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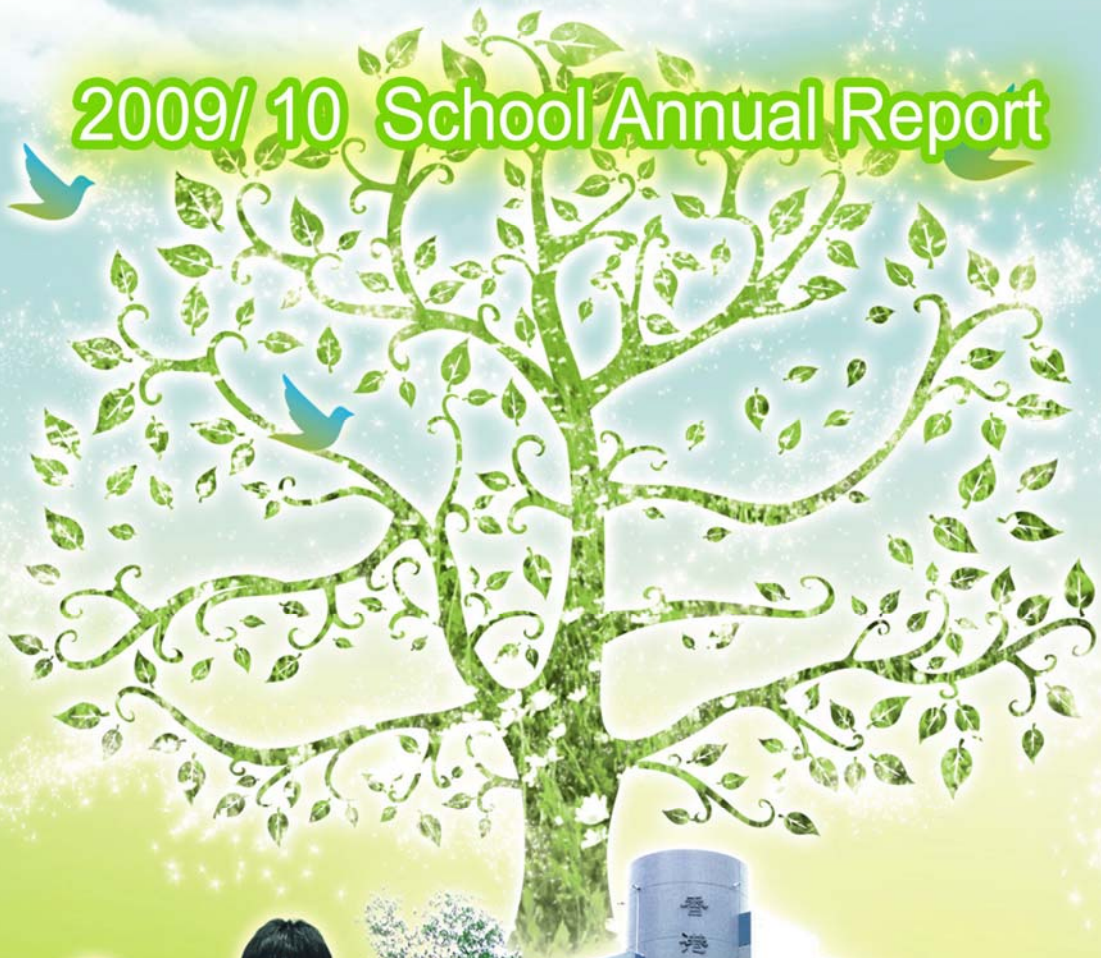


香港神託會培基書院  
Stewards Pooi Kei College

A Special Place to build  
Knowledge and Character

忠於神託 培育領袖 立根基督

2009/10 School Annual Report



香港神託會  
Stewards

# *School Annual Report 2009-2010*

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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 for SPKC is “To become an outstanding DSS school with the purpose of cultivating Christian faith and educating our students to be leaders and “stewards” of tomorrow”.

With the flexibility of the Direct Subsidy Scheme and well-equipped school buildings, the school is in a privileged position to provide all-round education as well as a sound basis for life-long learning. Our vision is that students can grow through joy, creativity and solid training in transferable and interpersonal skills so that they can be well prepared for university education and beyond as self-directed learners and responsible citizens with a Christian perspective.

## 1.3 School Mission

We aim at preparing tomorrow's leaders with character and intelligence.

The essential qualities of a leader are:

- High Self-esteem
- Love and Care
- Globalized Vision
- Life-long Learning
- Christian Values

# 2. Our School

## 2.1 Brief Description

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

In the 2009/10 school year, the school operated six form levels (secondary 1 to secondary 6) with a total enrolment of 961 students housed in 28 classes. The class size on average was below 35 and the small-class policy (less than 25 students per group) was adopted in the subject of English language.

The staff team consisted of 69 teachers, 7 teaching assistants, 2 laboratory technicians, 1 IT Officer and 2 IT assistants, 1 assistant librarian, 9 administrative staff and 11 janitors. All teachers possessed Bachelor degree or above and over 36 % of them had higher degrees.

Built in accordance with millennium standards, the school is equipped with state-of-the-art facilities which can provide students with a safe and comfortable environment where all-round development can take place. In 2007, the school was granted land of about 20,000 square meters in area, adjacent to the main campus under a short-term lease from the Lands Department. The site

was named “Liberal Studies Park” in recognition of the development of the New Senior Secondary Curriculum in the coming years. In this Park, we have set up different kinds of facilities to develop our students’ generic skills and to convey the message of environmental conservation. The facilities include a standard handball court which can also be used as a mini-soccer pitch, organic farmland, a demonstration site for renewable energy, a weather data collecting station and a site for adventure-based education. This is also a place to demonstrate the concept of sustainable development in our community.

## 2.2 Quality Christian education

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

## 2.3 School Management

The School Management Committee (SMC) is composed of nine school managers comprising professionals such as university professors, secondary school principals, CEOs and a lawyer. Four renowned figures have been acting as our special advisors, namely, Prof. Joseph SUNG Jao-yiu, SBS, Dr. Philemon CHOI Yuen-wan, SBS, JP, Mr. LAM Chiu-ying, SBS and Prof. HO Kin-chung, BBS. From time to time, they are invited to serve as our speakers.

An advisory Board acts as the think tank in monitoring the direction and development of the school. The Principal, Vice-principals and two experienced senior teachers are the core members.

The main body responsible for school operation is the School Executive Committee (SEC) comprising the Principal, Vice-Principals, Directors of the 3 offices (Academic Affairs, Students Affairs and the External Affairs), their assistants and senior teachers.

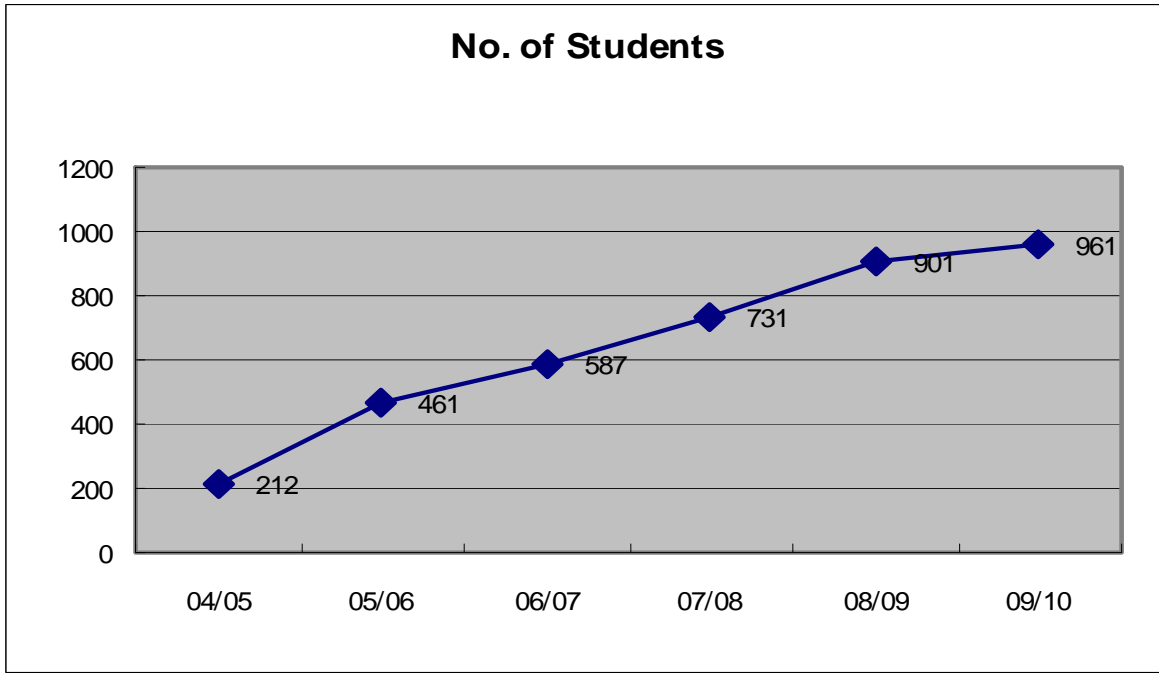
## 2.4 Active School Learning Days

The number of school days in the last school year with regular classes or with learning activities organized for the whole school or whole-class level of students is 168. The learning activities days included a school picnic, Learning-Without-Walls Program, an athletics meet, test and examination periods and post-examination activities.

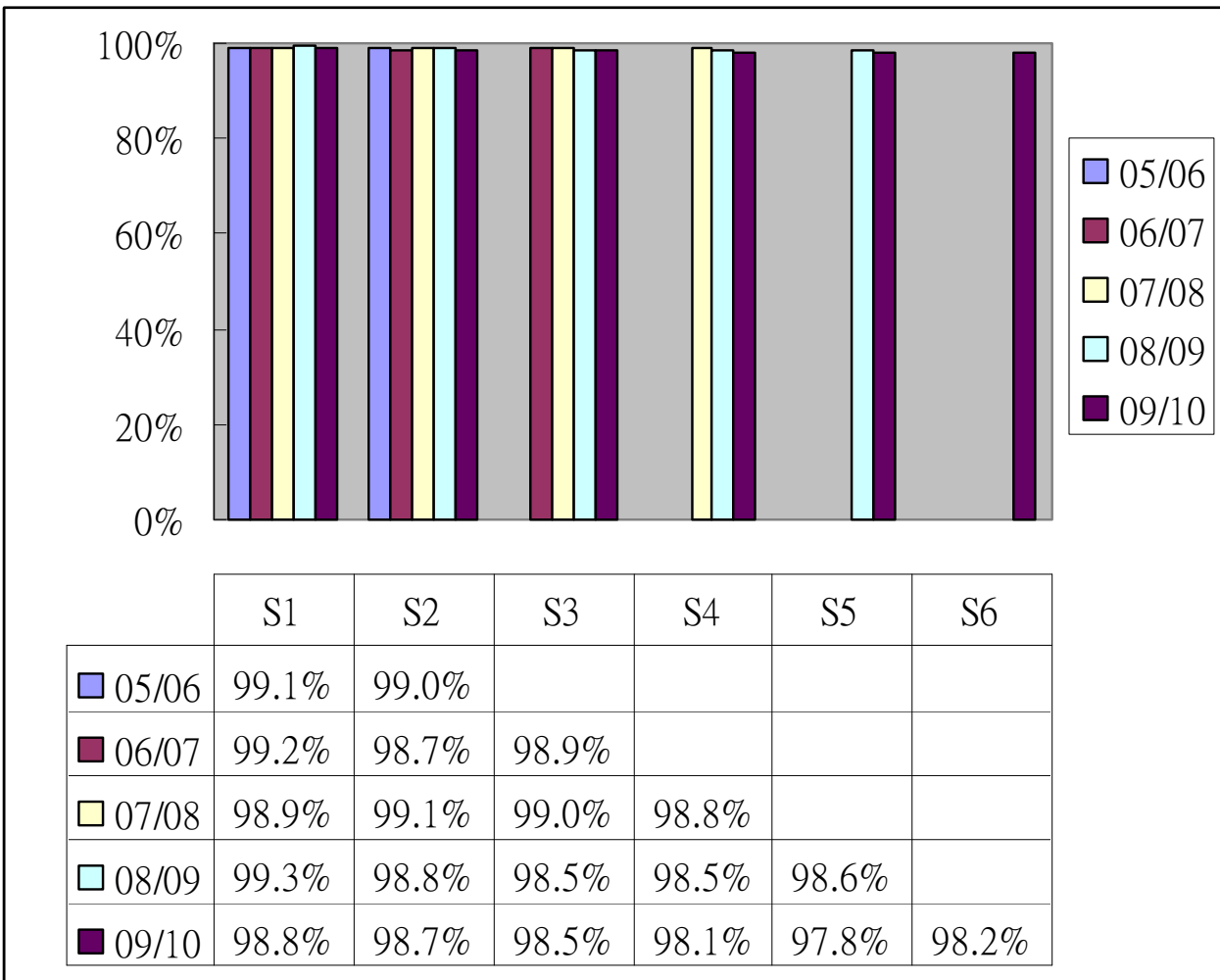
# 3. Our Students

## 3.1 Class Structure

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	6	5	5	5	2	28
No. of Students	183	206	177	162	174	59	961

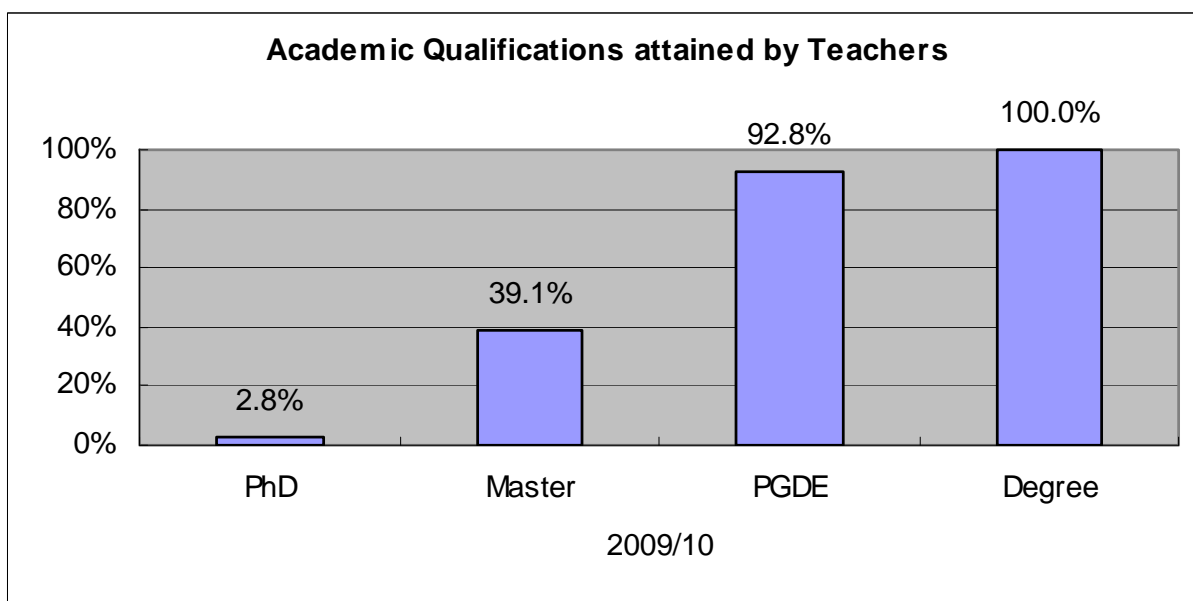
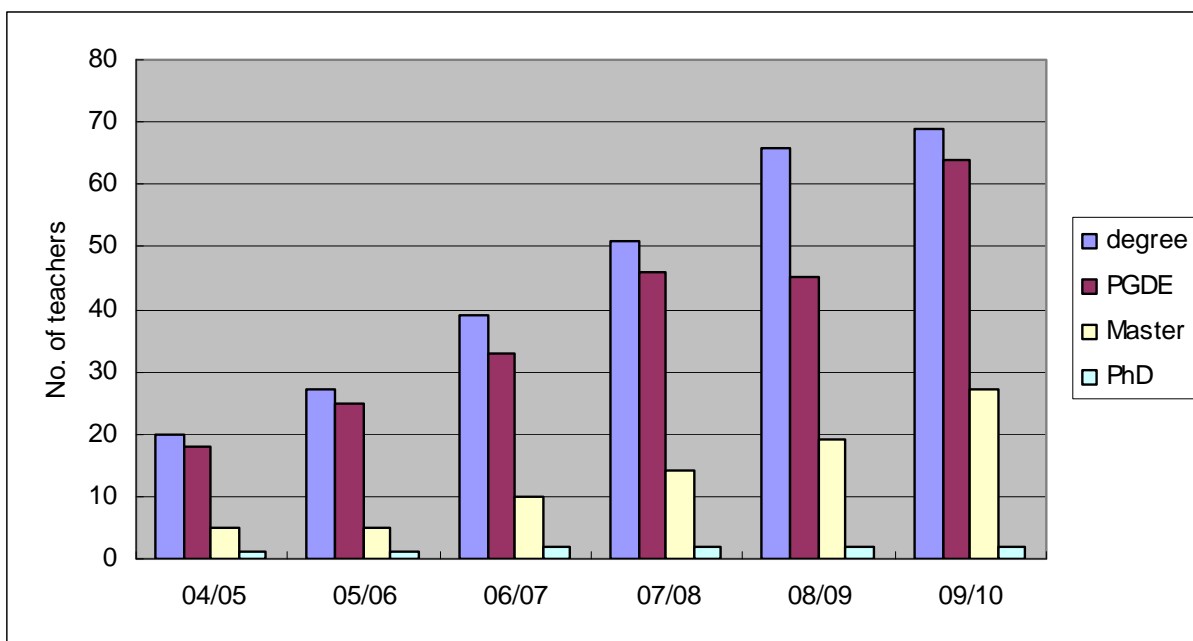


### 3.2 Students' Attendance



## 4. Our Teachers

### 4.1 Teachers' Qualifications



### 4.2 Teachers' Experience

No. of teachers with 0 to 2 years of experience	3
No. of teachers with 3 to 5 years of experience	37
No. of teachers with 6 to 10 years of experience	21
No. of teachers with 11 to 20 years of experience	3
No. of teachers with over 20 years of experience	5
Total	69

## 5. Learning and Teaching

### 5.1 Curriculum and Academic Development

To review and design curriculum in alignment with the recent trends in educational development, the Academic Excellence Board was established to explore strategies for quality teaching and learning, to facilitate teaching and learning through collaboration with different Key Learning Areas; to co-ordinate the implementation of the Four Key Tasks, as well as to promote Assessment for Learning.

One recent curriculum development is to incorporate Chinese History into junior secondary education. The major motive is to promote national education and broaden the knowledge base so as to prepare students for studying NSS Liberal Studies. To achieve this target, students' understanding of historical and contemporary development of China has been strengthened and consolidated in Chinese History at the junior level. Through studying the subject, students can also learn to understand the characteristics and values of their own nation and its culture.

Another significant NSS curriculum development for SPKC was Literature in English confidently introduced in S.4, and the planning of a Literature-based English Language syllabus for implementation in junior forms. The school is currently one of only two schools in the Shatin District to offer this subject.

The most striking feature in curriculum planning is the development of a school-based curriculum for NSS Liberal Studies. The Liberal Studies Curriculum Development Team was established in 2008. The team develops, reviews the curriculum, and coordinates effective cross-curricular collaboration and communication.

In addition, to cater for students with Special Education Needs (SEN), the school aims to help tighten the individual diversity in class through more effective way of teaching and help students benefit from a fair and appropriate mode of assessment. Academic policies and mechanism have been further modified this year to facilitate early identification of SEN students. The school also coordinates additional support such as specially arranged accommodation facilities for examination for the students once the needs are identified.

To better reflect students' overall performance, starting from this academic year, a new report card of three sections consisting of assessments of students' performance in academic area, personal development, and Learning Without Walls Programme will be issued by the end of the school year.

### 5.2 English Enhancement

As an EMI school, SPKC places strong emphasis on the English curriculum to consolidate students' language foundation, and also the development of English language activities to cultivate an enriching English learning environment on campus. The small class teaching policy has enabled teachers to cater for learners' diversity and to maximize students' potential. In 2009 HKCEE, the school attained the outstanding results of 99.4% passing rate which was far above the respective territory averages. In addition, the English Drama Programme integrated into the junior form curriculum has paved the way to the English Drama Module in the NSS. The programme is thematically linked to the existing S.1 to S.3 syllabus with interesting drama experiences to increase students' usage of English language for creativity, communication, teamwork, and at the same time develop their appreciation of English Language Arts.

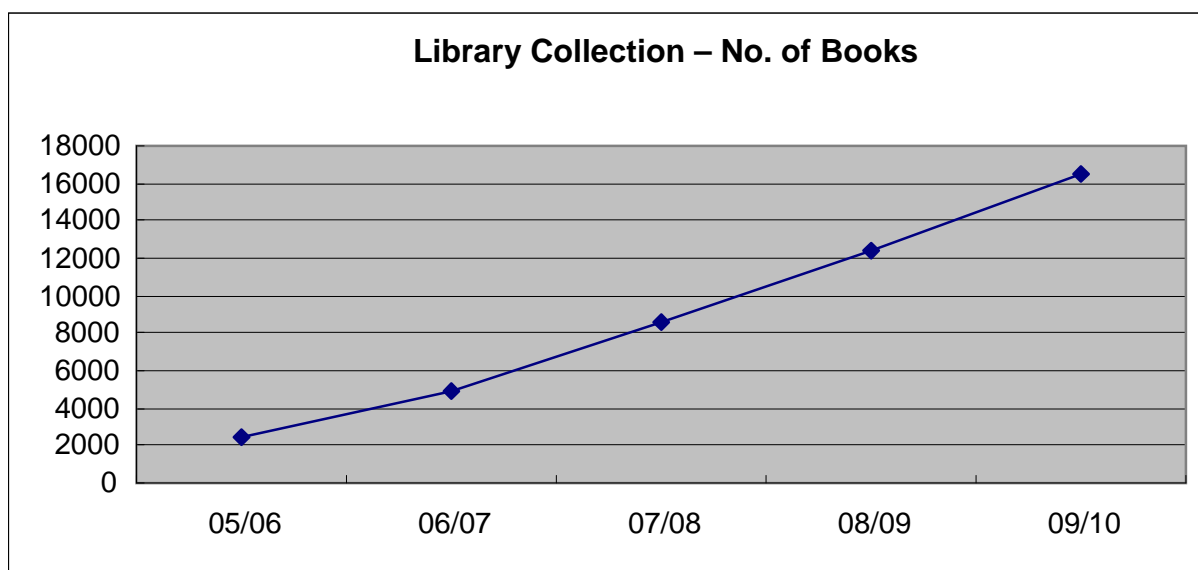
To encourage our students to become autonomous learners, the implementation of Self-Access Learning had been established to provide systems and English language materials for students' individual learning. Materials include preparation for International English Language Tests (IELTS) and similar support materials to assist students for further study.

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

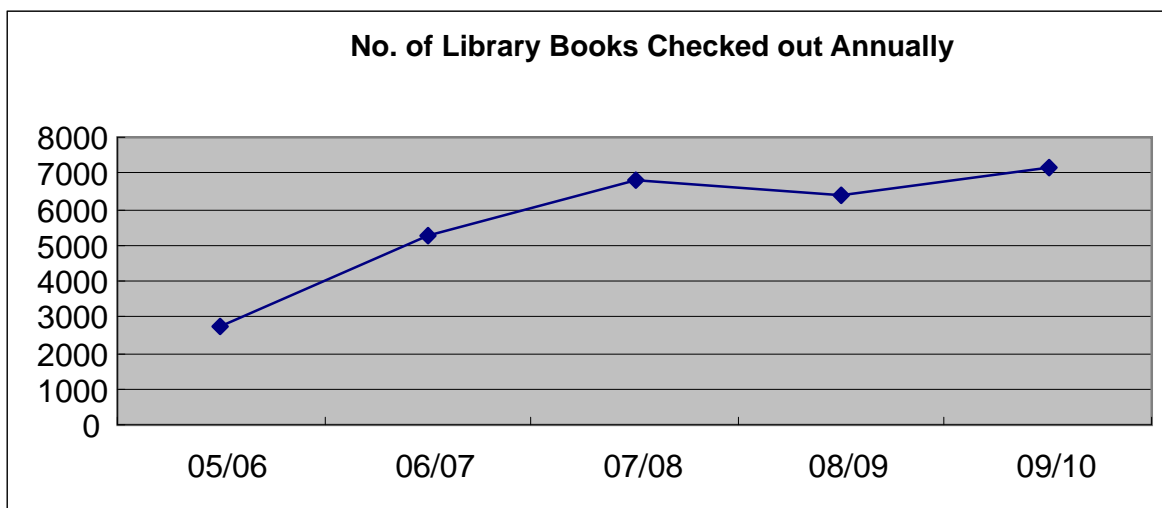
### 5.3 Reading to Learn

SPKC believes that the fostering of good reading habits is vital in students' life-long learning. This year the school has marked a significant growth in many kinds of reading programme. The Library's Reading Scheme has continued to develop not only in its English Reading Scheme but also in the launching of the "Extensive Reading Scheme" which recognized all types of reading in various subject areas. Reading has also been formally recognized and integrated into the curriculum and assessments in Chinese Language, English Language, Mathematics, Integrated Humanities, Chinese History, Integrated Science and PSSE.

In 2009-2010, the Library has continued to serve as the centre of SPKC's academic life and to develop in terms of book collection, reaching 16,000 books in total. This year, the Library has recruited 35 student helpers. The average service time per student helper was 40 hours annually. The SPKC Library website (<http://spkclibrary.wordpress.com>) has been launched since September to provide a centralized online information management and searching platform. Simultaneously, a school-based course on information literacy has been offered to all S.4 students. With the new Library homepage, an online reading blog "i-Read Club" has also been introduced for all members of the SCPK community to share all types of books and reading experiences.







## 5.4 Diversification of Learning Experience

Committed to creating outstanding curricula for multidisciplinary and diverse learning experience, the school has implemented 27 Learning Without Walls (LEWOWA) programmes this year consisting of subject and cross-subject learning, personal development programmes, voluntary services, and cultural exchange activities. Newly featured in this year's LEWOWA, the school explored new learning locations in Vietnam and Sabah. In addition, a S.6 Programme Assistant Scheme has been set up to provide selective S.6 students leadership opportunities and peer-support among students in junior form programmes. As an active response to the needs of the long-term earthquake relief work in Sichuan and a chance to study town re-development, a voluntary service programme for senior students was also conducted via LEWOWA which students joined local volunteers in Chengdu and MianYang to serve in the relief sites.

Apart from SPKC's diverse co-curricular programmes, this year the school has taken its 5<sup>th</sup> year anniversary celebration as a special opportunity for creative learning through the musical production of "Joseph and the Technicolor Dream Coat". The musical connects SPKC education for performing arts and English language with the strengths of its school-based programmes. The preparation incorporates afterschool English drama and musical rehearsals, and also intensive theatre training implemented as a LEWOWA programme.

To meet the needs of NSS curriculum and promote the environmental message of "sustainable development", the Liberal Studies Park was established. The Park facilities offer Life-wide Learning experiences and develop generic skills and whole-person development of students. Most importantly, with the support of renewable energy facilities, organic farming, mini-sports ground and Automatic Weather Station, learning and teaching enrichment is made feasible.

To promote the school theme of "Excellence and Integrity for Learning", this year the school has encouraged more students to participate in competition activities and also special learning projects in their areas of learning interest. For language development, the Chinese department has held an internal writing competition; and the English department has held inter-school debate events and also established the first student-run SPKC School Newsletter editorial group. To promote awareness for current and global issues, two inter-house quiz-shows were organized by the IH and LS departments for junior and senior students respectively; for application of knowledge,

geography fieldtrips and fashion show were also organized for senior form students taking Geography and Visual Arts classes. Apart from the above, SPKC students also increased their participation in many external competitions. Details for their performances are provided in Section 6.6.

## 5.5 Staff Development to Promote Teaching

As teachers' professional knowledge is the most valuable asset of the school, staff development in SPKC is provided with a wide range of training including internal and external courses, lesson observation, staff meetings, team teaching and joint planning such as collaborative lesson preparation, peer lesson observation and co-teaching. Supporting measures are provided to encourage teachers to engage in these professional exchange and development. For example, a common block timetable is arranged for teachers to enhance the professional sharing within subject panel. 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 would be provided to take up the lesson substitutions for teachers on training leaves and a budget of \$2000 per head per annum is reserved for subsidy for staff development.

In 2009/2010, four "Staff Development Days" were held so as to improve teachers' teaching professional skills and teaching quality. Teacher workshops on "ICAN", "NSS Curriculum", "Teaching & Learning Strategies", and "Classroom Management" were arranged according to the school's annual major concerns and developmental needs. In addition, an appraisal system has been set up to promote continuous professional development and ensure improved accountability since 2007/2008. Procedures and guidelines on staff appraisal, lesson observation and exercise book inspection policies were well informed and documented. According to feedback from the Staff Appraisal Questionnaire, majority teachers agreed that the appraisal system was conducive to their professional development and helped identify their professional strengths and weaknesses.

## 6. Support for Student Development

### 6.1 Christian Education

With the mission of educating our students according to Christian values and bringing our students to Christ, the school has developed a systematic Christian values and personal development education through a S.1 to S.6 PSSE curriculum. Other periodic implementation includes regular small group prayer meetings during lunch time, student fellowship meeting every Friday after school, Friday Worship, and Friday Spiritual Reading Time facilitated by the Spiritual Ambassador in each class before the first Class-Teacher Period.

Throughout the school year, the school continued to develop Christian education with other educational programmes as an integral whole. This year, the school further its evangelical work to include S.1 Developmental Camp, Discipleship Training Camp, Evangelical Talk, Gospel Week, and an Inter-house Bible Quiz-Show. Musically, a student worship team has been formed to lead the regular Friday worship with teachers and on the Christmas Carol Night.

## 6.2 Moral and Civic Education

To promote a moral and civic education of empathetic understanding and “serving hearts”, the school has initiated a series of programmes to encourage caring-through-action this year. The student-run charity scheme, “One-Class-One-Sponsorship”, was launched at the beginning of this school year, which the class committee and “Love Ambassador” of each class helped to organize a one-year child sponsorship donation for needy children in Africa. A post-Chinese New Year food drive was also held in February to collect canned festive food and candies for the food bank of St. James’ Settlement. Furthermore, S.4 students also started a community service campaign called “Blessing from SPKC”, which they regularly visited and prepared self-made gifts for the elderly in Kwong Yuen Estate.

Setting the development of students’ positive self-concept as one of the school’s whole-person education priority, beginning in September 2009, the school has launched the developmental programme “I-CAN” by Whole Person Education Foundation among junior forms. As part of the programme implementation, junior form class-teachers conducted several sessions of self-esteem workshop discussing self-esteem enhancement strategies with students. Education for a positive self-concept with biblical foundation was further implemented through PSSE and LS lessons through out the school year. For details of the curricula please visit the website <http://www.spkc.edu.hk/curriculum/>.

As part of the school’s periodic moral and civic education programme, this year the school has invited ICAC, Narcotics Division of Security Bureau, and Good Love Institute to host special talks in school. A preventive approach was adopted to educate students about the problems of corruption, drug abuse, and juvenile prostitution; and also educating the importance of probity, healthy lifestyle, and a positive understanding of body, sex, and love.

## 6.3 Development of Global Outlook

An important educational vision of SPKC is to foster life-long learners with a globalized vision through academic excellence, global awareness, and multicultural learning experience. Utilizing the growing external networks the school has developed with other overseas communities, this year the school’s Video Conferencing Project has further developed its Global Awareness Programme to include a 6-session conference on the topic of “Racial Tolerance” for student members of *WorldRockers* with secondary school students from USA, Germany, Israel, Zambia, and Poland; and also a 4-session conference on curriculum-related topics for students in S.2 Integrated Humanities, and S.4 and S.6 History classes with students from Japan, Australia, Poland, and New Zealand. To support a sustainable development of the Video Conferencing Project, the school has applied and successfully been granted a Quality Education Fund (QEF) of \$167,500 in year 2010-2011 to establish a Distance Learning Classroom which will bring enhanced IT support and more exchange conference opportunities for SPKC students.

To encourage students to integrate subject knowledge to a globalized and multicultural context, during the International Awareness Week in January, the school invited students of the International Christian School and St. Rose of Lima’s College to participate in our 2<sup>nd</sup> Intercultural Forum to discuss “Social and Racial Stereotypes”, and also invited an overseas exchange scholar of the Rotary Club to give special global issue talk to selective classes during the week. Apart from the special theme week, the school has continued to support senior form students to enrol in Hong Kong Model United Nations activities.

As a continual effort to develop international networks and partnerships for educational resource, the school received visiting officers of the U.S. Consulate General and teachers from ShenZhen GuiYuan Middle School to discuss possible collaboration in the future.

## 6.4 Development of Co-curricular Activities

SPKC provides all-round and diverse selections of co-curricular activities (CCA) which are student-focused. With the accumulative effort from the past years, CCA teams and clubs in the school have been developing to be self-organized and self-managed by student leaders. To empower student leaders, this year the Student Union (SU) has been set up and formed by a general student election. As reflected by the votes of confidence, the 1<sup>st</sup> Office of Student Union won great trust from fellow schoolmates. The SU has since then implemented 8 cultural and recreational activities jointly with the four Houses and set up discounted stationery supplies for students in the SU Room.

As part of the school's support to these student-leaders, teacher-advisors and a leadership training camp in November were provided to further equip student-leaders for their challenging roles and responsibilities in school. Well-performed student-leaders were nominated to participate in Hong Kong Young Leaders Congress and the Shatin Outstanding Student Award. The offers and commendations given to our students have been a tremendous recognition and encouragement to the whole-school leadership development.

## 6.5 Student Guidance, Discipline, and Counseling

Character building and personal development are central to student disciplinary training and counseling work in SPKC. Adopting an integrative and positive approach, the DC Team works jointly with school social workers, pastoral team, Student Enhancement Team, and class-teachers through regular Form Meetings and special student programmes to care of students' developmental needs. To encourage positive habit building for learning and self-discipline, Re-habit Training Programme, Buddy Programme, Good Conduct Contract Scheme and Lunch Time Revision Classes are implemented in small groups or with individual students who could benefit from more personal guidance.

To develop a supportive culture in the student body, this year Peer Counselors were recruited among senior form students to provide peer support to newly admitted S.1 students. Throughout the year, Peer Counselors developed a buddy scheme to help new students to adapt to their new school life and also helped S.1 students to organize class committee and class activities. In addition, Prefect Leadership Training has been set up with external collaborators from Stewards Life Education Team, Junior Police Call, and AYP to allow more resources in the training programme. To assist S.1 students' transition to their secondary school life, a one-week S.1 Bridging Programme was also held before the start of the school year for all S.1 students to get familiarized with the campus facilities, school regulations and necessary learning preparation.

Targeting students who could benefit from strengthening programmes on behavioral and emotional management, the school social workers implemented the "I-Touch Programme" for selective junior form students and set up the Life-Education Ambassador Scheme. Other adventure-based training activities such as Crossland-Life Adventure Programme, Girls' Group, and Emotional Management Group were also conducted within this school year through small group counseling workshops.

To better care for students with special education needs, more systematic assistance has been planned and a Teachers' Handbook introducing the SEN assistance policies and procedures has been introduced to all staff.

## 6.6 Student Performance

<b>Intellectual Development</b>				
<b>Name of the Competition</b>	<b>Organizer</b>	<b>Award</b>	<b>Class</b>	<b>Student Name</b>
Statistics Creative Writing Competition for Secondary School Students 2009	Hong Kong Statistical Society and Education Bureau	3 <sup>rd</sup> Runner Up	4P 4P	LAI Chi Ching CHEUNG Ho Man
NESTA / South China Morning Post Hong Kong Schools English Debating Competition	NESTA/ South China Morning Post	1 <sup>st</sup> Runner Up	6F 6J 6J	NG Wai Hey LO Kin Wing LI Hay Ton
SingTao English Debating Competition	SingTao	Top 8 in Hong Kong Schools	6F 6J 6J	NG Wai Hey LO Kin Wing LI Hay Ton
2009/10 Statistical Project Competition for Secondary School Students (Junior Section)	Hong Kong Statistical Society and Education Bureau	Champion, also The Best Thematic Project for the Junior Section	3J 3J 3J 3J 3J	TO Chin Ching CHOI Wai Yan LUI Kwong Ching LEUNG Sze Hang NG Yi Sum
Hong Kong and Macau Inter-school Straw Competition 2010 - City Hunter (Junior Group)	City University of Hong Kong Physics and Materials Science Society of the Students' Union	2 <sup>nd</sup> Runner Up	3J 3J 3J 3P	LUI Ming Hon WONG Ming Yu LAU Chong In YU Tze Ching

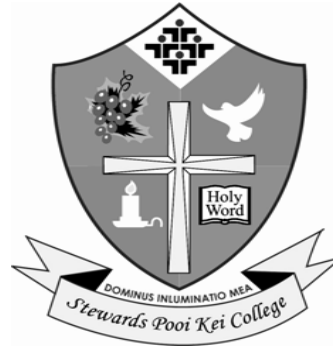
<b>Aesthetic Development</b>				
<b>Name of the Competition</b>	<b>Organizer</b>	<b>Award</b>	<b>Class</b>	<b>Student Name</b>
61st Hong Kong Speech Festival English Solo Verse Speaking	Hong Kong Schools Music and Speech Association	Champion	1F	SIT Hao Qi
		Champion	2P	YEE Hin Yan
		Champion	4L	WONG Tsoi Ning
		Champion	1P	YAN Lok Yin
		1 <sup>st</sup> Runner Up	1P	YAN Lok Yin
		1 <sup>st</sup> Runner Up	3J	LEUNG Sze Hang
		1 <sup>st</sup> Runner Up	3J	AU Long Yee
		1 <sup>st</sup> Runner Up	3J	AU Long Yee
		1 <sup>st</sup> Runner Up	3J	LEUNG Sze Hang
		2 <sup>nd</sup> Runner Up	2J	CHUI Lok Man
		2 <sup>nd</sup> Runner Up	2F	CHING Tsz Lok
		2 <sup>nd</sup> Runner Up	3J	YEUNG Sze Nga
		2 <sup>nd</sup> Runner Up	2J	SHAM Tsz Hin
2 <sup>nd</sup> Runner Up	2J	CHAN Lok Him		
61st Hong Kong Speech Festival English Dramatic Duologue	Hong Kong Schools Music and Speech Association	2 <sup>nd</sup> Runner Up	2P	CHEUNG Ka Yiu
		2 <sup>nd</sup> Runner Up	2J	KWAN Pui Chi
第六十一屆香港學校朗誦節粵語二人朗誦	香港學校音樂及朗誦協會	冠軍	2H	郭佩瑩
		冠軍	2H	林瀚恩
		季軍	4P	施溫敏
		季軍	4P	蔡穎珊
		季軍	6F	鄭昇琛
HK Schools Music Festival Piano	HK Schools Music and Speech Association	Champion	4L	CHAN Nok Hei
HK Schools Music Festival Pipa 琵琶		1 <sup>st</sup> Runner Up	2G	LUI Tsz Yan
HK Schools Music Festival Piano		2 <sup>nd</sup> Runner Up	3P	CHAN Lok Yan
HK Schools Music Festival Vocal		2 <sup>nd</sup> Runner Up	2F	LAM Ting
HK Schools Music Festival Trumpet		2 <sup>nd</sup> Runner Up	2F	CHEUNG Tsz Kai

<b>Physical Development</b>				
<b>Name of the Competition</b>	<b>Organizer</b>	<b>Award</b>	<b>Class</b>	<b>Student Name</b>
Hong Kong Track Cycling Race (Junior)	Hong Kong Cycling Association	Champion	3G	HO Shek Yan
Shatin Inter-school swimming competition 4x50M Free Style Relay (Boys Grade B)	Hong Kong Schools Sports Federation	1 <sup>st</sup> Runner Up	4L 4G 4G 4J 4F 4P	KWOK Shing Yiu TAM Dik Yeung YEUNG Yat Long CHENG Chun Leung LI King Man YU Hiu Tung
Shatin Inter-school swimming competition 4x50M Free Style Relay (Boys Grade C)	Hong Kong Schools Sports Federation	2 <sup>nd</sup> Runner Up	1G 1L 2J 2H 2G 2F	CHAN Hon Lam LEUNG Ho Chi LAW Ka Hei KONG Chun WONG Pak Wing KWOK Ryan
Shatin Inter-school swimming competition 50M Butterfly stroke (Boys Grade C)	Hong Kong Schools Sports Federation	1 <sup>st</sup> Runner Up	2J	LAW Ka Hei
Shatin Inter-school swimming competition Individual Medley (Boys Grade C)	Hong Kong Schools Sports Federation	1 <sup>st</sup> Runner Up	2J	LAW Ka Hei
Schools Individual Fencing Tournament 2009-2010 New Territories Secondary Schools (Boys Sabre C Grade)	Hong Kong Secondary Sports Federation	Champion	2H	CHAN Kwong Kiu
Shatin and Sai Kung Inter-school Volleyball Competition (Boys Grade B)	Hong Kong Secondary Sports Federation	2 <sup>nd</sup> Runner Up	2F 4F 4G 4P 4J 4J 4P	LUI Chun Yui KWOK Hei SHEK Ysz Yu LEE Shing Hei KING P. Byran LEUNG Ka Yu LAM Kai Hin
Shatin and Sai Kung Inter-school Javelin Competition (Girls Grade A)	Hong Kong Secondary Sports Federation	1 <sup>st</sup> Runner Up	6J	TSE Wai Ki
Pattaya City 2010 Techno 293 Asian Championships & Asian Windsurfing Festival (The T293 Class Boys)	The International Windsurfing Association (IWA)	Champion	4J	CHENG Chun Leung
全國體育競賽 2009 年全國帆板冠軍賽 (男子 T293 級)	國家體育總局	2 <sup>nd</sup> Runner Up	4J	CHENG Chun Leung

<b>Physical Development</b>				
<b>Name of the Competition</b>	<b>Organizer</b>	<b>Award</b>	<b>Class</b>	<b>Student Name</b>
Best Male Competitor Outside Europe (The T293 Class (Boys) 歐洲區以外最佳運動員獎	The International Windsurfing Association (IWA)	Champion	4J	CHEUNG Chun Leung
Youth Olympic Games Qualification Event (The T293 Class (Boys) 青少年奧林匹克國際賽	The International Windsurfing Association (IWA)	2 <sup>nd</sup> Runner Up	4J	CHEUNG Chun Leung
Asian Windsurfing Competition Festival in Thailand (Youth under 17)	The Techno 293 Class**	Champion	4J	CHEUNG Chun Leung
Shatin and Sai Kung Inter-school Table Tennis Competition (Girls Grade B)	Hong Kong Secondary Sports Federation	4th	4J 2L 2J	CHAN Ting Man KONG Yin Ting WONG Tsz Yan
Shatin and Sai Kung Inter-school Football Competition (Boys Grade B)	Hong Kong Secondary Sports Federation	2 <sup>nd</sup> Runner Up	4G 3J 3P 3P 4P 3F 4P 4J 4F 4G 4G 3G 4G 3G 4P 4J 4G 3L 4P 3F 3L 4G	CHAN Chu Hang PANG Chi Hin LAI Kam Fai CHEONG Tze Long LEE Shing Hei LIO Hong In WONG Kin Lok LUI Jeff HO Chun Ho LING Tsz Yuen YIP Mo Kwong CHAN Ho Ming YEUNG Man Nok YUEN Sze Chun TAY Po Cheung CHAN Nang Hin LAM Chak Yan CHAN King Ting LEE Chi Tou PANG Lok Hang HO Tin Nok LAI Long Fung
53rd Festival of sport 2010 Tenpin Bowling Championships (Youth Double)	Bank of China	1 <sup>st</sup> Runner Up	4J	LEE Man Ho
53rd Festival of sport 2010 Tenpin Bowling Championships (Youth Singles Masters, Boys)	Bank of China	2 <sup>nd</sup> Runner Up	4J	LEE Man Ho



## 7. Evaluation of Annual School Plan



2009/2010

### **Major Concerns**

1. **Implementation of the New Senior Secondary Academic Structure and Curriculum**
2. **Enhancement of Teaching Strategies (Effective Use of Questioning Techniques; Catering for Student Diversity in Ability) and Promotion of Quality Learning (Preparation before Class; Concentration in Class; Revision after Class)**
3. **Enhancement of Students' Positive Self-concept**

## 1. Major Concern: Implementation of the New Senior Secondary Academic Structure and Curriculum

Targets	Strategies	Success Criteria	Method of Evaluation	Achievements and Reflection
Implementation of the New Senior Secondary Academic Structure and Curriculum	To implement the NSS curriculum	All subjects complete the selected modules and teaching schedule of the curriculum as scheduled.	<ul style="list-style-type: none"> <li>• Scrutiny of documents</li> <li>• Teaching progress</li> </ul>	In general, the NSS curriculum plans for all the subjects were implemented as scheduled. The teaching schedule was able to meet the original plan this year.
	To design and implement the school-based curricula for English, Mathematics and LS	All subjects complete the school-based curriculum as scheduled.	<ul style="list-style-type: none"> <li>• Scrutiny of documents</li> <li>• Teaching progress</li> </ul>	<p>The school-based curricula for English, Mathematics and Liberal Studies were designed and implemented effectively.</p> <p>The effectiveness of the school-based and cross-curricular curriculum was well appreciated by the Comprehensive (CR) Team Members, teachers and students as reflected in the CR Report and Stakeholders' Surveys.</p>
	To encourage professional development of teachers	All teachers participate in training workshops/ seminars/ relevant courses on NSS curriculum	Scrutiny of CPD Record	According to EDB requirement, all teachers are expected to attain at least 150 hours of in-service training for three consecutive years. Teachers participated actively in training workshops/seminars and courses on NSS curriculum. They kept a detailed record of professional training in the CPD Record. All the records were well documented. The average CPD hours for teachers were 60.5 hours.

	To encourage professional sharing/training on NSS curriculum and assessment for teachers	<ul style="list-style-type: none"> <li>• Sharing/training session is completed</li> <li>• Teachers show positive response</li> </ul>	<ul style="list-style-type: none"> <li>• Feedbacks from teachers</li> <li>• Evaluation of the Year Plans</li> </ul>	<p>Teachers were encouraged to experience professional sharing during the Panel meetings, Common Preparation Lessons (CPL) and Staff Development Days.</p> <p>In particular, the CPL was practised in different subjects. Teachers found the collaboration work in the CPL useful and effective. It was well appreciated by the CR Team.</p>
	To implement the OLE curriculum	The targets of Year Plans are achieved.	<ul style="list-style-type: none"> <li>• Scrutiny of documents</li> <li>• Evaluation of the Year Plans</li> </ul>	<p>The targets were to a certain extent achieved. The implementation was coordinated by the OLE Committee. Under the NSS curriculum, 9 normal lessons have been reserved for the implementation of OLE. The two modules (Musical Performance and Cantonese Opera) of aesthetic development were completed. In addition, the elements of Moral and Civic Education, Community Services, Physical Development and Career-related Experiences were implemented in normal lessons and School Assemblies as well as through the operation of club/team/school activities.</p>
	To promote the SLP implementation	The target of Year Plan is achieved.	<ul style="list-style-type: none"> <li>• Scrutiny of documents</li> <li>• Evaluation of the Year Plan</li> </ul>	<p>The objective was completely achieved. The SLP was designed and operated successfully. In general, students and teachers became more familiarized with the implementation process of the SLP. It helped promote whole-person development of students.</p>

**2. Major Concern: Enhancement of Teaching Strategies (Effective Use of Questioning Techniques; Catering for Student Diversity in Ability) and Promotion of Quality Learning (Preparation before Class; Concentration in Class; Revision after Class)**

Targets	Strategies	Success Criteria	Method of Evaluation	Achievements and Reflection
<p>Enhancement of Teaching Strategies and Promotion of Quality Learning</p>	<ul style="list-style-type: none"> <li>• To enhance the effective use of questioning techniques, teachers prepare enquiry questions at different levels of difficulty in class/assignments</li> <li>• To cater for student diversity in ability, remedial, enhancement and enrichment programs are introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers ask students to answer enquiry questions at different levels of difficulty in class/assignments</li> <li>• Remedial, enhancement and enrichment programs are completed.</li> <li>• Project learning in IH is completed with the help of the School-based Supportive Scheme (CUHK)</li> <li>• Retained students show progress in</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of documents</li> <li>• Evaluation of Year Plans</li> <li>• Enquiry questions in lesson plans/class</li> <li>• Lesson/peer observation</li> <li>• Student performance in tests/exam/ assignments/class</li> <li>• Feedback from teachers and CUHK</li> </ul>	<p>To a large extent, the target was achieved. Different teaching strategies were employed. Mass Lectures, workshops, talks, small-class/split-class/co-teaching strategies, drama and musical training, cooperative learning and e-class learning all helped to enhance teaching and learning effectiveness.</p> <p>The effective questioning techniques and teaching strategies were well received by the students and CR Team. Many students were appreciative of the lesson delivery and class activities. Moreover, the CR Team found the strategies effective in meeting the diversified needs and enhancing the problem-solving and critical thinking skills of students.</p> <p>In addition, the strengthening classes of English (S1-S5), Chinese (S1-S3) and Mathematics (S1-S3) as well as the remedial classes of the Enhancement Team (S1-S3) were satisfactory. To a certain extent, they helped to cater for individual differences and enhance the academic performance of students. Students showed improvements in the Annual Exam. Most participants showed improvements in language skills and felt more confident in studying Mathematics.</p> <p>In further developing learning and teaching, as recommended</p>

Targets	Strategies	Success Criteria	Method of Evaluation	Achievements and Reflection
		academic studies and meet the promotion requirements		by the CR Team, consideration can be given by teachers to move towards student-centred learning and teaching. Enhancement of teaching and learning effectiveness through interactive learning will be one of the areas of concerns next year.
	<ul style="list-style-type: none"> <li>To promote quality learning, students are expected to complete the 3 tasks – “Preparation before Class; Concentration in Class; Revision after Class”</li> </ul>	Students are able to complete the 3 tasks and reflect their performance in class and test.	<ul style="list-style-type: none"> <li>Evaluation of Year Plans</li> <li>Feedback from teachers and students</li> <li>Lesson/peer observation</li> <li>Student performance in tests/exam/ assignments/class</li> </ul>	The objective was greatly achieved. Most students were motivated to be disciplined learners, who were able to apply self-learning strategies.

### 3. Major Concern: Enhancement of Students' Positive Self-concept

Targets	Strategies	Success Criteria	Method of Evaluation	Achievements and Reflection
Enhancement of Students' Positive Self-concept	<ul style="list-style-type: none"> <li>To enhance students' positive self-concept, self-esteem enhancement strategies are taught in LS, PSSE and CT Period (I CAN)</li> </ul>	<ul style="list-style-type: none"> <li>The relevant topics are taught.</li> <li>Students show higher self-concept in the APASO survey.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> <li>Student performance in class</li> <li>APASO Survey</li> <li>Evaluation of Year Plans</li> <li>Lesson/Peer Observation</li> </ul>	<p>Different programs were organized to enhance the self-concept development of students. Statistical results of the APASO (2008-2009), Piers-Harris (2009-2010) and the Chinese University of Hong Kong Quality School Project (2009-2010) all indicated that students' average scores on self-concept were higher than the Hong Kong norm. In particular, as indicated in the APASO, students performed better in social competence than their counterparts in the Hong Kong norms. High self-esteem was further evidenced by the I-CAN Report.</p> <p>In general, students were higher than that of the HK average in "psychological quality" and academic character quality". In addition, students have developed equally well in their values with respect to ethical conduct, social harmony and interpersonal competency.</p>
	To encourage students to participate in internal and external competitions	<ul style="list-style-type: none"> <li>Students participate actively in the competitions.</li> <li>The No. of participants is increased by 20%</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students</li> <li>Student performance in the competitions</li> <li>Evaluation of Year Plans</li> <li>Lesson/Peer</li> </ul>	<p>Students were motivated to participate in internal and external competitions to develop self-learning ability and enhance self-esteem. The school was the Champion and won the Sun Hung Kai Properties Prize for the Best Thematic Project in the Statistical Project Competition for Secondary School Students (2008-2009).</p> <p>Moreover, the school won excellent results and obtained</p>

Targets	Strategies	Success Criteria	Method of Evaluation	Achievements and Reflection
			<p>Observation</p>	<p>various prizes in the Hong Kong Schools Speech Festival. Recently, the English Debate Team was First Runner-up in the NESTA SCMP Hong Kong Schools' English Debate Competition.</p> <p>More specifically, the school was awarded the Gold Medal in the Martial Arts Competition, Shatin Inter-school Swimming Competition, Shatin Youth Swimming Competition, School Individual Fencing Tournament, and Hong Kong Track Cycling Race. One S4 student became Champion in the 2010 Techno 293 Asian Championships in Thailand and was selected a continental qualifier for the 2010 Youth Olympic Games in the Techno 293 Class.</p> <p>In terms of participation rate, comparing with previous year, the target was not achieved effectively. More Senior form students (27% vs. 24.39%) participated in inter-school competitions whereas there was a drop (74.2% vs. 32.6%) in the participation rate in the junior form.</p>
	<ul style="list-style-type: none"> <li>• To appreciate and recognize students' achievements</li> <li>• To encourage</li> </ul>	<ul style="list-style-type: none"> <li>• Students show positive learning and working attitudes</li> <li>• Students show improvement in</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> <li>• Student performance in tests/exam/ assignments/class</li> </ul>	<p>Students were highly commended by the school in appreciation of their outstanding participation in the CCA. Altogether, 94 students reaching "Outstanding Level" in CCA hours received the CCA Awards while 198 students received the Service Awards.</p>

Targets	Strategies	Success Criteria	Method of Evaluation	Achievements and Reflection
	students to strive for academic excellence	the internal and HKCEE Exam.	<ul style="list-style-type: none"> <li>• Evaluation of Year Plans</li> <li>• Lesson/Peer Observation</li> </ul>	<p>In addition, students were encouraged to enhance their academic self-concept by striving for academic excellence. In general, the HKCEE results remarkably improved this year. There were twelve subjects with passing percentage higher than that in Hong Kong average. Chinese Language (91.4%), English Language (99.4%). Mathematics (97.1%), Visual Arts (100%) and Economics (91.8%) were the subjects with outstanding performance. In particular, English Language (44.3%), Mathematics (34.5%), Visual Arts (47.1%) and History (24.6%) got higher credit rate than that in Hong Kong average.</p>
	To develop students' potential and leadership by taking up posts of responsibilities in CCA	<ul style="list-style-type: none"> <li>• Students show leadership and positive self-concept in CCA</li> <li>• The No. of students taking up responsible roles in the CCA is increased.</li> <li>• Performance in of students in the CCA is improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedbacks from teachers and students</li> <li>• Student performance in CCA</li> <li>• Evaluation of Year Plans</li> </ul>	<p>Students have built up self-confidence and enhanced self-esteem by taking various important posts in the CCA. Besides being the Committee members of Houses and Clubs, starting from this year, students served as Student Leaders by acting as Student Union Committee Members.</p>



## 8. Financial Summary

<b><u>INCOME</u></b>	in HK (Thousand)
School Fee (net)	10,527
DSS Subsidy	35,925
Donations	44
Rental, Interest & Sundry Income	422
Grant & Rates Reimbursement	947
<b>Total Income</b>	<b>47,865</b>
<b><u>EXPENDITURE</u></b>	
Staff Costs	33,750
Premises & Equipment Depreciation	1,421
Operating Costs	6,902
Grants Expenditure & Rates	1,302
<b>Total Expenditure</b>	<b>43,375</b>
<b>Surplus / (Deficit)</b>	<b>4,490</b>

### Remarks:

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

## 9. School Contact Information

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-End of Report-