

EDB School Code: 558567

Stewards Pooi Kei College

香港神託會培基書院



2012/13 School Annual Report



School Annual Report 2012-2013

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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

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 2012-13, the School operated six form levels (secondary 1 to secondary 6) with a total enrolment of 1027 students in 31 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 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) continued to be adopted in the subjects of English language and Liberal Studies.

The staff team consisted of 80 teaching staff (including the Principal), 20 supporting staff (including 2 teaching assistants, 2 laboratory technicians, 1 IT Officer, 3 IT/AV assistants, 2 library assistants, and 10 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 School has enhanced the eLearning of students through the purchase and wide-use of iPads. In concurrence to this, there were reallocation and improvements on sensors which can connect iPads via Wi-Fi and students can learn in a more effective and versatile way.

Furthermore, the School also improved the Attendance Management and School Venue Booking System by using the electronic platform "eClass". The improvements to "eClass" were widely offered to S1 parents so that they could receive school notices, submit payments and enhance the communication with the school electronically.

2.2 School Management

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

The Advisory Board acts as the "think tank" in monitoring the direction and development of the school. The Principal, two Vice Principals and two experienced Senior Teachers are the core members.

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 the last school year with regular classes or with organized learning activities was 169. The learning activities days included the Multi-task Learning Day, Learning-Without-Walls Programme, the Athletics Meet, and post-examination activities. Uniform tests and Examination periods are excluded.

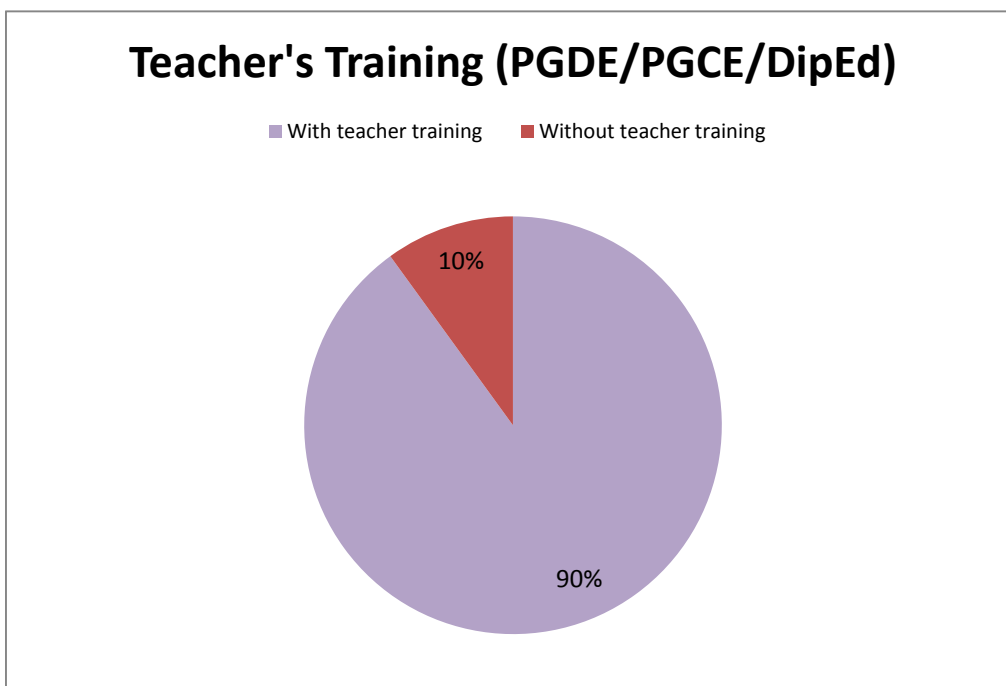
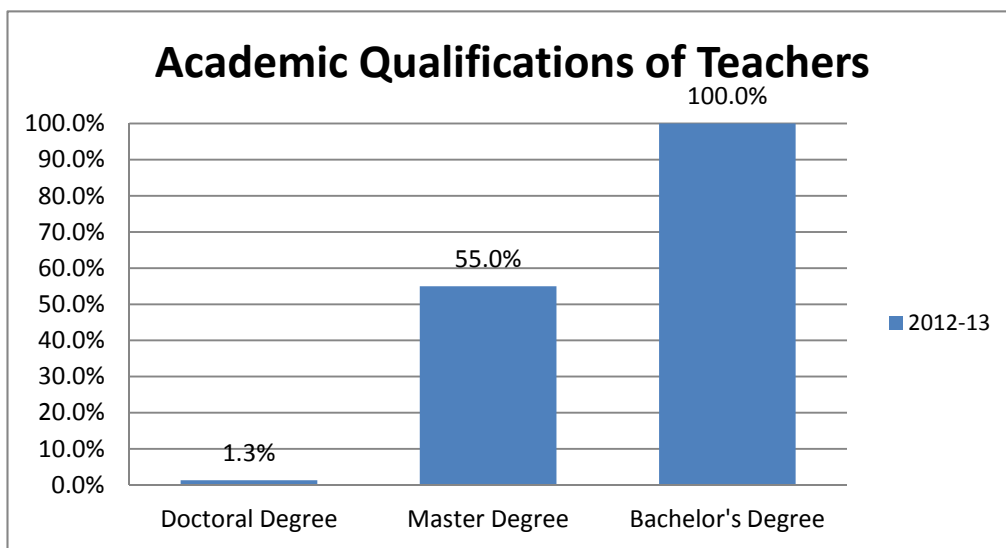
3. Our Students

3.1 Class Structure

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	6	5	5	31
No. of Students	184	185	177	163	172	145	1026

4. Our Teachers

4.1 Teachers' Qualifications



4.2 Teachers' Experience

No. of teachers with 0 to 2 years of experience	7
No. of teachers with 3 to 5 years of experience	11
No. of teachers with 6 to 10 years of experience	46
No. of teachers with 11 to 20 years of experience	11
No. of teachers with over 20 years of experience	5
Total	80

5. Learning and Teaching

5.1 Curriculum Development

The Academic Excellence Board is headed by the Vice-principal (Head of the Curriculum Development Committee). It 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.

The New Secondary School Curriculum has been implemented for four years. Throughout the past few years, the Academic Excellence Board has prepared a continuous evaluation and made necessary alterations to the curriculum. Having collected views from different stakeholders, the Board conducted a comprehensive review of the curriculum design and class structure this year. The school curriculum development aligns with the school's mission, recent educational trend and university entrance requirements.

5.2 Academic Attainment

In the public examination, the HKALE (2012) results were generally positive and encouraging. The overall pass and credit rates were 88.1% and 24.4% respectively. More specifically, the two core subjects performed equally well, with promising pass rates for both Use of English (98.3%) and Chinese Language and Culture (98.3%). In addition, there were seven subjects in total showing higher pass rates than those in Hong Kong. Among these, Use of English, Chinese Language and Culture, Geography, Chemistry, Physics, Mathematics and Statistics and Pure Mathematics were the subjects attaining outstanding performance. In particular, promising subjects with higher credit grades than those in Hong Kong were Use of English (28.8%), Mathematics and Statistics (25%), Pure Mathematics (47.1%) as well as Physics (42.1%).

In the HKDSE Exam (2012), 54% of the students attained the entrance requirements of local universities (Levels 3+3+2+2+2) when compared with the territory average of 37.6%. The overall pass rate was 94.3% while the percentage of Level 4 or above was 35.3%. In general, there were nine 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, Chemistry, Chinese History, Economics, Geography, History, ICT, Mathematics (M2), Physics and Visual Arts. Among these, the seven promising subjects with higher percentage of Level 4 or above than those in Hong Kong were English language (41.3%), Mathematics (Compulsory) (39.7%), Mathematics (M2) (60%), Liberal Studies (36.4%), Economics (47.5%), Physics (68.8%) and Visual Arts (45.5%).

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 2012, 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: Mock Trial Competitions, English Books Appreciation Reward Scheme, and Debating Competitions.

This year our Mock Trial Club went from strength to strength as they celebrated their considerable successes against formidable opposing teams from some of Hong Kong's best schools. Fifteen Form 4 and Form 5 students were recruited to be in our team this year. Our members have put in many extra hours before school, at lunch time and after school to improve their skills, to develop their strategy, and to enhance their teamwork. At the Jenkins Cup Secondary School Mock Trial Invitational this year, our school participated in 3 trials on 26th January 2013 at Sing Yin Secondary School and 2nd February 2013 at St. Stephen's Girls' College. In total, we won two trials and six individual awards.

In order to promote the practice of "Reading to Learn", the English Department has continued establishing the Book Appreciation Reward Scheme, in which the participation of S1 –S4 students is compulsory, as well as the English Reading Scheme.

Two rounds of the Book Appreciation Reward scheme were carried out this year. In each round, students have to complete Book Appreciation Forms, which are their reflections and evaluations in a format of book reports. Two types of rewards are given to students with promising performance. Book Appreciation Masters are the students who show the best understanding of their chosen books in each form whereas the Students with Encouraging Performance are awarded for their progress and efforts. All awardees' work has been uploaded to SPKC iRead Club, the online forum where students exchange comments and opinions on reading so that students are able to welcome others' suggestions so as to advance their reading skills using a platform with which they are familiar. Students' performance have been very encouraging and most students show great enthusiasm in giving personal insights while reading. Upon reflection, it is apparent that students have successfully applied their English writing and organizational skills. The awardees have received book coupons to further encourage them to purchase leisure reading materials for themselves.

Meanwhile, the English Reading scheme has continued the previous years of success in driving students' motivation in reading English books. With a significant increase in the number of new English books and other English resources purchased by the library, students showed an increasing incentive to read English books and materials.

Last but not least, it has been a fantastic year for English Debating at SPKC. Our Senior Team narrowly lost to Diocesan Boys' School in the Sing Tao quarter-final 2-1 in March but performed very well. The team head was nominated as Best Speaker and Best Interrogative Speaker in the opening rounds. The Senior Team became champion of the 14th NESTA/ SCMP Hong Kong Schools' English Debating Championship at City University on June 27. Sarah Tse (S.4L) was named Best Speaker. The Junior Team also became 1st Runners-up in the 2A Competition narrowly losing to older opponents. SPKC also entered a mixed team of juniors and seniors in the Hong Kong Schools' Debating Council Competition at Yew Chung International School. This was a great challenge and a great experience as they had to perform 4 debates in one day in the World Schools' style format, two of which were impromptu which meant having only 50 minutes to prepare a debate on an unknown topic, then speak for 6 minutes each. The team rose to the challenge magnificently and performed well against older opponents mainly from International Schools in Hong Kong. Our senior students have also been running a regular training programme for S1 and S2 budding debaters at lunchtimes in English Zone and have been doing a great job. The future looks bright for English debating at SPKC!

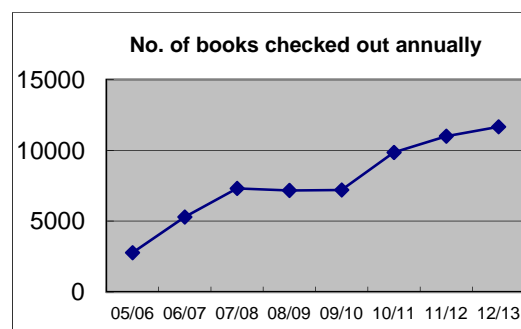
In addition, other English language activities implemented include SPKC English Radio, Student English Newspaper ("The Express"), Drama Club, English Society, English Zone Supervisors, and the English Announcers Team, in which students were organized and trained throughout the year to perform specific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

5.4 Reading to Learn

2012-2013 is one of the most fruitful years for the library. With more variety in activities provided and enhanced communication internally as well as externally, the library has accomplished more than simply providing fundamental services.

✧ Fostering the Development of Reading Habits

With 2 Library Assistants and 39 Student Librarians, the library continued to provide borrowing and processing services within the collection of 23,000 books, providing occasional reading materials in the reading periods and training for student librarians. Students also enjoy various newspaper subscription services such as MingPao, Singtao Daily and SCMP. With the record high 11660 items borrowed, our students has demonstrated their gratitude in utilizing our resources and enjoyment in reading



To further motivate students, SPKC 'Memory Game' stalls were organized. Students' general feedback was very positive and with teachers' encouragement, they are more eager to participate in other library functions such as reading schemes. All S1-S4 students participated in the Chinese and English Reading Scheme, the result this year is promising where more than 20 students were awarded Gold and Silver categories in both

Schemes.

✧ Cultivating Self-Learning Attitudes

The SPKC Library website (<http://spkcclibrary.wordpress.com>) serves to provide a centralized online information management platform for the school community including links to all the e-resources we provided in order to help students develop self-learning habits outside their classrooms. The most frequently used e-resources are Wisenews, the comprehensive search engine for news in Chinese and English, iRead Club, the blog-like book sharing online platform and the Britannica, the encyclopaedia providing graded learning materials for our students. Students are trained to be responsible for their own learning by providing adequate online support.

✧ Promoting Life-long Learning Experience

Apart from activities promoting reading habits, various events were held in 2012-2013 to introduce students to other learning aspects. In weekly assemblies, we have organized Library introduction workshop, talks from famous authors and a talk by an educational psychologist on memory skills. Extending from the talks, a course on memory skills and a course on the making of picture-book were successfully held. The 56 students who joined showed great interest and were very active in learning from the experts. Furthermore, “Book-Crossing” has continued to serve as a highlight of our school year. A total of 248 books have been crossed among teachers, students and other staff in our school. We have, with pleasure, cooperated with other school teams to introduce a brand new project-based competition, the “Be a Global Learner Competition” where students had to do research and display their knowledge on Hong Kong’s multi-cultural nature in the format of picture books. A total of 9 groups have joined and the works are well received as they were displayed in an exhibition at the Learning Centre.

✧ External Liaison

We were honoured to receive a group of Taiwanese visitors comprised of scholars from the renowned National Taiwan Normal University, officials from the Ministry of Education of Taiwan and teachers from different areas of Taiwan who specialized in library management. They were impressed by how well our services were integrated into students’ school lives and how we helped students develop as a self sufficient learner.

The library has strived for excellence as a resource database of intellectual development and self-learning and shall progress on the road ahead.

5.5 Staff Development

As teachers’ professional knowledge is the most valuable asset of the school, staff development in SPKC was provided with a wide range of training including internal and external courses, lesson observation, staff meetings, team teaching and joint planning such as collaborative lesson preparation, peer lesson

observation and co-teaching. Supporting measures were provided to encourage teachers to engage in professional exchange and development. For example, a common block timetable is arranged for teachers to enhance professional sharing within subject panels. In addition, all teachers are encouraged to take part in training courses, workshops and seminars organized by the Education Bureau and other educational bodies. Extra teaching assistants are provided to take up the lesson substitutions for teachers on training leave and a budget of \$2,000 per head per annum is reserved for subsidy for staff development.

In 2012/ 2013, a number of Staff Development programmes were held to extend teachers' teaching professional skills and quality of teaching. A variety of activities included “Talk on Sex Education and SEN” and some relaxation programmes ranging from stretching exercises to playing golf were arranged according to teachers’ interests and needs. In addition to programmes for local teachers, our NETs were also involved in specific activities and undertook appropriate EDB courses to further develop their expertise. A mentoring system has been implemented to help new colleagues adapt to and overcome challenges in a new working environment. Moreover, an appraisal system has been set up to promote continuous professional development and to ensure accountability. Looking ahead, SPKC will strongly continue its commitment to staff development and promotion of more effective teaching performance as well as assisting teachers in their future goals in their career paths.

5.6 Development of a Global Outlook

SPKC aims to foster a strong sense of global awareness among our students. The school believes that students are going to live in an increasingly globalized world; therefore it is vital for students to understand trends, development and cultures of the world. This year, with the help of AFS Intercultural Exchange, SPKC was able to host its first exchange student, Linda Gretler, from Switzerland. She lived with the family of a S3 student and studied in S4 classes. Her presence helped our students to know more about cultures and customs of Europe and sparked students’ interest in foreign cultures. As the AFS exchange programme has brought great benefits to the school, we are planning to continue the programme next year to further broaden students’ horizons, to bring new insights through international perspective, cultural awareness as well as cultural exchanges.

To raise students’ awareness on global issues, “International Awareness Week” was held in May. A series of activities including sports, arts and music were held; in addition, there were special lesson workshops integrated with cultural elements in the subjects of English language, Integrated Humanities, Music and History. These activities allowed our students to experience foreign cultures and to interact with guests from Bulgaria, South Korea, Germany, Italy, Cameroon, Canada and Niger.

SPKC not only attaches great importance to students’ growth, but also teacher’s development and exchange opportunities. In May, our library had a productive morning with some primary school teachers visiting from Taiwan. Teachers from both sides shared their ideas on the role of the library in learning, as well as on library administration and development.

Lastly, the 'Global Minute' was a new programme launched this year. It is a bi-weekly morning sharing where students and teachers share news and culture of the world. Through skits, dialogue, songs, poems and other creative means, students are able to learn about the events of the world within short segments. Topics covered this year include the US presidential election 2012, North Korean nuclear crisis, Diaoyu Island dispute and the death of Margaret Thatcher.

5.7 Diversification of Learning Experience

The rapid changes in the international conditions have challenged the School's Crisis Management but its successful resolution proved the effectiveness of the Learning Without Walls (LEWOWA) operation. This year, 19 local programmes and 12 overseas programmes are being implemented, consisting of subject and cross-subject learning, personal development programmes, voluntary service, and cultural exchange activities. The programmes are well-designed by teachers, not only with the professional subject knowledge in mind but with a deep understanding of students' real needs. The flexibility of programme modification following the School's contingency arrangements showed its value.

Newly featured in this year's LEWOWA were new learning opportunities in Switzerland and Singapore. Geographical research and observation on landscapes were practised in Switzerland, while the development of Science and Technology was widely explored in Singapore. A special highlight includes the repeated programmes 'A Real-traveller in Taiwan' and 'Cycling for Touching Taiwan', which gained participants' support last year and helped change participants' attitudes towards life and learning.

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 character.

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.

Our mission is to educate our students based on Christian values and lead them to commit their lives to Christ. A full-time Chaplain has stationed in our school to provide our students and teachers 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 so far been held this academic year.

There is a strong collaboration between the school, Breakthrough Ltd. and Abundant Grace Church (AGC). Dr. Philemon YW Choi, our Advisor of Student Development and Parents' Education, and Church Pastors in AGC work closely with us to carry out a wide range of activities for parents and students. Activities include S.1 Parent-child Day Camp, Parents' Talks, Parents' Group, Parents' Sunday School and Pooi Kei Family & Gospel Sunday Service. The EMC2 (Enhanced Motivation and Communication Course) program, which aims to help S1 students to become accustomed to secondary school life, has also been successfully held this academic year.

Serving our community is also one of our priorities. Our student Worship Team has led open worship in school and also during "Kwong Yuen Christian Cultural week". Our students have also taken various chances 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 period, and these programs 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. Every SPKC student is expected to possess intelligence with virtue, glorify God and serve people at the same time. Our first priority is to help students build proper values, and take precautions against the increasingly corrupted moral values in the society.

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 S1 Bridging Program every summer. Prefects and senior form students also serve as Big Brothers and Sisters to help all S1 students build sense of belonging to the school. Furthermore, the school is also concerned with the challenges and pressures faced by S5 students. Therefore, the Endeavour Camp for our S5 and S6 students was organized to increase students' determination in preparing for the public examinations as well as to promote teacher-student relationships and class spirit.

To enhance students' understanding of the democratic and constitutional development of Hong Kong and create learning opportunities, the Liberal Studies Department invited an honorable legislator Mr Leung Ka Kit to deliver a talk and share his political experiences and views with our students and teachers in a forum. Our students also had opportunities to visit the new Legislative Council Building and a local prison, where they met police officers, correctional officers and prisoners so as to understand Hong Kong's legislative and judiciary systems and the importance of integrity.

We value every morning assembly, weekly assembly, class teacher lesson, class fellowship and family meeting to promote personal, social and spiritual education and the importance of establishing a healthy lifestyle. The school invited The Police Liaison Department, Correctional Department, Health Department, churches and NGOs and others to host various talks and workshops throughout the year to further develop our students' moral values. Current issues about nationality and identity have been posted and discussed on our national education boards.

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. More than 1500 students voluntarily registered in services such as Flag Selling activities, Country Parks cleaning, elderly home visitations and other community services.

6.3 Co-curricular Activities

SPKC always values students' holistic development to encourage students to participate in different CCA activities and services every academic year as we believe that "Co-curricular Activities" are crucial to nurture students to be all-rounded leaders and have a balanced life style.

There are more than 80 teams and clubs in SPKC which contribute not only to the development of intellectual domain among students, but also to their aesthetic and physical development, as well as moral and civic education and "serving heart". The 4th Executive Committee of the Student Union took the leading role in organizing intra-school activities and providing welfare services to all students in SPKC, while the 4 Houses always kept the high morale and cohesion among House members through different inter-house activities. Sports Association and Music Association contributed greatly in promoting sports and music culture among schoolmates. Student-leaders have indispensable roles in creating a harmonious and united atmosphere among students who come from all levels. Students can be trained as all-round leaders with self-confidence, to become well-equipped with problem-solving skills and creativity.

To highlight some significant CCA achievements made by different teams and clubs this year:

- ✧ Dance Club, which was newly established in 2012, won the “Highly Commended Award” and silver medal award in Schools Dance Festival and Open Dance Contest respectively.
- ✧ Handchime Ensembles obtained both Golden and Silver awards in Hong Kong International Handbell Olympics.
- ✧ The Scouts won 2nd Runner-up in overall performance in Stewart Leung President's Cup - Scout skills competition 2013.
- ✧ Boys Badminton Team (Grade B) won 1st Runner-up in the Inter-school Badminton Competition.
- ✧ Members of Athletics Team have won individual champion awards in Inter-school Athletics Championships.
- ✧ English Debate Teams were champions and runners-up in the Hong Kong Competition, Mock Trial Club and Mathematics Teams have achieved tremendous results in different inter-school competitions.

This year, SPKC launched new non-academic scholarships including “Best School Team Award” and “Outstanding CCA Award”. Students with outstanding performance in co-curricular activities, either in groups or as individuals, may be awarded. We believe that all these awards will serve as positive reinforcement for “Pooikeians” to be nurtured as 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 bring our students to live in a caring and supportive community in order to enhance their sense of belonging, optimism, and competence. School social work service and professional community resources are the main sources of working partners to support the work of the counseling team.

In addition to the individual counselling consultation conducted by school social worker, training workshops such as learning skills, social skills, executive functioning and sensory integration have been conducted by an educational psychologist, speech therapist and occupational therapist.

Experiential-based adventure learning programs have been organized to cater for the needs of S.1 – S.5 students in which include sessions of (i) team building activities to facilitate interaction among individuals, (ii) challenges such as cycling, hiking, rope course and wild camping, with increasing intensity of perceived risk level, to enhance the students' resilience abilities, (iii) debriefing to allow transferring adventure, experience and benefits to real life application and (iv) parent workshops and family workshops to strengthen the interaction among family members and the family bonding.

Furthermore, our school also joined the 'Path-finding Adventure Project' co-organized by the Chinese University of Hong Kong and the Fire Services Department for S.2-S.3 students. They benefited from the vocational (Career) exploration, adventure-based activities, mentorship activities and family workshops and Parent-child activities.

7.2 Career Guidance

Year 2012 was a very challenging year for Career Guidance work since we had to handle 2 batches of JUPAS applications in different systems (through HKDSE and HKALE) this year. Career Guidance Teachers together with all S6 and S7 teachers have played important roles in providing information and guidance for the students so as to equip them to make the optimum decision their further study paths. Further study information about the first cohort of HKDSE students from EDB, universities and institutes was released every month or even every week, thus, our teachers and students were updated about the latest news on the universities admission system.

Over 99% of our graduates made their decision to proceed to their further studies in local or overseas institutes. Our graduates can be found in the University of Hong Kong, Chinese University of Hong Kong, Hong Kong University of Science and Technology and other major universities in Hong Kong or overseas.

We believe that discovering one's career direction is a long term process. Students may take a number of years to discover their own strengths, weaknesses, interests and limitations in order to make their own

career decision. For this reason, we have conducted career planning workshops for our S.3 to S.6 students. In addition, the Career Guidance Team also organized a number of career-related visits including visits to an architectural design company, apps design company and the Hong Kong International Airport. We have also cooperated with several organizations to provide our students with different career-related activities such as joining Mr. Work workshop and an interactive interview workshop organized by Youth Employment Start, School-Company-Parent Programme (SCP) held by the Young Entrepreneurs Development Council and two LEWOWA programmes. Through these activities, students widened their horizons and positive feedback was given by most of the participants.

7.3 Student Enhancement

Learning can be challenging to students of all forms. Our school provides students with different additional academic support such as special after-school revision classes to cultivate good revision habits. Outstanding alumni are invited to be instructors and these Big Brothers and Sisters share with students their first-hand learning experience and answer students' queries. Meanwhile, teacher-mentors will teach students to approach learning more strategically. The close supervision can provide students with more comprehensive and student-centered support. Special arrangements in examinations and assessments have been provided to students with special education needs, including time extension, printing arrangements and special settings.

This year we collaborated with Ming Oi Hong Kong to organize academic enhancement programmes for students, including time management and study skills workshops. Teachers also participated in SEN support programmes.

As feedback on assessments is helpful in evaluating students' progress, we keep track of students' test and examination results through statistics and teachers' markers' reports. Special functions are arranged by the Principal for achievers and students who show great improvement and receive letters of recognition. We hope, through positive reinforcement, students will be motivated to strive for excellence.

8. Student Achievements

Name of Competition	Organizer	Award	Section	Class	Name
Hong Kong International Handbell Olympic 2013	Asia International Handbell Association (Hong Kong)	Gold Award	Level 1-2	S4 - S5	---
		Sliver Award	Level 1-2	S1 - S2	---
The 49th Schools Dance Festival	Education Bureau & Hong Kong Schools Dance Association Limited	Highly Commended Award	Secondary Section - Jazz Dance (Group)	S1 - S4	---
The 41st Open Dance Contest	Kwun Tong District Culture & Recreation Promotion Association	Silver Medal Award	Jazz Dance -Open Section	S1 - S4	---
全國公路自行車錦標賽金茂梅溪湖杯	國家體育總會	季軍	公路大組賽青年男子組	6J	HO Shek Yan Sheen
HKSSF Shatin & Sai Kung Secondary Schools Area Committee 2012-2013 Inter-School Badminton Competition	Hong Kong Schools Sports Federation	1st Runner-up	Boys Grade B	4H	LAM Yui Chi
				4P	WONG Chi Yin
				3J	LEE Chun Sing
				3F	LEE Chi Yeung
				3G	CHAN Kin Wai
				3P	CHAN Tsz To
				2P	YAN Sung Hang
The 28th Sing Tao Debating Competition	Co-organised by Sing Tao Daily, The Standard and the Education Bureau	Best Speaker	Round 2	4L	TSE Hiu Ching Sarah
		Best Interrogative Speaker	Round 2	4L	TSE Hiu Ching Sarah
		Best Speaker	Round 3	4L	TSE Hiu Ching Sarah
The 14th Nesta-SCMP Debating Competition (Junior)	Co-organised by Native English Speaking Teachers' Association and South China Morning Post	1 st Runners-up	Division 2A	3F	LO Yi To Michelle
				3P	HUNG Sze Long
				3P	AU Mei Yan
		Best Speaker	Division 2A Round 1	3F	LO Yi To Michelle
		Best Speaker	Division 2A Round 2	3P	HUNG Sze Long
		Best Speaker	Division 2A Round 3	3P	AU Mei Yan
		Best Speaker	Division 2A Round 4	3F	LO Yi To Michelle
Best Speaker	Division 2A Round 5	3P	AU Mei Yan		
The 14th Nesta-SCMP Debating Competition (Senior)	Co-organised by Native English Speaking Teachers' Association and South China Morning Post	Champion	Division 1	4L	TSE Hiu Ching Sarah
				5P	SHAM Tsz Hin
				5L	Cheung Ka Yiu Natalie
		Best Speaker	Division 1 Round 2	5P	SHAM Tsz Hin
		Best Speaker	Division 1 Round 3	4L	TSE Hiu Ching Sarah
		Best Speaker	Division 1 Round 4	4L	TSE Hiu Ching Sarah
		Best Speaker	Division 1 Round 5	4L	TSE Hiu Ching Sarah
64th Hong Kong Schools Speech Festival - English Speech	Hong Kong Schools Music and Speech Association	Champion	Solo Verse	2L	CHEUNG Chun Hei
		Champion	Solo Verse	5F	CHUI Lok Man Rammie
		Champion	Solo Verse	6F	LEUNG Sze Hang Anson
		1st Runner-up	Solo Verse	2P	SHIU Yat Lam
		1st Runner-up	Solo Verse	3F	TAM Tsin Lui

Name of Competition	Organizer	Award	Section	Class	Name
64th Hong Kong Schools Speech Festival - English Speech (cont'd)	Hong Kong Schools Music and Speech Association (cont'd)	1st Runner-up	Solo Verse	4F	CHAN Teresa See Wing
		1st Runner-up	Solo Verse	5L	KAM Jerry
		1st Runner-up	Solo Verse	5P	LAW Hui Yi
		1st Runner-up	Choral Speaking	S1	---
		2nd Runner-up	Solo Verse	1G	NG Wang Hei
		2nd Runner-up	Solo Verse	1P	LI Cheuk Nan
		2nd Runner-up	Solo Verse	2G	LUK Po Ki Amber
		2nd Runner-up	Solo Verse	3F	SHIU Wing Yan
		2nd Runner-up	Solo Verse	4L	TSE Hiu Ching
		2nd Runner-up	Solo Verse	5P	SHAM Tsz Hin
2012 Secondary School Mock Trial Competition	Joint School Mock Trial Club (Hong Kong)	Winner of the trial	Trial 1: against St. Mark's School	4G	HUI Wai Ying
				4G	LAM Cheuk Wing
				4G	LAW On Ying Eirene
				5L	KAM Jerry
				5F	CHUI Lok Man Rammie
				5F	WONG Lok Yi
				5G	HAU Yuen Kiu
		Best lawyer award for opening statement	Trial 1: against St. Mark's School	5F	WONG Lok Yi
		Best witness award	Trial 1: against St. Mark's School	4G	LAW On Ying Eirene
		Best lawyer award for closing statement	Trial 1: against St. Mark's School	5F	CHUI Lok Man Rammie
		Best lawyer for examination-in-chief	Trial 2: against St. Mary's Canossian College	4F	FONG Hang Yu Kelly
		Winner of the trial	Trial 3: against St. Stephen's College	4F	FONG Hang Yu Kelly
				4G	CHOI Cordelia
				5L	KAM Jerry
5F	CHUI Lok Man Rammie				
5F	WONG Lok Yi				
5G	LIU Wai Yu				
5P	WONG Ting Kan				
Best witness award	Trial 3: against St. Stephen's College	5F	Joey Wong		
Best lawyer award for cross-examination	Trial 3: against St. Stephen's College	5F	Rammie Chui		
星島第二十八屆全港校際辯論比賽	星島日報	最佳辯論員	第一及第三回合	5G	何卿華
		最佳辯論員	第二回合	4F	方杏如
第六十四屆香港學校朗誦節(粵語)	香港學校音樂及朗誦協會	冠軍	二人合誦	5F	黃樂宜
				5G	廖蔚如
		亞軍	詩詞獨誦	1P	李綽藍
		季軍	詩詞獨誦	4L	陸駿瑋
		季軍	詩詞獨誦	5P	岑子騫
第六十四屆香港學校朗誦節(普通話)	香港學校音樂及朗誦協會	季軍	普通話散文獨誦	1G	吳宏熙
		季軍	普通話散文獨誦	2J	梁景誠
		季軍	普通話散文獨誦	3F	焦逸曦

Name of Competition	Organizer	Award	Section	Class	Name
Chemical Safety Wallpaper Design Competition	Occupational Safety and Health Council	2nd Runner-up	Student	3P	KWONG Enoch
				3P	TSANG Cheuk Fai
				3P	CHENG Yat Long
65th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Champion	Grade 6 Piano Solo	3F	CHOW Tsz Wing
		1st Runner-up	Grade 7 Piano Solo	5P	YEUNG Hoi Ting
		1st Runner-up	Grade 5 Piano Solo	2L	SUM Pan Lam Anna
		2nd Runner-up	Grade 7 Piano Solo	1G	NG Wang Hei
		2nd Runner-up	Piano Duet, Senior	3F	CHOW Tsz Wing
		2nd Runner-up	Flute Solo, Secondary School-Junior	1G	NG Wang Hei
Stewart Leung President's Cup - Scout skills competition 2013	Scout Association of Hong Kong	Championship of the single event (Knots)	New Territories East Shatin East	3J	SO Lap Yin
		Championship of the single event (Evening Performances)		3F	LEE Nok Hang
		2nd Runner-up (Overall Performance)		3F	WANG Fong Lap
				3G	MOK Justin
				3P	KWONG Enoch
				3P	TSANG Cheuk Fai
Inter-school Swimming Championships 50m Free style	HKSSF	Champion	Girls C	1J	CHU Man Tung
New Territories Secondary School Fencing Competition	HKSSF	1st Runner-up	Boys A Sabre (Individual)	5P	CHAN Kwong Kiu
		Champion	Girls C Sabre (Individual)	2F	TANG Wan To
		2nd Runner-up	Girls C Sabre (Individual)	2L	CHAN Hiu Lam Emily
Hong Kong Rhythmic Gymnastics Open	The Gymnastics Association of Hong Kong, China	Champion	Open - Level 2 (Clubs)	2L	WONG Yuet Yin Fonia
		1st Runner-up	Open - Level 2 (Hoop)	2L	WONG Yuet Yin Fonia
Inter-School Athletics Championships 100m	Hong Kong Schools Sports Federation	Champion	100m Boys Grade A	5P	CHAN Chun Tao Bertrand
Inter-School Athletics Championships	Hong Kong Schools Sports Federation	1st Runner-up	200m Boys Grade A	5P	LEE Tsz Wing
		1st Runner-up	300m Boys Grade A	5P	LEE Tsz Wing
		2nd Runner-up	400m Boys Grade C	2J	LEUNG Cheuk Fung

9. Evaluation of the Major Concerns (2012-2013)

Major Concern I: To promote self-directed learning through “Reading to Learn” and reading across curriculum

In general, the objective was achieved effectively and a working group was established for the promotion of reading. Members comprised representatives from the Library Team and different KLAs to facilitate a better coordination of reading programs among different subjects. Teachers and students gave sharing sessions on reading experiences during the Morning Assemblies, Class Teacher Periods, School Assemblies and the Staff Development Day. Students’ responses were generally positive and teachers were supportive. It was found that both teachers and students were capable of making good use of the Morning Reading Periods and video production by the Campus TV Centre to create a positive reading atmosphere.

Library, as a resource database of intellectual development and self-learning has continued to work on the major concern of “Reading to Learn”. The Library Team collaborated effectively with subject departments to promote and implement the Extensive Reading Scheme and Reading Schemes for Chinese, English and Liberal Studies respectively. Book recommendation Lists were provided by various subject departments. Altogether, 12 book exhibitions were jointly held by the Library, subject departments and teams this year. Moreover, “Book-Crossing” was continued to serve as a highlight of our school year. A total of 248 books were crossed among teachers, students and other staff in our school.

In addition, the SPKC Library website serves to provide a centralized online information management platform for the school community including links to all the e-resources provided in order to help students develop self-learning habits outside the classroom. The most frequently used e-resources are Wisenews, the comprehensive search engine for news in Chinese and English, iRead Club, the blog-like book sharing online platform and the Britannica, the encyclopaedia providing graded learning materials for our students. Students were trained to be responsible for their own learning by adequate online support.

Apart from activities promoting reading habits, the Library Team played a significant role in promoting life-long learning experience. It collaborated with the Learning Without Walls Team and the Global Education Team to introduce a new project-based competition, the “Be a Global Learner Competition” where students had to conduct research and display their knowledge on Hong Kong’s multi-cultural nature in the format of picture books. A total of 9 groups joined the competition and their works were well received as they were displayed in an exhibition at the Learning Centre.

“Reading to Learn” was promoted across the curriculum. More specifically, the English

Department continued to establish the Book Appreciation Scheme, in which the participation of S1 to S4 students was compulsory, as well as the English Reading Scheme. Two rounds of the Book Appreciation Reward Schemes were carried out this year. All students had to complete Book Appreciation Forms, which were their reflections and evaluations in a format of book reports. Two types of rewards were given to students with promising performance. All awardees' work was uploaded to SPKC iRead Club of the Library.

The reading scheme yielded fruitful results. Over 90% of students borrowed English books under the new English Reading Record and 80% of students submitted book reports. In addition, students' performance was very encouraging and most students showed great enthusiasm in giving personal insights while reading. Upon reflection, it was apparent that students had successfully applied their English writing and organizational skills. In particular, senior form students have shown improvement in reading speed by mastering well different types of genres.

Similarly, the Chinese Reading Scheme was effectively launched at different levels. In particular, all senior form students participated in the reading and book report writing scheme for the HKDSE school-based assessment. Besides, over, 90% of the students completed the Extensive Reading Scheme successfully.

Additionally, the objective of "Reading to Learn" was successfully achieved by the Liberal Studies Department. Most of the students completed the IES Stage II assessment in an independent manner before the Summer Holiday and showed good performance in the SBA. Teachers reported that the IES project and process work could promote the "reading to learn" environment. Additionally, it also facilitated self-access learning. To promote self-directed learning, the Liberal Studies Reading Award Scheme was incorporated into the curriculum this year which was highly successful. Most of the S4 and S5 students submitted one book report and showed pleasing performance and it is recommended by the subject teachers to maintain the reading scheme in the coming year.

To conclude, the attempt to promote "self-directed learning" was successfully achieved as reflected in SPKC's responses to ASPASO II. Both of the senior and junior forms were significantly higher in reading strategy than the Hong Kong Norm (3.0% Vs 2.7%). Additionally, in the Stakeholders' Surveys, 60.6 % of the students (vs. 53.5%) and 45.1% (vs. 39.7%) of the parents agreed that they often read materials such as leisure reading materials and newspapers outside of class. Compared with last year, steady and significant progress was observed.

Major Concern II: To enhance learning motivation through diversified teaching strategies.

The objective was generally achieved as reflected in the Evaluation of Year Plan and Annual

Reports of subject departments. Teachers reported their observation and learning outcomes in the Panel Meetings. To enhance teaching and learning effectiveness and to promote cooperative learning, interactive and student-centred activities were promoted. For instance, training in public speaking, role plays, debates, English drama, talks by guest speakers, class presentations, group work, competitions, e-learning as well as news sharing were arranged.

In addition, learning motivation was greatly enhanced through peer learning and assessment. The Liberal Studies Department incorporated peer sharing and assessment into the homework policy this year. S4 and S5 students were required to share their comments on classmates' News Commentary and News Sharing. Additionally, they were encouraged to share self-reflection and show appreciation of others' work through peer assessment. The policy yielded promising results and positive feedback from students, parents and teachers.

Catering for learner diversity was another strategy to enhance effective teaching and learning. More specifically, the Chinese, Mathematics and Liberal Studies Department played a leading part in providing coursework assignments and exam questions with different depths of difficulty to cater for mixed abilities and needs which proved successful as comments from students and teachers were encouraging and positive. In addition, individual supervision for public speaking and IES coursework as well as the Enhancement Classes for Chinese, English, Mathematics and Liberal Studies helped to cater for the mixed abilities of our students.

Another positive initiative was the integration of IT interactive learning into Science and Mathematics education with the pilot scheme implemented in S1. With the help of iPad, Apple TV and Dropbox, subject teachers were enabled to explore new teaching strategies to enhance class interaction. More specifically, by using the iPad, teachers and students could access e-books and other learning materials directly during lessons. In S1 Mathematics, i-Class was adopted for revision. In S5, students were guided to take notes with the help of Goodreader and Dropbox while teachers used applications and homepages like Wolfram Alpha, Desmos Graphing Calculator and GeogebraTube to enhance learning motivation. The pilot scheme was generally satisfactory and will be continued next year.

To sum up, students generally reported positively in the Stakeholder's Survey. They showed higher initiative to learn (63% vs. 56%), greater confidence in learning (56.2% Vs 48.1%) and completed the assignments more seriously (61.9% vs. 60.7%) than the previous year.

Major Concern III : To enhance character building by promoting and strengthening school themes for various levels (S1: Self-management & Confidence; S2: Diligence & Harmony; S3: Initiative & Competence; S4: Serving Heart & Responsibility; S5: Vision & Perseverance; S6: Integrity & Excellence)

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

In particular, the PSSE curriculum was tailor-made to enhance students' understanding of the school themes. As for English Language and Chinese Language, attempts were made to help students develop their character by reflection through writing. In S4 English, students wrote three essays related to the themes of "Serving Heart" and "Harmony". Moreover, a series of activities were in line with the school themes. More specifically, English Builder, Choral Speaking, public speaking training, English Broadcasting through SPKC Radio, Mock Trial activities, debates and school-based assessment all helped to develop students' self-management skills, serving heart, responsibility, vision and perseverance.

Similarly, value education forms an integral part of the Liberal Studies Curriculum. School themes were incorporated into the issue-enquiry curriculum. Subject teachers reported that S4 students generally showed greater awareness of serving heart (social services) and responsibility (life attitude, identity and citizenship) in class activities and coursework assignments. S5 students showed vision and perseverance in completing the IES. S6 students showed integrity and academic excellence in the SBA and HKDSE assessment.

School themes were further strengthened by various teams. The Christian Education Team shared hymns and bible verses related to character building during Friday Worship. Moreover, 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-management, confidence, diligence, harmony, initiatives, competence, serving heart, responsibility, vision and perseverance among our students. In addition, the Character Building Team promoted and recognised good virtues both at class and school levels. During Form Assemblies, school themes were delivered. Moreover, students learnt to be appreciative of good practices and behaviours of their classmates. However, owing to limited promotion work and the lack of good strategies, class teachers reported that different classes showed different pace of progress in character building. To fulfil the objective, a more comprehensive whole-school planning is expected next year.

10. Financial Summary

a. Financial Summary for the 2011-2012 School Year

	Govt Funds	Non-Govt 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)	71%	N.A
School Fees	N.A.	26%
Donations	N.A.	0%
Rental, Interest & Sundry Income	N.A.	2%
Grants & Rates Income	N.A.	1%
Total	71%	29%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	81%	
Operational Expenses	7%	
Fee Remission / Scholarship ²	3%	
Repairs and Maintenance	3%	
Grants Expenses & Rates	2%	
Depreciation	4%	
Total	100%	
Surplus / (Deficit) for the school year	2.3	months of the annual expenditure
Accumulated Surplus / Deficit in the Operating Reserve as at the End of the School Year[#]	7.6	months of the annual expenditure
<i># in terms of equivalent months of annual overall expenditure</i>		

²The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirement (Put a "✓" where appropriate).

b. Financial Summary for the 2012-2013 School Year (To be confirmed after auditing)

11. School Contact Information

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-End of Report-