

EDB School Code: 558567



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

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

忠於神託 培育領袖 立根基督



香港神託會  
Stewards

# *School Annual Report 2010-2011*

## **Contents**

<b>1. School Motto, Vision &amp; Mission</b>	<b>P. 3</b>
1.1 School Motto	
1.2 School Vision	
1.3 School Mission	
<b>2. Our School</b>	<b>P. 3</b>
2.1 Brief Description	
2.2 Quality Christian Education	
2.3 School Management	
2.4 Active School Learning Days	
<b>3. Our Students</b>	<b>P. 4</b>
3.1 Class Structure	
3.2 Students' Attendance	
<b>4. Our Teachers</b>	<b>P. 6</b>
4.1 Teachers' Qualifications	
4.2 Teachers' Experience	
<b>5. Learning and Teaching</b>	<b>P. 7</b>
5.1 Curriculum and Academic Development	
5.2 English Enhancement	
5.3 Reading to Learn	
5.4 Diversification of Learning Experience	
5.5 Staff Development to Promote Teaching	
<b>6. Support for Student Development</b>	<b>P. 11</b>
6.1 Christian Education	
6.2 Moral and Civic Education	
6.3 Development of a Global Outlook	
6.4 Development of Co-curricular Activities	
6.5 Student Guidance, Discipline, and Counselling	
6.6 Student Performance	
<b>7. Evaluation of the Major Concerns in 2010-11</b>	<b>P. 21</b>
7.1 Major concern I	
7.2 Major concern II	
7.3 Major concern III	
<b>8. Financial Summary</b>	<b>P. 23</b>
<b>9. School Contact Information</b>	<b>P. 24</b>

## 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 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 2010-11, the school operated seven form levels (secondary 1 to secondary 7) with a total enrolment of 990 students housed in 30 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 75 teaching staff (including the Principal), 23 supporting staff (including 6 teaching assistants, 2 laboratory technicians, 1 IT Officer, 2 IT assistants, 1 library assistant, 1 Campus TV technician, and 10 administrative staff) and 7 janitors. All teachers have at least a Bachelor's degree and over 44 % have a higher degree.

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.

## 2.2 Quality Christian education

Our moral education is based on the principles stated in the Holy Bible. With strong Christian faith and love, our professional teaching staff commit themselves in providing students with Christian spiritual and moral education. We believe that it is of vital importance to let our students experience healthy spiritual and physical growth, which is conducive to good conduct and strong 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. Four renowned figures have been acting as our special advisors, namely, Prof. Joseph SUNG Jao-yiu, SBS, Dr. Philemon CHOI Yuen-wan, SBS, JP., Mr. LAM Chiu-ying, SBS and Prof. HO Kin-chung, BBS. From time to time, they are invited to serve as our guest speakers.

The Advisory Board acts as the “think tank” in monitoring the direction and development of the school. The Principal, two Vice Principals, the Assistant Principal and an experienced Senior Teacher are the core members.

The main body responsible for school operation is the School Executive Committee (SEC) comprising the Principal, Vice Principals, the Assistant Principal, together with some senior and experienced teachers.

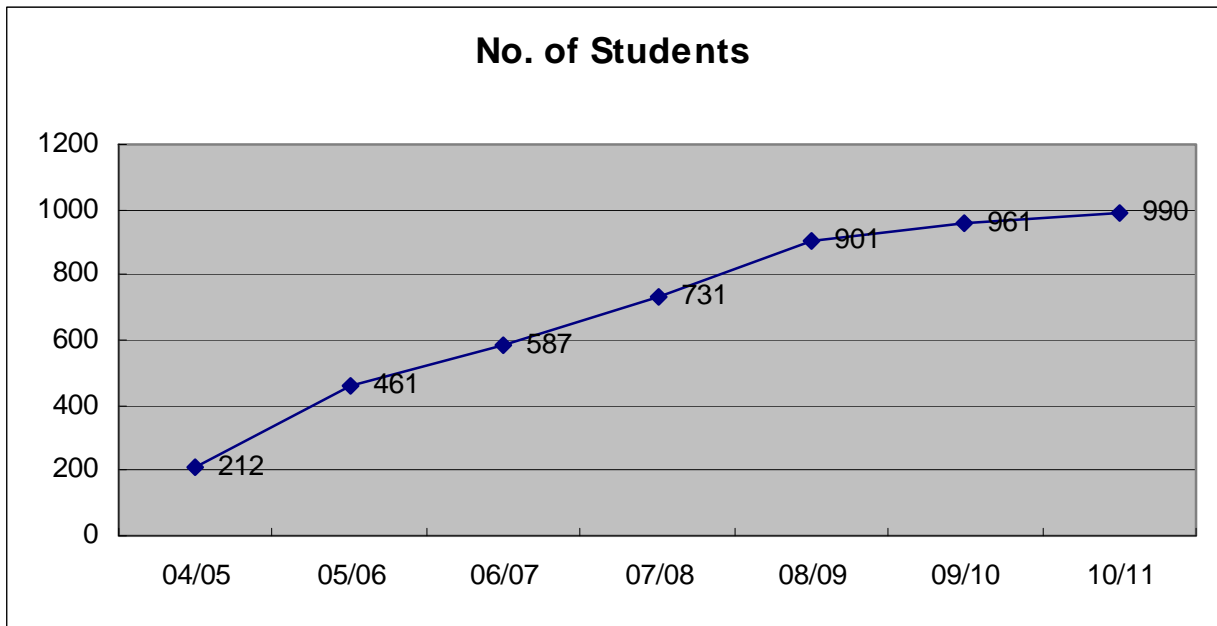
## 2.4 Active School Learning Days

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 168. The learning activities days included the Multi-task Learning Day, Learning-Without-Walls Programme, an athletics meet, uniform tests and examination periods and post-examination activities.

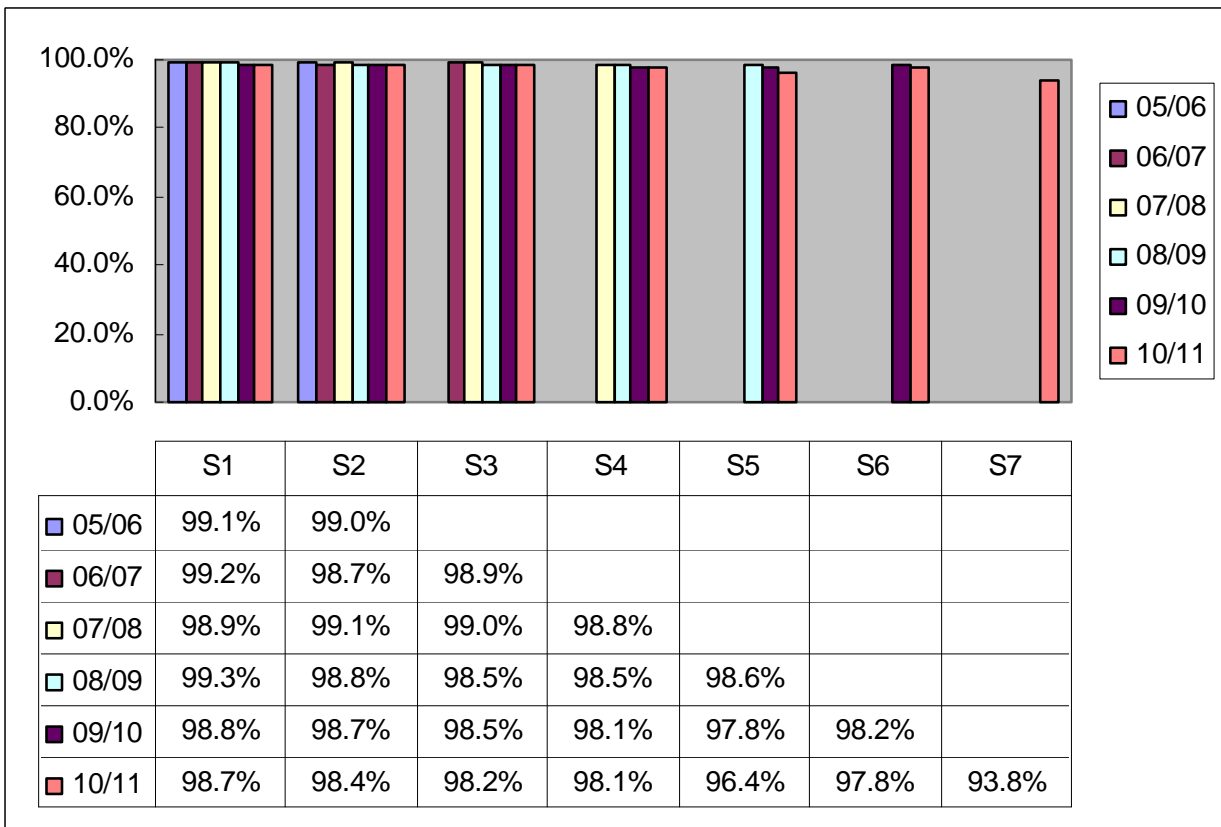
### 3. Our Students

#### 3.1 Class Structure

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	6	5	5	2	2	30
No. of Students	183	183	202	159	146	60	57	990

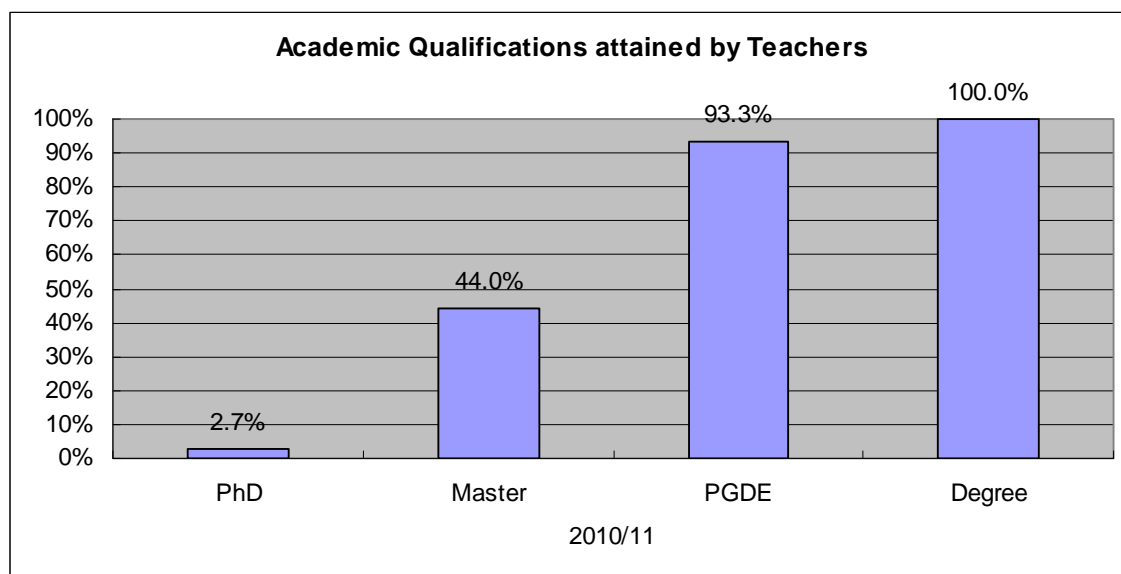
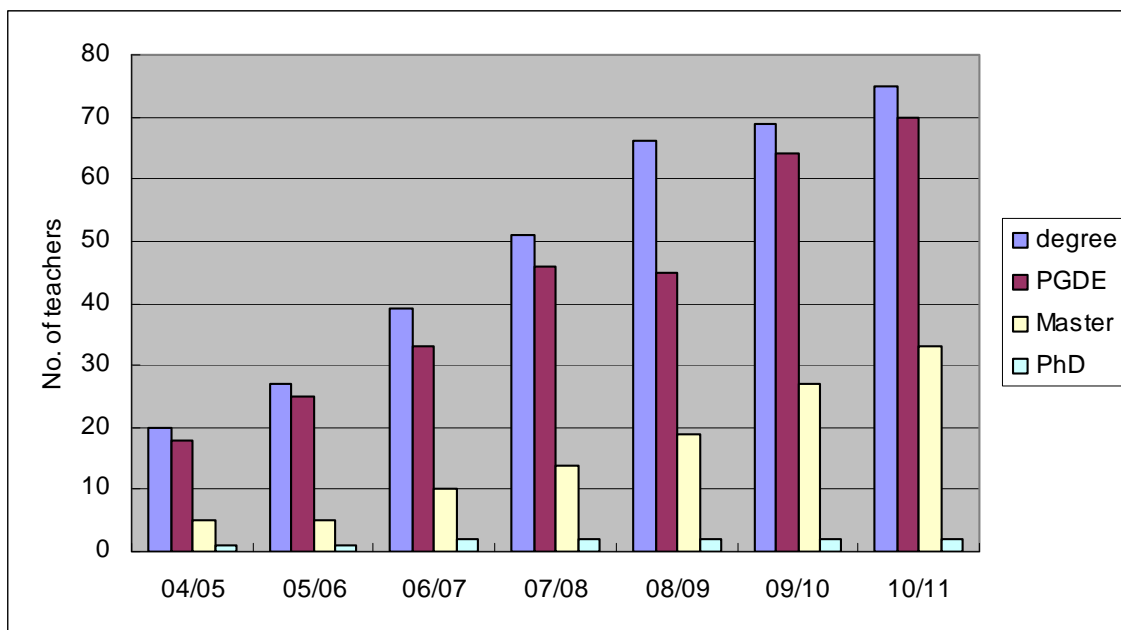


#### 3.2 Students' Attendance



## 4. Our Teachers

### 4.1 Teachers' Qualifications



### 4.2 Teachers' Experience

No. of teachers with 0 to 2 years of experience	9
No. of teachers with 3 to 5 years of experience	34
No. of teachers with 6 to 10 years of experience	23
No. of teachers with 11 to 20 years of experience	4
No. of teachers with over 20 years of experience	5
Total	75



## 5. Learning and Teaching

### 5.1 Curriculum and Academic Development

This year, the Academic Excellence Board functioned well 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 Key Learning Areas, and to co-ordinate the implementation of the Four Key Tasks, as well as to promote Assessment for Learning.

In addition, the Liberal Studies Curriculum & Park Utilization Working Group continued to develop and review the LS curriculum, and coordinated effective cross-curricular collaboration and communication, including the effective use of the Liberal Studies Park.

In the public examinations, the overall HKCEE (2010) results have steadily improved. For this year, there were twelve subjects with a passing percentage higher than that in Hong Kong. Among these subjects, Chinese Language (91.4%), English Language (99.4%), Mathematics (97.1%), Visual Arts (100%) and Economics (91.8%) were the subjects with outstanding performances. The subjects with a promising Credit rate were English language (44.3%), Mathematics (34.5%), Visual Arts (47.1%) and History (24.6%)

Two students obtained 26 points in the HKCEE. They were Fong Ka Hei, Heidi, with 2As, 5Bs and 1C from the Arts and Business Stream and Lo Hon Shing, Louis with 3As, 2Bs and 2Cs from the Science Stream. Among the 63 students who scored at least 14 points, 15 of them scored 20 points or higher. While the overall credit or above percentage was 24%, the percentage of candidates with 5 passes (including English and Chinese) was 80%, and the overall passing percentage was 85.6%.

The school understands that parents always want the best preparation for their children, and want their school to be first rate providing quality facilities. To facilitate the effective implementation of the NSS curriculum, there is a high demand for learning facilities to suit the new learning mode. To meet the changing educational environment, a brand-new, fully furnished Learning Centre on the Lower Ground floor was opened on 14 February 2011. The School Supervisor Dr. Marcus Chiu together with the SMC and PTA members attended the Opening Ceremony and Souvenir Presentation. Parents were also invited to visit the Centre on Parents' Day to be held on February 26.

The Learning Centre comprises a library catering for over 25,000 books, a multi-function room, two small group teaching rooms, a Self Study Centre, an information centre, a discussion room and a prayer room. The original library on the third floor has been transformed into a micro-teaching classroom, a Campus TV Centre (also for distance learning), a multi-function room, and a small group teaching room. The cost for the whole renovation project is \$HK 4 million. We are grateful to parent donors who have contributed to this project.

## 5.2 English Enhancement

As an EMI school, SPKC places strong emphasis on the English curriculum to consolidate students' language foundation, and also on the development of English language activities to cultivate an enriching English learning environment on campus. The small class teaching policy has enabled teachers to cater for learners' diversity and to maximize students' potential. In 2010 HKCEE, the school attained the outstanding results of 99.4% passing rate which was far above the respective Territory averages. In addition, the English Drama Programme integrated into the junior form curriculum has paved the way to the successful NSS Form 5 English Drama Module. The programme is thematically linked to the existing S.1 to S.3 syllabus with interesting drama experiences to increase students' usage of English language for creativity, communication, teamwork, and at the same time develop their appreciation of English Language Arts.

This year was the first time the English Department entered a team of 12 students in the Joint Schools' Mock Trial Competition. Our team was made up of students from S5 and S6 who attended workshops and meetings organised by the Law Faculties of local universities to prepare for the competitions.

Students were given fictitious criminal trial case files containing witness statements and other relevant materials. They needed to work together to prepare a Memorandum of Advice on the strength of the case, conduct research on a legal topic and prepare a written research report. Finally, they performed role plays in court assigning fellow team members to portray witnesses and courtroom lawyers for either the prosecution or the defence in a mock trial of the case.

We successfully entered the quarter-finals and obtained third position overall in the first round. Our students have made remarkable progress and achievement competing with the best EMI schools in Hong Kong. Not only did they improve their English competency through their conscientious preparation and practice, their English learning experience was also enriched. Our team demonstrated excellent team work and the friendship they have built with fellow team members and teachers has been most valuable.

In addition, our Senior Debate Team has achieved remarkable results this year in interschool competitions such as the NESTA/ SCMP Debate Competition and the SingTao Inter-school Debate Competition. Our debaters demonstrated high level of independence, autonomy and enthusiasm from brainstorming to researching on their own. We also had outstanding performance in the 26<sup>th</sup> SingTao Inter-school Debate Competition by winning "***Most Improved School Award***" based on the most number of debates won and performance compared to last year's completion.

The SPKC English Debate Team is now expanding and consists of almost 20 active members, half of whom are junior form students. The Junior English Debate Team has 2 regular meetings each week. As part of the weekly sessions, our experienced, passionate and self-motivated Form 3 members, coached groups of Form 1 and Form 2 members forming mentorship relationships. Their performance in the mock debates has been impressive and comparable to the seniors.



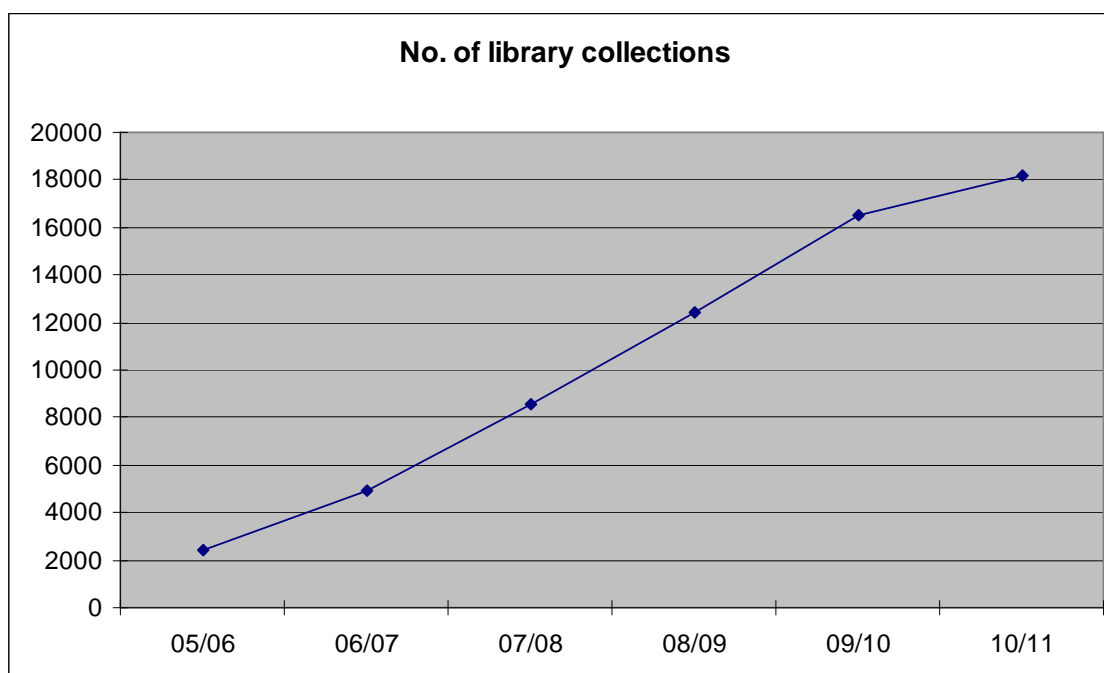
The SPKC English Debate team's efforts and potential has been highly recognised and acknowledged. We have been invited to participate in workshops/tournaments organised by the Hong Kong Schools' Debating Council. Debating at SPKC will continue to grow, developing a cohesive group who aspire for excellence in the creation of a debating culture.

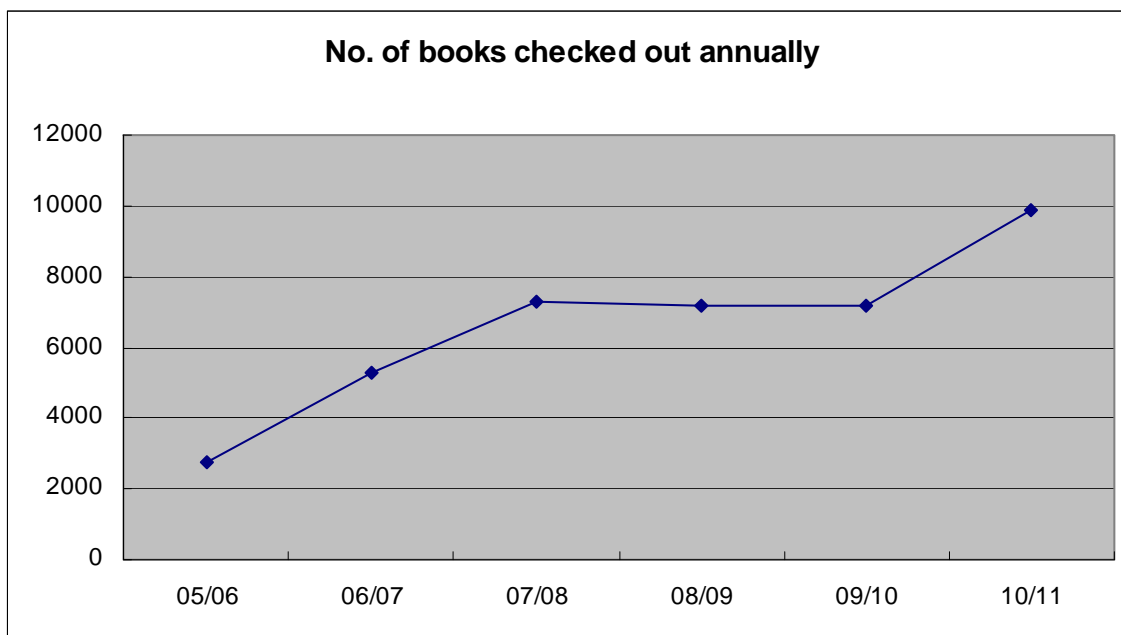
Other English language activities implemented include SPKC English Radio, Student English Newspaper ("The Express"), Drama Club, Scrabble Club, English Zone Supervisors, and the English Announcers Team, in which students were organized and trained throughout the year to perform specific practical tasks to enhance their language skills naturally.

### 5.3 Reading to Learn

SPKC continues to commit to building a whole-school reading environment and fostering of good reading habits, something we believe is vital to students' life-long learning. This year the school has marked encouraging growth in many kinds of reading programmes. The Library's Reading Scheme has continued to develop not only in its English Reading Scheme but also in the launching of the "Extensive Reading Scheme" which recognized all types of reading in six KLA areas. Reading has also been formally recognized and integrated into the curriculum and assessments in Chinese Language, English Language, Mathematics, Integrated Humanities, Chinese History, Integrated Science and PSSE.

In 2010-2011, the Library has continued to serve as the centre of SPKC's academic life and to develop in terms of book collection, reaching 18,000 books in total. This year, the Library has recruited 50 student helpers. The average service time per student helper was 40 hours annually. The SPKC Library website (<http://spkclibrary.wordpress.com>) serves to provide a centralized online information management platform for the school community, and have attracted more than 18,000 visitors on the internet since it was launched two years ago. Our annual Readathon programme is another highlight for this year. After a vote, students chose the Hong Kong Children's Cancer Fund to be the charity of our Readathon, and had raised more than HK\$12,000.





## 5.4 Diversification of Learning Experience

Committed to creating outstanding experiential learning curricula, the school has implemented 28 Learning without Walls (LEWOWA) programmes this year consisting of subject and cross-subject learning, personal development programmes, voluntary services, and cultural exchange activities. Newly featured in this year's LEWOWA, the school explored new learning locations in Greece, Brunei and Sarawak, Malaysia. As a continual effort to participate in the Sichuan post-earthquake relief work, our senior form students visited Beichuan again in this year's LEWOWA to assist with the on-going community service in the area.

Throughout the school year, extended learning activities have been systematically arranged for NSS students in S.4 and S.5 to obtain other learning experiences (OLE) both in and off the campus. A total of four extended modules of the OLE activity period were implemented, providing students opportunities to attend performing arts events, exhibition fieldtrips, career-related talks and corporate company visitations, elderly home-visitation, flag selling days, blood donation, sports competitions, and environmental education activities.

In addition, SPKC students also increased their participation in many external competitions. Details of their performances are provided in Section 6.6.

## 5.5 Staff Development to Promote Teaching

As teachers' professional knowledge is the most valuable asset of the school, staff development in SPKC is 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 are provided to encourage teachers to engage in these professional exchange and development. For example, a common block timetable is arranged for teachers to

enhance the 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 leaves and a budget of \$2,000 per head per annum is reserved for subsidy for staff development.

In 2010/ 2011, a number of Staff Development programmes were held to extend teachers' teaching professional skills and quality of teaching. A variety of topics included “Reading to Learn”, “E-classroom”, “Special Education Needs”, “Team Building” were arranged according to teachers’ interests and needs. In addition, we also organized a professional exchange visit to Shenzhen Gui Yuan Middle School on the Mainland. Through this valuable opportunity to the Mainland, teachers were able to exchange professional views and observe different teaching methodologies. Moreover, an appraisal system has been set up to promote continuous professional development and to ensure accountability. According to the Teachers’ Stakeholder Survey, the majority of teachers agreed that the appraisal system was helpful to plan their professional development needs and able to identify their professional strengths and weaknesses.

## 6. Support for Student Development

### 6.1 Christian Education

Our mission is to educate our students according to Christian values and to bring our students to Christ. An integrated and systematic Personal, Social and Spiritual Education (PSSE) curriculum has been developed for S.1 to S.6. Other periodic implementation includes regular small group prayer meetings during lunch time, student fellowship meetings every Friday after school, Friday Worship and Friday Spiritual Reading Time facilitated by the Spiritual Ambassador in each class. Coached by experienced teachers, the Student Worship Team has been formed to lead Friday Worship.

Religious and evangelical programmes this school year included Carol Night, Discipleship Training Day Camp, Gospel Week, Good Friday Musical and an Inter-house Bible Quiz Competition. The pastoral team of the school-based Abundant Grace Church contributes actively as co-workers and advisors throughout the year.

### 6.2 Moral and Civic Education

In order to cultivate students to be excellent leaders of the future, the school has always placed importance on the holistic development of our students. Every SPKC student is expected to possess intelligence with virtue, glorify God and benefit people at the same time. Our first priority is to help students build proper values, and to take precautions against the increasingly corrupted moral values in the society.

In order to support S.1 students who are about to face the overwhelming challenges when adapting to a new learning environment and entering adolescence, the school organizes a S.1 Bridging Program every summer to help them build a sense of belonging to the school and learn more about secondary school life. This year’s theme is “Towards a Beautiful Life”. We hope that the students can set a series of constructive

goals for the 6 years of their secondary school life. Moreover, we have collaborated with the Department of Health to organize a series of anti-drug activities. We have Class Teacher Periods entitled “Be a Smart Free Person” to discuss the issues of drug abuse. The students have also attended an anti-drug drama to learn how to resist formation of bad habits and giving in to temptations. In addition, the school organizes a “Sex Education Week” every year. This year, we have held a series of activities to help students distinguish between “getting along” and falling in love, to prepare their mindset for a mature loving relationship in the future.

As the Bible says, “It is more blessed to give than to receive” (Acts 20:35). Our students have learnt to serve the community through taking part in different community services. For example, more than 1,000 voluntary services were registered in Flag Selling alone. We have also continued the support of the “Elderly Visit Scheme”. Students have spread their love and kindness by visiting the elderly not only in Kwong Yuen Estate, but also in Sha Kok Estate, Chuk Yuen Estate and Choi Hung Estate. This year, the school organized our first Blood Donation Day and more than 60 students and teachers successfully donated blood. Moreover, the school has continued to support the “Dress Special Day” organized by the Community Chest of Hong Kong. For the third consecutive year, the amount raised surpassed 50,000 dollars.

The school has actively encouraged students to reflect and respond to social issues to build their sense of civic responsibility. The theme of this year’s Poverty Week was “Poverty has its reason, wealth has its responsibility”. We focused on how legalizing the minimum wage would affect the lives of grass-roots citizens. Students played different roles in the “Poverty Forum” to explore and discuss the different views of stakeholders on this issue. Students raised funds for the food bank of St. James’s Settlement through bidding items from “Teacher’s Charity Auction” and they also directly donated money. To help students understand the current events (e.g. the Philippines Hostage Siege, the passing of Mr. Szeto Wah, the Japan 9.0 earthquake), the school has actively educated students to build up proper attitudes through the activities of morning assemblies, display boards and Class Teacher Periods.

### 6.3 Development of a Global Outlook

An important educational vision of SPKC is to foster life-long learners with a globalized vision through academic excellence, global awareness, and intercultural competence. Utilizing the resources obtained from the Quality Education Fund (QEF) last year, the school has first launched the Distance Learning Classroom video conferencing projects this year, which consists of real-time joint-lessons for Putonghua learning and Chinese debate with secondary schools from mainland China, and also a joint-class English book sharing with St. Martin’s College from the United Kingdom.

To encourage students to integrate subject knowledge into a globalized and multicultural context, during “World Awareness Week” in January, the school invited students of the International Christian School to participate in the school’s 3<sup>rd</sup> Intercultural Forum to discuss local and overseas intercultural learning experiences for secondary school students. Overseas exchange scholars from Romania, Korea, Turkey, France, UK, Ukraine, and the Balkans were also invited to conduct special cultural seminars in the IH and History lessons.

## 6.4 Development of Co-curricular Activities

SPKC aims at providing all-round diverse selection of co-curricular activities which are student-focused, develop students' interests to set targets and promote the results of professional learning and achievements. To truly implement students' leadership and management, and to enhance students' responsibilities and sense of belonging to the school, at the beginning of the school year, the 2<sup>nd</sup> Office of the Student Union was born in an excited debate among the four platforms in the 2<sup>nd</sup> Student Union Election Campaign. The Executive Committees of the 4-Houses were also formed under the newly structured popular election system. In addition, the establishment of the Music Association and the Sports Association attracted a number of applicants to the committee recruitment interviews, and finally the 1<sup>st</sup> Executive Committees of both associations were successfully formed. The establishment of these associations allows students to put the Other Learning Experiences (OLE) into practice from the participation level to the management level.

As part of the school's support to these student-leaders and other leaders from teams and clubs, the CCA Leadership Training Scheme 2010/2011 was introduced. With different opportunities such as workshops, sharing sessions and a training camp, student-leaders were equipped with team-building, administrative skills and other leadership skills. To encourage student leaders who took part in the leadership training, the school offered 6 full-sponsorships to well-performing participants (the Captains of the 4-Houses and the Chairpersons of the associations) in the training course organized by "Leadership 21".

Over the past years, the school has valued the educational spirit of OLE. It was not only promoted to the senior form students but the whole school. This year, there were 32 CCA school teams, 18 CCA interest clubs and 14 other school service teams (except the SU, 4-Houses, Music Association, Sports Association and Prefect Team), which covered the areas of Physical Development, Aesthetic Development, Intellectual Development, Community Service, Moral and Civic Education, Academic and other interests. Eight inter-house competitions and several inter-class and whole-school activities were also held by different student leading bodies in collaboration to serve the goal of enriching students' school life outside their classrooms.

Learning languages is a vital way to deepen cultural knowledge and nurture our globalized vision. This year, the school launched its innovative CCA Language Enhancement Programme by offering 6 language courses: Japanese, Korean, French, German, Spanish and Italian. Nearly 150 students participated in these interesting Programmes.

## 6.5 Student Guidance, Discipline, and Counseling

Character building and personal development are central to student disciplinary training and counseling work in SPKC. Adopting an integrative and positive approach, the DC Team works jointly with school Social Workers, Pastoral Team, Student Enhancement Team, and Class Teachers through regular Form Meetings and special student programmes to care for students' developmental needs.

A positive approach has been adopted in training students' positive behaviour. 'Good Habit Building Tools' have been implemented to assist students in developing better discipline. Moreover, with the one-to-one counseling and mentoring services provided by the discipline and counseling teachers, a significant improvement has been seen. The improvement in overall conduct grades and the reduction of misbehaviour records are the indicator of the usefulness of the 'Good Habit Building Tools'.

To develop a supportive culture in the student body, this year Peer Counselors were recruited among senior form students to provide peer support to newly admitted S.1 students. Throughout the year, Peer Counselors developed a "buddy scheme" to help new students to adapt to their new school life and also helped S.1 students to organize class committee and class activities. In addition, prefects have also been trained as students' leaders to take up duties to maintain school's discipline, and be the role models to other students.

Targeting students who could benefit from strengthening programmes on behavioral and emotional management, the school social workers implemented the "I-Touch Programme" (phrase I and II) for selective junior form students and set up the Life-Education Ambassador Scheme. Other adventure-based training activities such as, Alpha Element Programme I and II, voluntary training and social services, were also conducted in this academic year, in the form of small-group counseling workshops.

To better care for students with special education needs, more systematic assistance has been provided to students and teachers. For instance, a 'special case meeting' was led by the Vice-Principal and Counseling Mistress; to discuss the progress and solution in providing help for students with special education needs. In addition, individual counseling was also given by counseling teachers and social workers. Developmental programmes, such as I-laugh, study skill workshops, and the co-operation with the Chinese University have been organized for staff to gain better knowledge. A Teachers' Handbook for SEN assistance policies and procedures has also been introduced to all staff for reference. Clear records and students progress reports are kept by related teams for future action.

## 6.6 Student Performance

Competition	Organizer	Award	Section	Class	Student	
Hong Kong Outstanding Students Awards 2011	Shatin Youths Association	Excellent Student Award in N.T. & Most Outstanding Students Award in Shatin	Junior Section	2G	HUI Shu Wa, Sarah	
Sir Edward Youde Memorial Prizes 2010-11	Student Financial Assistance Agency, HKSAR	Sir Edward Youde Memorial Prizes	Senior Secondary	5G 7J	LO See Chai CHAN Lik Kin	
26th Sing Tao Inter-School Debating Competition	Sing Tao Daily/ Education Bureau	Most Improved School Award & Top 8 in Hong Kong	English Section	6F	TAM Jessica	
				6F	LAI Chung Yan	
				5J	HSIAO Ting Wan	
				5G	SIU Chit Hei	
				5F	HO Cheuk Yan	
Statistical Project Competition for Secondary School Students	Education Bureau and Hong Kong Statistical Society	Distinguished Prize	Junior	4G	TO Chin Ching	
				4G	NG Yi Sum	
				4G	TAM Hiu Man	
				4F	LEUNG Sze Hang	
			Second Prize & Prize for the Best Statistical Poster	Senior	5J	HSIAO Ting Wan
					6F	TAM Jessica
					5G	LO See Chai
					5G	SIU Chit Hei
語常會推廣普通話活動 第十三屆全港中小學 普通話演講比賽 2011	新市鎮文化教育協會	新界區金獎 及 全港總亞軍	高中組	5J	江佳維	
2010 Hong Kong Junior Sports Stars Awards	Sport Federation & Olympic Committee of Hong Kong, China	Top Five in Hong Kong	Junior	5J	CHENG Chun Leung	
Hong Kong Figure Skating and Short Track Speed Skating Championships 2011	Hong Kong Skating Union Limited	Champion	Boys Event (Senior)	5J	TO Hon Lam	
2010 Australian National Chemistry Quiz	The Royal Australian Chemical Institute Incorporated	High Distinction	-	4G	CHENG Yuen Tung	
		High Distinction	-	4G	YU Tze Ching	
		High Distinction	-	5G	KAM Kin Chung	
		High Distinction	-	5G	LO See Chai	



		High Distinction	-	5G	YEUNG Yat Long
		Distinction	-	5G	LAI Long Fung
Hua Xia Cup Mathematics Contest 2011 (Preliminary)	The Hong Kong Mathematical Olympiad Association	Second Class Prize	-	1L	LEE Nok Hei
		Second Class Prize	-	2G	CHUNG Tsz Hei
		Second Class Prize	-	2P	MUI Ho Sing
Hong Kong & Macao Mathematical Olympiad Open Contest "HKMO Open" 2011	The Hong Kong Mathematical Olympiad Association	Gold Award	-	1G	TANG Tsz On
		Silver Award		3J	CHAU Joshua
		Silver Award		3P	CHU Chung Yin
		Bronze Award		1L	LEE Nok Hei
		Bronze Award		1P	LEUNG Chui Shan
		Bronze Award		3P	CHAN Daniel Lok Him
		Bronze Award		4G	YU Tze Ching
The Third Hong Kong Mathematics Creative Problem Solving Competition For Secondary School	Gifted Education Section, Education Bureau	Bronze Award	-	1L	LEE Nok Hei
				1L	LAW Yan Chun
				2G	CHUNG Tsz Hei
				2P	MUI Ho Sing
2011 The 8th Problem Solving Olympiad	Olympiad Education Association, Family Learning Association	Gold Award	S2	2F	LAU Ho Yin
		Silver Award	S1	1L	YUEN Lok Yi
Writing Competition of World Telecommunication and Information Society Day - Hong Kong 2011	Communication Association of Hong Kong	Gold Award	-	4G	MAK Chun Kit
2011 Secondary School Mock Trial Competition	Joint School Mock Trial Club	Best Lawyer 2nd Runner-up	-	6J	LAM So Yan
		Lawyer of the Round	-	6J	LAM So Yan
第六十二屆香港學校 朗誦節	香港學校音樂及 朗誦協會	冠軍	普通話散文獨誦	5J	江佳維
		亞軍	普通話散文獨誦	1F	陳悅婷
		亞軍	普通話散文獨誦	1L	焦逸曦
		季軍	普通話散文獨誦	4J	曾懿璋
		季軍	普通話散文獨誦	4J	黃凱稜
		季軍	普通話詩詞獨誦	4G	譚曉敏
		季軍	普通話詩詞獨誦	3P	徐樂雯
62nd Speech Festival	Hong Kong	Champion	Solo Verse	3J	SHAM Tsz Hin, Isaac

(English)	Schools Music and Speech Association	Champion	Solo Verse	3P	CHUI Lok Man, Rammie		
		Champion	Solo Verse	4F	LEUNG Sze Hang, Anson		
		Champion	Solo Verse	6J	PANG Hoi Lam Dion		
		Champion	Dramatic Duologue	4F	LAI Yan Yan, Grace		
				4F	LI Tsz Ning, Manna		
		1st Runner-up	Solo Verse	2G	SIT Hao Qi Natasha		
		1st Runner-up	Solo Verse	2G	WONG Yuen Ki		
		1st Runner-up	Solo Verse	2L	FONG Hang Yu, Kelly		
		1st Runner-up	Solo Verse	3J	KWOK Man Wai		
		1st Runner-up	Solo Verse	3L	LAM Ho Ting		
		1st Runner-up	Solo Verse	3P	KWAN Pui Chi, Pansy		
		1st Runner-up	Solo Verse	4P	CHUN Lok Sum		
		1st Runner-up	Solo Verse	4P	YEUNG Sze Nga, Helena		
		1st Runner-up	Dramatic Duologue	3P	YEE Sarah Hin Yan		
				3P	SHAM Tsz Hin, Isaac		
		1st Runner-up	Dramatic Duologue	4F	LEUNG Sze Hang, Anson		
				4P	AU Long Yee, Ronny		
		2nd Runner-up	Solo Verse	1F	CHAN Yuet Ting		
		2nd Runner-up	Solo Verse	1F	TAM Tsin Lui		
		2nd Runner-up	Solo Verse	1L	LEE Nok Hei		
		2nd Runner-up	Solo Verse	6J	FONG Man Ting		
		2nd Runner-up	Dramatic Duologue	2G	FONG Cheuk Yiu Alma		
				2L	HUI Wai Ying		
		2nd Runner-up	Dramatic Duologue	4F	CHAN Nok Yu, Victoria		
				4F	CHANG Cynthia		
		2nd Runner-up	Dramatic Duologue	4F	LEE Sze Ning, Serene		
				4G	CHUI Lok Yan, Lorraine		
		第六十二屆香港學校 朗誦節(廣東話)	香港學校音樂及 朗誦協會	亞軍	二人朗誦	2L	盧靖賢
				亞軍	二人朗誦	2L	方杏如
				季軍	二人朗誦	4F	梁思行
				季軍	二人朗誦	4F	劉天恩
				季軍	個人朗誦	3J	黃樂宜
季軍	二人朗誦			5P	黃慧美		
季軍	二人朗誦			5J	李庭芳		

		季軍	個人朗誦	1L	李諾熙
		季軍	個人朗誦	3J	朱子謙
The 63rd Schools Music Festival	Hong Kong Schools Music and Speech Association	Champion	箏獨奏 - 中級組	4F	WONG Yik Ting, Agnes
		1 <sup>st</sup> Runner-up	Guitar Duet	3P	CHAN Daniel Lok Him
		1 <sup>st</sup> Runner-up	Piano Concerto - Betty Drown Memorial Prize	5L	CHAN Nok Hei Ivan
		1 <sup>st</sup> Runner-up	Piano Duet Junior	1P	CHOW Tsz Wing
		1 <sup>st</sup> Runner-up	Piano solo-Grade seven	3J	SHAM Tsz Hin
		1 <sup>st</sup> Runner-up	Piano Duet - Intermediate	2J	CHAN Teresa See Wing
		1 <sup>st</sup> Runner-up	Piano Duet	2J	CHAN Tsresa See Wing
		2nd Runner-up	Clarinet Solo - Secondary School - Junior	1P	LEUNG Chui Shan
Shatin District Athletics Championships	Shatin Sports Association and LCSD	1st Runner-up	4x100m Relay (Girls)	4L	CHIU Lok Sze
				4F	LO Karen
				5G	HO Tsz Ying
				5P	LAI Chi Ching
Hong Kong Youth Rowing Championships	Hong Kong China Rowing Association	Champion	Girls Event	2G	SIT Hao Qi Natasha
Hong Kong Youth Rowing Championships	Hong Kong China Rowing Association	Champion	Boys (double) Event	3G	CHOW Chun Yan
Schools Individual Fencing Tournament 2010-2011 (New Territories Secondary Schools)	Hong Kong Schools Sports Federation	2nd Runner-up	Boys Sabre (B Grade)	3P	CHAN Kwong Kiu
Inter-school Athletics Championships	Hong Kong Schools Sports Federation	1st Runner-up	High Jump	2J	CHEUNG Chi Po
		1st Runner-up	4 x 400m Relay	2F	FONG In Sum
				2J	CHAN Teresa See Wing
				4F	LO Karen
				4P	CHENG Tsz Ki
		2nd Runner-up	200m	6F	MOK Kam Kiu

Hong Kong Track Cycling Race - Omnium	Hong Kong Cycling Association	Champion	Youth	4J	HO Shek Yan Sheen
Hong Kong Mountain Bike Race - Cross Country		Champion	Youth		
Ma On Shan Cup 8 km Long Distance Run Competition	力行社	Champion	Girls Event (Junior)	4P	CHENG Tsz Ki
Hong Kong Open Indoor Rowing Championships	Hong Kong China Rowing Association	1st Runner-up	Boys Event (Junior)	3G	CHOW Chun Yan
Inter-school Long Distance Run Competition	Hong Kong Schools Sports Federation	3rd Runner-up	Girls Event	4P	CHENG Tsz Ki
Inter-school Badminton Competition	Hong Kong Schools Sports Federation	1st Runner-up	Boys Grade B	4G	CHOW Kwing Hei
				4G	FAN Ho Kwan
				4G	YAU Long Hei
				4G	YIP Hon Man
				4P	LAU Chun Wai
		2nd Runner-up	Girls Grade B	4J	LEUNG Man Hin
				4J	LEUNG Man Ching
				3J	WONG Sze Hang
				3G	KONG Yin Ting
		3rd Runner-up	Boys Grade C	3G	WONG Jung Ching
				2P	WONG Chi Yin
				2P	LAM Yui Chi
				2J	YIP Yin Hang
				2L	YIP Ki Hang
				1G	LEE Chun Sing
1J	CHAN Kin Wai				
1F	CHAN Tsz To				
All Hong Kong Interschool Bowling Competition	Hong Kong Schools Sports Federation	1st Runner-up	Boys Event	5J	LEE Man Ho
				5P	NG Clarence Chi Chung
AMD 2011 Tour of East Taiwan	Taiwan Cyclists Federation	Champion	RM15(Hualian)	4J	HO Shek Yan Sheen
		1st Runner-up	RM15(Taitung)		
				1P	MAN Chi Lok

Gospel Teenager 7 A-Side Soccer Tournament 2011	Soccer In Christ	1st Runner-up	Boys Grade C	2P	LEE Ho Tsun Aaron
				2P	LEUNG Ho Chi Edmund
				2P	WONG Yuk HeI
				2L	YAN Lok Yin Jason
				2G	LI Cheuk Yin
				2J	WONG Yue Hang
				2F	LEE Ka Wan
				2F	NG Tsz Chung
International Junior Science Olympiad- Hong Kong Screening 2011	The Hong Kong Academy for Gifted Education	Second Honors	Junior	1P	KWONG Enoch

## 7. Evaluation of the Major Concerns (2010-11)

### 7.1 Major Concern I : To promote “Reading to Learn” across curriculum

In general, the objective was to a great extent achieved. A working group was established to promote “Reading to Learn” across the curriculum. Members were representatives from different KLAs. It facilitated a better coordination of reading programs among different subjects. Teachers and students gave sharing sessions on reading during the Morning Assemblies, Class Teacher Periods, and School Assemblies. Students’ responses were generally positive. It was found that both teachers and students were capable of making good use of the Morning Reading Periods to learn through reading and to share reading experiences.

To promote reading, book recommendation lists were provided by various department/ KLAs. About 28% of the students joined the reading scheme. Chinese History and PSSE made use of the scheme to promote reading. It is expected that more subjects will be invited to participate in the promotion of reading next year. Library Periods were arranged in English, Chinese, Mathematics, PSSE and Visual Arts lessons this year. Students borrowed reference books for preparing Portfolio and IES assignment for Visual Arts and Liberal Studies respectively. Teachers and students showed positive and encouraging feedback. It is expected to be continued next year. In addition, three book exhibitions and three book fairs for various KLAs were organized by the Library Team. Teachers and students showed positive feedback. They found the exhibitions effective.

The English Reading Scheme showed good results. Over 70% of students borrowed English books from the library according to the e-class record. In addition, about 44% of students joined the reading scheme. Moreover, the Chinese Reading Scheme was successfully launched in different levels. In particular, all students participated actively in the Book Report Competitions in the junior forms. In addition, the objective of “Reading to Learn” was successfully achieved by the Liberal Studies Department. Most of the students completed the IES Stage III project before the Summer Holiday. They showed good performance in the SBA. Teachers reported that the IES project and process work could promote the “reading to learn” environment. It also facilitated self-access learning. In the Stakeholder’s Survey, more teachers agreed that students liked reading than the previous year did (56.7% vs 37.2%). In addition, students showed stronger interest in reading materials such as leisure reading materials and newspapers outside class than last year did (43.6% vs 37.9%).

## 7.2 Major Concern II: To enhance teaching and learning effectiveness through interactive learning

The objective was to a great extent achieved as reflected in the Evaluation of Year Plan and Annual Reports of different subject departments. Teachers reported their observation and learning outcomes in the Panel Meetings. To enhance teaching and learning effectiveness, interactive learning strategies were promoted. For instance, Workshops on LSLP and e-class IES, role plays, debates, class presentations, group sharing, and news sharing were arranged to enhance student-oriented and cooperative learning. In addition, peer assessment on News Sharing was effectively promoted in Liberal Studies lessons this year. It helped enhance peer learning and critical thinking and promote learning motivation. Peer assessment will be continued next year.

## 7.3 Major Concern III : To nurture leader qualities and cultivate leadership skills through diversified training and activities

The set target was achieved successfully. By establishing the Music and the Sports Associations, students were given more opportunities to develop their leadership qualities in organizing mass programmes. More specifically, the Music Association successfully organized the Singing Contest and assisted the Music Department in different music performances. The Committee was capable of providing coordination and coaching for various music teams. In addition, the Sports Association organised different inter-house sports events effectively. With the assistance of the Sports Association, the labour division, preparation and program rundown of the Athletics Meet were smoother than the previous years. Student Leadership trainings organised by the Library Team, Discipline and Counselling Team and CCA Team received positive feedback from teachers and students.

This was the first year to have a House Committee Election. Many student leaders showed their leadership skills in organizing the House activities and Committee Election. Student Leadership trainings organised by the Library Team, Discipline and Counselling Team and CCA Team received positive feedback from teachers and students.

In sum, students built up self-confidence and leadership skills by taking various posts in the CCA.



## 8. Financial Summary

<b>Financial Summary</b> <b>School Year 2010-2011</b>	percentage %
<b>INCOME</b>	
School Fee (net)	24.91%
DSS Subsidy	72.78%
Donations	0.03%
Rental, Interest & Sundry Income	1.27%
Grant & Rates Reimbursement	1.01%
<b>Total Income</b>	100.00%
<b>EXPENDITURE</b>	
Staff Cost	74.04%
Premises & Equipment Costs	6.61%
Operating Costs	18.27%
Grants Expenditure & Rates	1.08%
<b>Total Expenditure</b>	100.00%
<b>Surplus / (Deficit)</b>	6.57%
Accumulated Fund (Equivalent months of operating expenditure)	6.5 months

### Remarks:

- “School Fees (net)”: 10% of School Fees was transferred to the Fee Remission Fund while 15% of School Fees was reserved as the Capital Fund.
- “Donations”: Education Fund from CAO, donations from PTA and other parties
- “Staff Costs”: Salaries, Housing, MPF, Long Service Payment and Gratuity
- “Premises & Equipment Costs”: Fixed Assets bought.
- The correctness of the above figures is subject to the confirmation of the auditor.

## 9. School Contact Information

School Name: Stewards Pooi Kei College

School Address: 56 Siu Lek Yuen Road, Shatin, N.T.

Phone: 2345 4567

Fax: 2635 0100

Email: [info@spkc.edu.hk](mailto:info@spkc.edu.hk)

Web: <http://www.spkc.edu.hk/>

-End of Report-