipline and sense of responsibility. In addition, the Moral and Civil Education Team promoted and organized a diversity of activities/ programmes both at class and school levels to strengthen students’ self-discipline and responsibility. Throughout the year, the Discipline Team adopted different strategies to promote students’ self-discipline and responsibility. According to the report from Discipline Team, performance in conduct and the record of demerit was unsatisfactory compared with last year. Measures would be taken to nurture positive behaviour of students.

In short, the objective was partly achieved. Students showed positive qualities of being good-natured and were more aware of the importance of responsibility. However, students’ self-management skills and learning habits are unsatisfactory according to different stakeholders’ survey. To fulfil this objective with better outcomes, more comprehensive and focused tasks to promote self-management will be implemented in the coming year.

10. Financial Summary for the 2014/2015 School Year

Stewards Pooi Kei College		
Financial Summary for the 2014/2015 School Year		
	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	72.20%	N.A
School Fees	N.A	25.15%
Donations	N.A	0.03%
Other Income	1.58%	1.04%
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		2.57%
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>		

11. School Contact Information

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-End of Report-