



香港神託會培基書院  
*Stewards Pooi Kei College*

EdB School code:  
558567

A **S**pecial **P**lace to build  
**K**nowledge and **C**haracter

忠於神託 培育領袖 立根基督

# 2008/09 School Annual Report



5<sup>th</sup>  
SPKC  
Anniversary



香港神託會  
Stewards

# **School Annual Report 2008-2009**

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# 1. School Motto, Vision & Mission

## 1.1 School Motto

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

## 1.2 School Vision

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 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 (自重自愛)
- Love and Care (關懷愛顧)
- Globalized Vision (全球視野)
- Life-long Learning (終身學習)
- Christian Values (基督價值)

## 2. Our School

### 2.1 Brief Description

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

In the 2008/09 school year, the school operated five form levels (Secondary 1 to Secondary 5) with a total enrolment of 901 students housed in 26 classes. The class size on average was below 35 and the small-class policy (less than 25 students per group) was adopted in the subject of English Language.

The staff team consisted of 66 teachers, 5 teaching assistants, 2 laboratory technicians, 1 IT officer and 2 IT assistants, 1 assistant librarian, 8 administrative staff and 6 janitors. All teachers possessed Bachelor degree or above and over 31% of them had higher degrees.

Built in accordance with millennium standards, the school is equipped with state-of-the-art facilities which can provide students with a safe and comfortable environment where all-round development can take place. In 2007, the school was granted land of about 2,000 square meters in area, adjacent to the main campus under a short-term lease from the Lands Department. The construction of the facilities was finished this year and is named the "Liberal Studies Park" in recognition of the development of the New Senior Secondary Curriculum in the coming years. In this Park, we have set up different kinds of facilities to develop our students' generic skills and to convey the message of environmental conservation. The facilities include a standard handball court which can also be used as a mini-soccer pitch, organic farmland, a demonstration site for renewable energy, a weather data collecting station and a site for adventure-based education. This is also a place to demonstrate the concept of sustainable development in our community.

### 2.2 Quality Christian education

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

## 2.3 School Management

The School Management Committee (SMC) is composed of nine school managers comprising professionals such as university professors, secondary school principals, CEOs and a lawyer. The main body responsible for school operations is the School Executive Committee (SEC) comprising the principal, vice-principals, directors of the 4 Offices (Academic Affairs, Students Affairs, External Affairs and the Administrative Affairs), the leader of the Discipline & Counselling Team and senior teachers.

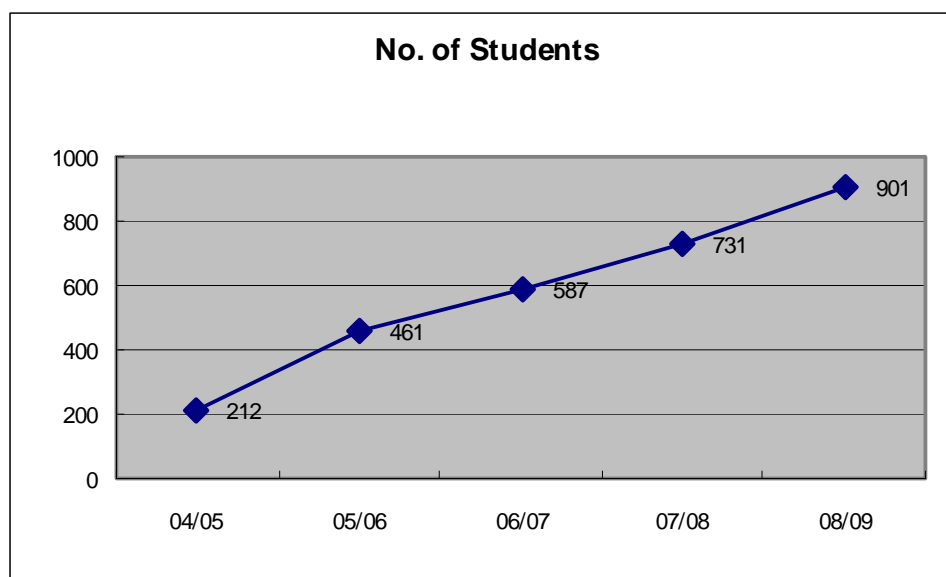
## 2.4 Active School Learning Days

The number of school days in the last school year with regular classes or with learning activities organized for the whole school or whole-class level of students is 172. The learning activities days included a school picnic, Learning-Without-Walls Program, an athletics meet, test and examination periods and post-examination activities.

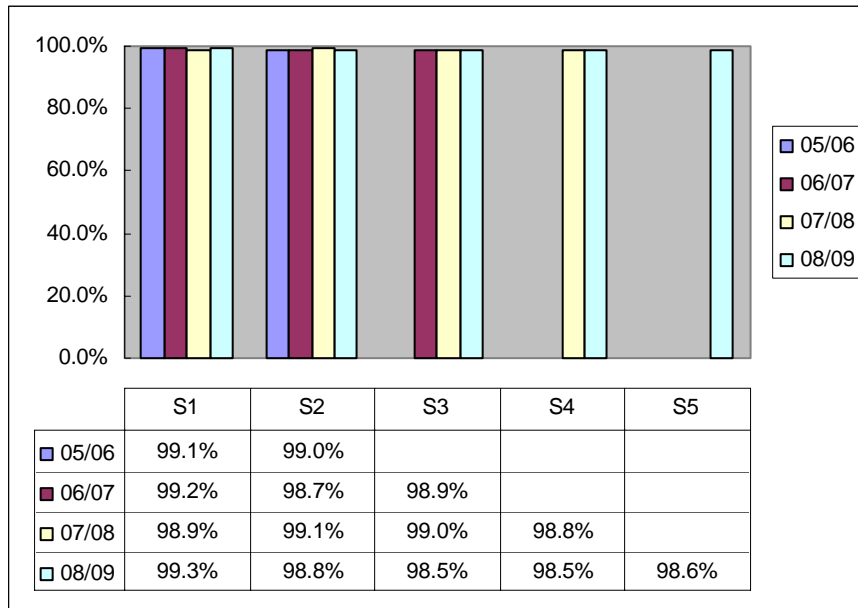
## 3. Our Students

### 3.1 Class Organization

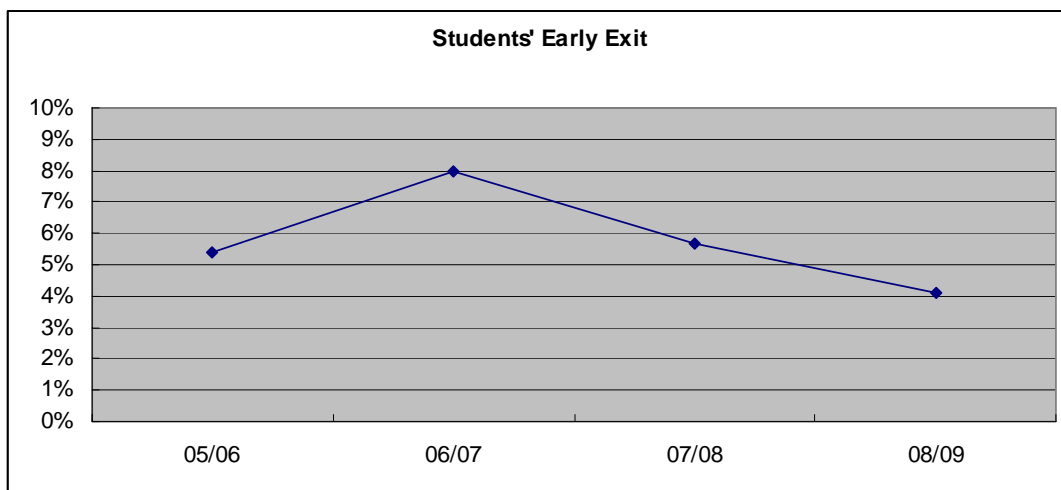
Level	S1	S2	S3	S4	S5	Total
No. of Classes	6	5	5	5	5	26
No. of Students	209	182	171	178	161	901



### 3.2 Students' Attendance



### 3.3 Students' Early Exit



### 3.4 Reasons for Students Withdrawal

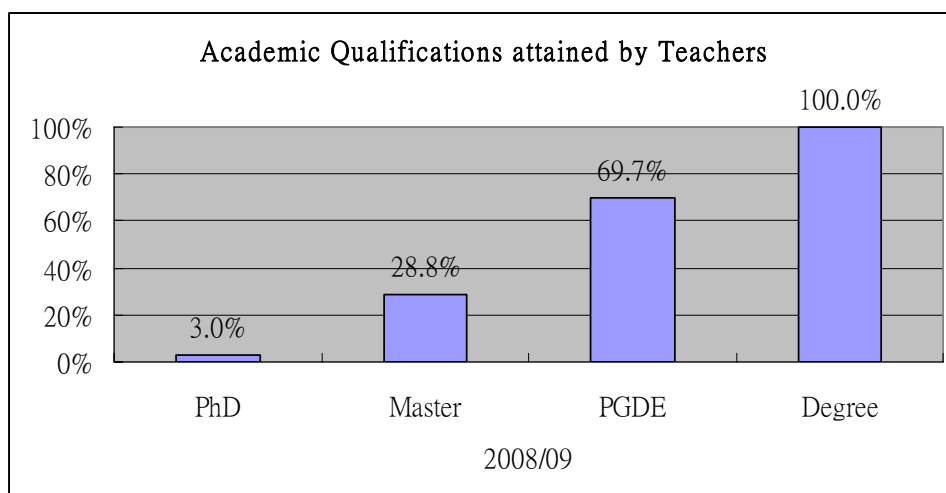
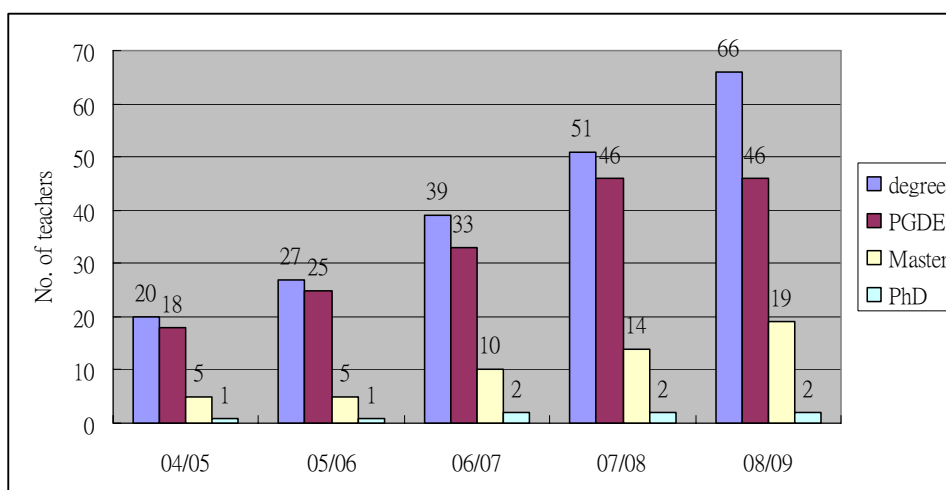
Overseas Study		27
Change of School	Local School	7
	International School	3
Total no. of Withdrawals		37

### 3.5 Destinations of S.5 Graduation

1	Overseas studies	48
2	S6 course in SPKC	40
3	S6 course in other schools	14
4	Local full-time post-secondary/vocational training course (Including HKIED, HKAPA, Shu Yan, Chu Hai, YMCA, Private Institutes, Institutes of continuing education, Pre-associate degree programmes offered by Institutes, Project Yi Jin, HKIVE, CITA, VTC, etc)	38
5	S5 course	20
6	Others	1
7	Full-time employment	0

## 4. Our Teachers

### 4.1 Teachers' Qualifications



## 4.2 Teachers' professional development

Total number of CDP hours undertaken by teachers:	6073.5 hrs.
Average number of CDP hours undertaken by a teacher:	94.9 hrs.
Number of CDP hours undertaken by Principal:	145.5 hrs.

## 4.3 Teachers' experience

No. of teachers with 0 to 2 years of experience	13
No. of teachers with 3 to 5 years of experience	31
No. of teachers with 6 to 10 years of experience	15
No. of teachers with 11 to 20 years of experience	2
No. of teachers with over 20 years of experience	4

## 5. Our Learning and Teaching

Under the DSS, the school has enjoyed great flexibility in setting its own curriculum. However, in facing the challenge of major education reform in Hong Kong, the school has set its direction to align first with the New Senior Secondary (NSS) reforms. Among the various cohorts of students, the secondary-4 and secondary-5 students remain in the existing HKCE system while the secondary-1 to secondary-3 students prepare for the NSS system.

### 5.1 Our School Curriculum

Subjects offered in 2008/09:

Subject	S.1	S.2	S.3	S.4	S.5
Chinese Language	✓	✓	✓	✓	✓
English Language	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓
Integrated Science	✓	✓	✓		
Integrated Humanities	✓	✓	✓		
Computer and Information Technology	✓	✓	✓	✓	✓
Personal, Social and Spiritual Education	✓	✓	✓	✓	✓
Visual Arts	✓	✓	✓	✓	✓
Putonghua	✓	✓	✓		
Physical Education	✓	✓	✓	✓	✓
Music	✓	✓	✓		



Physics			✓	✓	✓
Chemistry			✓	✓	✓
Biology			✓	✓	✓
Additional Mathematics				✓	✓
Chinese History				✓	✓
History				✓	✓
Economics				✓	✓
Geography				✓	✓
Commerce				✓	✓
Principles of Accounts				✓	✓
Government and Public Affairs				✓	✓

## 5.2 Percentage of Lesson Time for KLA

Key Learning Areas	% of lesson time
Chinese Language Education	19.05
English Language Education	16.67
Mathematics Education	16.67
Personal, Social & Humanities Education	19.05
Science Education	9.52
Arts Education	9.52
Technology Education	4.76
Physical Education	4.76

## 5.3 Academic Development

In order to ensure solid academic development, a new vice-principal was recruited to head up the teaching and learning in the school. The NSS, Hong Kong Advanced Level and Liberal Studies Curriculum Development Committee were formed to plan and to launch consultation among all stakeholders. A curriculum blueprint with a concrete timetable and incorporated personnel planning has already been constructed. Almost all of the teaching team members managed to receive various training activities regarding the transition to NSS.

Apart from making progressive moves in academic development, the school has also made extra efforts in shaping learning habits and building up a positive learning atmosphere among students. Students with trial promotion status were required to complete homework in the Self-Learning Centre after-school. Academic counselling and remedial support have also been given to a group of students who were identified as having comparatively low learning motivation. Special talks and training on study skills were also organized for senior students so that they could be shaped as role models for junior form students. We have observed significant improvement in

terms of the amount of missing homework and the overall learning attitude.

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

#### 5.4 English Enhancement

As one of the main emphases in SPKC's educational development, the English curriculum has become a priority area in the first five-years. We believe that our students should achieve English competence and proficiency to meet international standards. Through the implementation of a professionally structured curriculum adopting innovative methodologies, students were inspired to develop enthusiasm to learn and use English. Apart from using stimulating, authentic materials in the formal curriculum, the school also made use of other activities or measures to create the language environment throughout the past year. Firstly, the school assigned every Tuesday and Thursday to be English speaking days. Teachers and students were encouraged to communicate at all times in English. Secondly, an English Zone managed by two Native English Teachers was set up at a prime location where students could have easy access. Thirdly, the school created opportunities for shaping the language environment whilst achieving other educational goals and maintaining the school ethos. For example, the school required all formal announcements to be made in English. A team of student announcers was trained to serve the school and perform the role four mornings a week in front of all school members.

In September 2008, we were successfully awarded a total funding of \$499,600 by EDB under the Scheme of Additional Support for EMI Schools. The additional support enables us to carry out a holistic school-based plan which aims at three areas of concerns and measures. Starting from 2008, Drama was integrated into S.1 and S.2 with allied professional development, the development of SPKC Radio Broadcasting and the establishment of Self- Access Learning.

During the year of implementation, the S.1 and S.2 students undertook a Drama program thematically linked to the existing S.1 and S.2 syllabus. S3 students focused on creating a drama from their reading text and S4 developed, performed and recorded radio programmes. These dramatic activities provided students with interesting experiences to increase their creativity,

sensitivity, fluency, cooperation, and at the same time develop their communication skills and appreciation of the English language.

In addition, SPKC Radio successfully implemented a wide range of radio programs broadcast twice a week. Members of the SPKC Radio team also presented a programme on RTHK3's "Teen Time" with Alyson Hau. Students were trained to speak confidently to the public and they were able to learn script writing, reporting, research and interviewing skills

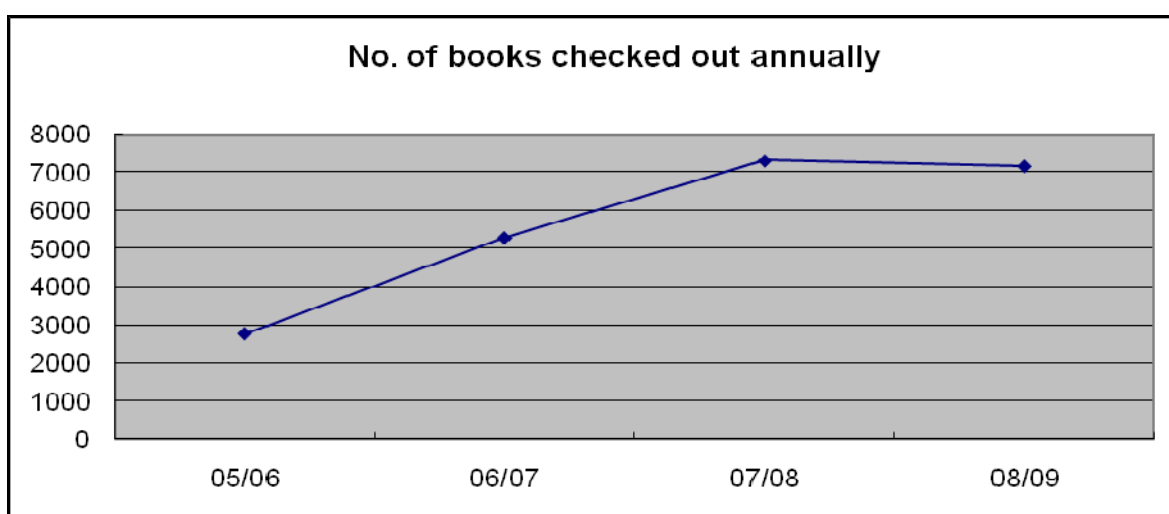
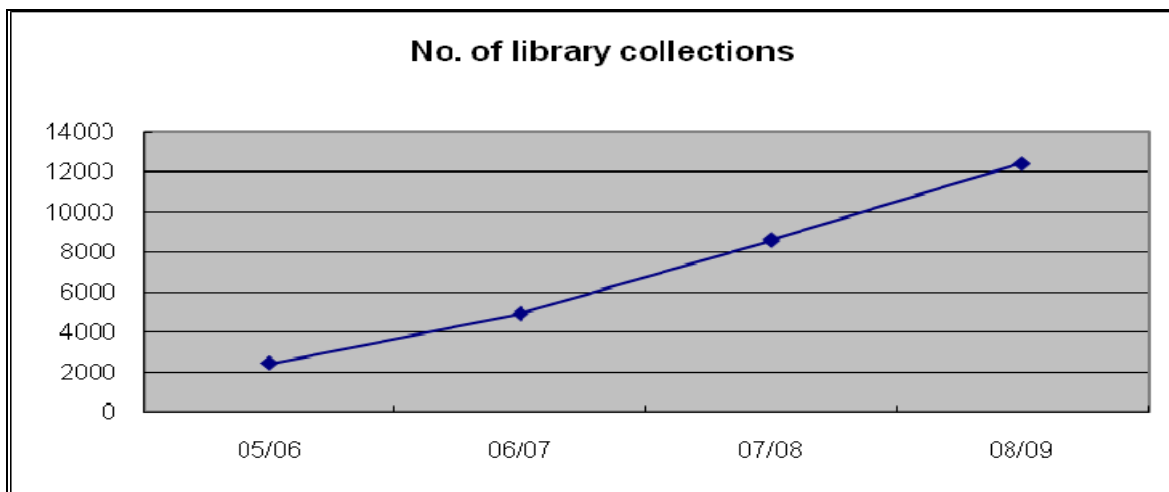
The implementation of Self-Access Learning was established to provide systems and materials for students' individual learning. Students were able to become autonomous learners who could transfer skills achieved to other subject areas.

Other activities such as the English Debating Club and its teams which participated in two national competitions, Drama Club, the Student English Newspaper, English games, Speech Festival training and English Language Ambassadors were organized and developed for students to perform specific tasks while enhancing their language skills naturally. The level of English competence among our students has been highly admired by parents as well as the community.

### 5.5 Reading to Learn

The school believes that the development of reading habits can contribute to students' life-long learning. In the past year, a reading period was allocated in the daily time-table and all students were required to borrow books from their class libraries and participate in the quiet reading time. While teachers of the two language departments and the Spiritual Formation Team took the initiative to promote extensive reading, the library team organized several award schemes as well as many different activities to reinforce the reading habits. Teachers participated actively to join library activities and demonstrated reading habits to students. A comprehensive Reading Scheme from S.1 – S.5 was also developed and implemented.

In order to enhance students' reading habits, the school formed a Library Team composed of teachers and a full-time assistant librarian. In the past year, it recruited 31 student helpers and 52 parent helpers. The average service time per student helper per year was 40 hours. Certificates were awarded to parents and students to show appreciation for their diligence and "serving heart". From the following charts, it is clear that students are becoming more interested in reading books.



## 5.6 Diversification of Learning Experience

Apart from the formal curriculum, SPKC believes in Life-Wide Learning and encourages innovations in other learning experiences. In the past year, the school organized over 40 clubs and teams. Students could develop their interests and explore their talents through their participation in less-structured activities. Our music curriculum was designed as performance-based and students learned concepts and skills through playing the instrument of their choice. Students could also extend their musical interests through our school choirs, ensembles, and school bands. The school also organized other events including the Athletics Meet and Carol Night so that students could learn and develop skills in a variety of situations.

The Learning-Without-Walls Program (LEWOWA) is part of Experiential Education in SPKC. We believe that our students will gain insight and grow when they are in challenging exposures. This year, 25 courses were organized and 11 of them took place overseas. The content of the courses ranged from understanding social issues, developing leadership, providing volunteer services, studying historical and cultural sites, to appreciating cultural exchange. Students were

required to explore new experiences, learn new ideas, perform data collection, record systematic observation and reflection, compile reports, and make presentations after the program.

### 5.7 Staff development to promote teaching

In the past year, 25 new teachers joined the staff team because of the expansion of a new form level and staff turnover. Therefore, the school put in efforts to maintain the team spirit among teachers. Firstly, a staff orientation program was launched before the start of the school year. Secondly, each new teacher was assigned to be mentored by either the Panel Head or by another experienced teacher. Thirdly, individual meetings were organized between the principal and each new teacher after a lesson observation so that adjustment problems could be tackled. Fourthly, regular staff meetings were held to communicate ideas on school routines and culture among staff members. Finally, school-based staff development programs like “The Role of a Class Teacher”, “Questioning techniques”, “Debriefing Skills” and “Introduction to First-aid” were organized to enhance the professional performance of teachers.

To face the challenges of the NSS reform and to ensure appropriate professional development of teachers, especially those who might be assigned to teach senior forms in the future, staff were encouraged to take part in training and seminars organized by the EDB. There were 5 teaching assistants who helped with lesson substitutions caused by the required training leave of teachers.

## 6. Support for Student Development

### 6.1 Christian Education

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

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

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

## 6.2 Student Guidance, Discipline, and Counselling

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

The CBT organized collective guidance activities to nurture students with proper values, attitudes, and behaviours. In the past year, the CBT designed and coordinated programs according to the school themes: Responsibility and Harmony. In addition, the school encouraged students to join community services such as flag-selling and the fund-raising campaign for the Community Chest.

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

The school worked closely with parents in carrying out holistic education. Firstly, the school administration maintained a strong collaboration with the PTA members. Excellent communication was maintained between school administration and PTA regarding major school policies and issues. Secondly, the school organized two parents' days so that teachers could have formal channels for exchanging ideas to help the growing youngsters. Thirdly, in collaboration with the PTA and the Abundant Grace Church, the school organized 4 workshops and 2 parents' talk regarding how to build up positive parent-child relationships.

## 6.3 Development of Global Outlook

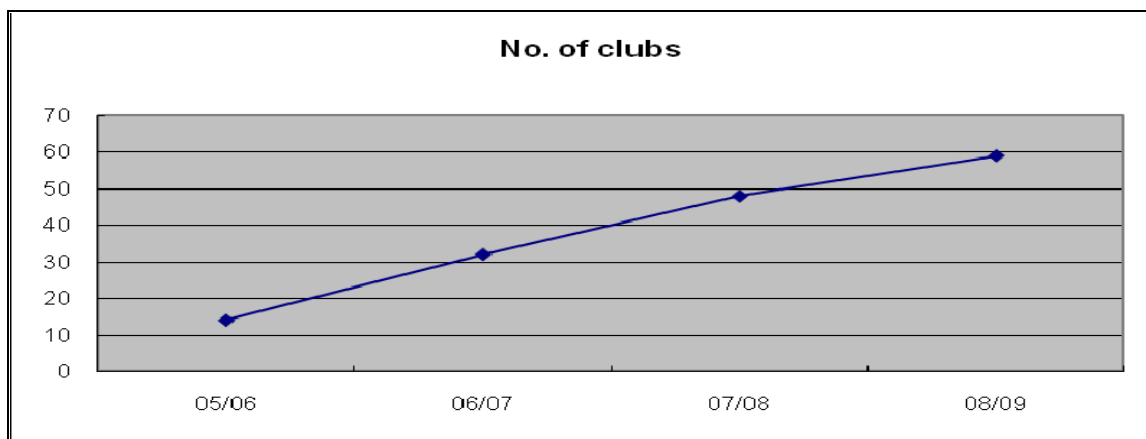
Broadening the international perspectives of our students is one of the objectives of our school. This year is our 3rd round of participation in "Rock Our World". We have had a total of 12 video

conferences with schools from the USA, Peru, Nepal, Poland, Japan, Australia and New Zealand. Through connections in the “Rock Our World Project”, SPKC representing Asia, was invited to participate in a one-on-one video conference interview with the famous Hollywood actor, Will Smith.

In order to widen students’ perspective with a global outlook, the International Collaboration Team (ICT) organised exchange activities with guests from overseas. An International Awareness Week was organized this year. Our students had the opportunities to talk with an outstanding University student from Australia, a missionary from Cambodia, to hold a forum to share their views with other international students, to have a musical exchange practice with students from Singapore, and to participate in a friendly basketball match with the students from the International Christian School.

### 6.4 Development of Co-curricular Activities

The quantity of clubs has steadily increased.



In order to improve the quality of club activities, the students’ participation time in clubs (CCA Hours) and student helpers’ service time (CCA Service Hours) in the individual student were recorded in the handbook. Leadership training has been provided to school prefects and other student leaders.

### 6.5 Performance of Students

#### Academic Performance

This was the first year for our SPKC students to attend the HKCEE. Five years ago when the school first started, the students’ academic abilities were varied. To enhance the language proficiency of students, the school has made great efforts to promote small class teaching for

English Language for the past five years. This teaching strategy has proved very successful. After five years of study, the students showed remarkable improvement. In the HKCEE 99.4% passed in English Language. Nearly a quarter of them achieved credit grades or above.

Performance in most subjects was close to the school's expectations, with pass rates higher than that in Hong Kong. In particular, Mathematics and Additional Mathematics achieved encouraging results, over 83% of students passed and over 32% of students obtained credit or above.

In sum, a total of eleven subjects obtained the 70% or above pass rate. The number of our S.5 students with 14 points or above in the best 6 subjects was 48, filling up most of our S6 places. We anticipate that in the coming years, the public examination results will improve as the quality of students has been improving.

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

### **Outstanding Performance**

Name of Award	Organizer	Award	Section	Class	Name
5th Shatin Outstanding Students Award	Shatin Youth Association	Merit	Junior Form	3P	Jiang Jia Wei
		Merit	Junior Form	1J	Wong Lok Yee
		Best Team in Strategic Planning Competition	Junior Form	1J	Wong Lok Yee
		Merit	Senior Form	4F	Chan Ying Kit
		Outstanding Performance in Strategic Planning Competition	Senior Form	4F	Chan Ying Kit

### **Intellectual Development**

Name of Competition	Organizer	Award	Section	Class	Name
60th Hong Kong Schools' Speech	Hong Kong Schools	Champion	English Speech (Solo Verse Speaking)	2J	AU Long Yee, Ronny
	Music and Speech	Champion	English Speech (Solo Verse Speaking)	4F	TAM Jessica



Festival	Association				
		1st Runner-up	English Speech (Solo Verse Speaking)	2J	LEUNG Sze Hang, Anson
		1st Runner-up	English Speech (Solo Verse Speaking)	3F	CHOW Wing Ching
		1st Runner-up	English Speech (Dramatic Duologue)	5L	NG Ka Kay, Juliana
				5F	YIP Hei Man, Christy
		2nd Runner-up	English Speech (Solo Verse Speaking)	5F	TANG Lok Kan, Kanis
		2nd Runner-up	English Speech (Solo Verse Speaking)	1P	WONG Mike
		2nd Runner-up	English Speech (Solo Verse Speaking)	4P	KUNG Ho Yan, Benedict
		2nd Runner-up	English Speech (Dramatic Duologue)	2G	LAI Yan Yan, Grace
				2J	YUNG Hiu Yan, Karina
		2nd Runner-up	English Speech (Dramatic Duologue)	3J	LEUNG Karine
				3P	HSIAO Ting Wan, Jacqueline
		2nd Runner-up	English Speech (Dramatic Duologue)	4J	YIU Po Ching, Angela
				4L	TSE Wing Yu, Ivy
		Merit	English Speech (Solo Verse Speaking)	1L	HO Hing Wah, Tiffany
		Merit	English Speech (Solo Verse Speaking)	1G	CHAN Tsz Ching, Fanchesca
		Merit	English Speech (Solo Verse Speaking)	1P	YEE Hin Yan, Sarah
		Merit	English Speech (Solo Verse Speaking)	1J	LAM Shum Hei, Janice
		Merit	English Speech (Solo Verse Speaking)	2F	LAU Yeuk Hang
		Merit	English Speech (Solo Verse Speaking)	2J	LAU Tin Yan
		Merit	English Speech (Solo Verse Speaking)	2J	CHEUNG Shu Ching Leticia
		Merit	English Speech (Solo Verse Speaking)	2J	YEUNG Sze Nga Helena

		Merit	English Speech (Solo Verse Speaking)	2J	YUNG Hiu Yan
		Merit	English Speech (Solo Verse Speaking)	2P	CHAN Nok Yu, Victoria
		Merit	English Speech (Solo Verse Speaking)	2G	WONG Hoi Ling, Kitty
		Merit	English Speech (Solo Verse Speaking)	3P	YU Wing Yan
		Merit	English Speech (Solo Verse Speaking)	3P	CHAN Tsz Yan
		Merit	English Speech (Solo Verse Speaking)	4L	LEUNG Sherry
		Merit	English Speech (Solo Verse Speaking)	3J	CHAN Sue Wing, Janice
		Merit	English Speech (Solo Verse Speaking)	3G	CHAN Tsz Wing
		Merit	English Speech (Solo Verse Speaking)	3J	LEE Jacqueline
		Merit	English Speech (Solo Verse Speaking)	4G	Wan Hiu Kei, Vicky
		Merit	English Speech (Solo Verse Speaking)	4J	MA Wing Hei, Hilary
		Merit	English Speech (Solo Verse Speaking)	1H	CHONG Hiu Fung, Joshua
		Merit	English Speech (Solo Verse Speaking)	1P	LI Chung Yin
		Merit	English Speech (Solo Verse Speaking)	1J	CHAN Lok Him
		Merit	English Speech (Solo Verse Speaking)	1J	CHIU Gerald
		Merit	English Speech (Solo Verse Speaking)	4L	WONG Tsz Ki, Jeremy
		Merit	English Speech (Solo Verse Speaking)	4P	CHAN Pak Long, Parry
		Merit	English Speech (Dramatic Duologue)	2J	WONG Hoi Tung, Joyce
				2J	LEUNG Sze Hang, Anson

		Merit	English Speech (Dramatic Duologue)	3P	LO See Chai, Anson
				3J	KAM Kin Chung, Eric
		Merit	English Speech (Dramatic Duologue)	4F	CHIU Tsz Ting, Callan
				4F	CHU Ko Hoe Ling, Christina
		Merit	English Speech (Prose Reading)	4G	SHIU Wing Shan, Wendy
		Merit	English Speech (Prose Reading)	4P	WONG Lok Sze
		Merit	English Speech (Prose Reading)	5L	LI Hay Ton Roxana
		Proficiency	English Speech (Solo Verse Speaking)	1H	YEUNG Hei Laam, Lillian
		Proficiency	English Speech (Solo Verse Speaking)	1P	CHU Ming Min, Vivian
		Proficiency	English Speech (Solo Verse Speaking)	1J	KWOK Man Wai, Karen
		Proficiency	English Speech (Solo Verse Speaking)	4F	CHAN Ying Kit
		Proficiency	English Speech (Dramatic Duologue)	2J	LUK Ho Ching, Jamie
				2P	LO Tin Nam, Gladys
		Proficiency	English Speech (Dramatic Duologue)	2P	TAM Hiu Man, Peony
2J	TANG Hoi Tung, Gloria				
第六十屆 香港學校 朗誦節 (中文)	香港學校 音樂節 及朗誦協 會	良好獎狀	個人獨誦 E306	1H	楊稀嵐
		良好獎狀	個人獨誦 E306	1H	徐譽心
		優良獎狀	個人獨誦 E306	1H	鄧翠慧
		良好獎狀	個人獨誦 E306	1H	黃穎瑤
		亞軍	個人獨誦 E318	1H	岑子騫
		優良獎狀	個人獨誦 E406	1J	黃樂宜
		優良獎狀	個人獨誦 N480	1L	黃芊瑜
		季軍	個人獨誦 E318	1P	陳尚朗
		良好獎狀	個人獨誦 E318	1P	林諾僖

		良好獎狀	個人獨誦 E305	2F	黃意得
		良好獎狀	二人朗誦 N444	2F	洗芷昕
		良好獎狀	二人朗誦 N444	2F	鄭蘊睿
		優良獎狀	個人獨誦 E317	2J	杜展程
		優良獎狀	個人獨誦 E317	2L	李宇翰
		優良獎狀	個人獨誦 E316	3F	徐安倫
		優良獎狀	二人朗誦 N443	3F	吳智聰
		優良獎狀	二人朗誦 N443	3F	黎思禮
		優良獎狀	二人朗誦 N443	3G	陳詠淇
		優良獎狀	二人朗誦 N443	3G	沈穎笙
		優良獎狀	個人獨誦 N480	3J	陳雪穎
		優良獎狀	個人獨誦 E304	3L	施溫敏
		優良獎狀	個人獨誦 E304	3L	梁卉彤
		優良獎狀	個人獨誦 E404	3P	陳芷昕
		優良獎狀	個人獨誦 E404	3P	余詠欣
		優良獎狀	二人朗誦 N443	4F	梁端容
		優良獎狀	二人朗誦 N443	4F	蔡鈞而
		良好獎狀	個人獨誦 E315	4G	蕭焯勳
		良好獎狀	個人獨誦 E303	4J	周諾勤
		良好獎狀	個人獨誦 E303	4J	方敏婷
		良好獎狀	個人獨誦 E315	4L	黃梓麒
第六十屆 香港學校 朗誦節 (中文)	香港學校 音樂節 及朗誦協 會	優良	普通話詩詞獨誦 中 一、二女子組	2G	曾懿璋
		優良	普通話詩詞獨誦中一、 二女子組	2P	李詩寧
		優良	普通話詩詞獨誦中一、 二女子組	2P	胡心悅
		優良	普通話詩詞獨誦 中 一、二女子組	2L	連曦凌
		優良	普通話詩詞獨誦 中 一、二女子組	2G	林艷嬌
		季軍	普通話散文獨誦中三、 四女子組	4J	葉霖
		優良	普通話散文獨誦中三、 四女子組	4F	譚芷螢
		優良	普通話散文獨誦 中 三、四女子組	3P	江佳維

		優良	普通話詩詞獨誦 中 三、四女子組	3F	鄒詠清
		優良	普通話散文獨誦 中 一、二女子組	2J	譚曉敏
		優良	普通話散文獨誦 中 一、二女子組	2J	林藹兒
Hong Kong & Macao Mathematical Olympiad Open Contest  "HKMO Open"	The Hong Kong Mathematical Olympiad Association	Gold award	S3-4 (Team S)	3P	SIU Chit Hei, Heywood
		Bronze award	S3-4 (Team S)	4P	LEE Kin Lok, Ken
		Merit	S3-4 (Team S)	3P	CHUNG Cheuk Ting, Tiffany
		Merit	S3-4 (Team S)	3J	KAM Kin Chung, Eric
		Merit	S3-4 (Team S)	4P	LUI Cheuk Yin, Marvin
		Bronze award	S1-2 (Team A)	1F	IP Tsz Ching, Cathy
		Merit	S1-2 (Team A)	2P	YU Tze Ching, Ching
		Merit	S1-2 (Team A)	2J	LAU Chong In, Ivan
		Honourable mention	S1-2 (Team A)	1F	WU Lap Hei, Jerry
		Honourable mention	S1-2 (Team A)	1J	CHAN Lok Him, Daniel
		Honourable mention	S1-2 (Team A)	2G	CHENG Man Him, Tim
2008/09 Statistical Project Competition for Secondary School Students	Education Bureau and Hong Kong Statistical Society	First Prize	Junior Section	3P	Jacqueline Hsiao Anson Lo Heywood Siu
		Sun Hung Kai Properties Prize for the Best Thematic Project			
The HK Maths High Achievers Selection Contest	Po Leung Kuk, HKASME	Third-class prize	Merit	2P	YU Tze Ching, Ching

Hong Kong and Macau Inter-School Straw Competition 2009 – City Shooter	Physics and materials Science Society City University of Hong Kong Students' Union	Merit	Senior Group	4P	Kwok Chun Hon, Lui Cheuk Yin, Wong Ka Chun, Chui Wai Hin
語常會推廣普通話活動第十一屆全港中小學普通話演講比賽 2009	新市鎮文化教育協會	良好獎	新界區初中組	1J	徐樂雯
語常會推廣普通話活動第十一屆全港中小學普通話演講比賽 2009	新市鎮文化教育協會	良好獎	新界區初中組	2J	林藹兒
語常會推廣普通話活動第十一屆全港中小學普通話演講比賽 2009	新市鎮文化教育協會	金獎	新界區初中組	3P	江佳維
第九屆全港學界普通話傳藝比賽	普通話教師學會	優良獎	高中詩歌散文朗誦	4J	葉 霖

### **Physical Development**

Name of Competition	Organizer	Award	Section	Class	Name
Shatin Inter-school Swimming Competition	Hong Kong Schools Sports Federation	4 <sup>th</sup>	Girls Grade B: 50M Butterfly	5F	Yu Wan Kei, Ruth
		4 <sup>th</sup>	Girls Grade B: Individual Medley	5F	Yu Wan Kei, Ruth

		5 <sup>th</sup>	Girls Grade B: 50M Back stroke	3P	Chung Cheuk Ting, Tiffany
		5 <sup>th</sup>	Girls Grade B: 100M Back stroke	3P	Chung Cheuk Ting, Tiffany
		8 <sup>th</sup>	Girls Grade C: 50M Back stroke	1F	Cheung Yuk Ki
		7 <sup>th</sup>	Boys Grade C: 4x50M Free Style Relay	1P 1L 1F 1F	Cheung Ling Sum Ho Hing Wah Cheung Yuk Ki Yeung Hoi Ting
		8 <sup>th</sup>	Boys Grade B: 200M Free Style	3L	Cheng Chun Leung
		6 <sup>th</sup>	Boys Grade B: 200M Breast stroke	4F	Yeung Kok Yiu
		8 <sup>th</sup>	Boys Grade B: 50M Breast stroke	4F	Yeung Kok Yiu
		5 <sup>th</sup>	Boys Grade B: 4x50M Free Style Relay	4F 3L 3J 3F	Yeung Kok Yiu Cheng Chun Leung Yeung Yat Long Kwok Shing Yiu
		8 <sup>th</sup>	Boys Grade C: 100M Breast stroke	1J	Suen Chun Kwok
		7 <sup>th</sup>	Boys Grade C: 50M Back stroke	1P	Law Ka Hei
		5 <sup>th</sup>	Boys Grade C: 50M Butterfly	1P	Law Ka Hei
		8 <sup>th</sup>	Boys Grade C: 4x50M Free Style Relay	1P 1J 1G 1F	Law Ka Hei Suen Chun Kwok Cheung Yat Ho Cheng Nok Hang
Annual Athletics Meet 2008-09	Shatin Government Secondary School	2nd Runner-up	Girls' 4 x 100m Invitation Relay	2L	Leung Man Ching
				3G	Ho Tsz Ying
				3P	Lai Chi Ching
				5G	Mok Wai Tung
Annual Athletics Meet 2008-09	Our Lady of the Rosary College	Champion	Girls' 4 x 100m Invitation Relay	2L	Leung Man Ching
				3G	Ho Tsz Ying
				3P	Lai Chi Ching
				2G	Leung Man Hin

Annual Athletics Meet 2008-09	Our Lady of the Rosary College	Champion	Girls' 4 x 100m Invitation Relay	2L	Leung Man Ching
				3G	Ho Tsz Ying
				3P	Lai Chi Ching
				5G	Mok Wai Tung
Inter-School Badminton Competition 2008-09	Hong Kong Schools Sports Federation	2nd Runner-up	Boys Grade C	2J	Fan Ho Kwan
				2J	Wong Cheuk Yin
				2F	Yip Hon Man
				2P	Lau Chun Wai
				2P	Chow Kwing Hei
Inter-School Badminton Competition 2008-09	Hong Kong Schools Sports Federation	2nd Runner-up	Girls Grade C	1L	Wong Sze Hang
				1F	Kong Yin Ting
				2L	Wong Ka Yan
				2L	Leung Man Ching
				2G	Leung Man Hin
				2P	Wong Cho Yu
Inter-Secondary Schools Soccer Competition	Hong Kong Schools Sports Federation	2nd Runner-up	Boys Grade C		

### Aesthetic Development

Name of Competition	Organizer	Award	Section	Class	Name
第六屆香港兒童棋院盃圍棋公開賽	香港兒童棋院	第 8 名	96-97 兒童組	1F	還立博
	香港兒童棋院	第 6 名	國際挑戰組	3L	黃子洛
61st Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Champion	Grade 8 Piano Solo	3F	Chan Nok Hei Ivan
		1st Runner up	Grade 4 Piano Solo	1G	Yeung Chun Sun
		1st Runner up	Junior Guzheng Solo	2J	Wong Yik Ting Agnes



		1st Runner up	Grade 3 Piano Solo	3F	Kwong Hiu Yau Prudence
		2nd Runner up	Intermediate Violin Duet	5G	Wong Jung Yan
		2nd Runner up	Junior Trombone Solo	2P	Szeto Siu Hin
		2nd Runner up	Grade 5 Piano Solo	1H	Sham Tsz Hin
		2nd Runner up	Junior Erhu Solo	1L	Mok Tsz Chun
語常會推廣 普通話活動 2009 全港中 小學普通話 歌唱比賽	香港教育專 業人員協會 普通話組	季軍	中學初級合唱組	2J 2G	梁思行 曾懿璋
61st Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Merit	Grade 2 Piano Solo	2J	To Chin Ching
			Grade 4 Piano Solo	2P	Tsui Hei Tung
			Grade 3 Piano Solo	2P	Tsui Hei Tung
			Intermediate Guitar Solo	1J	Chan Daniel Lok Him
			Grade 7 Piano Solo	1F	Yeung Hoi Ting
			Grade 5 Piano Solo	1G	Chan Hau Ling
			Intermediate Piano Solo	1H	Cheng Hei Nok
			Chinese Composer Grade 5 Piano Solo	1H	Cheng Hei Nok
			Grade 8 Violin Solo	4P	Lau Tse Ching

## 7. Major Concerns in 2008-2009

### 7.1 To prepare for the New Senior Secondary (NSS) Curriculum

- In general, the preparation for NSS curriculum and academic structure was completed as scheduled. The ten-day week cycle system, block timetabling and small-class teaching were arranged to cater for the needs of NSS academic structure and curriculum.
- IH and Mathematics designed and implemented the school-based curriculum to prepare students for the study of LS and NSS curriculum respectively. A three-year curriculum for LS was designed and the implementation plan of the three modules (Personal Development and Interpersonal Relationship, HK Today and Public Health) was prepared. The school-based Thinking Skills element has been successfully integrated into the IH curriculum. In particular, the project learning, news program, debate, role play and class presentation provided platforms to cultivate students' abilities in critical and analytical thinking.
- Teachers participated actively in training workshops/seminars and courses on NSS curriculum and kept a detailed record of professional training in the CPD Record. Teachers were encouraged to experience professional sharing during the Panel meetings, common preparation lessons (CPL) and Staff Development Days. They found the collaboration work in the CPL useful and effective. Such arrangement will be continued next year. All the LS subject teachers have acquired academic qualifications and/or received professional training on LS curriculum.
- All the reference books and relevant teaching resources were processed and shelved before the commencement of the new school term. Laboratory equipment was purchased to support the study of NSS curriculum. In addition, information about NSS curriculum and resources on information literacy were uploaded to the library website.
- As for the OLE curriculum, the targets were partly achieved. About 64% and 57% of the students met the requirements of CCA attendance hours (25 hours per year) and service hours (8 hours per year).
- The framework of the SLP was developed. The trial operation for the SLP was completed successfully. In general, students and teachers became more familiarized with the implementation process of the SLP.
- Parents and students were briefed on the NSS curriculum & Subject Introduction respectively.

### 7.2 To promote and develop the School Self-evaluation (SSE) System

- The target was primarily achieved. All the school documents for subject departments and teams were filed and systematically stored in the cabinets and school server.

- The school library kept a detailed inventory of library books and reference books for teachers and students.
- The On-line APASO Survey was conducted from S1 to S5. Stakeholder surveys were also completed by parents and teachers. Owing to the time limitation, a workshop to analyze the data of APASO was held only for the SEC and some senior teachers. The SWOT analysis of the four domains (Student Performance, Student Support & School Ethos, Learning & Teaching, Management & Organization) was based on the data collected from the APASO and Stakeholder Survey.
- The KPM data, APASO Survey and the Stakeholder surveys were prepared and entered as input to the e-platform for school development and accountability.
- As staff are generally not familiar with using the data to evaluate the effectiveness of their work, they also need to understand how to use the data captured to enhance the quality of service provided. It is expected that a full scale SSE involving all the staff would be conducted in the long run.

### 7.3 To Equip Students with Knowledge, Life Skills and Moral Values through a Goal-oriented Learning Approach – Habit Building, Inter-personal Relationships, Self-discipline, Leadership and Excellence.

- With the promotion of reading schemes by the School Library, English and Chinese Departments, many students have developed good reading habits. They made good use of the Morning Reading Session to enhance their reading proficiency.
- To develop social and leadership skills, students were encouraged to take up posts of responsibilities. Some distinguished themselves as School Prefects, Class Committee Members, Class Monitors and Red Cross Members. In particular, to train the senior formers to be “Leaders of Tomorrow”, altogether 92 (52%) S4 students took up responsible posts.
- There was a great improvement in the self-discipline of students. This was reflected in the record of club attendance. About 931 (84%) students showed over 50% club attendance rate. Greater effort is required to enhance students’ awareness of environmental protection next year.
- The striving for academic excellence was partly achieved. The review on domain II (Learning & Teaching) in the APASO survey reflected that the academic standards of the students were satisfactory but not excellent/good. The questioning skills and in-depth learning strategies of some students were weak and undeveloped. Teachers were required to grasp questioning techniques in order to enhance learning motivation in class.

## 8. School Contact Information

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