

Stewards Pooi Kei College

School Annual Report

2018-19



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1. School Motto, Vision & Mission

1.1 School Motto

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

1.2 School Vision

The School vision is to become an outstanding DSS school with the purpose of cultivating Christian faith and educating our students to be the 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 an all-round education as well as to set a sound basis for life-long learning. Our vision is for students to grow through joy, creativity and solid training in transferable and interpersonal skills so that they can be well prepared for university 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, a registered Christian charitable organization founded in 1962. The School is a co-educational Christian school which adopts English as the medium of instruction, and is operated under the government's Direct Subsidy Scheme.

In the school year 2018-19, the School operated six form levels (secondary 1 to secondary 6) with a total enrolment of 960 students housed in 33 classes. The secondary school curriculum structure has been reviewed in order to enhance the pass and credit rate in the HKDSE, ensure 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, S5 and S6 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, Liberal Studies and Chinese Language in senior forms.

The staff comprises 83 teaching staff (including the Principal), 26 supporting staff (including 1 Project Manager, 4 Teaching Assistants, 2 Laboratory Technicians, 1 STEM and Science Lab Assistant, 2 IT Officers, 1 IT/AV Assistant, 1 eLearning Support Associate, 1 Media Production & AV Assistant, 1 Library Assistant and 12 administrative staff) and 6 janitors. All teachers have at least a Bachelor's degree and over 60% have a higher degree.

2.2 School Management

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

The main body responsible for school operation is the School Executive Committee (SEC) comprised of the Principal, Vice Principals and 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 167. The learning activities days included the Multi-task Learning Day, Learning-Without-Walls Programme, the Athletics Meet and post-examination activities. Examination periods are excluded.

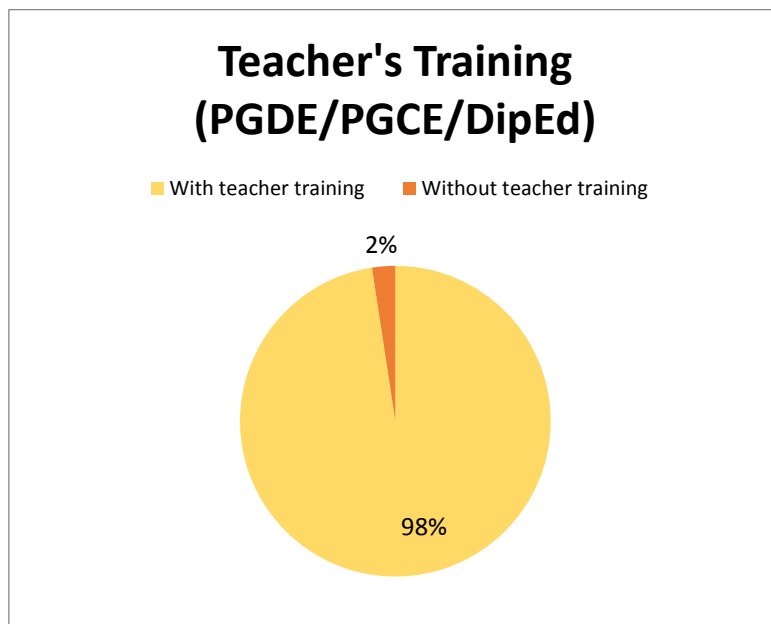
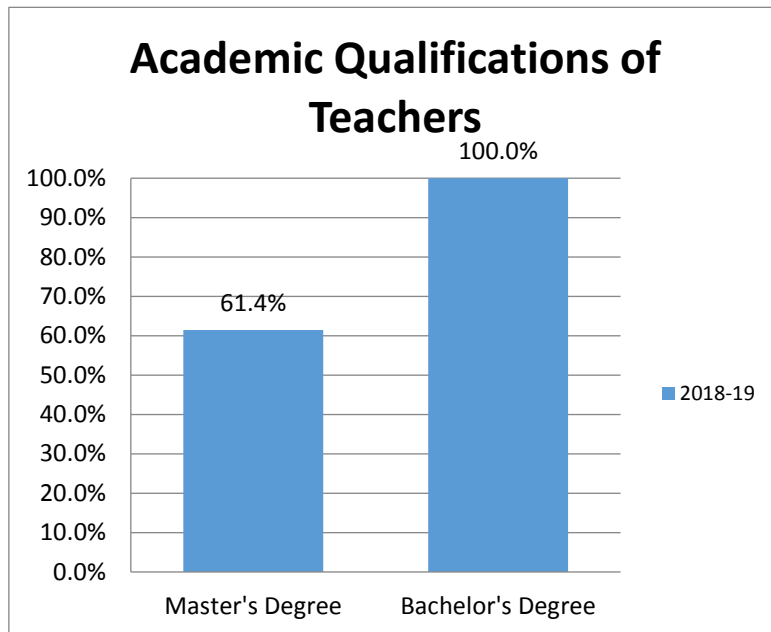
3. Our Students

3.1 Class Structure

LEVEL	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	6	6	6	33
No. of Students	183	174	160	159	153	131	960

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	6
No. of teachers with 6 to 10 years of experience	13
No. of teachers with 11 to 20 years of experience	49
No. of teachers with over 20 years of experience	9
Total	83

5. Learning and Teaching

5.1 Curriculum Development

The Academic Excellence Board is dedicated to providing the best possible educational outcomes for its students. This year, the Board strengthened curriculum leadership for enhancing teaching & learning effectiveness and teacher professionalism. It aimed to build capacity of the instructional leaders in lesson observation and exploring strategies and pedagogies for quality teaching and learning. Moreover, the Board promoted cross-curricular collaboration and optimised Assessment for Learning as well as the implementation of the Four Key Tasks.

In these few years, the Academic Excellence Board has sustained and deepened the accomplishments achieved since the implementation of the New Academic Structure. In order to keep our school curriculum abreast of the latest local, regional and global contextual changes and to maintain our students' competitiveness in a knowledge-based, technologically advanced, and increasingly globalised world, the Board is constantly updating our curriculum offerings for "Learning to Learn 2.0". Moreover, we started an in-depth study of the non-local General Certificate of Education (GCE) International Advanced Level (IAL) curriculum to offer an opportunity for our students to explore alternative pathways.

5.2 Academic Attainment

In the HKDSE Examination (2018), 69.1% of the students attained the entrance requirements of local universities (Levels 3+3+2+2+2) when compared with the territory average of 42.0%. The overall pass rate was 98.0% while the percentage of Level 4 or above was 52.7%. 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, BAFs, Chemistry, Chinese History, Economics, Geography, ICT, Literature in English, Physics and Visual Arts. Among these, the 13 promising subjects with higher percentage of Level 4 or above than those in Hong Kong were English Language (50.0%), Chinese Language (39.0%), Mathematics (59.6%), Liberal Studies (49.3%), M2 (66.7%), Biology (55.9%), BAFs, (58.8%), Chemistry (66.7%), Economics (75.9%), Geography (52.8%), History (63.2%), ICT (46.2%) and Visual Arts (44.4%).

5.3 English Enrichment Initiatives

As an EMI school, SPKC is fully aware of the importance of the English curriculum in strengthening students' language foundation, and it is our mission to provide a variety of English language activities to develop an enriching English learning environment on the school campus and enhance the language proficiency of the students. With the dedication and tireless efforts of the teachers, the School attained the outstanding results of 100% pass rate in HKDSE 2018 and our overall performance was above the respective Territory averages.

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

English Debating at SPKC continued to grow and prosper with two teams entering competitions: Junior (S1-S3) and Senior (S4-S5). In total there were around 20 debates in the different competitions with teams achieving an exceptional 80% win rate. Of particular note was our performance in the Hong Kong Schools' Debating Competition (HKSSDC). Our Senior team has entered the Grand Final after winning all rounds of debate whereas our Junior team has entered the Regional Final.

The Senior Team will compete in the Grand Final of the HKSSDC (Division I) scheduled in July, defeating schools such as Pentecostal Lam Hong Kwong School, Methodist College and HKTA Tang Hin Memorial Secondary School in earlier rounds. The Junior Team entered the New Territories Regional Final (Division I), defeating schools such as HKMA David Li Kwok Po College and Shatin Tsung Tsing Secondary School in earlier rounds. Our debaters have been awarded Best Debater awards for more than 9 times, which is indeed a very impressive achievement.

Our whole team has created remarkable memory at the Evershed Cup. Our team ranked Second in the preliminary round, higher than Renaissance College and La Salle College. We won three out of four debates, defeating Renaissance College, Shung Tak Catholic English College and STFA Yung Yau College. As we are in the top teams, we went straight into the quarter-final. Charlie CHAN, an S3 debater was one of the Top 3 speakers in the tournament. The team has a taste of World Schools' style and included Point of Information where debaters could be interrupted during the speeches for queries and rebuttals.

The S2-S5 debaters participated in the City University of Hong Kong Debating Challenge 2018 in December and performed well. They have been awarded the Divisional Champion and the Best Speaker award debating against schools such as St. Joseph's College and Renaissance College.

The most impressive aspect is the dedication, commitment and professionalism shown by all team members and their willingness to devote time and energy to strive for excellence. The SPKC team has been praised in front of other teams not only for their 'passion and spirit' but also for their highly developed critical thinking. Some opponents were amazed at the number of team members

who would come and support the debaters, showing our supportive culture and atmosphere of learning from peers. A big thank you must go to all involved and especially to our School for her support for the development of a proud tradition.

2018-19 was certainly another very eventful year for Drama at SPKC. S1, S2 and S4 spent a term engaged in educational drama classes, drama rehearsals and performances early in the year. Over 150 students watched a professional theatre production in March, and the Drama Club took part in a Drama Workshop – The Young Theatre Makers Programme which was organised by The Absolutely Fabulous Theatre Connection (AFTEC).

Six pairs of students took part in the Dramatic Duologue category of the 70th Hong Kong Schools Speech Festival in November and December, 2018. Of those six pairs, two pairs won the champion flag, one pair got the first runner-up award and one pair got the second runner-up. On 19th December, students and teachers were treated to a special after-school showcase of dramatic duologues and solo-verse recitals, *Christmas Box*, the collaborative work of the Native English Teachers.

In March, S4 students and teachers visited Sai Wan Ho Civic Centre to watch a play, *The Count of Monte Cristo* staged by The Absolutely Fabulous Theatre Connection (AFTEC). The 90-minute play was an adaptation of the famous novel by *Alexandre Dumas*, performed by an international cast and directed by Dr. Vicky Ooi. It was an enjoyable and educational experience for all.

The Drama Club spent nearly 6 months rehearsing tirelessly in the Young Theatre Makers Workshop, an English Drama workshop aimed at secondary students. It focussed on the process of analysing a play, understanding a script, discussing with a partner school and staging an excerpt in Sai Wan Ho Civic Centre.

The Drama Club will perform their drama piece entitled *Hyenas* on 13th July at Sai Wan Ho Civic Theatre. CONGRATULATIONS to all English Drama participants this year and we look forward to more dramatic explorations in the future!

In order to better facilitate the promotion of reading, the English Language Department launched our English Book Fair in April this year. Students were exposed to different sources of English books, movies, and board games recommended by the Department and Stanford House. Throughout the school year, the English Language Department set up a centralized English readers library for S1 to S3 students in the Learning Centre, and established a class library for each of the S1 to S3 classes. A total of over 600 classic stories have been purchased for the junior forms in the Learning Centre; 10 good books recommended by the English Language teachers have been placed in each classroom of the junior forms; a monthly English magazine has been placed in each classroom for both junior and senior forms. A Reading Scheme booklet was designed for our junior form students with various

interesting activities based on Bloom's Taxonomy. Students have to choose to complete an activity in the booklet after reading according to their own learning style and interest. Participation of students has been keen and the scheme has received positive feedback from teachers and students in general.

Complementing the English Reading Scheme, the Book Appreciation Reward Scheme honours the students producing the best book reports after their reading in English. 9 junior form 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 recognition of their efforts as well as in the hope that they could enjoy themselves more upon purchase of leisure reading materials.

The English Language Department also provided other English language activities such as SPKC English Radio, mini-anthology ("Still"), English Society, English Zone Supervisors, and the English Announcers Team, in which students were trained throughout the year to perform specific tasks to enhance their language skills in a natural setting. Four presenters from the Radio Team recorded a show with famous Hong Kong Radio personality Alyson Hau for the Teen Time Radio programme at RTHK. The programme was aired on the 21st February.

We are proud to say that English is all around SPKC.

5.4 Reading to Learn

2018-2019 was a fruitful year for the library. With a wide range of activities provided and enhanced communication, the library accomplished a great deal beyond providing fundamental services.

Fostering the Development of Reading Habits and Study Methods

With library assistant, 16 student librarians and 30 parent helpers, the library continued to provide borrowing services of our collection of over 30,000 items, reading materials in the reading periods and training for student librarians. Students also enjoyed various newspaper, journal, and magazine subscription services such as MingPao, SCMP, Singtao Daily, etc. In addition, a corner of over 600 English readers has been set up to facilitate the English Reading Scheme for the junior students. A class library with “good books” recommended by various academic departments and students was set up in each class. English books, past papers, and a reference book subscription service has been provided to students of all forms to promote leisure and academic reading. With a total of 10,298 items borrowed this academic year, our students have demonstrated their willingness to utilize our resources and their interest in reading.

To further motivate students to read in context, the library organized four thematic book exhibitions and three book fairs this year. Students’ general feedback was very positive and with teachers’ encouragement, they were more eager to participate in library activities, such as reading schemes. A “Speed Reading” course was conducted to boost students’ reading skills and learning performance. It was well received by the student participants.

To help students better prepared for their DSE, 3 “Study Skills” workshops were held in the first term. Facilitated by the library, these “5** workshops” were conducted by SPKC graduates who had recently attained 5** in subjects such as Chinese Language, English Language, Mathematics and Liberal Studies. Senior students were eager to learn from their brothers and sisters about their tips to success.

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 encyclopedia 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 publications and information about studying and reading. It provides a great communication platform for our library, students, teachers and even the wider community.

Creating Channels for Book Sharing

This year, our student librarian leaders hosted a chat show to invite well-known personalities in our School to discuss the books they love most and why. These student leaders and teachers shared the joy and insights gained from their reading to fellow Pooikeinians. The recommended books were exhibited in the library for everyone in the School to borrow. The channel, named “Best Book Channel”, or “BBC” for short, is a three-minute book sharing programme broadcast to the whole school every Wednesday morning during assembly. The 17 episodes held this year were very well received by fellow Pooikeinians and the sound recordings can be accessed on Youtube.

5.5 E-Learning Development

Information technology has created a paradigm shift in modes of teaching and learning. SPKC is dedicated to exploring the advantages of e-learning for students. With the purchase of 200 iPads and installation of AppleTVs, ultra short throw projector, projector panels in the classrooms, Infra-red PA system and the enhancement of Wi-Fi network system, e-learning and e-teaching have been implemented smoothly under the well-equipped IT environment. Moreover, our computer rooms have been revamped, transforming to advanced and well-equipped iClassrooms and Future Classrooms. The iClassroom is a technological learning area for students to have discussions with different innovative digital devices, and Future Classroom is equipped with cutting-edge features and state-of-the-art amenities for teachers and students to try out. Being a pioneer in creative media for secondary students, the Media Creative Centre (MC²) was set up as the largest information delivery platform at SPKC. With its cutting-edge facilities, the centre is also an outlet to channel students' creative energy into diversified multimedia productions.

E-learning was further developed with the implementation of iPad Pilot Programme starting from March 2014. The scheme has covered subjects such as English Language, Mathematics, Liberal Studies, Integrated Humanities, Integrated Science, Physics and Chemistry. Launched in 2017, S1 and S2 **One-to-one iPad Learning Programme** has enhanced the self-directed learning and the effectiveness of teaching and learning. Students can fully make use of the iPad 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 feedback 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 was provided with a wide range of training including internal and external courses, lesson observation, staff meetings, team teaching and joint planning such as collaborative lesson preparation, peer lesson observation and co-teaching. Supporting measures were provided to encourage teachers to engage in professional exchange and development. For example, a common block timetable is arranged for teachers to enhance professional sharing within subject panels. In addition, all teachers are encouraged to take part in training courses, workshops and seminars organized by the Education Bureau and other educational bodies. Extra teaching assistants are provided to take up the lesson substitutions for teachers on training leave. Besides, a budget of \$2,000 per head per annum is reserved for subsidy for staff development. Within the given budget, teachers are encouraged to purchase a book to further enhance the reading culture in campus.

In 2018-2019, e-learning is one major focus of our School. Workshops and seminars were held to introduce online platforms and how e-learning can facilitate interactive learning as well as effective communication with the students. Moreover, in order to support professional development and student achievement, a series of workshops on lesson observation was held by the Chinese University of Hong Kong and QSIP (Quality School Improvement Project). Besides, Learning Without Walls (LEWOWA) programmes for teachers were held to foster teamwork and personal development. The teachers have learnt new skills and competencies through fun and engaging activities, such as singing A cappella, cycling, abseiling and workshop about African refugees. Opinions of the teachers are highly valued and teachers are involved in school evaluation and assessment. Discussion sessions were conducted to evaluate the 5-year School Development Plan as well as current policies and practices. The feedback for staff development was overall satisfactory this year as it has helped to develop a more enthusiastic and interactive atmosphere among our teachers. 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 for their career paths.

5.7 Developing a Global perspective

One of SPKC's aims is to foster future leaders. To achieve this, students must have a strong global vision by understanding the current worldly trends and developments, along with the various social and political shifts in the world.

This year, we are proud to host Alice Annichiarricco (Italy). In this past year, she has immersed herself and has become a true Pooikeinian. Throughout the year, Alice has shown her dedication to her learning and is one of the most academically minded exchange students SPKC has ever seen. On top of that, she has also embraced the SPKC school life by being a part of the Badminton Team. She also showed great enthusiasm when taking part in the Athletics Meet, competing for her house. She was instrumental in helping to coordinate the yearly AFS Exchange day at SPKC, bringing her friends from all over the world to come share their culture with our students. She is also keen to share about experiences as an exchange student, as she hopes more SPKC students will also take this life-changing opportunity as she has. Although she will be leaving us soon, SPKC will forever be a 'home away from home' for her, and she will forever be a Pooikeinian.

As is the tradition in SPKC, *International Awareness Week* was held. We had workshops by guests from more than 20 countries covering a variety of subjects (English Language, Chinese Language, Liberal Studies, History, Music, Visual Arts, PSSE and Physical Education). The workshops were designed to supplement the school curriculum with first-hand information presented by speakers of foreign cultures. Students were also able to connect with the guests through discussions and activities to enhance their learning about global issues, allowing them to formulate their own thoughts and understanding about the world.

In recent years, we have put a greater focus on educating students about Hong Kong's Ethnic Minorities and Asylum seekers. Students will have a chance to make personal connections with these under-represented groups in Hong Kong through a specially designed Learning Without Walls (*LEWOWA*) programme in late June. This year we will extend the cultural learning to Beijing in a newly minted programme which aims to help students understand more about the culture, antiquities and history of China.

5.8 Life-changing Learning Experience

The *Learning Without Walls* (LEWOWA) programme has stepped into its 15th year since the School started in 2004. Through LEWOWA, Pooikeinians can walk through the world, experience a journey and connect with people. With its interdisciplinary curriculum, our students learn skills and virtues that cannot be easily obtained inside the classroom. The programmes not only broaden their horizons, but also challenge their limits.

LEWOWA has long been our School's signature. In response to the evolution of learning and teaching approaches and a greater integration of knowledge and skills, it is time for LEWOWA to move to the next stage. A pilot scheme on refining assessment has been launched this year. Under the setting of clear and challenging learning goals, students' achievement and life-changing exposure from LEWOWA can be further measured.

This year, 13 local programmes and 16 outbound programmes are taking place. In response to the Belt and Road Initiative, we will explore learning opportunities in Kazakhstan and Uzbekistan - Central Asian countries with storied histories and strategic locations on the ancient trade route. A programme that studies the architecture of Japan is also a new highlight.

“Jesus went through all the towns and villages...” (Matthew 9:35), and today, we Pooikeinians leave footprints with our tears, sweat, curiosity and blessings in His Kingdom.

6. Whole-person Development

6.1 Christian Education

SPKC's Christian education is based on the principles stated in the Holy Bible. With strong Christian faith and love, the teaching staff committed themselves to providing students with spiritual and moral education. We believe that it is of vital importance to let our students experience healthy spiritual and emotional growth conducive to good conduct and strong character.

Our mission is to educate students based on Christian values and lead them to commit their lives to Christ. A full-time Chaplain stations in our School to provide our students and teachers with in-depth pastoral care. An integrated and systematic 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*, *Prayer Meeting*, *Friday Worship*, *Spiritual Moment*, *Happy Friday*, *Gospel Week* and *Gospel Camp* have been held this academic year.

An important feature of Christian education is the active role of student Christian leaders. A team of committed and passionate student fellowship committee members was assembled and they served as the backbone of campus Christian ministry. They receive weekly discipleship training, organize fellowship and other Christian activities at school. They are the Christian leaders of the School who are able to influence the student body.

There is a strong collaboration between the School, Breakthrough Ltd. and Abundant Grace Church (AGC). Dr. Philemon Choi Yuen Wan, our Honorary Consultant of Student Development and Parent Education, and the pastors of AGC work closely with us to carry out a wide range of activities for parents and students. Such activities include *SI Parent-child Day Camp*, *Parents' Talks*, *Parents' Group*, *Parents' Sunday School* and *Pooi Kei Family & Gospel Sunday*.

Serving our community is also one of our priorities. Our Student Worship Team has led worships in school and also during the annual *Kwong Yuen Christian Cultural Week*. Our students have also taken various opportunities to visit and spread the Gospel to the residents of elderly homes in Kwong Yuen Estate. In addition, we carried out life reflection programmes in Hong Kong, Korea, and Mongolia through LEWOWA programmes. These programmes were highly recommended by students.

6.2 Moral and Civic Education

To nurture students to be tomorrow's leaders with excellence and integrity, the School has always

placed importance on the holistic development of our students. Our aim is to nurture students to develop a bond between oneself, the others and the society. Through our activities, they can learn about the values of love, respect, responsibility and construct a positive outlook on life. Furthermore, we promote good values, ethics and increase students' awareness towards the society through current affairs.

Moral, Civic and National Education is an essential element of whole-person education which aims at fostering students' positive moral values and attitudes through the learning and teaching of various Key Learning Areas/subjects and the provision of relevant learning experiences. On this ground, it is to develop students' ability to identify the values embedded, analyse objectively and make reasonable judgement in different issues they may encounter at different developmental stages so that they can take proper action to deal with the challenges in their future life.

Our mission is to prepare leaders for tomorrow with high self-esteem, love and care, a globalized vision, uphold life-long learning and Christian values. To broaden the global vision of Pooikeinians, renowned guest speakers were invited to give a series of talks, such as Mr. Lau Ming Wai (Chairman of Commission on Youth) and Professor Johannes Chan Man Mun (Professor of Faculty of Law of the University of Hong Kong). These activities have enriched students' learning and broadened their global vision significantly.

To enhance students' awareness on social issues and civic rights, and to equip them to be responsible citizens, the Moral and Civic Education Team, the LS Department and the Current Affairs Club have worked hand in hand to conduct forums and talks throughout the year. In addition to the teaching in regular PSSE lessons in S1 to S6, the morning assemblies, weekly assemblies, class teacher lessons and class fellowship were all means to promote moral education and to instill a positive, meaningful outlook on life for Pooikeinians. Our weekly assemblies have covered a wide range of topics held by different professional groups, such as the Oxfam, World Vision, The Justice Department of HKSAR, ICAC, Green Sense, World Wide Fund and experts from NGOs.

Besides talks and forums, we have also promoted moral and civic education through different activities. Students had the opportunity to vote for the Committee of the Student Union and the four houses. They were encouraged to share their views on school policies, school development and world issues in SPKC family meetings. Green Christmas Party, Dress Special Day and Carol Night were held to collect donation for Operation Mobilisation Hong Kong to spread our love and care for people in need.

The Bible says, "it is more blessed to give than to receive." (Acts 20:35). This year, our students have learnt to serve the community through taking part in different community services. A wide variety of social services were organized and held by our School including Stewards Fundraising

Charity Day 2018, distribution of meals for homeless people and elderly in Sham Shui Po and Fanling, charity walks, services in Crossroads Foundation, collection of surplus bread for food banks, serving blind needy and mentally disabled people, Christmas service for the poor and children in Shek Mun Estate, cleaning services in country parks and beaches. Moreover, a group of 15 *organ donation health ambassadors* were trained up by the Prince of Wales Hospital to promote the importance of organ donation.

To promote active social services in our School, our students were nominated to be student ambassadors for UNICEF. A student group, the Rotary Interact Club, bore the main responsibility in promoting our Schools' social services as well. Our students had great achievements in various activities. A team of students won the Champion, The Best Experience Award and 2 Best Student Ambassador Awards in The 9th Batch of Sha Tin Student Ambassador Scheme in 2018-19. Their consistent effort in voluntary services is highly appreciated. Moreover, our School was awarded the 21st Moral and Civic Education Fund of Yan Chai Hospital by the EDB to support our consistent effort in organizing a variety of moral and civic education activities and community services in school year 2018-19.

Last but not least, the school is striving to enhance environmental awareness for our students through a wide variety of activities. Environmental talks, ambassador training courses, green lifestyle talks, energy-saving campaigns and organic workshop were held. These activities are to nurture our students to be global citizens who take up the responsibility in energy saving and natural resources conservation. A team of Environmental Ambassadors were trained to promote green campaigns including energy saving, recycling, waste reduction activities in the School.

We have also launched the Plastic-Free Campaign in the canteen. It aims to raise Pooikeinians' awareness on environmental protection by eliminating the use of plastic utensils and reducing solid waste at school. We will strive to make SPKC an environmentally-friendly school.

Through our words and deeds, we hope every Pooikeinian can combine intelligence with virtue, glorify God and benefit humanity at the same time.

6.3 Co-curricular Activities

SPKC always values students' holistic development. Students are encouraged to participate in different co-curricular activities (CCA) and services in order to nurture them to be an all-round leader through different aspects of life.

More than 70 teams and clubs were set up to nurture Pooikeinians in five areas: intellectual development, aesthetic development, physical development, moral and civic values cultivation as well as the development of a 'serving heart' in school and community. The 10th Executive Committee of the Student Union "Meraki" plays a leading role in organizing intra-school activities and providing welfare services to all students. Furthermore, the Four Houses keep morale high and strong cohesion among House members through different inter-house activities, such as the cheering team competition and micro-film competition. The Sports Association and Music Association are the cornerstones in enhancing students' development in sports and music. Student leaders hold an indispensable role in creating a harmonious and united atmosphere among students at all levels. Students are given various opportunities to equip as an all-round leader with self-confidence and problem-solving skills. The school-based leadership training programme was particularly launched to develop student leaders' potential. Positive feedback was received from them. Last but not least, students in all forms enjoyed a precious moment with their classmates and teachers outside during the Multi-Task Learning Day.

Non-academic scholarships – The *Best School Team Award* as well as *Outstanding CCA Awards* – are launched respectively to award students who had outstanding performance in CCA. We strongly believe that these awards acknowledge students' efforts in different activities, and motivate them in becoming more mature and all-round leaders.

7. Student Support

7.1 Student Counselling

Secondary school life is meaningful yet challenging for students at their young age. In order to empower students to face the challenges, our School aims to cultivate a caring and supportive community in which students can enhance their sense of belonging, self-esteem, and competence. The school social work service, clinical psychologist, our educational psychologist and professional community resources are the main sources of working partners to support the work of the counselling team.

In order to support S1 students who face challenges while entering a new learning environment and adolescence, the School organized S1 Bridging Programme and the Parent-child Day Camp in August and September 2018 respectively. S5 Endeavour Camp was organized in order to show support to students and equip them with the determination and resilience required in their preparation for the public examinations.

In addition to individual consultation conducted by the school social worker and part-time clinical psychologist, an experiential-based adventure learning programme and an expressive art therapy programme have been organized to cater for the needs of students. These included sessions of (i) team-building activities to facilitate interaction among individuals, (ii) challenges such as cycling, hiking, rope abseiling and wild camping, with an increasing intensity of perceived risk levels, to enhance the students' resilience abilities, (iii) expressive arts activities to help participants to express themselves, (iv) debriefing to allow participants to transfer adventure, experience and benefits to real life application and (v) parent workshops and family workshops to strengthen the interaction among family members and enhance family bonding.

The School also worked closely with our part-time educational psychologist and partner organizations in order to provide individual care and support to students with Special Education Needs (SEN) through the provision of timely assessments, individual support, and small group workshops.

Besides remedial work, we collaborated with PSSE subject and other student affairs departments to organize regular morning assemblies, weekly assemblies, and class teacher lessons to promote life education, a harmonious campus, mental health and a positive life style among students. Whole-school activities such as "We are the Best Class Award" Competition, Love and Sex Education Week, mental health talks and health education workshops received positive feedback from teachers and students.

This year, the School successfully applied for the Quality Education Fund to implement a Joyful School Campaign (Phrase II). Activities such as Joyful Class Moment, developmental programmes, teacher trainings and parents-child workshops will be held with the support of the funding in the coming two school years.

We are honored to be selected as a “Caring School” in the Caring School Award Scheme and got a silver award again in the *Anti-bullying School Campaign*, organized by Centre for Restoration of Human Relationships in recognition of our outstanding practice in promoting a caring and supportive school culture.

7.2 Careers and Life Planning Education

Careers and life planning education (CLP) plays a significant role in fostering students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progress pathways. Under the whole-school approach for CLP education, comprehensive services and activities are offered in SPKC to facilitate the life planning and career development of our students in accordance with their interests, abilities and aspirations. Apart from career lessons and talks throughout the year, various OLE activities and LEWOWA programmes are tailor-made for our students to gain hands-on experience about careers and further studies.

The School participated in the “CLAP for Youth @ JC” programme as one of the network schools. There are three levels of school-based support which include professional development for teachers, curriculum planning and infrastructure support. With the support from CLAP and the continuous effort of the CLP Team, CLP education is further integrated into the school curriculum and other learning experiences. Collaboration is strengthened between different teams and departments for maximizing the synergy on CLP education. In addition, a systematic framework for career counselling is developed to provide tailor-made support and advice to cater for the diverse needs of students. The counselling sessions help students cultivate reflective habits of mind for maximizing their own potential in both academic and non-academic areas.

Under the whole-school approach for CLP education, our students are guided to understand their own interests, strengths and aspirations, as well as to develop their various abilities and skills for further career exploration. They are also empowered to make informed and responsible choices on their learning and career goals.

8. Student Achievements

Name of Competition	Organizer	Award	Section	Class	Name
Hong Kong Secondary Schools Debating Competition	Hong Kong Schools Debating and Public Speaking Community	Champion	Senior Group – Division 1	4L	CHOI Man Hei
				4L	YUEN Ho Yi
				5L	HO Lok Yin
				5L	KWOK Wing Yi
				5L	TAI Chung Man
				5L	WONG Hui Ching Angie
				5L	YEUNG Pui Ki
Evershed Cup	Hong Kong Schools Debating and Public Speaking Community	1st Runner-up	Preliminary round	3G	YIP Pui Hei
				3J	AU YEUNG Lok Lam
				3J	CHAN Hei Lok
				4L	YUEN Ho Yi
				5L	HO Lok Yin
				5L	KWOK Wing Yi
				5L	WONG Hui Ching Angie
		5L	YEUNG Pui Ki		
		Top 3 Speaker	Preliminary round	3J	CHAN Hei Lok
City U Debating Challenge	City University	Champion	Divisional	3G	WONG Cheuk Wai
				5L	TAI Chung Man
				5L	WONG Hui Ching Angie
		Best Speaker	Divisional	3G	WONG Cheuk Wai
70th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	Champion	Solo Verse Speaking	1J	CHEUNG Ying Man
		Champion	Dramatic Duologue	3F	CHAN Yi Man
				3F	MAK Lee Yi
		Champion	Dramatic Duologue	5G	HUI Wing Kwan
				5J	LI Yan Man
		1st Runner-up	Solo Verse Speaking	1G	LEE Yat Tsun
		1st Runner-up	Solo Verse Speaking	1P	LAI Yan Kiu
		1st Runner-up	Dramatic Duologue	3F	MAN Cho Ying
				3G	LEE Nim Ching
		1st Runner-up	Solo Verse Speaking	3G	YIP Pui Hei
		1st Runner-up	Solo Verse Speaking	4F	CHAN Kin Ho
		1st Runner-up	Solo Verse Speaking	4L	LEE Yee Wing
		2nd Runner-up	Solo Verse Speaking	1G	TING Eno
		2nd Runner-up	Solo Verse Speaking	1P	LAI Tsz Lok
		2nd Runner-up	Solo Verse Speaking	2J	KWAN Hok Lai
		2nd Runner-up	Solo Verse Speaking	3J	CHAN Kei Tung
		2nd Runner-up	Solo Verse Speaking	3J	CHEUNG Hiu Man
		2nd Runner-up	Solo Verse Speaking	4J	NG Ho Yin Brian
		2nd Runner-up	Solo Verse Speaking	4L	CHIM Wing Sum Samantha
2nd Runner-up	Dramatic Duologue	4L	CHIM Wing Sum Samantha		
		4L	YUEN Ho Yi		

Name of Competition	Organizer	Award	Section	Class	Name
70th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	2nd Runner-up	Solo Verse Speaking	5H	WU Pui Yin
		2nd Runner-up	Solo Verse Speaking	5P	WONG Yi Ching Venise
第七十屆香港學校朗誦節	香港學校音樂及朗誦協會	冠軍	粵語散文獨誦	1G	李一榛
		冠軍	粵語二人朗誦	4G	陳諾文
				4G	吳焯萱
		亞軍	粵語詩詞獨誦	1P	鄒汶希
		亞軍	粵語基督教經文朗誦	3G	李念情
		亞軍	粵語詩詞獨誦	3G	黃穎嵐
		亞軍	粵語二人朗誦	4L	蔡文熙
				4L	何梓彤
		季軍	粵語散文獨誦	2J	關學澧
		季軍	粵語散文獨誦	4L	蔡文熙
季軍	粵語詩詞獨誦	5H	鄔沛延		
第七十屆香港學校朗誦節	香港學校音樂及朗誦協會	冠軍	普通話詩詞獨誦	3G	黃穎嵐
		冠軍	普通話散文獨誦	4P	李若彤
		亞軍	普通話詩詞獨誦	2J	鄧卓枏
		亞軍	普通話散文獨誦	3P	余澤欣
		亞軍	普通話詩詞獨誦	5H	鄔沛延
		季軍	普通話詩詞獨誦	1P	王駿甯
		季軍	普通話詩詞獨誦	2J	郭雪滢
		季軍	普通話詩詞獨誦	2J	關學澧
2019 粵港澳大灣區普通話唐詩朗誦大賽	香港教育發展協會	冠軍	香港賽區中學組獨誦	3P	余澤欣
語常會推廣普通話活動第二十一屆全港中小學普通話演講比賽2019	新市鎮文化教育協會	新界區銀獎	初中組	3G	黃穎嵐
第二十五屆聖經朗誦節	漢語聖經協會	季軍	初中組普通話獨誦	3G	李念情
Mock Legislative Council Debate	Rotary Adopt A School Partnering Schools of Rotary International	Best Performance Award	-	5L	CHU Wai Sum
Inter-school Basketball Competition	HKSSF	2nd Runner-up	Girls Grade A	4L	NGAI Charlotte
				5G	CHAN Wing Kiu
				5H	LAU Tsz Ching
				5L	TONG Hiu Ying
				5P	LAM Wing
				5P	LAU Tsz Kwan
				5P	WONG Ka Ching Candy

Name of Competition	Organizer	Award	Section	Class	Name
Inter-school Athletics Competition	HKSSF	Champion	Girls Grade B: 100m Hurdles	4L	HO Tsz Tung
Inter-school Long Distance Run Competition	HKSSF	2nd Runner-up	Girls Grade C	2L	DONG Yik Ho
Inter-school Swimming Championships	HKSSF	Champion	Girls Grade B: 50m Butterfly	3J	SUEN Hui Wun
		Champion	Girls Grade C: 50m Breaststroke	2L	DONG Yik Ho
		Champion	Girls Grade C: 100m Breaststroke	2L	DONG Yik Ho
		1st Runner-up	Girls Grade B: 200m Individual Medley	3J	SUEN Hui Wun
		2nd Runner-up	Girls Grade B: 4×50m Freestyle Relay	3J	SUEN Hui Wun
				3L	YIP Tsz Laam
				4H	CHIU Long Ying
				4P	LO Yuen Ying
		2nd Runner-up	Girls Grade C: 50m Freestyle	1G	LAU Tik Yee
		2nd Runner-up	Girls Grade C: 4×50m Freestyle Relay	1G	LAU Tik Yee
				1J	CHAN Shania
				1P	WONG Chun Ning
2L	DONG Yik Ho				
HKBU 49th Aquatic Meet	HKBU	2nd Runner-up	Girls 4×50m Freestyle Relay	2L	DONG Yik Ho
				3J	SUEN Hui Wun
				3L	YIP Tsz Laam
				4P	LO Yuen Ying
2019 Aquathlon Series - Race 1	The Hong Kong Triathlon Association	1st Runner-up	Female Discovery Team	1P	WONG Chun Ning
				3J	SUEN Hui Wun
		3L	YIP Tsz Laam		
2nd Runner-up	Female Discovery Team	3J	SUEN Hui Wun		
Inter-school Fencing Competition	HKSSF	1st Runner-up	Epee Boys C (Individual)	2L	LAI Ka Hei
Secondary School and Tertiary Institution Taekwondo Competition 2019	Hong Kong Taekwondo Association	1st Runner-up	Welter	4G	NG Tai Yi
The 15th Hong Kong Inter-school Dancesport Competition	Hong Kong Dancesport Association	Champion	16 Year-old or above ChaChaCha / Rumba / Jive Open (Double)	5L	LIU Wai Ting
		Champion	16 Year-old or above Samba / Paso Doble (Double)	5L	LIU Wai Ting
71st Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Champion	Church Music – Foreign Language	School Choir*	

Name of Competition	Organizer	Award	Section	Class	Name
71st Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	1st Runner-up	Graded Piano Solo-Grade Eight	4P	MAK Wing Tim
		2nd Runner-up	Flute Solo-Secondary School Junior	2F	LAW Ho Lam
Hong Kong Joint School Music Association	Hong Kong Joint School Music Association	Silver Award	Symphony Orchestra	Chamber Orchestra**	
		Bronze Award	Secondary - Percussion	Percussion Ensemble***	
2018 Hong Kong Youth Music Interflow	Music Office LCSD	Bronze Award	-	Chamber Orchestra^	
Hong Kong International Handbell Olympics 2019	Asia International Handbell Association (Hong Kong)	Gold Award	Junior	Handchime Ensemble Team A^^	
		Gold Award	Intermediate	Handchime Ensemble Team B^^^	
The 55th Schools Dance Festival	The Education Bureau and the Hong Kong Schools Dance Association Limited	Highly Commended Award	-	Dance Team#	

* School Choir

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	CHUNG Long Yan Melanie	1L	HO Sin Ying
1F	IP Sheung Yan	1L	HO Yin Yi Charlotte
1F	KONG Sin Yu	1L	HUI Lok Yiu
1F	LEE Sum Yi	1L	LO Wai Ki Eunice
1F	MA Chi Shing	1L	LUI Sum Yuet
1F	PO Hiu Long Ryan	1L	MAK Cheuk Yin
1F	SO Man Ching	1L	WAN Man Nga Chloe
1F	SO Sin Yin	1P	FUNG Yan Hei
1F	YIM Yat Yin	1P	WONG Cheuk Him
1G	CHENG Ching Tung Erin	1P	WONG Tsun Ki Clayton
1G	CHEUNG Ka Yue	2F	KWAN Tsz Yau
1G	KI Yik Chung	2F	YEUNG Chin Yau Jonathan
1G	LAM Cheuk Long	2G	CHAN Ling Yan
1G	LAM Ching Yan	2G	LAM Chu Gabbie
1G	LAU Sum Yee	2J	CHAN Lok Yiu
1G	LEUNG Shing Hei	2J	CHIU Hoi Ching Phoebe
1G	TSANG Ian	2J	TANG Cheuk Nam
1G	TSANG Siu Yung	2L	LEUNG Yu Pui Nicole
1J	CHENG Jia Xi	2L	TSANG Pui Yu
1J	CHEUNG Ying Man	2L	WONG Man Shun
1J	LAW Natalie	2P	KONG Kei In
1J	TANG Lai Sha	3F	CHU Ka Yi
1J	TSANG Nga Man Sonia	3L	CHEUNG Tsun Chit
1J	WAN Long Yuet Stella	3G	WONG Wing Nam
1J	WU Hok Pui	5L	TAI Chung Man

** Chamber Orchestra

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	CHAN Hazel	2F	LIN Yat Ka
1F	CHEUNG Cheuk Yiu Allie	2F	NG Man Him
1F	CHEUNG Pak Kiu	2G	CHEUNG Hei Long
1F	LAM Lok Him	2G	YIP O Hei
1F	LEE Yan Shing	2J	CHIU Davin Won Chung
1G	LAM Ting Hei	2J	HO Marcus Ho
1G	MA Long Hei	2J	LEE Tak Yu
1J	HO Nip Long	2L	CHAN Yui Yin Carrie
1J	NG Yuen Yan	2L	CHEUNG Ho Wui Kenny
1L	CHIU Hoi Tung	2L	HUNG Sum Wing
1L	KWAN King Chee	2L	LEUNG Yu Pui Nicole
1L	LAM Chun Hei	3G	LAI Tsz Ue
1L	LO Man Kiu Miriam	3G	WU Tsz Yu
1L	YEUNG Yan Lam Yanis	3J	LUK Wai Ling
1P	CHAN Yiu Hey	3L	HEUNG Tsz Yan
1P	HONG Cheuk Hang	3L	LEE Yin Cheung
1P	LEUNG Chung Hay	4H	CHEUNG Tsz Nok
1P	NGAI Tsz Shun	5F	CHU Chun Wang
2F	DOO Yan Hang	5H	CHIU Bonnie Won Duen
2F	KOO Hiu Yau		

*** Percussion Ensemble

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	CHEUNG Yin Yat	1J	YEUNG Chi Yin
1F	YUEN Tsz Ho	1L	CHAU Hiu Shing Jeremiah
1G	LO Man Chun Katie	1L	CHOI Yu Hin Justin
1G	PANG Yan Lok	1L	YEUNG Yat
1J	CHAN Kwan Sik	1L	YU Ching Yin
1J	CHEUNG Pak Yin	1P	CHOI Tin Long
1J	LAM Yuet Yi	1P	WU Tengyi
1J	NG Kimi	1P	LAU Ho Lap
1J	WONG Ho Wang	2J	LAU Yi Nok Promise

^ Chamber Orchestra

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	CHENG Cheuk Yiu Allie	2F	LIN Yat Ka
1F	CHAN Hazel	2F	NG Man Him
1F	CHEUNG Pak Kiu	2G	CHENG Hei Long
1F	LAM Lok Him	2G	YIP O Hei
1F	LEE Yan Shing	2J	LEE Tak Yu
1G	LAM Ting Hei	2J	CHIU Davin Won Chung
1G	MA Long Hei	2J	HO Marcus Ho
1J	HO Nip Long	2L	CHAN Yui Yin Carrie
1J	NG Yuen Yan	2L	CHEUNG Ho Wui Kenny
1L	CHIU Hoi Tung	2L	HUNG Sum Wing
1L	LAM Chun Hei	2L	LEUNG Yu Pui Nicole
1L	KWAN King Chee	3G	CHUNG Chun Yu
1L	LO Man Kiu Miriam	3G	LAI Tsz Ue
1L	YEUNG Yan Lam Yanis	3J	LUK Wai Ling
1P	CHAN Yiu Hey	3L	HEUNG Tsz Yan
1P	HONG Cheuk Hang	3L	LEE Yin Cheung
1P	LEUNG Chung Hay	4H	CHENG Tsz Nok
1P	NGAI Tsz Shun	5F	CHU Chun Wang
2F	DOO Yan Hang	5F	LEE O Rio
2F	KOO Hiu Yau	5H	CHIU Bonnie Won Duen

^^ Handchime Ensemble Team A

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1G	LOK Wing In	1P	PANG Ying Hei Hera
1G	TING Eno	1P	WONG Chun Ning
1J	TSANG Wing Tung	1P	SO Tsz Tung
1P	KWOK Ka Man	3F	CHU Ka Yi
1P	LEE Man Ching Evelyn	3F	WONG Wing Yi Charlotte
1P	LEUNG Lok Kan	3P	WAN Yan Kiu

^^^ Handchime Ensemble Team B

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1G	HO Hiu Cing	2J	CHAN Sum Yan Hazel
2F	CHEUNG Chung Hang	2J	LAM Cheuk Yan
2F	HUNG Pui Yu	2L	PANG Nga Ching Ariel
2F	YEUNG Chin Yau Jonathan	4F	SIN Hau Yin
2F	YIM Pak Ho	4H	CHIU Long Ying
2G	NG Wai Yin	4L	CHEUNG Yuet Yiu Yoyo

Dance Team

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1G	LAU Wai Man	2J	LEE Tak Yu
1J	CHAN Lok	2J	TSUI Tsz Fei
1J	CHAN Shania	2P	SHIU Wai Long
1J	YEUNG Chi Yin	3G	CHAN Hei Tung Manis
1L	GU Sze Yin	3J	IU Yan Yin
1P	CHIU Wai Yi	4G	CHAN Lok Man
1P	CHOW Man Hei Keiko	4H	TAM Cheuk Yiu
1P	KWOK Ka Man	4J	CHAN Ching Chi
1P	NG Wan Huen	4J	CHAN Yuet Sum
2F	KOO Hiu Yau	5F	CHENG Tsz Lam
2F	WONG Ka Nam	5F	WU Sheung Nga
2J	CHEN Nga Shun	5G	LEUNG Hei Tung
2J	CHEUNG Pui Lam	5J	CHENG Pui Ki Alyssa
2J	LAM Wing Hei		

9. Evaluation of the Major Concerns 2018-2019

Major Concern I: To enhance students' confidence and maximize their potential

As reflected in evaluation of the Annual Year Plan of subject departments and teams, the objective of this concern was mostly achieved.

To provide a broader learning capacity and exposure for students, the school has continued successfully launched a '1 to 1' iPad learning programme in S1 & S2. Teachers and students' responses were very positive. Students were more engaged and interested in learning while using an iPad. Their learning was more customized and self-directed. In addition, all eight KLAs have used eLearning in their curriculum planning this year. Six KLAs including English Language, Chinese Language, Mathematics, Liberal Studies, PSHE and Science and Technology have also used different eLearning platforms such as Google Classroom, MathSpace, Schoology, Kahoot, iLearner and BrainPop to raise students' motivation. The IT in Education unit has conducted various workshops on Staff Development Days as well as in individual KLA meeting to enhance teaching pedagogies and confidence in using the tools more effectively. To improve the teaching effectiveness, more sharing of eLearning strategies of different KLAs should be held in future.

The initiative of organizing school-based STEM activities and encouraging students to join external STEM activities or competitions has successfully launched to enhance students' confidence and maximum their potential. STEM activities were organized by the Science, Technology and Mathematics KLAs to encourage S1-5 students' motivation and participation. Students' feedbacks were positive and there was over 50% of students participated at least two school-based STEM activities and three external STEM competitions. In particular, students achieved outstanding performance in Secondary School AI Competition 2019, Science Laboratory Workshop for STEM Education 2019, Hong Kong Olympiad in informatics, Computer Science Challenge, Faraday Challenge and Robotic Competition.

Another positive initiative to expand students' learning potential was through cross-curricular collaboration between subjects and teams. More cross-subject collaboration learning tasks or projects were developed in more than fifteen departments and teams this year. Take for an example, the LS Department was able to liaise with different departments: Chinese, IH, PSSE, Physics and BAFs. From teachers' observation and student's responses, S5 students were interested in the issue of Feed-in tariff scheme with Physics department providing knowledge of photovoltaics of solar energy and the mini photovoltaics for testing the effectiveness of collecting solar energy. Moreover, the English Department collaborated well with IH department about social issues in S2. The outcome was generally achieved as teachers agreed that students' learning capacity and confidence were enhanced. It can be seen that students could benefit from the collaboration as there was the reinforcement of the subject content as well as the vocabulary associated with social issues. It was reflected in the students' performance in the final examination. In addition, the Geography Department collaborated well

with Moral and Civil Education Team, Christian Education Team, Counselling Team and global Education Team to carry out the Gospel Week, different types of community Service, an exchange with ethnic minorities, Love and Sex Education Week, and anti-bullying workshops. S3 mascot design competition were co-organized by BAFS, CL and LS Departments to equip S3 students with basic marketing skills, 3D-moduling and question-setting techniques. From the analysis of teachers' observation and students' feedback, learning capacity and confidence were greatly enhanced in such collaborations.

Moreover, students were able to widen their exposure and maximize their potential in over ninety school-based programmes and external competitions. In particular, the LEWOWA Team offered diversified learning opportunities and extended students' learning experience outside school. The design of the LEWOWA programmes is to strengthen students' self-reflective power, communication skills and problem-solving skills. A pilot scheme focusing on refining LEWOWA's learning and teaching strategies was implemented with the participation of 14 programmes this year. Over 70% teachers were highly satisfied with their students' performance as well as learning outcome of pilot scheme. 92.6% students agreed that they received useful feedbacks from teachers, and 94.3% agreed that extended learning session helped them consolidate their learning outcomes.

On top of these measures, displaying students' good work in various means such as exhibitions and publications, giving credits through subject-based praising and award record system, were provided by various departments and teams to serve as positive reinforcement and enhance students' motivation. For instance, the English Language Department continued to issue an annual publication of students' good writing as a means to enhance students' learning motivation and confidence through recognizing their good work. The mini-anthology "STILL" were again published respectively to showcase students' outstanding work. About 60% of students' expressed that their motivation to write was enhanced. Many teachers agreed that the display of students' best work as recognition of their efforts has many positive effects and outcomes.

In the second year of the implementation school-based gifted education programme, professional trainings have been arranged for targeted teachers and a talent pool of gifted students has been set up. About 15 teachers have obtained basic online and advanced training courses of gifted education. Furthermore, Tier 1 and Tier 2 (level 2C) of the EDB framework of gifted education were planned and carried out.

To carry out the whole-class Gifted Education (Tier 1), the English Department and Liberal Studies Department were invited to incorporate one element of Gifted Education into their curricula. Creativity was incorporated into S3 English Curriculum by dint of Parallel Curriculum Model (PCM) whereas high-order thinking skills were incorporated into S4 and S5 LS curriculum.

The objective has generally been achieved in the English Language Department. S3 students were taught

thoroughly and understand more about at least 4 different occupations: Pilot, eSports players, Doctor and Air Traffic Control. Through the core curriculum in PCM, students have a more in-depth understanding of those occupations and workplace. Students get to know more about the requirement, pre-requisites, work duties, the required soft and hard skills, the remuneration, benefits, etc. of those occupations. The curriculum of practice in PCM was also fulfilled as students' creativity have shown from their projects from informative power-point presentation, supplemented with a mini drama or a role play. Job comparison between different countries are made through the curriculum of connection in PCM. Some students were able to compare the job requirement and remuneration between different cities and countries such as Hong Kong and Taiwan.

On reflection, students' feedback was positive as they voiced out that they enjoyed doing group projects. Hence, more projects could be done in the coming year. It was suggested that the English Department could collaborate with Careers and Life Planning Team. Since students get to know more about their own capabilities as well as the job requirements of their dream jobs, they become more realistic in choosing the right elective for S4 and make practical decisions for their future. This is very related to what they have been doing in their careers lessons. Thus, if this topic is chosen again, a cross-department/ team project could be done next year.

For the Liberal Studies Department, teaching packages of S4 & S5 in each term using the parallel curriculum model were designed as planned. Students' response to the teaching package of parallel curriculum model was good. The design of S5 parallel curriculum on the effects of Belt and Road Initiative provided detailed information (both angles and concepts) for teachers' delivery of the topic. However, teachers did not find the packages using the parallel curriculum model very apparently enhance students' higher-order thinking as the way of teaching using parallel curriculum model was very similar to the way of teaching every day. Therefore, the packages will be refined next year to better promote higher-order thinking.

In addition, a School-based Gifted Education Programme (level 2C) was designed and implemented during Easter holidays. Forty-five students were shortlisted from the talent pool based on their outstanding performance in academic results. The programme covered the following 6 workshops aiming at improving students' personal and social skills. The programmes are the Optimistic Teen, Empathetic Angel, Brave Teen, Resilient King / Queen, EQ Champion, Mindful Teen. An eSurvey was done immediately after the programme and a post-workshop sharing was held.

The response was positive and over 75% of the students agreed that the programme helped them understand themselves more, build a better self-image and enhance their self-confidence and improve their social skills. They were taught some skills how to cope with anxiety, how to regulate their emotions better and to be more resilient in the future.

In sum, measures employed to enhance students' confidence and maximize their potential in different aspects were mostly achieved as reflected through teachers and students' responses. When compared to the past three years (2015-2018) of the Stakeholder Survey results, students' confidence in learning has increased from 51.9% (15-18) to 57.6% (18/19). The School will foster students to be active learners through various strategies and platforms in the coming year.

Major Concern II: To cater for learner diversity through interactive strategies

This objective was mostly achieved as teachers have continuously employed various interactive strategies to cater for the diverse needs of students. Students' learning outcomes were presented through teachers' report as well as Panel meetings. More specifically, most subjects designed coursework/assignments and examination questions with different levels of difficulty to cater for mixed abilities and diverse learning needs and offered a wide range of assignment types and activities to develop students' potential in various aspects. Subject teachers provided tailor-made worksheets, re-testing and corrections to enhance students' motivation and build confidence with lower abilities. Different types of learning tasks such as portfolio, projects, short videos, written essays, self-learning package and oral presentation were used to help students identify their strengths and weaknesses. Tiered assignments and challenging assessments questions were also used to motivate higher achievers and to reinforce students learning effectiveness.

Cooperative and Flipped learning proved to be continuously effective in most of the subjects such as Chinese Language, English Language, Mathematics, Liberal Studies, Integrated Science, and Integrated Humanities, Chinese History, Visual Arts, ICT, BAFS, PSSE and Music. Group work, pair work and individual work were adopted to maximize students' exposure and to enhance teaching and learning effectiveness. Teachers have continuously devised school-based teaching and learning materials to enhance students' learning effectiveness. Furthermore, from the evaluation of the Mathematics panel meeting, it was agreed that students were benefited from the multiple-choice (MC) training. The MC lesson arrangement will be arranged in 2X classes of S5 and S6 in the coming year.

In addition, S1-3 strengthening and remedial classes of the three core subjects, including Chinese Language, English Language and Mathematics were continued in order to cater for the mixed abilities of junior form students. Furthermore, supplementary lessons and enhancement classes of different subjects in S4-6 were also arranged during lunchtime, after school and during holidays in order to provide additional support and to reinforce students' learning. Overall, students' academic performance and improvement were reflected in the school value added information in these years.

To facilitate interactive learning, seven KLAs including English Language, Chinese Language, Mathematics, Liberal Studies, PSHE and Science and Technology, have used different learning tools such as Kahoot, Quizizz, Google form and Padlet to cater for learning diversity. Based on the students' survey and teachers' feedback, over 70% of students were motivated and engaged in learning. Teachers could understand more about students' strengths and weaknesses in their learning process and adjust their teaching pace and prepare for more strategic preparation. Additionally, peer lesson observation within and across subjects were successfully carried out to enhance teachers' professional growth. Lesson Observations showed that most teachers were able to use

interactive pedagogies effectively. Over 70% of teachers agreed that the practice should be kept as it could enhance teaching and learning effectiveness.

The Alumni Tutorial Scheme continued to be implemented for S1-6. There are eight Subject Panels participated in the scheme including BAFS, Biology, Chinese History, Economics, English Language, Mathematics, Physics and Liberal Studies. Over 300 lessons were conducted by 32 alumni tutors who were able to share their HKDSE experience and helped schoolmates to overcome psychological barriers while facing for the public exam. Students could benefit from the alumni's sharing of exam strategies and experience. The scheme is welcomed by teachers and students.

Quality School Improvement Project (QSIP) professional support by CUHK was introduced to facilitate panel heads' professional development and enhance learning and teaching effectiveness this year. The purpose of joining the QSIP middle-management programme is to enhance the instructional leadership of the panel heads. There are eight subjects involved in the programme; Chinese Language, English Language, Mathematics, Integrated Science, Biology, Integrated Humanities, Geography, Visual Art. In-depth departmental lesson observation includes English Language and Mathematics.

The objective has been achieved as panel heads reflected that the programme has equipped them with the necessary skills to conduct lesson observation effectively and efficiently. Responses from involved panel heads and teachers were encouraging and more than 70% of involved teachers learnt a lot from the practice. The panel heads pointed out that they could make use of the data collected from QSIP to plan for future curriculum. The programme coordinator concluded that the programme has strengthened the panel heads' practice of lesson observation and that the whole panel could benefit from the good practices of the teachers observed. To strive for further progress, QSIP professional support will continue to facilitate Active Learning for Curriculum and Teaching in the coming year. Three involved subjects Mathematics, Integrated Science and Integrated Humanities will be focused on collaboration preparation and lesson observation.

To sum up, steady improvement has shown of this concern as teachers and students responded positively in the stakeholder survey. When compared to past three years, students agreed that they were able to apply learning strategies such as doing pre-lesson preparation, using concept maps, tool books and online resources, 62.5% (15-18) VS 62.8% (18-19). Teachers also reflected that students were often able to use a variety of resources such as the Internet and the library in learning, 58.2% (15-18) VS 67.1% (18-19). The School will continue to employ different teaching pedagogies to cater for students' different learning needs. Active Learning and the culture of professional sharing can further be cultivated to improve teaching and learning effectiveness in the coming year.

Major Concern III : To foster students' positive values for life planning

A series of learning activities and developmental programmes were arranged to meet this objective. Different subject departments and teams aimed at providing diversified and adequate opportunities to foster students' positive values towards life planning. The initiative of inviting alumni to share their career and study experience, organizing visits to institutions and encouraging students to join university summer programmes have enabled students to have a clearer idea on their future pathways. From students' feedback, participants found the programmes useful and meaningful in helping to gain a clearer understanding of future academic pursuits. Career talks were organized and professional performers were invited to inspire students' interests and to enhance understanding of the opportunities and professional development associated with careers.

In addition, the Career and Life Planning Team (CLP) contributed most to this concern. There were 30 students in S4 and S5 joining the University summer programmes; seven voluntary- based activities, other visits and internship programmes were arranged. There were more than twenty alumni offered sharing on school days by the invitation of ten different subjects departments. There were nine video sharing about their careers was recorded by the CLP team.

Through further promotion of life planning education, the school- based S3 to S5 career lessons (4 lessons per form) also helped in fostering students' self-understanding, personal planning, goal setting, reflective habits or mind and articulation to progress pathways. Furthermore, in the S5 and S6 career counselling sessions, career teachers give constructive feedback and suggestion for their all- round development based on their own research and sharing about goals and life planning. All S5 students joined at least one information Day of tertiary institutions and completed a worksheet for self- reflection. Two sharing sessions were arranged in the post exam period and HKDSE result release workshops. The initiatives of making use of the CLAP Online Assessment as a tool for self-understanding and life planning was successfully achieved by all S4 students who have completed the CLAP Online Assessment in the post-exam period. Over 80% of S4 students agree that they have a better understanding of themselves. The individual student reports were useful for the internal use of career counselling.

Similarly, various teams and departments through inspiring activities further strengthened cultivating positive values for life planning. In particular, the Integrated Humanities Department has conducted various learning activities such as discussions, presentations, field study, games, competitions, workshops, visits and role-play to increase students' self-understanding and develop their reflective power. In LEWOWA, three programmes emphasizing on students' self-understanding and goal setting namely A Real Life-traveller in Taiwan, Cycling for Touching Taiwan and Seven Lessons from God in Seoul. Over 85% students' agreed that their programmes could encourage self - reflection, boost them to pursuing their targets and receive useful feedback from

coaches. However, according to teachers' observation and students' questionnaires, there is still room for improvement on students' reflective power and attitudes towards personal achievements.

Additionally, the Counselling Team's, 'A Peer Counsellor Team' continued to be implemented on a larger scale this year. A group of S2-4 students was trained to help S1 students adapt to their new school life. This year, there were at least twenty 'Peer Counsellors' and two 'Love Ambassadors' in each S1 class. They worked with Love Ambassadors and other Peer Counsellors during regular meetings with the Social Worker and teacher advisors. Peer counsellors gained more understanding about their strengths and limitations through reflecting on the activities held for S1 students, as well as knowledge about how they could get along with other S1 schoolmates. According to the results of APASO and stakeholder survey, 77.4% students agreed the school actively guides them to acquire the skills to get along with others well. 85.1% teachers agreed that the school could help students develop good interpersonal skills.

In the second year of life planning education held by the Aesthetic and Physical KLAs, all the involved teachers were aware of their roles in Life Planning Education and they were able to provide essential learning elements that could build up a greater awareness and experience for students to plan their lives and careers in such areas. Various interesting and worthwhile learning experiences were provided through regular co-curricular activities, including fashion shows, playing golf and tennis, bowling, singing, playing musical instruments, visits and exhibitions across a wide range of visual arts, music and sports. Concrete evaluation and survey have been conducted this year. About 75% of S1-2 students agreed that they could apply music and visual arts knowledge and skills in the future. Fashion and Visual Arts exhibition in HK Arts Fair 2019 and HKDI (IVE) have been held to inspire students' interests and showcase students' work. In the PE department, a wide range of sports activities including golf, tennis and bowling were also introduced as some of the possible life-long activities that students could pursue. The "Senior form outer lessons questionnaires" was done in the end of the academic year. The results showed that more than 80% of S4 students enjoyed the golf lesson while 73 % of S5 students enjoyed the tennis lesson this year. About 70% of S4 student and over 60% of S5 students agreed the Senior form outer lessons could broaden and build up their life-long learning habits in sports area.

To conclude, the objective was generally achieved. Thus, the School will continue to provide positive lifelong values, skills and knowledge to students. To fulfil the objective with better outcomes, more targeted and specific virtues in life planning will be identified and implemented in the coming year.

10. Financial Summary for the 2017/2018 School Year (audited)

Stewards Pooi Kei College		
Financial Summary for the 2017/18 School Year		
	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	75.30%	N.A
School Fees	N.A	23.06%
Donations	N.A	0.04%
Other Income	0.29%	1.31%
Total	75.59%	24.41%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	84.64%	
Operational Expenses (including those for Learning and Teaching)	7.62%	
Fee Remission / Scholarship ¹	2.22%	
Repairs and Maintenance	1.73%	
Depreciation	3.79%	
Miscellaneous	0.00%	
Total	100.00%	
(Deficit) for the school year[#]	(0.43) months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year[#]	7.72 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		
<p>¹The % 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%.</p> <p><input checked="" type="checkbox"/> It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirement (Put a "✓" where appropriate).</p>		

11. Financial Summary for the 2018/2019 School Year (to be audited)

12.School Contact Information

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-End of Report-