

EDB School Code: 558567

Stewards Pooi Kei College

香港神託會培基書院



2013/14 School Annual Report



School Annual Report 2013-2014

Contents

1. School Motto, Vision & Mission	P.3
1.1 School Motto	
1.2 School Vision	
1.3 School Mission	
2. Our School	P.3
2.1 Brief Description	
2.2 School Management	
2.3 Active School Learning Days	
3. Our Students	P.4
3.1 Class Structure	
4. Our Teachers	P.5
4.1 Teachers' Qualifications	
4.2 Teachers' Experience	
5. Learning and Teaching	P.6
5.1 Curriculum Development	
5.2 Academic Attainment	
5.3 English Enrichment Initiatives	
5.4 Reading to Learn	
5.5 E-Learning Development	
5.6 Staff Development	
5.7 Development of a Global Outlook	
5.8 Diversification of Learning Experience	
6. Whole-person Development	P.12
6.1 Christian Education	
6.2 Moral and Civic Education	
6.3 Co-curricular Activities	
7. Student Support	P.15
7.1 Student Counselling	
7.2 Career Guidance	
8. Student Achievements	P.16
9. Evaluation of the Major Concerns in 2013-14	P.26
10. Financial Summary	P.32
11. School Contact Information	P.33

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 operates under the Government's Direct Subsidy Scheme.

In the school year 2013-14, the School operated six form levels (Secondary 1 to Secondary 6) with a total enrolment of 1014 students allocated to 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) was continually adopted in the subjects of English Language and Liberal Studies, and extended to Chinese Language this school year.

The staff team consisted of 82 teaching staff (including the Principal), 21 supporting staff (including 3 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 renovation of the new Fitness Centre has been completed. The Centre is located in the covered playground on the ground floor and is equipped with innovative facilities.

Furthermore, to celebrate the 10th Anniversary of the school, an Inauguration Ceremony was held as a prelude to the 10th anniversary celebrations.

2.2 School Management

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

The 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 this school year with regular classes or with organized learning activities was 173. Learning activity days included the Multi-task Learning Day, Learning-Without-Walls Programme, the Athletics Meet, and post-examination activities while examination periods are excluded.

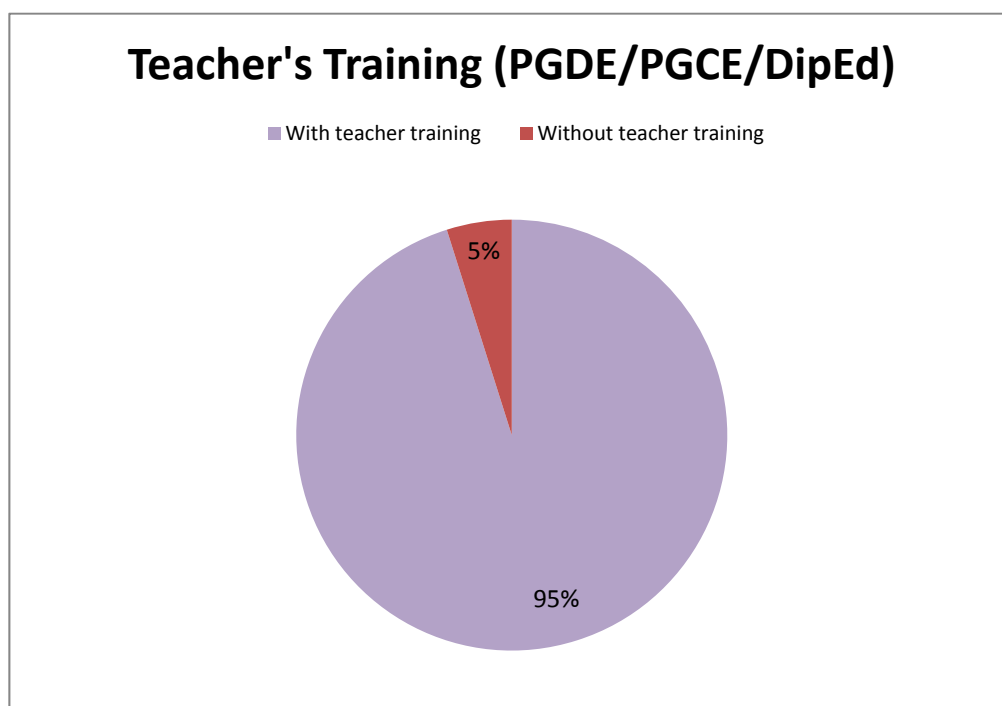
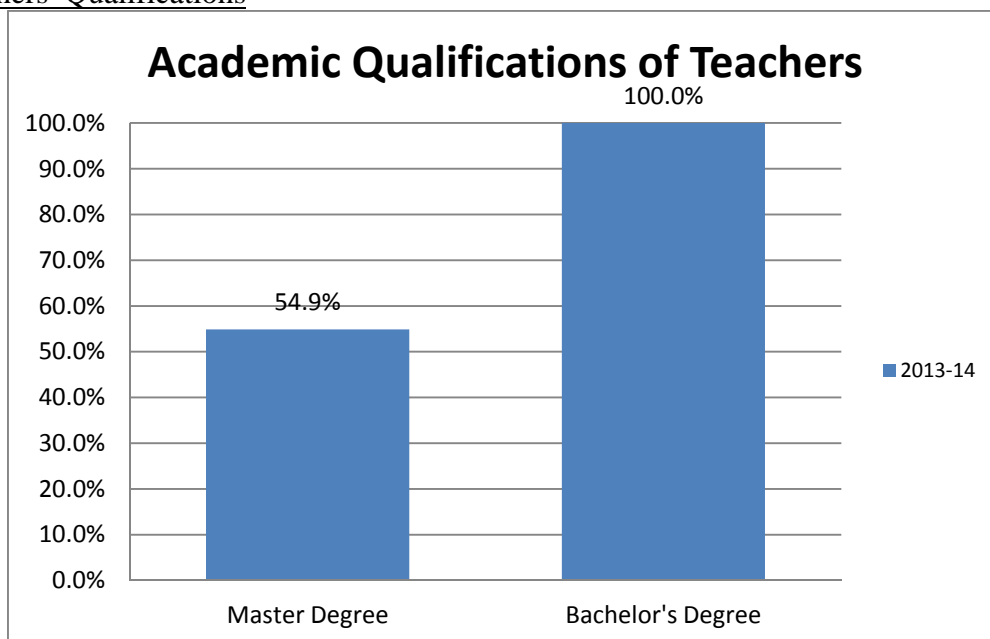
3. Our Students

3.1 Class Structure

LEVEL	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	6	5	5	31
No. of Students	177	185	179	164	153	156	1014

4. Our Teachers

4.1 Teachers' Qualifications



4.2 Teachers' Experience

No. of teachers with 0 to 2 years of experience	6
No. of teachers with 3 to 5 years of experience	9
No. of teachers with 6 to 10 years of experience	49
No. of teachers with 11 to 20 years of experience	10
No. of teachers with over 20 years of experience	8
Total	82

5. Learning and Teaching

5.1 Curriculum Development

The Academic Excellence Board is composed of the heads of various Key Learning Areas (KLAs), namely English Language Education, Chinese Language Education, Mathematics Education, Liberal Studies Education, Science and Technology Education, Personal, Social and Humanities as well as Physical & Aesthetic Education. This year, the Board functioned to review and design curriculum in alignment with the recent trends in educational development, to explore strategies for quality teaching and learning, to facilitate teaching and learning through collaboration with different KLAs, to co-ordinate the implementation of the Four Key Tasks and to promote Assessment for Learning. International Examinations such as International General Certificate of Secondary Education (IGCSE) Mathematics and English “O” levels were made a compulsory part of the Senior Form Curriculum for selected classes.

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

5.2 Academic Attainment

In the HKDSE Examination (2013), 54.5% of the students attained the entrance requirements of local universities (Levels 3+3+2+2+2) when compared with the territory average of 34.8%. The overall pass rate was 95.5% while the percentage of Level 4 or above was 41.9%. In general, there were 14 subjects in total showing higher pass rates (Level 2) than those in Hong Kong. The outstanding subjects included English Language, Chinese Language, Mathematics, Liberal Studies, Biology, Chemistry, Chinese History, Economics, Geography, History, ICT, Mathematics (M1), Physics and Visual Arts. Among these, the nine promising subjects with higher percentage of Level 4 or above than those in Hong Kong were English Language (45.5%), Mathematics (Compulsory) (51.7%), Liberal Studies (39.3%), Biology (53.9%), Chemistry (53.8%), Economics (64.0%), ICT (42.9%), Physics (61.6%) and Visual Arts (27.3%).

The results of the HKDSE Examination (2014) showed remarkable improvement with outstanding results achieved by our students. 65.4% of our students attained the requirement for university admission (33222) which is far higher than the Territory Average of 40.2%. The percentage that is eligible to sub-degree programmes (22222) was 90.4%. The overall subject pass rate was 95.3% while the percentage of attaining 4+ was 46.4%.

The pass rates of 16 subjects including the 4 core subjects were all above the average in Hong Kong. The pass rates of the 4 core subjects were English Language (100%), Chinese Language (91.7%), Mathematics (97.4%) and Liberal Studies (97.4%). Other subjects with 100% pass rates were Chinese History, Chinese Literature, ICT, Mathematics (M2) and Visual Arts. The other 7 subjects were Geography (95.0%), Physics (93.9%), Economics (93.2%), History (93.2%), Mathematics (M1) (92.3%), Chemistry (91.5%) and Biology (90.0%).

Among these, 14 subjects with higher percentage of attaining 4+ than those in Hong Kong were Economics (59.1%), Physics (57.1%), Mathematics (Compulsory) (54.8%), Chinese History (54.5%), English Language (54.2%), Mathematics (M1) (53.8%), Chemistry (53.2%), ICT (50.0%), History (47.7%), Geography (45.0%), Chinese Language (37.8%), Liberal Studies (37.4%), Visual Arts (35.7%) and Chinese Literature (30.0%).

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 2013, the school attained the outstanding results of 100% pass rate which was far above the respective Territory averages.

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

Drama is gaining popularity and demand in Hong Kong Schools. It engages and compliments language learning through games, strategies and activities. This enhances teamwork, confidence in expression, spontaneous English usage, and dramatic play. SPKC's first Drama Club took off this year with a great deal of enthusiasm. There was a healthy mix of Junior and Senior form students who enrolled in the club with a combination of curiosity, enthusiasm and a growing interest for drama that motivated them to join. An outing to the Hong Kong Academy for Performing Arts was organized early in the year. 20 students and 5 teachers enjoyed a professional theatre production, "The Complete Works of William Shakespeare" performed by The Reduced Shakespeare Company last October.

The Drama Club also performed in the Hong Kong School Drama Festival for the first time in March. The cast and crew spent nearly 4 months rehearsing tirelessly for the 20-minute performance entitled "Macbeth INC.", a modern adaptation of the famous Shakespearean tragedy, Macbeth Inc. set in the world of corporate raiders and futures traders in Hong Kong. The production crew took true ownership of the production by designing their costumes, sets, props, lighting and posters. The actors worked hard at memorizing their lines and characterization. The results were very pleasing; with awards for Commendable Overall Performance, Outstanding Stage Effects and Outstanding Performers and others. CONGRATULATIONS to Drama Club on your achievements this year and we look forward to more exciting productions in the future!

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

In order to better facilitate the promotion of reading, the English Department adopted a different approach this year where 5-6 books have been selected for each form from S1 to S4. The books were selected based on discussions with English teachers of corresponding forms and each book specifically chosen to suit the English proficiency for students of that form. Ranging from classic fiction, namely *The Adventures of Tom Sawyer* to up-to-date non-fiction, *Guinness World Records 2013*, the books have exposed students to multiple genres and thus, prepared them for their SBA Assessment in the future. The books have been circulated from class to class on specific dates while students learn the importance of the preservation of good books and the joy of sharing. Students have to submit reflections after reading and students' work has reflected a high level of comprehension skills and exploration of sophisticated themes. Participation of students has been keen and the scheme has received positive feedback from teachers and students in general. The smiling faces of students who, at the end of the year, could take home with them one of the books they have read in the scheme have marked the success of its operation.

Incorporated into the English Reading Scheme, the best reflections of students were able to obtain prizes under the Book Appreciation Reward Scheme. 12 students in total were awarded as Book Appreciation Masters due to their impressive understanding and effective evaluation of the books shown in their written reflections. The awardees received book coupons and certificates in the recognition of their efforts also in the hope that they could enjoy themselves more upon purchase of leisure reading materials.

Another eventful highlight of 2013 / 2014 was English Debating. With over 40 students enrolled at the start of the year, SPKC teams were involved in a wide range of competitions continuously from September to the end of April. Highlights included our Junior Team reaching the semi-finals of the NESTA / SCMP English Debating Competition where they lost to eventual Champions Carmel Secondary School and having a number of debaters named as “Best Speaker” in the 6 rounds of the competition. The Senior Team again competed in the Sing Tao Competition and narrowly lost 2-1 to 2013 Hong Kong Champions St Paul’s Co-educational College in Round 2. Our team was unlucky to lose this match with Captain, Sarah Tse being named “Best Speaker”. In the first term Junior debaters showed their expertise in an Internet debate with Nan Hai Experimental School from Fushan giving an exceptional performance.

Our Senior Team also gave an outstanding performance in winning their division of the City University Debating Challenge in December. They also took on a major challenge in competing in the Hong Kong Schools’ Debating Council World Schools’ style tournament held at Chinese International School in March. Teams competing came mainly from International Schools in Hong Kong and elite local schools. The team had to perform five debates in one day, including two “impromptu” debates where they had only 50 minutes to prepare a debate on a topic given on the day. Our team included Junior debaters who were the youngest students competing and throughout their day of debates team members held their own with some of the best debaters in Hong Kong including representatives of the Hong Kong National Team . At the end of the tournament, the SPKC team achieved 2nd Runner Up in the Crystal Division. It is a testimony to our debaters that we were asked by a coach of one leading school to send a video of one of our team’s debates “to help train our students as your teams are role models in debating”. English Debating is developing a proud tradition at SPKC !

Other English language activities implemented included 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

2013-2014 has been 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 its function beyond providing fundamental services.

Fostering the Development of Reading Habits

With 2 library assistants and 40 student librarians, the library continued to provide borrowing services of our collection of 25,000 items, occasional reading materials in the reading periods and training for student librarians. Students also enjoy various newspaper and magazine subscription services such as *MingPao*, *Singtao Daily*, *SCMP*, *e-zone*, etc. In addition, English books subscription service has been provided to students to promote reading in English. With a total of 10,700 items borrowed, this academic year, our students have demonstrated their satisfaction in utilizing our resources and interest in reading.

To further motivate students to read, various kinds of reading activities were organised throughout the year. A design competition of Exlibris (藏書票) has been organised and the winning designs become one of the souvenirs of the 10th anniversary of our school. The publication “2D Library” is produced for our students every month. It is about the book recommendations by our teachers and students with such specific themes as “character”, “classical books” and “study methods”. The library also organised six thematic book exhibitions and two Book Fairs this year. Students’ general feedback is very positive and with teachers’ encouragement, they are more eager to participate in other library functions, such as reading schemes.

Cultivating Self-Learning Attitude

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

Promoting Life-long Learning Experience

Apart from holding activities to promote good reading habits, we also held various events in 2013-2014 to introduce students to other learning aspects. Two weekly assemblies were organised to introduce different study methods. Furthermore, BookCrossing has continued to serve as a highlight event of our school year. A total of 384 books have been exchanged among teachers, students and other staff in our school through this activity.

External Liaison

Last year, we were honoured to receive a group of Taiwanese visitors specialising in library

management. In March this year, our teacher librarian, Mr Ether Ho, was invited to present the strategy and practice of library management and reading promotion to forty teacher librarians in Taiwan. The participants experienced a joyful and fruitful talk in this professional exchange. It was wonderful to exchange our experience with counterparts from different countries.

The Library, continues to strive for excellence as a resource database for intellectual development and self-learning, and will make further progress on the roads ahead.

5.5 E-Learning Development

Information technology has created a paradigm shift of in mode of teaching and learning. SPKC is dedicated to exploring the advantages of e-learning to students. With the purchase of 90 iPads and instalment of AppleTVs, projector panels in the classrooms and the enhancement of Wi-Fi network system, e-learning and e-teaching have been implemented smoothly under the well-equipped IT environment. Starting from September 2013, 'Reading to learn' has been successfully promoted at school since S.1 and S.2 students enjoyed their reading periods with the use of iPads. We believe that cultivating students with this brand new reading habit is crucial to life-long learning.

E-learning was further developed with the implementation of 'iPad Pilot Programme' for two classes from S. 2 and S.4. in March 2014, involving subjects such as English, Mathematics, Liberal Studies, Integrated Humanities, Physics and Chemistry. Equipped with an iPad, students can fully make use of it as a daily learning tool both inside and outside the classroom. The integration of such technology into the curriculum provides an interactive learning and teaching environment for teachers and students. Not only can teachers display notes and use webpage and apps to facilitate teaching, students can also design mind maps, receive instant feedbacks from teachers through polls, short questions and short quizzes to make learning more interesting and interactive. Therefore, students have benefited immensely from e-learning at SPKC.

5.6 Staff Development

As teachers' professional knowledge is the most valuable asset of the school, staff development in SPKC provided 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. Supportive measures were provided to encourage teachers to engage in professional exchange and development. For example, a common block timetable was arranged for teachers to enhance professional sharing within subject panels. In addition, all teachers were 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 2013/ 2014, a number of Staff Development programmes were held to extend teachers' teaching professional skills and quality of teaching. A variety of activities included Team Building, "Interviewing Experience Teachers", "Film Appreciation on *Taare Zameen Par* 〈心中的小星星〉" were arranged according to teachers' interests and needs. A "SWOT analysis" activity was arranged to aid completion of the School Self Evaluation mechanism. In addition to programmes for local teachers, our NETs were also involved in specific activities and undertook appropriate EDB courses to further develop their expertise. A mentoring system has been implemented to help new colleagues adapt to and overcome challenges in a new working environment. Moreover, an appraisal system has been set up to promote continuous professional development and to ensure accountability. Looking ahead, SPKC will strongly continue its commitment to staff development and promotion of more effective teaching performance as well as assisting teachers in their future goals in their career paths.

5.7 Development of a Global Outlook

SPKC aims to foster a strong sense of global awareness among our students. The school believes that students are going to live in an increasingly globalized world; therefore it is vital for students to understand trends, development and cultures of the world. This year, with the help of AFS Intercultural Exchanges, SPKC was able to host another exchange student, Pien Meijerink from the Netherlands. Her presence raised the level of cultural awareness in our students, as she hails from a place that is very different from ours. She herself also greatly benefitted from this year's experience, overcoming the challenges of having to adapt to such a foreign culture. We will continue the exchange programmes with AFS in the coming year in order to elevate students' exposure to the world.

This year we also welcomed back two of our own students, Vincent Chu and Sammi Cheung, who went on exchange to Italy last year. It was a life-changing event for them and they were able to come back and share about the culture and intricacies of living in Italy and both now speak fluent Italian.

To raise students' global awareness, "International Awareness Week" was held in November. In the week, a series of activities were arranged to expand students' exposure to cultures different from ours. We had workshops by guests from different countries (Germany, Pakistan, Norway, Brazil, Kenya, etc) educating our students on areas like Visual Arts, Music, Martial Arts. The week was capped off by the hilarious but thought-provoking performance by local comedian Vivek Mahbubani who highlighted the need for intercultural understanding.

5.8 Diversification of Learning Experience

The rapid changes in 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.

Newly featured in this year's LEWOWA, are new learning opportunities in Sri Lanka, France and Korea, and a Mainland China (*Shaanxi, Hunan, Hubei*) programme subsidized by the EDB. How will our hearts be moved and our life values be shaken by a country in the post-tsunami era? How will the capital of Europe trigger our sense of Art and Culture? How will Korean technology lead us to the advancement of the globe? How will the cradle of the Chinese civilization inspire us in the development of modern China? "Jesus went through all the towns and villages..." (Matthews 9:35), and today, we Pooikeians leave the footprints with our tears, our sweat, our curiosity and our blessings in His Kingdom.

6. Whole-person Development

6.1 Christian Education

The principles of our Moral Education are based on the Holy Bible. With strong Christian faith and love, our professional teaching staff is committed to providing students with spiritual and physical growth, producing students with good conduct and strong characters.

Our Moral Education is based on the principles stated in the Holy Bible. With strong Christian faith and love, our professional teaching staff committed themselves to 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 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 been stationed in our school to provide our students and teachers with in-depth pastoral care. An integrated and systematic Personal, Social and Spiritual Education (PSSE) curriculum has been developed for the whole school so as to deliver Biblical knowledge and moral education to our students. Different Christian and evangelical programmes including Student Fellowship, Staff Fellowship, Friday Worship, Spiritual Moment, and Gospel Week have been held this academic year.

There is a strong collaboration between the school, Breakthrough Ltd. and Abundant Grace Church (AGC). Dr. Philemon YW Choi, our Advisor of Student Development and Parents' Education, and Church Pastors in AGC work closely with us to carry out a wide range of activities for parents and students. Activities include S1 Parent-child Day Camp, Parents' Talks, Parents' Group, Parents' Sunday School and Pooi Kei Family & Gospel Sunday Service.

Serving our community is also one of our priorities. Our student Worship Team has led open worship in school and also during the "Kwong Yuen Christian Cultural week". Our students have also taken various opportunities to visit and spread the Gospel to residents of elderly homes in Kwong Yuen Estate. In addition, we carried out life reflection programme in Hong Kong, Korea, and Taiwan during the LEWOWA period, and these programmes were highly recommended by students.

6.2 Moral and Civic Education

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

To enhance students' awareness about social issues, civic rights and equip them to be responsible citizens, the Character Building Team, LS Department worked together with the student Current Issues Club to carry out forums, talks throughout the year, such as a HK journalism development talk by Professor Alice Lee, the vice-chairperson of the Hong Kong Association of Media Education.

Students had the opportunity to vote for the Committee of the Student Union and Four Houses. They were encouraged to share their views on school policy, school development and world issues in SPKC family meetings, Leaders' Time or post their articles on the Current News board. Students attended the RTHK Headliner 25th Anniversary Concert and shared their views on the RTHK City Forum. Current issues and informative articles have been posted and discussed on current news boards.

In addition to the teaching in Personal, Social and Spiritual Education lessons in S1-S6, we value every morning assembly, weekly assembly, class teacher lesson and class fellowship to promote moral education and a positive lifestyle. The school invited Dr. Christine Leung Chi Mei, a handicapped scholar, and a one-armed violinist Mr. Adrian Anantawan to share their life story and achievement with students to illustrate the power of faith and dreams.

Our weekly assemblies covered a wide range of topics held by different professionals such as the Police Liaison Department, ICAC, the Public Prosecutor from the Department of Justice, nurses from the Health Department, optometrists, church pastors and experts from NGOs. In promoting sustainable development, we held a Green Christmas Party Competition, a visit to the CLP Energy Efficiency Exhibition Centre and a group of our students received awards in the Interschool Creative Green Model Car Competition.

Our school is also concerned with the mental and physical health of our students. A series of anti-addictive behaviour, sex-education and mental health activities were held in collaboration with the Department of Health, HKCU and HKU so as to promote a positive life style.

The Bible says, "it is more blessed to give than to receive." (Acts 20:35). Our students have learned to serve the community through taking part in different community services. More than 1500 students voluntarily registered in services such as Flag Selling activities, elderly home visits and a charity performance. Two student groups Rotary Interact Club and V-power bore the main responsibility in promoting our schools' volunteer work.

We hope every SPKC student can combine intelligence with virtue, glorify God and benefit people at the same time.

6.3 Co-curricular Activities

SPKC always values students' holistic development to encourage students to participate in different 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 the intellectual domain among students, but also to their aesthetic and physical developments, 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 high morale and cohesion among House members through different Inter-House activities. The 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.

Our School continues to launch the 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 order to support S1 students who are about to face the overwhelming challenges when adapting to a new learning environment and entering adolescence, the school organizes a S1 Bridging Program every summer. Furthermore, the school is also concerned with the challenges and pressures faced by S5 students and thus the Endeavour Camp for our S5 students was organized to increase students' determination in preparing for the public examinations as well as to promote teacher-student relationships and class spirit.

In addition to the individual counselling consultation conducted by the School Social Worker, experiential-based adventure learning programs have been organized to cater for the needs of S1 to S5 students in which included sessions of (i) team building activities to facilitate interaction among individuals, (ii) challenges such as cycling, hiking, rope course and wild camping, with increasing intensity of perceived risk level, to enhance the students' resilience abilities, (iii) debriefing to allow transferring adventure, experience and benefits to real life application and (iv) parent workshops and family workshops to strengthen the interaction among family members and enhance family bonding.

We were honored to be selected as one of the "Caring Schools" in the "Caring School Award Scheme" again. It is an award presented to schools that are actively promoting caring attitudes and put it into practice in an outstanding way. This year, our school was selected as one of the two outstanding schools in the "Parents-School Cooperation" category and we were invited to write a short article to share our experience in the prize presentation ceremony booklet.

7.2 Career Guidance

The 2nd batch HKDSE students graduated in 2013. With last year's experience, teachers and students were more familiar with the multiple pathways for DSE graduates. Under the guidance of teachers, most of our S.6 students were well prepared before the HKDSE results release day. In addition to JUPAS application, many applied to various post-secondary institutions in Hong Kong, the mainland and overseas. Some received conditional offers before the results were released.

All of our graduates decided to continue their studies instead of joining the job market. 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, mainland or overseas.

The Career Guidance Team worked very hard to help the students to decide their career direction. We believe that making a career choice is not a "one-click" process, students need to discover their own interests and understand the career world in order to make their decision. Therefore, we conducted career planning workshops for our S.3 to S.6 students. In addition, the Career Guidance Team also organized numbers of career-related activities including workplace visits, career talks and a career workshop. Through these activities, students widened their horizons and positive feedback was given by most of the participants.

8. Student Achievements

Competition	Organizer	Award	Section	Class	Name
Sir Edward Youde Memorial Prizes	Sir Edward Youde Memorial Fund	Sir Edward Youde Memorial Prizes	Senior Secondary School Students Senior Secondary School Students	6F	CHUI Lok Man Rammie
				5F	TSE Hiu Ching Sarah
語常會推廣普通話活動第十六屆全港中小學普通話演講比賽 2014	新市鎮文化教育協會	新界區金獎及全港總冠軍	初中組	1F	鄔沛延
		優異星獎	初中組	2P	羅楠琳
Hong Kong Schools Drama Festival 2013/14	Education Bureau HKSAR & Hong Kong Art School	Award for Commendable Overall Performance	Secondary (English)	SPKC Drama Club	
Hong Kong Schools Drama Festival 2013/14	Education Bureau HKSAR & Hong Kong Arts School	Award for Outstanding Stage Effects	Secondary (English)	5G	CHAN Tsz Kin
				4L	CHIU Chun Yin
				4G	MAN Chi Lok
				5F	CHEN Tyng Yun
				4G	TSANG Hoi Man
				5G	LO Ka Yin
				4H	LAU Ho Ting
				4H	CHIM Hiu Tik
				4F	LIU Wing Sang
				4F	CHOW Tsz Wing
Hong Kong Schools Drama Festival 2013/14	Education Bureau HKSAR & Hong Kong Arts School	Award for Outstanding Performer	Secondary (English)	1J	WILSON Brianna Sum Yee
				2G	LI Cheuk Nan Zakiya
				3G	LAU Tsz Ying Emilia
				5F	TSUI Hong Kiu Ian
				5F	WONG Shu Qi Alice
				5G	CHUNG Tsz Hei Steven
CityU Discovery & Innovation Debating Challenge	City University of Hong Kong & SCMP Young Post	Divisional Champion	---	5F	TSE Hiu Ching Sarah
				5J	CHEUNG Ling Sam Sammi
				4G	AU Mei Yan
				4J	LO Yi To Michelle

Competition	Organizer	Award	Section	Class	Name
New Territories Secondary School Fencing Competition	Hong Kong Schools Sports Federation	Champion	Girls B Sabre (Individual)	3P	TANG Wan To
2013/14 Statistical Project Competition for Secondary School Students	Hong Kong Statistical Society and Education Bureau	Second Prize and Prize for the Best Graphical Presentation	Junior	2G	CHAN Tin Wai Ruby
				2G	CHOW Wing Tung
				2G	SZETO Wing Ka
				2G	WONG Ngo Chit
			Senior	5P	FONG Cheuk Yiu Alma
				5P	HUI Wai Ying
The 29th Sing Tao Debating Competition	Sing Tao Daily	Best Speaker	Round 2	5F	TSE Hiu Ching Sarah
Nesta-SCMP Debating Competition	Native English Speaking Teachers' Association & South China Morning Post	Best Speaker	Division 2A (Round 2)	4F	HUNG Sze Long
			Division 2A (Round 3)	4J	LO Yi To Michelle
			Division 2A (Round 4)	3L	TSUI Hoi Yee Abigail
			Division 2A (Round 5)	4G	AU Mei Yan
The Hong Kong Federation of Youth Groups & Standard Chartered Hong Kong English Public Speaking Contest	The Hong Kong Federation of Youth Groups & Standard Chartered Hong Kong	Top Ten	---	5F	TSE Hiu Ching Sarah
Hong Kong Schools Debating Council Tournament	Hong Kong Schools Debating Council/ Chinese International School	2nd Runner-up	Crystal Division	5F	TSE Hiu Ching Sarah
				5J	CHEUNG Ling Sam Sammi
				4G	AU Mei Yan
				4J	LO Yi To Michelle

Competition	Organizer	Award	Section	Class	Name
The 65th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	Champion	Solo Verse Speaking	4F	CHAN Yuet Ting
				4F	TAM Tsin Lui
		Champion	Dramatic Duologue	4F	TAM Tsin Lui
				4F	CHOW Tsz Wing
		1st Runner-up	Solo Verse Speaking	4F	CHOW Tsz Wing
				4L	CHEUNG Wing Yan
				3G	CHEUNG Chun Hei
				2G	WONG Ming Lun Lincoln
		2nd Runner-up	Solo Verse Speaking	5P	LAW Hiu Chui
				5P	SHEN Jiaqi
				3F	TAM Long Hei
				3L	WONG Yuet Yin Fonia
				2G	LI Cheuk Nan
				1J	SO Man Fung Matthew
			Dramatic Duologue Secondary 1 and 2	2P	KO Hei Nok
				2P	LAM Zihong Christopher
第六十五屆香港學校朗誦節	香港學校音樂及朗誦協會	冠軍	女子(粵語)詩詞獨誦	1F	鄺沛延
		亞軍	男子(粵語)詩詞獨誦	1P	卓曉峰
		季軍	男子(粵語)散文獨誦	4G	陳朗曦
Hua Xia Cup Mathematics Contest 2014 (Final)	The Hong Kong Mathematical Olympiad Association	Second Class Prize	S2	2P	WONG Chun Long
		Third Class Prize	S2	2P	NG Hei Naam
Interschool Creative Green Model Car Competition 2013	Hong Kong Holistic Intelligence Development Association	HK Electric Cup (Green Award)	---	4G	MAN Chi Lok
				4F	LIU Wing Sang
				4F	WANG Fong Lap
				4F	YUEN Hok Hin
				4H	CHIM Hiu Tik
				6P	CHENG Yee Lok
				6L	KAM Jerry
				5P	LIN Wei Stephanie
				6F	WONG Lok Yi
				6P	CHAN Daniel Lok Him

Competition	Organizer	Award	Section	Class	Name
The 66th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Champion	Church Music Chinese (Age 14 or Under)	1F	LO Yin Cheung
				1F	LOOK Yan Wing
				1F	TSE Kelly
				1G	HAU Man Tik
				1G	KWAN Hau Tung Summer
				1G	LI Sze Ngai
				1G	SHIU Yan Tung
				1G	WONG Kenji Tsz Yiu
				1G	WONG Yi
				1G	YUN Sui Hang
				1J	CHAN Chung Wan
				1J	LIN Wai Ying Rachel
				1P	CHEUNG Lok To Curtis
				1P	CHIU Yat Yi
				1P	SIU Sum Yuet
				1P	YEUNG Tsz Tung
				2F	CHOW Tsz Lui Ellen
				2G	CHAN Tin Wai Ruby
				2G	WONG Ming Lun Lincoln
				2G	WONG Ngo Chit
				2G	WONG Yuen Tim Rachel
				2L	KAN Chun Hin
				2P	CHAN Angie
				2P	CHAN Oi Yau
				2P	LAM Chun Ho
				2P	LAU Mercy Pui Pui
				2P	LAW Nam Lam
				3J	CHOW Tsz Yau
				3J	TANG Wing Man
				3L	CHEUNG Tin Yau
				3L	LEE Tin Lok
				3L	WONG Yuet Tung
				3P	LEE Yuen Ning
		Champion	Piano Duet (Hungarian Dances- No.20 and No.16)	5P	SUEN Ming Suet Michelle
				5F	LAW On Ying

Competition	Organizer	Award	Section	Class	Name
The 66th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	1st Runner-up	Grade 7 Piano Solo	2F	LUI Ho Long
		1st Runner-up	Grade 6 Piano Solo	1P	TAI Chung Man
		1st Runner-up	Clarinet Solo	1J	CHU Cheuk Yan
		1st Runner-up	Grade 7 Piano Solo	1J	CHU Cheuk Yan
		2nd Runner-up	Guitar Solo	1G	YUEN Hoi Kiu
		2nd Runner-up	Flute Solo	3J	CHAN Hiu Hang
第六十五屆香港學校朗誦節	香港學校音樂及朗誦協會	冠軍	中一、二女子普通話 詩詞獨誦	1F	鄔沛延
				2P	陳芷穎
		亞軍	中一、二女子普通話 散文獨誦	1F	鄔沛延
				1P	曹芷榕
		亞軍	中五、六女子普通話 散文獨誦	5L	譚頌恩
		亞軍	中五、六男子普通話 詩詞獨誦	5P	朱子謙
		季軍	中一、二女子普通話 詩詞獨誦	1F	簡以靖
				1P	俞寶兒
				1F	朱啟悅
		季軍	中一、二男子普通話 散文獨誦	2P	黃天堃
		季軍	中三、四男子普通話 散文獨誦	3L	梁景誠

Competition	Organizer	Award	Section	Class	Name
Hong Kong International Handbell Olympics 2014	Asia International Handbell Association (Hong Kong)	Gold Award	Junior Section	1L	CHEN Huen Huen
				2J	CHUNG Hau Ching
				2J	LEE Tsz Man
				2P	YEUNG Karen Kai Yan
				3L	YUEN Wing Ki
				3G	BASS Christine Wing On
				4F	CHAN An Lam
				4P	CHAN Chun Wing
				4P	CHAN Ryan
				4G	NG Sze Long
				4F	PANG Ching Hei Ave
		Silver Award	Junior Section	1J	CHEUNG Hoi Lam
				1J	CHU Cheuk Yan
				1J	HEO Esther Shee-Yin
				1L	CHEN Huen Huen
				1L	TSE Shing Wa
				1P	KAN Praise Joan Kee
				1F	CHEUNG Chi Kin
				1G	SO Pui Hau
				2J	CHUNG Hau Ching
				2J	LEE Tsz Man
				2L	KONG Sum Yuet
				2P	YEUNG Karen Kai Yan
				3L	YUEN Wing Ki
				3G	BASS Christine Wing On
				4F	CHAN An Lam
				4P	CHAN Chun Wing
				4P	CHAN Ryan
				4G	NG Sze Long
				4F	PANG Ching Hei Ave

Competition	Organizer	Award	Section	Class	Name
Inter-school Swimming Championships	Hong Kong Schools Sports Federation	2nd runner-up	Girls C Grade 50m Back Stroke	2L	CHU Man Tung
		2nd runner-up	50m Back Stroke Boy B Grade	4G	CHUNG Yui Hei Eliot
		2nd runner-up	50m Breast Stroke Girls C Grade	2G	SZETO Wing Ka
		2nd runner-up	100m Breast Stroke Girls C Grade		
		3rd runner-up	Medley Relay Boy C Grade	1J	FU Chuen Leong
				1J	TO Long Hei Jeremiah
				1F	LAU Tsz Hin
				2G	NG Wai Lam
沙田國慶盃游泳錦標賽 2013	新界社團聯會 沙田地區委員會	Champion	50m Breast Stroke	2G	SZETO Wing Ka
		1st runner-up	Medley Relay		
		1st runner-up	Free Style Relay		
		1st runner-up	50m Free Stroke	5J	YUEN Shuk Yue
		1st runner-up	Medley Relay		
		2nd runner-up	50m Back Stroke		
		2nd runner-up	Free Style Relay		
		2nd runner-up	50m Back Stroke	2G	NG Wai Lam
		2nd runner-up	Free Style Relay	1L	CHEN Huen Huen
		1st runner-up	Medley Relay	1F	LAU Tsz Hin
		2nd runner-up	Free Style Relay		
		2nd runner-up	50m Breast Stroke		
Sham Shui Po District Age Group Swimming Competition 13'	Leisure and Cultural Services Department	1st runner-up	50m Breast Stroke (Female Group G)	2G	SZETO Wing Ka
		1st runner-up	100m Breast Stroke (Female Group G)		
Tuen Mun District Age Group Swimming Competition 13'		2nd runner-up	50m Breast Stroke (Male Group G)	5L	CHAN Hon Lam
Inter-School Badminton Competition	Hong Kong Schools Sports Federation	1st runner-up	Boys Grade A	3J	YAN Sung Hang
		1st runner-up	Boys Grade A	4G	LEE Chi Yeung
		1st runner-up	Boys Grade A	4P	CHAN Tsz To
		1st runner-up	Boys Grade A	5F	LAM Yui Chi
		1st runner-up	Boys Grade A	5G	WONG Chi Yin

Competition	Organizer	Award	Section	Class	Name
Inter-school Athletics Championships 3000m	Hong Kong Schools Sports Federation	2nd runner-up	Boys Grade B	3J	LI Yat Kan
Inter-school Athletics Championships 800m		2nd runner-up	Boys Grade B	3J	LI Yat Kan
Inter-school Long Distance Run Competition	Hong Kong Schools Sports Federation	4th runner-up	Boys Grade B	3J	LI Yat Kan
Gospel teenage 7 A-side Tournament (Silver Plate)	Hong Kong Soccer In Christ Limited	Champion	Boys Grade C	2J	CHEUNG Ting Ho
				2J	KEI Tsun Yin
				2J	KONG Hei Laam
				2L	CHUNG Sheung Lai
				2L	HO Shuki
				2P	WONG Chun Long
				1L	ADHIKARI Aditya
				1L	CHAN To
				1L	CHING Leong Matthew
				1P	HUNG Man Hong
				1P	WONG Chun Ting
				1F	CHING Ming Hay Sammer
				1F	KWOK Kwan To
				1G	CHUNG Shun Him Ryan
				1G	FUNG Ching Lam Adam
				1G	LAM Ho Hin
				1G	YUEN Ho Chun
Inter-School Volleyball Competition	Hong Kong Schools Sports Federation	3rd Runner up	Girls Grade A	1F	TAI Sin Tung
				1G	KWAN Hau Tung
				1G	SIU King Sum
				1L	CHAN Wing Tung
				1L	SO Chun Ni
				1L	WONG Kwan Ting
				2G	CHUI Hok Tung
				2G	LAM Tak Yee
				2G	MAK Sin Yi
				2L	YIM Fong Wai

Competition	Organizer	Award	Section	Class	Name
The 34th Shatin Dance Contest	Leisure and Cultural Services Department Shatin Arts Association Home Affairs Department (Shatin District)	Silver Award	Open (Jazz)	2F	FONG Joyce
				2F	MAN Allai Winona
				2F	YUEN Man Yu
				2J	LAI Hoi Ching
				2J	WONG Ka Ying
				2L	YIM Fong Wai
				3L	CHAN Hiu Ying
				3P	CHENG Hei Tung
				3P	CHEUNG Tsz Ting
				4H	LAM Leung Yin
				5J	LO Ching Yin
				5J	YIP Tsz Ching
				5L	TSANG Suet Wing
				5P	POON Sze Wah
The 50th Schools Dance Festival	Education Bureau Hong Kong Schools Dance Association Limited	Highly Commended Award	Jazz (Group)	1F	LIN Hiu Ching
				1F	PO Yan Ting
				1J	YU Charlotte
				1L	LIU Tsz Kwan
				1L	LIU Yi Ting
				1L	NG Ka Yan
				1L	TANG Wing Chi
				2F	MAN Allai Winona
				2F	YUEN Man Yu
				2G	CHOW Wing Tung
				2J	LAI Hoi Ching
				2L	CHOI Hoi Yan
				2L	CHOI Yee Ling
				2L	YIM Fong Wai
				2P	CHAN Pui Huen
				2P	LEE Lok Yi
				2P	SHUM Cheuk Ying
				3F	CHAN Wai Ki Carmen
				3L	CHAN Hiu Ying
				3P	CHENG Hei Tung
				3P	CHEUNG Tsz Ting
				5J	LO Ching Yin
				5J	YIP Tsz Ching
				5L	TSANG Suet Wing
				5P	POON Sze Wah

Competition	Organizer	Award	Section	Class	Name
The 42th Open Dance Contest	Home Affairs Department (Kwun Tong District) Kwun Tong District Culture & Recreation Promotion Association	Bronze Award	Open (Jazz)	1F	LIN Hiu Ching
				1F	PO Yan Ting
				1J	YU Charlotte
				1L	LIU Tsz Kwan
				1L	LIU Yi Ting
				1L	NG Ka Yan
				1L	TANG Wing Chi
				2F	MAN Allai Winona
				2F	YUEN Man Yu
				2J	LAI Hoi Ching
				2L	CHOI Hoi Yan
				2L	CHOI Yee Ling
				2L	YIM Fong Wai
				2P	CHAN Pui Huen
				2P	LEE Lok Yi
				2P	SHUM Cheuk Ying
				3F	CHAN Wai Ki Carmen
				3L	CHAN Hiu Ying
Bonaqua All Hong Kong Schools Jing Ying Badminton (Team) Tournament 2013-2014	Hong Kong Schools Sports Federation	Quarter-finalist	---	3J	YAN Sung Hang
				4G	LEE Chi Yeung
				4P	CHAN Tsz To
				5F	LAM Yui Chi
				5G	WONG Chi Yin
中銀香港 2014 年 全港學界羽毛球 團體錦標賽	香港羽毛球總會	四份之一決賽	---	3J	甄崇亨
				4G	李志揚
				4G	袁譽庭
				4P	陳健維
				4P	陳梓滔
				5F	林睿智
				5G	黃志彥

9. Evaluation of the Major Concerns in 2013-14

Major Concern I: To enhance learning motivation through student- centred learning and teaching

In general, the objective was achieved progressively as reflected from the evaluation of the Annual Year Plan of subject departments and teams. In terms of developing students' learning habits, over 50% of students did appropriate preparation before lessons which successfully reduced teaching time on simple teaching points and concepts. In Liberal Studies, one group of S.5 students was assigned to share news in the assembly. They were able to make quality sharing and this activity had effectively aroused the awareness of the students of whole school on current social affairs. Most S.6 students could analyze social issues from different perspectives, while most students were attentive to others' sharing. Students generally improved their oral presentation skills, which were shown in their study of Chinese Language, English Language, Liberal Studies and Integrated Science. Teachers noticed that students were reading Science magazines or books in the library during their free periods regularly. Students' rising interest in reading Science books were well appreciated by teachers. In BAFS, most students enjoyed collaborative learning as they could discuss with and learn from their partners. Cooperative and Interactive learning were also effective in most of the subjects such as English Language, Integrated Humanities, Chinese History, PSSE and Music. Teachers stated that these strategies could effectively facilitate students' communication skills. A subject-based Self-Learning Package (SLP) was introduced in Integrated Humanities as one of the essential learning tasks. There were three sets of new SLP completed by teachers. However, only a small number of students were able to complete all tasks in SLP this year. Further enhancements were required to make on the SLP system and propose essential incentives for students.

In addition, it is suggested students of different forms and of different subjects could also join the news sharing in the morning assembly. Guidelines can be given to help students develop high level critical thinking. Students of better groups could be encouraged to analyze how current issues were related to the examination syllabus and able to set questions in relation to the issues.

Library, as a resource database of intellectual development and self-learning has continued to work on the students' intrinsic learning motivation. 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. It was held successfully and the response from teachers and students was positive.

In addition, the SPKC Library website serves as a centralized online information management

platform for the school community to provide 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 (1) Wisenews, the comprehensive search engine for news in Chinese and English, (2) iRead Club, the blog-like book sharing online platform and (3) the Encyclopaedia, Britannica, the providing graded learning materials for our students. Students were trained to be responsible for their own learning by providing adequate online resources and support.

The Book Appreciation Reward Scheme and the English Reading Scheme have been implemented complementarily along with the reading within the curriculum. Incorporated with the English Reading Scheme, the best reflections written by students will be able to obtain prizes in the Book Appreciation Reward Scheme. 12 students in total have been awarded as the Book Appreciation Masters due to their impressive understanding and effective evaluation of the books shown in their reflections written. The awardees have received book coupons and certificates as recognition of their efforts also with a hope that they could enjoy themselves more upon purchase of leisure reading materials.

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

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

To conclude, it was observed that students generally were confident and took initiative towards learning. The school will continue review and employ appropriate learning and teaching strategies as well as assessment modes to enhance students' learning motivation in the coming year.

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

The objective was generally achieved as reflected in the Evaluation of the Year Plan and Annual Reports of subject departments. Teachers reported their observation and learning outcomes in the Panel Meetings. Through teachers' discussion, it was agreed that the curriculum can be appropriately adapted to suit students of different needs, interests, abilities, experiences and learning styles. Teachers can develop themes to cover the core elements for students of average abilities and provide extension themes and activities for students of higher ability. With students of lower ability, teacher should give them tasks that they are capable of doing to build up their confidence and self- image.

Catering for learner diversity strategies were essential measures to enhance effective teaching and learning in SPKC. More specifically, a number of subjects have provided coursework assignments and exam questions with different levels of difficulty to cater for mixed abilities and needs. This strategy has proved successful as comments from students and teachers were encouraging and positive. Challenging questions from the "Bonus" sections were set for more able students. In addition, the remedial or enhancement classes for Chinese, English, and Mathematics were arranged for junior forms to cater for the mixed abilities of our students.

Additionally, in Integrated Humanities, extended reading was promoted especially to those academic high achievers while remedial classes were arranged for low achievers for UT and Exam. In English Language, split groups teaching was adopted according to students' English abilities. Thus, teachers were able to adjust the pace of learning and teaching according to the speed of learning and ability of the students. In Liberal Studies, peer lesson observations on strategies catering for learner diversity were held in the second term. Introductory briefing on the useful pedagogical strategies was given prior to lesson observation and a sharing session was held afterwards. Teachers agreed they were more aware of the pedagogical strategies that could cater for learner diversity but they still needed more time for practice.

On top of above measures, formative assessments were used frequently to provide effective feedback, both formal and informal. Homework assignment in various subjects like Visual Arts, Business And Financial Studies, Liberal Studies, Integrated Science, Integrated Humanities, English and Chinese Languages, consist of a range of activities to develop students' different potentials. Different types of assessment (e.g portfolio, observation and oral presentation) were used to help students identity their strengths and weaknesses and for teachers to decide on the appropriate learning and teaching strategies for them.

Another positive initiative was the integration of Information Technology interactive learning approach into Science, Integrated Humanities and Mathematics education with the pilot scheme implemented in S1 and S.2. With the help of iPad, Apple TV and Dropbox, subject teachers were enabled to explore new teaching strategies to enhance class interaction. For example, by using iPads, teachers and students could access e-books and other learning materials directly during Mathematics lessons. Teachers of the Mathematics and Integrated Humanities Department also used iPads to enhance the frequent use of e-learning. Ebooks of all forms are available in the Dropbox of the Mathematics Department. All these arrangement enhance teachers using ebook during Mathematics lessons.

In addition, performance of students learning and follow-up measures were devised to enhance teaching and learning effectiveness during the Common Lesson Preparation (CLP) of various subjects. It is believed that more time in CLPs will be spent on discussing pedagogical strategies that could arouse students' motivation and develop more issue-enquiry school-based teaching materials.

It was observed that, students generally had confidence and initiative towards learning. As reported by teachers, assignments were completed satisfactorily and submitted on time. The school will continue review and strengthen strategies and support to learning diversity.

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

In particular, the PSSE curriculum was tailor-made to enhance students' understanding of the school themes. In addition, developmental programmes from the counselling team contributed most in this concern. Through Sports and adventure based counselling programs such as "iBond", "Alpha Element" program and all summer programmes which enhanced the self-management and confidence of S.1 students as well promoted the serving heart and responsibility of higher form students. The attendance rate of these programs was over 90%. The resilience abilities of SEN students were enhanced as they were able to accept the high level challenges in the rope access and rock climbing programmes. From teachers' observation and parents' feedback, ADHD students showed improvement in controlling their emotions and developing concentration. Some parents were pleased to see their child's improvement.

For English Language and Chinese Language, attempts were made to help students develop their character by reflection through writing. In S.4 & S.5 English, students wrote three essays related to the themes of "Serving Heart" and "Harmony". In addition, 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, debates, students' newspaper "The Express" and school-based assessment all helped students to develop self-management skills, serving heart, responsibility, vision and perseverance.

Similarly, values education forms an integral part of the Liberal Studies Curriculum. Two talks were organized to enrich students' knowledge of authentic story, media and life values. Different types of news assignments were designed to help students' awareness of social issues and students learned to analyze the news from different perspectives and have personal reflection from its study.

School themes were further strengthened by various teams through inspiring activities. The Christian Education Team shared hymns and Bible verses related to character building during Friday Worship. 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 through talks and sharing. Moreover, students learned to be appreciative of good practices and behaviours of their classmates. However, owing to limited promotion work and the lack of effective 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 will be implemented next year.

10. Financial Summary

a) Financial Summary for the 2012-13 School Year (Audited)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	72.0%	N.A.
School Fees	N.A.	25.7%
Rental, Bank Interest & Sundry Income	N.A.	1.3%
Grants & Rates Income	N.A.	1.0%
Total	72.0%	28.0%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	81.0%	
Operational Expenses	8.5%	
Fee Remission / Scholarship ¹	3.0%	
Repairs and Maintenance	2.5%	
Depreciation	5.0%	
Total	100%	
Surplus / (Deficit) for the school year	2 months of the annual expenditure	
Accumulated Surplus / Deficit in the Operating Reserve as at the End of the School Year#	10 months of annual expenditure	
¹ The % of expenditure on fee remission / scholarship is calculated on the basis of the <u>annual overall expenditure</u> of the school. This % is different from that of the fee remission / scholarship provision calculated on the basis of the <u>school fee income</u> as required by the Education Bureau, which must be no less than 10%		
# in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works

- | | | |
|---------------------------------|-------|------------|
| 1. Furniture & Equipment | about | 600,000.00 |
| 2. Computer Hardware & Software | about | 800,000.00 |

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

b) Financial Summary for the 2013-14 School Year (to be confirmed after auditing)

11. School Contact Information

School Name: Stewards Pooi Kei College
School Address: 56 Siu Lek Yuen Road, Shatin, N.T.
Phone: 23454567
Fax: 26351000
Email: info@spkc.edu.hk
Web: <http://www.spkc.edu.hk>

-End of Report-