

Stewards Pooi Kei College

Annual School Report

2019-20



Contents

1. School Motto, Vision & Mission

- 1.1 School Motto
- 1.2 School Vision
- 1.3 School Mission

2. Our School

- 2.1 Brief Description
- 2.2 School Management
- 2.3 Active School Learning Days

3. Our Students

- 3.1 Class Structure

4. Our Teachers

- 4.1 Teacher Qualifications
- 4.2 Teacher Experience

5. Learning and Teaching

- 5.1 Curriculum Development
- 5.2 Academic Attainment
- 5.3 English Enrichment Initiatives
- 5.4 Reading to Learn
- 5.5 E-Learning Development
- 5.6 Staff Development
- 5.7 Developing a Global Perspective
- 5.8 Life-changing Learning Experience

6. Whole-person Development

- 6.1 Christian Education
- 6.2 Moral and Civic Education
- 6.3 Co-curricular Activities

7. Student Support

- 7.1 Student Counselling
- 7.2 Career and Life Planning Education

8. Student Achievements

9. Evaluation of Major Concerns for 2019-20

10. Financial Summary for 2018/2019 School Year (audited)

11. Financial Report on Use of Learning Support Grant (2019-20)

12. School Contact Information

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

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

1.3 School Mission

We aim to prepare tomorrow's leaders with character and intelligence.

We aspire to develop in our students the attributes of a leader, including:

- High Self-esteem (自重自愛)
- Love and Care (關懷愛顧)
- Globalized Vision (全球視野)
- Life-long Learning (終身學習)
- Christian Values (基督價值)

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 quality co-educational Christian school with an international perspective. It adopts English as the medium of instruction and is operated under the government's Direct Subsidy Scheme.

In the school year 2019-20, the School operated six levels (secondary 1 to secondary 6) with a total enrolment of 988 students allocated to 33 classes. On average, the class size was kept at 30. To further lower the student-to-teacher ratio, a small-class policy of an average of 21 students per group was adopted in senior secondary English Language, Liberal Studies and Chinese Language which was conducive to rendering individual care to students. The secondary school curriculum structure continued to be refined in order to enhance the pass and credit rates in the HKDSE, ensure quality lesson time and optimize the effectiveness of human resource allocation. In 2019-20, the School provided six classes for S4 and S6, five classes for S5 and an array of elective subjects to suit the diversified academic pursuits of our senior students.

The staff comprises 84 teaching staff, the Principal inclusive. All teachers possess a Bachelor's degree and over 60% have a master's degree. There is a team of 27 supporting staff members to maintain the school's daily operations: 5 Teaching Assistants, 2 Laboratory Technicians, 1 STEM and Science Laboratory Assistant, 2 IT Officers, 1 IT/AV Assistant, 1 eLearning Support Associate, 1 Media Production & AV Assistant, 1 Library Assistant and 13 administrative staff. There are also 5 janitors to maintain the cleanliness of the School.

2.2 School Management

The School Management Committee (SMC) is composed of ten school managers comprising of professionals such as university professor, former secondary school principal, CEO 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), comprising the Principal, the Vice Principal, Assistant Principals and senior teachers.

2.3 Active School Learning Days

The number of school days in 2019-20 with regular classes or with organized learning activities was 170. Organized learning activities included the Multi-task Learning Day, the Learning-Without-Walls Programme, the Athletics Meet and post-examination activities. Examination periods were excluded.

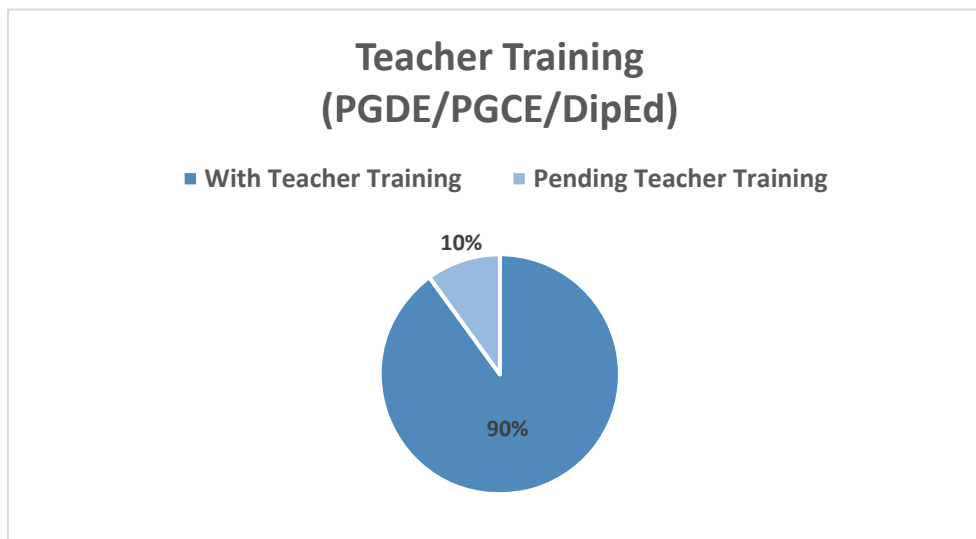
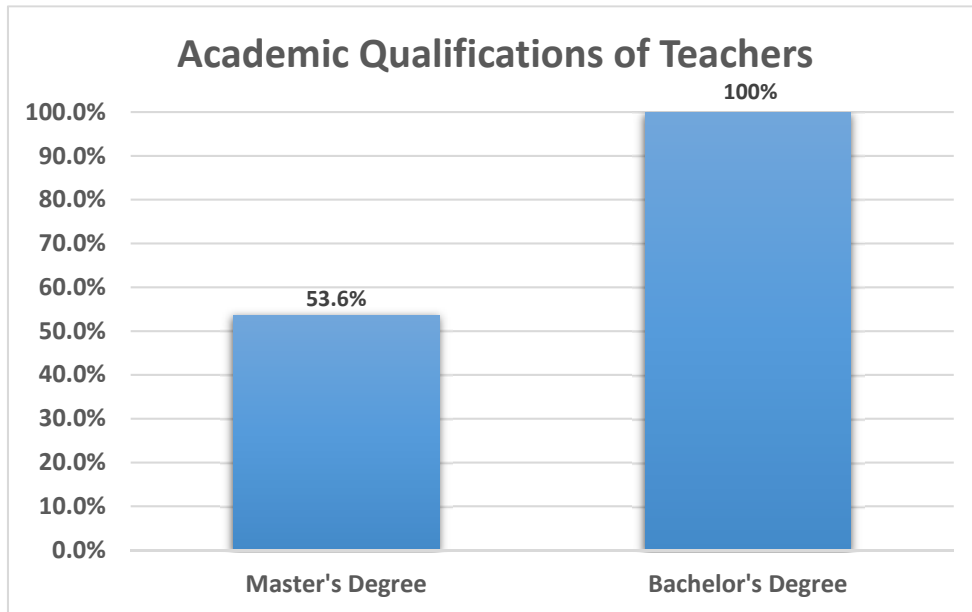
3. Our Students

3.1 Class Structure

LEVEL	S1	S2	S3	S4	S5	S6	Total
No. of Classes	6	5	5	6	5	6	33
No. of Students	201	187	167	147	142	144	988

4. Our Teachers

4.1 Teacher Qualifications



4.2 Teacher Experience

No. of teachers with 0 to 2 years of experience	13
No. of teachers with 3 to 5 years of experience	8
No. of teachers with 6 to 10 years of experience	9
No. of teachers with 11 to 20 years of experience	49
No. of teachers with over 20 years of experience	5
Total	84

5. Learning and Teaching

5.1 Curriculum Development

The Curriculum Development Committee is established to plan, monitor and evaluate whole-school learning and teaching in order to provide the best possible educational outcomes for SPKC students.

Comprising senior teachers and led by the Assistant Principals for Curriculum Development and Academic Affairs, the Committee reviewed the existing school-based curriculum and design in order to suit the needs of our students and keep teachers abreast of the changes and trends in education. Strategies and policies promoting the effectiveness of learning, teaching and assessment were formulated. New academic initiatives that were implemented include exemption of non-core subjects in the First Uniform Test in S3, initiating a shift from summative tests to continuous assessment; and implementation of the S6 Revision Classes, allowing final-year students an additional opportunity for knowledge consolidation and inquiry.

The preparatory work conducted in the previous years which laid a strong foundation for the School to offer the non-local General Certificate of Education (GCE)/ International Advanced Level (IAL) curriculum bore fruit, and an official letter of approval was received from the Education Bureau in July 2020 permitting the School to offer the said non-local curriculum. This paves the way for diversifying our curriculum and offering our students an alternative education pathway.

5.2 Academic Attainment

In the 2020 HKDSE Examination, 62.0% of our S6 students met the entrance requirements for local universities (Levels 3+3+2+2+2), which was higher than the Territory Average of 42.1%. The percentage of students attaining a passing level was 96.9% while that of a Level 4 or above was 41.2%.

Our students attained pass rates that were higher than the Hong Kong averages in 15 subjects, the 4 core subjects inclusive: 100% in English Language, 95.8% in Chinese Language, 96.5% in Mathematics and 98.6% in Liberal Studies. In addition to English Language, 8 elective subjects attained 100% pass rates: BAFs (Accounting), BAFs (Business Management), Chinese History, Information and Communication Technology, Literature in English, Mathematics (M2), Music and Visual Arts.

As for Level 4 or above attainment, 11 subjects achieved higher percentages than the Hong Kong day school averages. They were English Language (35.9%), Mathematics (50.4%), Liberal Studies (40.1), Physics (52.8%), BAFs (Business Management) (50.0%), Economics (66.7%), Geography (43.3%), Chinese History (54.5%), ICT (41.7%), M2 (69.2%) and Visual Arts (35.7%).

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 create an English-rich learning environment on the campus and enhance the English proficiency of our students. With the dedication and tireless efforts of the teachers, the School attained an outstanding result of 100% pass rate in 2020 HKDSE English Language examination and our overall performance was above the respective Territory averages. It is also noteworthy that the School has maintained outstanding stanine scores of 8 to 9 in English Language since the first HKDSE in 2012, showing that our English Language value-added score is in the top 5% of all schools in the Territory.

The following highlights the English Department activities this year, with a focus on Debating Competitions, Drama Workshops and the English Reading Scheme.

5.3.1 Debate

English Debating at SPKC continued to grow and prosper with two teams entering competitions: Junior (S1 - S3) and Senior (S4 - S5) with 18 elite debaters. Unfortunately, despite their readiness and keen passion, almost all debate competitions in the second term were either postponed or cancelled due to the pandemic and social distancing policies. This said, the teams were able to maintain an exceptional 80%-win rate.

Both the Junior and Senior Teams joined the Hong Kong Secondary Schools Debating Competition (HKSSDC), defeating schools such as Methodist College, Lam SKH Lam Kau Mow Secondary School and St. Francis Xavier's College in the first term. Our debaters were awarded the Best Debater Award 3 times. The rounds in the second term were cancelled due to the school suspension.

The Senior team entered the 35th Sing Tao Inter-School Debating Competition and in the first round, the debaters experienced a near-win against Hong Kong Wah Yan College by the vote of 2-1 in a debate on the protection of portrait rights in Hong Kong. The debaters were praised on having an in-depth analysis on how such protection is not as beneficial as it seems.

The most impressive aspect is the commitment and professionalism shown by all team members and their willingness to devote time and energy into striving for excellence. Not only once has the SPKC team been praised in front of other teams for their 'passion and spirit' and these attributes come along with their highly developed critical thinking. The vow to never be underprepared and underperforming due to the lack of teamwork has driven the team to receiving positive feedback from coaches and adjudicators in Hong Kong. Some opponents envied 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, especially to the School that has supported the development of a proud tradition.

5.3.2 Drama

Drama is another feature of English enhancement at SPKC. This year, Ms Yuki Yip and Mr David Tobin recruited a total of 30 students to join the Drama Club and registered the team for the Hong Kong Schools Drama Festival. Students elected a committee and a student director. After participating in drama workshops to build performance skills, they selected a script and auditions were held. The roles were assigned but unfortunately the competition and most of the rehearsals were cancelled due to the social situation in the first term and the COVID-19 pandemic in the second.

Despite the challenges posed by the social and physical environments, Mr David Tobin, our NET teacher, reinforced S1 and S2 students' knowledge of the texts they studied in their English lessons (A Christmas Carol, Macbeth and A Midsummer Night's Dream) by having students act them out as dramas during their oral lessons. Students also took part in warm up activities and drama games to improve their confidence and English communication skills. In the second term when face-to-face lessons were suspended, students made use of the School's well-established information technology infrastructure and the iPads they purchased under the Bring Your Own Device Scheme to successfully conduct several presentations live on Zoom and submitted video presentations on Google Classroom, where they received feedback from both the NET and their English teachers.

5.3.3 English Reading

In order to better facilitate the promotion of reading, teachers from the English Department produced seven videos to share good books with the junior form students in the assembly, "I Have a Date with Reading". Throughout the school year, the English 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 were involved in the Reading Scheme in the Learning Centre; 10 good books recommended by the English teachers were placed in each classroom of the junior forms; a monthly English magazine was 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 had to choose to complete an activity in the booklet after reading according to their own learning style and interest. Participation of students was keen, with 82% of the junior form students joining the scheme, and the scheme received positive feedback from both teachers and students. At the end of the school year, 23% of the junior form students received a Bronze medal; 11% received a Silver medal; and 8% received a Gold medal in the scheme.

Complementing the English Reading Scheme, the Book Appreciation Reward Scheme honours the students producing the best book reports after their reading in English. 6 junior form students in total were awarded 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 achievements as well as in the hope that they will further enjoy reading.

5.3.4 Other Activities

On top of the above highlights, the English Department also provided other English enrichment activities. These included the SPKC English Radio in which students from S.1 to S.6 participated as presenters and/or producers to air broadcasts during lunchtime; the mini-anthology “Still” in which students’ good writing entries were showcased; the English Announcers Team, in which students were trained by the NET, Mr. Barry Dalton, to enhance their language skills through delivering a wide range of notifications to the whole school; and participation in the Hong Kong Speech Festival, by which students’ speaking skills were polished and confidence boosted through performing in solo, group and class events, and winning the 1st, 2nd or 3rd places in some of the events.

Faced with extended periods of face-to-face class suspension throughout the school year owing to the social situation and the COVID-19 pandemic, SPKC students were blessed with English teachers who went the extra mile in order to continue providing them with English enhancement opportunities.

5.4 Reading to Learn

Though 2019-20 was a year of challenges for schools, the library did its level best to organize activities to promote and cultivate good reading habits among students, in addition to offering fundamental services.

5.4.1 Fostering the Development of Reading Habits and Study Methods

With a library assistant, 30 student librarians and 12 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 was up and running 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 were provided to students of all levels to promote leisure and academic reading. Though book borrowing services had to be put to a halt in the second term due to the pandemic-induced school closures, a total of 1765 English books and 3452 Chinese books were borrowed by our students in the first term alone, demonstrating their willingness to utilize library resources and a keen interest in reading.

To further motivate students to read in context, the library organized two thematic book exhibitions this year: one focusing on Liberal Studies and the other on the theme of Peace of Mind. Students’ general feedback was very positive and with teachers’ encouragement, they were more eager to explore further readings in their areas of interest.

5.4.2 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. *Wiseneews*, the comprehensive search engine for news in Chinese and English and the *Britannica*, an encyclopaedia providing graded learning materials, are some highlights of our e-resources. With a range of online support provided by the library, students are trained to be responsible for their own learning. Also in line with the School’s emphasis on e-learning, electronic versions of both English and Chinese newspapers were made available for students to read in the comfort of their homes. Student access to various free e-book platforms and e-data bases, such as Hyread, OneDrive e-books and Naxos Spoken Word Library, was also provided.

5.4.3 Creating Channels for Book Sharing

This year, modifications were made to the mode of book sharing under the new normal of electronic and distance learning. In the activity “I Have a Date with Reading”, junior students were exposed to a variety of literary genres through book sharing videos prepared by teachers new to the school. Another activity worth highlighting is the “Best Book Channel”, or “BBC” for short, which is a short book sharing programme broadcast to the whole student body through the YouTube channel. The videos published were very well received by fellow Pooikeinians.

5.5 E-Learning Development

Information technology has created a paradigm shift in modes of teaching and learning. 2020 in particular witnessed how Information Technology revolutionized the field of education as technology made learning possible in the midst of school closures worldwide.

SPKC is dedicated to exploring the advantages of e-learning for our students. With the purchase of 200 iPads and installation of Apple TVs, ultra-short throw projectors, projector panels in the classrooms, an Infrared PA system and the enhancement of the Wi-Fi network system, e-learning and e-teaching were implemented smoothly under the well-equipped IT environment. With the features of the precision, responsiveness, and natural fluidity of a traditional writing instrument offered by the Apple Pencil, the School provided all teaching staff with an Apple Pencil to support online teaching and marking. On top of these, a revamp of the computer rooms has transformed innovative iClassrooms and Future Classrooms in recent years. The iClassroom allows students to supplement traditional classroom learning with different innovative digital devices, while the Future Classroom is equipped with cutting-edge features and state-of-the-art facilities for teachers and students to experiment with using IT in education. Also a pioneer in creative media for secondary students, the Media Creative Centre (MC²) has been set up to become the largest information delivery platform at SPKC which channels students' creative energy into diversified multimedia productions.

The School's One-to-one iPad Learning Programme has continuously been encouraging self-directed learning in students and the effectiveness of learning and teaching as a whole since 2014. In the 2019-20 academic year, all S1 to S3 students were able to fully make use of their iPads as a daily learning tool both inside and outside the classroom. Thanks to the well-developed IT hardware and software of the School, Zoom and Google Classroom were set up for different subjects, classes and groups during the extended periods of face-to-face class suspension. Hands-on teacher workshops were conducted and student training videos were prepared to equip teachers and students with the knowledge and skills for utilizing different educational applications in their lessons, assignments and assessments (see Table below). The integration of such technology into learning and teaching made interaction and feedback between students and teachers possible despite physical distance and barriers.

Table showing specific applications and platforms used in different Key Learning Areas:

KLAs	Shared platforms and applications	KLA specific platforms and applications
Chinese Language	Google Classroom, Zoom, YouTube, LoiLoNote, Padlet, Goodnotes, Kahoot	360 photos, Virtual Reality Tool
English Language		Quizlet, iMovie, I-Learner, Nearpod, Google Slides
Mathematics		gMath, GeoGebra, Mathspace, Quizzes, Keynote
Science		BrainPop, Google Form, Virtual Reality Tool
PSHE		Popplet
Aesthetic		Sketches

SPKC is proud to be staffed by a strong IT team with efficient, knowledgeable IT technicians and tech savvy teachers. Every year, the team organizes parent workshops, teacher professional development activities and student training sessions. Handy tips (i.e. Parent MDM and ScreenTime) are introduced to parents so that they can manage all the apps in their children’s devices. More than 50 class IT officers are trained to support the use of IT tools in the classrooms, and all S1 students are trained to use their iPads in Computer Literacy lessons at the beginning of each academic year. E-learning and emerging technologies provide a wide array of options and resources designed to facilitate a cohesive, digital learning experience for students and teachers.

5.6 Staff Development

As teachers' professional knowledge is the most valuable asset of the School, staff development in SPKC is emphasized with a wide range of training provided: internal and external courses, lesson observation, staff meetings, team teaching and joint planning such as collaborative lesson preparation, peer lesson observation and co-teaching. Support measures are also provided to encourage teachers to engage in professional interflow and development. For example, a common block is arranged in the timetable for teachers to enhance professional sharing within subject panels. To support new teachers, a mentorship scheme is organized in which a veteran teacher is paired with a new teacher so as to familiarize them with the culture and practices of the School, promoting their integration into the SPKC community. In addition, all teachers are encouraged to take part in training courses, workshops and seminars organized by the Education Bureau and other educational bodies. Additional teaching assistants are recruited to take up lesson substitutions for teachers on training leave so as to take away lesson constraints when attending teacher development courses and workshops. In terms of financial incentives, a budget of \$2,000 per head per annum is reserved as a subsidy for staff development. A \$200 budget is also given to teachers to encourage them to purchase a book for further enhancement of the reading culture on campus.

In 2019-20, positive education was one of the major focuses of the School. In the first term, the Staff Development Team held two workshops to enhance teachers' knowledge and skills in promoting and implementing positive education, especially in fostering a growth mindset among students. These workshops were welcomed by the teachers, with over 70% agreeing that the workshops were effective in facilitating their understanding and equipping them with a variety of practical knowledge and skills.

With the aim of training the trainer to support student achievement, the Quality School Improvement Project (QSIP) Team of the Chinese University of Hong Kong was invited to conduct an Active Learning Workshop for teachers. The participants' feedback to the workshop was highly positive, with over 90% of the teachers saying that the workshop enhanced their understanding of active learning as well as provided them with practical suggestions to guide students to learn actively.

In the second term, with the rise of online learning as the most important mode of schooling due to global coronavirus outbreaks, the Staff Development Team initiated a KLA-based discussion on the topic: "Opportunities in Crisis and Sustaining Innovations: Learning & Teaching during School Suspension & the Way Forward". Teachers were enthusiastically involved in the evaluation of existing e-learning tools and policies, as well as provided innovative suggestions for taking the School's e-learning practices to the next level.

Looking ahead, SPKC will continue its strong commitment to staff development and promotion of more effective teaching performance, in addition to assisting teachers in achieving their career goals.

5.7 Developing a Global Perspective

One of SPKC's aims is to foster future leaders with a global perspective. To achieve this, students must have a strong understanding of the current worldly trends and developments, along with the various social and political shifts in the world. For these purposes, exchange programmes conducive for broadening students' horizons and immersing in different cultures were implemented.

In 2019-20, we were blessed with the arrival of Kristina Vahkromeeva from Russia. Kristina fully integrated herself into her new environment and schoolmates. While many exchange students view their stay in Hong Kong as purely a cultural experience, Kristina decided that she would use her time here in SPKC to better her academic development, specifically in Science subjects. The school supported her in this endeavor by arranging for her to be the first exchange student to receive extra tutorial lessons in Physics taught by our specially chosen alumni tutor. On top of academic pursuits, Kristina engaged herself in the SPKC school life by taking part in the Chinese Language Club, Drama Club and Badminton Team. Although her stay in Hong Kong had to be cut short due to the outbreak of the COVID-19 pandemic, she expressed that she had greatly enjoyed her time in the School and would like to come back to visit when it is possible.

In the same year, we sent five SPKC students to go on exchanges in various parts of the world, which was a record high in terms of number of students outbound. Jerry Christopher Liu (Italy), Nicole Suen Hui Wun (France), Cherie Kong Ching Lam (the USA), Leung Wing Sze (Japan) and Angus Ho Yat Sun (Belgium) spent months abroad in their respective destinations, until their journey was also interrupted by the outbreaks of COVID-19 worldwide. Despite their exchanges being shortened, they all expressed that their experiences had been fruitful.

5.8 Life-changing Learning Experience

The *Learning Without Walls* (LEWOWA) programme has stepped into its 16th year since the School started in 2004. Through LEWOWA, Pooikeinians set foot on less travelled places, embark on an expedition and connect with people from different cultures. With its interdisciplinary curriculum, our students become equipped with experiences, skills and virtues that cannot be learnt inside the classroom. The programme not only broadens their horizons, but also push their limits.

LEWOWA has long been SPKC's signature. In response to the evolution of learning and teaching approaches and greater integration of knowledge and skills, LEWOWA continues to refine its learning goals and assessment means. The programme has been divided into five categories: Servant leader, Explorer, Adventurer, Life planner and Scholar, SEALS in short, each having its specific learning targets and success criteria. Over the past 15 years, Pooikeinians have flown 441,000 kilometres and visited 25 countries.

This year, a total of 30 local programmes and outbound programmes were open to students and teachers for application. Unfortunately, despite preparation and contingency plans having been set out, the LEWOWA had to be cancelled in the end due to borders being closed internationally and social distancing measures being strictly implemented locally in response to the months of COVID-19 pandemic. Nonetheless, the LEWOWA Team has gained from this challenging situation valuable experience for refining the existing procedures and arrangements to allow even greater adaptability to emergencies and changing situations.

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*, *Gospel Week* and *Christmas Service* were held this academic year.

An important feature of Christian education is the active role of student Christian leaders. A team of committed, passionate student fellowship committee members was assembled and they served as the backbone of the campus Christian ministry. They received training on becoming the instruments of God who would influence the student body. With training and activities moved online in the second term, the COVID-19 pandemic did not hinder our Christian leaders from spreading the Gospel.

To inspire our students and their families to become people of Christian faith and people serving others, the School works in strong collaboration with Breakthrough Ltd. and Abundant Grace Church (AGC). Dr. Philemon YW Choi, 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 Pooikeinians, for example, *SI Parent-child Day Camp* and *Parents' Talks*. Even the social distancing policies enforced throughout the second half of the school year did not prevent us from worshipping God, with our *Pooi Kei Family & Gospel Sunday* being conducted live on Facebook and enthusiastically participated in by our teachers, alumni, students and their families.

Serving our community is also one of our priorities. In 2019-20, the Student Worship Team led worships in school during the *Friday Worship* and *Christmas Service*. Unfortunately, all face-to-face activities had to be suspended from February to May 2020 owing to the severity of the pandemic. However, our students are looking forward to continuing spreading the Gospel to local and international communities, like they always did in the past, in the new academic year.

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 such as Prof. Mok Ka Ho, Joshua (Vice President and Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University), Dr. Chan Hung Cheong, Morton (Director of Quality School Improvement Project of the Chinese University of Hong Kong) and Mr. Chan Ka Yun (Former Principal of SKH Lam Woo Memorial Secondary School) were invited to speak to our students and teachers on different occasions and inspire us through their speeches.

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 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 and Christmas Fundraising activities for SAWA – Supporting Africa with Trade Project were held 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 community services. Social services that were organized by our School include services in Crossroads, services for children in Shek Mun Estate and a beach cleanup activity. Due to school closures and citywide social distancing policy enforcement in the first half of 2020, many community and social services had wait until the next academic year.

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. 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. Drinking machines have been added to facilitate the campaign. 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 places a strong emphasis on students' holistic development. Students are encouraged to participate in different Co-Curricular Activities (CCA) and services in order to nurture them to be all-round leaders through different aspects of life. This is because the School believes in student leaders holding an indispensable role in creating a harmonious, united atmosphere among students at all levels. With this, students are given opportunities to equip as all-round leaders with self-confidence and problem-solving skills. The school-based leadership training programme and the training programme for all-round students are two examples of such programmes launched.

In the 2019-20 academic year, the CCA team echoed the School major concerns of fostering students to be active learners and instilling positivity into students when setting up 63 teams and clubs 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 11th Executive Committee of the Student Union 'Esperanto' was elected to take the leading role in organizing intra-school activities and providing welfare services to all students. Unfortunately, the SU members' targets, as well as their enthusiasm for serving schoolmates, had to be passed on to following year's representatives to fully realize owing to the extended periods of citywide class suspension caused by the COVID-19 pandemic. Also affected by the coronavirus lockdown, the Four Houses whose mission is to keep morale high and strong cohesion among House members through different inter-house activities, such as the cheering team competition and micro-film competition, had to wait till the next academic year to see their mission accomplished. The pandemic's negative impact on events and competitions was widespread, greatly reducing the opportunity for students to develop in sports and music. This said, the Sports Association and the Music Association utilized various online platforms to encourage students to stay physically active through workout videos and stay emotionally positive through an online musical performance respectively. Evaluation results show that both achieved their objectives

Non-academic scholarships – the *Best School Team Award* as well as the *Outstanding CCA Award* – are launched respectively to show recognition to students who had outstanding performance in CCA. This year, the Swimming and Aquathlon Team and the Prefect Team received the *Best School Team Awards* while the *Outstanding CCA Awards in Physical Development* were presented to Yumiko Dong of 3 Faith and Megan Chiu of 5 Faith. 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, supportive community in which students can boost their self-esteem, competence and sense of belonging. Our two school social workers, an educational psychologist and professional community resources serve as working partners to enhance the work of the counselling team which itself consists of eight teacher counsellors.

In order to support S1 students who face challenges as they enter the stage of adolescence and adapt to a new learning environment at the same time, the School organized an S1 Bridging Programme and a Parent-child Day Camp in August and September 2019 respectively. Through these orientation events, a structured and holistic introduction to the School's expectations, activities and resources that will enhance their secondary school experience was provided to the students and their families. To further render guidance and encouragement to these new school community members, Peer Counsellor and Love Ambassador activities were also carried out. As for our senior students, the S5 Endeavour Camp was organized in order to show support to and equip our big boys and girls with the determination and resilience required as they start preparing intensively for the public examinations.

In addition to individual consultation conducted by the school social workers and educational psychologist, an expressive art therapy programme was organized to take care of the well-being of students. Through clay making and circle painting, our junior students were given opportunities to express themselves and share their personal experiences. During the months of citywide lockdown brought by the COVID-19 pandemic, emotional support was rendered to the whole student body through online Class Teacher periods to strengthen the teacher-student and student-student interaction and enhance their bonding with other Pooikeinians.

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

Besides remedial work, the counselling team collaborated with the 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 lifestyle among students. Although some of the whole-school face-to-face activities had to be cancelled owing to the citywide school suspension, "We are the Best Class Award" Competition was successfully conducted in both the first and the second terms to promote a sense of belonging, unity and team spirit in S1 to S6 classes, and received positive feedback from teachers and students.

This year, the School continued to successfully receive subsidy from the Quality Education Fund to implement the Joyful @ School Campaign. A highlight of the activities is the Alpha Element Programme in which camping, outdoor sports training, revision groups and parent-child workshops were held and positive feedback was received from a majority of the participating students that the programme improved their self-confidence and self-management skills.

We are honored to be listed as a “Caring School” in the Caring School Award Scheme 2019, organized by Hong Kong Christian Service in recognition of our devotion to providing our students the 5 core elements vital for personal development: belief, leadership, environment, support and sharing in the process of promoting a caring and supportive school culture.

7.2 Careers and Life Planning Education

Careers and Life Planning (CLP) education 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 to 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. In addition to career lessons, talks, workshops and individualized counselling sessions throughout the year, various Other Learning Experiences (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. For example, the CLP Team collaborates with the English Department to guide students through writing their self-accounts for reflection on their learning experiences and university application. It also works closely with the Academic Support Team in providing senior secondary subject selection information, guidance and training for S3 students. In order to provide tailor-made support and advice to cater for the diverse needs of our students, a systematic framework for career counselling is developed. The CLP counselling sessions help S3 to S6 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.

This year, although social incidents and citywide suspension of classes prevented university visits and internships from being conducted, the careers counselling sessions were moved online and electronic copies of the information booklets were published to continue rendering careers and life planning advice and support to our students. Under the “new normal” mode of learning, the School will further explore and utilize electronic means and online platforms to continue guiding students through achieving their academic and career objectives.

8. Student Achievements

Name of Competition	Organizer	Award	Section	Class	Name
71st Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	Champion	Solo Verse	2G	CHEUNG Ying Man
		Champion	Solo Verse	3J	KUNG Wang Tik
		1st Runner-up	Solo Verse	1L	YIP Sarah Hei Man
		1st Runner-up	Dramatic Duologue	4L	CHEUNG King Woon
				4P	YIU Kwan Chak
		1st Runner-up	Solo Verse	5F	NG Ho Yin Brian
		1st Runner-up	Dramatic Duologue	5F	PUN Tsz Yeung Ernest
				5F	CHEUNG Sau Ching
		1st Runner-up	Shakespeare Monologue	5L	TSANG Laam
		1st Runner-up	Dramatic Duologue	5L	LEE Yee Wing
				5L	POON Yuen Ying
		2nd Runner-up	Solo Verse	1F	FONG Marcus Andrew
		2nd Runner-up	Solo Verse	1G	LAM Yee Lok
		2nd Runner-up	Solo Verse	1J	YIP Ka Chun Issac
2nd Runner-up	Solo Verse	2P	LAW Natalie		
2nd Runner-up	Solo Verse	4L	CHAN Kei Tung		
第七十一屆香港學校朗誦節	香港學校音樂及朗誦協會	冠軍	粵語二人朗誦	2P	鄒汶希
				2P	郭珈汶
		亞軍	粵語散文獨誦	5L	李大一
		季軍	粵語二人朗誦	1L	郭韋希
				1L	楊芷茵
		季軍	粵語詩詞獨誦	3P	關學灃
		季軍	粵語二人朗誦	5L	蔡文熙
5L	何梓彤				
「有聲好書」全港中學生聲演比賽 2020	香港電台	「網上聽眾投票至 Like 大獎」	粵語組	4P	李念情
		十強優異獎	粵語組	4P	李念情
		複賽五十強	粵語組	4L	黃穎嵐
第七十一屆香港學校朗誦節	香港學校音樂及朗誦協會	冠軍	普通話組	1G	林以樂
		冠軍	普通話組	4L	黃穎嵐
		亞軍	普通話組	2P	鄒汶希
		亞軍	普通話組	4G	余澤欣
		季軍	普通話組	1P	梁靖滔
		季軍	普通話組	2P	林彥佑
		季軍	普通話組	5P	李若彤

Name of Competition	Organizer	Award	Section	Class	Name
2019/20 Statistical Project Competition for Secondary School Students	Hong Kong Statistical Society	First Prize	Junior Section	3F	AU-YEUNG Man Hei
				3F	FUNG Ching Yan
				3F	HUNG Sum Wing
				3F	YIM Pak Ho
		Prize for the Best Index Application	Junior Section	3F	AU-YEUNG Man Hei
				3F	FUNG Ching Yan
				3F	HUNG Sum Wing
				3F	YIM Pak Ho
		Prize for the Best Graphical Presentation of Statistics	Junior Section	3F	AU-YEUNG Man Hei
				3F	FUNG Ching Yan
				3F	HUNG Sum Wing
				3F	YIM Pak Ho
		First Prize	Senior Section	4H	CHAN Tsz Yan
				4L	TAI Chun Yui
				4L	WONG Yuet Ka
				4P	WONG Lok Hei
Prize for the Best Graphical Presentation of Statistics	Senior Section	4H	CHAN Tsz Yan		
		4L	TAI Chun Yui		
		4L	WONG Yuet Ka		
		4P	WONG Lok Hei		
香港課外活動優秀學生表揚計劃	香港課外活動主任協會	課外活動優秀學生	中學組	6P	劉祉君
Hong Kong Student Sports Award	A. S. Watson Group	Awardee	Secondary Section	6P	LAU Tsz Kwan
Inter-school Badminton Competition	HKSSF	1st Runner-up	Girls Grade A	2F	LEE Hiu Ki
				2P	LIN Yan You
				3L	LUN Hei Yu
				3L	WONG Ka Nam
				4F	CHOI Wing Yi
				5F	CHIU Long Ying
Inter-school Swimming Championships	HKSSF	1st Runner-up	Girls Grade B: 50m Breast Stroke	3F	DONG Yik Ho
		1st Runner-up	Girls Grade B: 100m Breast Stroke	3F	DONG Yik Ho
		2nd Runner-up	Girls Grade C: 50m Free Style	2L	LAU Tik Yee
		2nd Runner-up	Girls Grade C: 200m Individual Medley	1G	CHEUNG Mei Wai
		3rd Runner-up	Boys Grade A: 50m Breast Stroke	6G	NG Sheung Hin
Hong Kong School Aquathlon Championships 2019	Hong Kong Triathlon	2nd Runner-up	Girls 2003-2004	4J	YIP Tsz Laam

Name of Competition	Organizer	Award	Section	Class	Name
Aquathlon Series – Race 5	Hong Kong Triathlon	1st Runner-up	Boys 2004	4P	WONG Ho Him
9th World Children Art Awards 2020	WCACA	Silver Award	Painting in Youth Section	2J	NG Chun Lok

9. Evaluation of Major Concerns 2019-2020

Major Concern 1: To foster students to be active learners

Lifelong learning is necessary for our students to keep up with the ever-changing physical and social environments as well as rapidly advancing technological development. To equip them for continuous learning, the School planned for utilization of various strategies in 2019-20 to enhance our students' inquisitiveness and sustain their motivation in academic pursuits. The targets of this major concern were mostly achieved.

The starting point for promoting active learning was making more effective use of eLearning tools as well as online learning platforms and assessment materials to encourage students' involvement and autonomy in learning. This target was completely met, thanks to the COVID-19 pandemic sparking a revolution in education: online learning becoming a new educational paradigm. With the School's up-to-date education technology infrastructure, eLearning policy, Bring Your Own Device programme and tech savvy IT supporting staff and teachers, we were able to implement full-scale online learning, teaching and assessment across S1 to S6 since February 2020 when the coronavirus outbreak began. At that time, all our S1 to S4 students already owned an individual iPad and this facilitated the conduct of extensive online learning. In addition, Zoom and Google Classroom were set up for different subjects, classes and groups. Hands-on teacher workshops were conducted and student training videos were prepared to equip all Pooikeinians with the knowledge and skills for utilizing different educational applications in their lessons, assignments and assessments. Under these advantageous conditions for digital learning, 100% of subjects incorporated eLearning into their formal curricula and 100% of students used eLearning tools, platforms and materials.

In addition to the shared platforms pre-installed by the IT Team: Google Classroom, Zoom, YouTube, LoiLoNote, Padlet, Goodnotes, Kahoot, etc., a multitude of eLearning applications and platforms were also used by our teachers to suit subject-specific needs and enhance the online learning experience of our students. In the Chinese Department, the Virtual Reality Tool was used for descriptive writing; In English, the iLearner provided supplementary English practices; In Visual Arts, Sketches enabled students to create virtual images.

Evaluation conducted by the School at the end of the year yielded pleasing results. According to the Learning and Teaching Survey in July 2020, the extent to which students concurred that the use of eLearning tools, platforms and materials made them more engaged in learning and gave them a sense of autonomy was 75%. Although this satisfaction level was high, it was yet to peak because of a common phenomenon: while students understood eLearning was the sole feasible method for schools to continue during the citywide lockdown, they expressed having suffered from eLearning exhaustion.

Following the use of technology was adopting assessment strategies that enhance learning motivation. This target was also satisfactorily achieved. According to the student questionnaire of the SHS, 66% of our students took the initiative to review their learning based on their performance in assignments and assessments. Our subjects produced assignments as well as test and exam papers of range and

depth. Perusal of the exercise books submitted by teachers during the exercise book inspection event gave the School a clear picture of the variety and level of difficulty of the assignments given by different subjects: there were tiered assignments, e.g. in Integrated Science, allowing students of varying abilities to choose a level suitable for them. There were core and supplementary as well as compulsory and optional exercises for the same topic, offered in subjects like Mathematics. There were continuous assessments which allowed students to reflect on their learning progress, such as the process writing in English and Chinese. There were also portfolios which enabled students to keep a collection of their work at different learning stages. A variety of test and examination papers that catered to learner diversity and public examination trends were also set. To stretch students' capabilities, in Science, Mathematics and English for example, bonus marks were awarded to those who could correctly answer challenging questions, apply theories to real-life contexts or make use of extended knowledge acquired through self-learning. Performance-based assessments were adopted in subjects such as Music and Physical Education in which students were required to demonstrate what they had learnt.

Creating opportunities for peer learning within and beyond the classroom was another strategy adopted to further enhance students' inquisitiveness and sustain their motivation in academic pursuits. 80% of the subjects included cooperative learning activities in their lesson design such as pair work, group discussions, student micro-teaching, debates, competitions, etc. and this was supported by 78% of the students agreeing in the SHS that teachers often arranged collaborative learning activities in lessons. As for out-of-school activities, unfortunately due to cancellation of almost all events in the second term following school closures and social distancing measures, only 40% of the subjects were able to arrange external activities, which included interschool oral practices, debate contests, sports events and laboratory visits for students to learn from their schoolmates and counterparts in other schools. This is to say that the 50% target set for this year was not reached and student figure for the same item showed a corresponding decline by 4% compared with that of the previous year. Hence, the strategy is recommended to be adopted again in the 2020-21 academic year.

In terms of nurturing students to be self-directed learners with the skills, habits and attitudes for self-learning, a wider repertoire of teaching strategies was adopted, and the goal was attained. The teacher questionnaire of the SHS indicated that 94% of our teachers agreed they often taught their students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and online resources, etc., a figure which was substantially higher than that of the previous year: 85%. 99% of our teachers also adjusted their teaching contents and strategies according to students' learning progress in lessons. In addition, 80% said that they often arranged various learning activities such as group discussion and oral presentation in lessons. This was supported by the student figure for the same survey item (78%), although slightly lower than the teachers' self-assessment figure.

A strong sense of responsibility is of equal importance in nurturing students to be self-directed learners, and the target was achieved. This was supported by data from the Self-disciplined Pooikeinian Scheme which acknowledges students who have shown self-discipline in submitting quality online assignments on time during the school suspension period. The number of students who were awarded a minor merit through the scheme increased threefold from 373 in April 2020 to 1161 in June 2020. This was evident of the improvement in our students' sense of responsibility, as the soar in the

awardee numbers meant a plunge in the missing homework records. This finding was also supported by data from the SHS: 68% of the students stated that they often did their assignments seriously and 65% of the parents shared the same view.

In order to transform teachers into effective enablers and activators of learning, they were empowered through training. However, due to cancellation of some in-person training events in the second term due to the pandemic-induced citywide school closures, this target was partially achieved.

To equip teachers with the theoretical knowledge and practical skills for developing students to be active learners, a teacher workshop titled “Fostering Active Learning” was organized by the Staff Development Team on 23 August 2019. The School was honoured to have invited Mr Morton Chan, the Director of Quality School Improvement Project (QSIP) of the Chinese University of Hong Kong, to conduct the workshop. An overwhelmingly positive feedback was received from participating teachers. According to the electronic survey conducted by the School, 92.9% of the teachers agreed that the workshop enhanced their understanding of what active learning was, and 90.2% said that they obtained practical suggestions on fostering active learning from the workshop.

Although the workshop accomplished its mission, the professional support that the QSIP team planned to render to subjects was unfortunately suspended due to school suspension in the second term. The QSIP support for Integrated Science was half completed while that for Mathematics did not have a chance to commence. On the other hand, the support to Integrated Humanities (IH) in reviewing and refining the school-based IH curriculum to facilitate active learning received positive feedback from the teachers concerned: the meetings with the QSIP team provided them practical ideas for material design and curriculum refinement. IH Department’s plans for the second term, however, had to be deferred to 2020-21 due to the disruption caused by the COVID-19 pandemic. It has been agreed that QSIP support will resume being rendering in 2020-21.

In line with equipping teachers to be effective enablers and activators of learning was the sharing of educational reading materials. This target was yet to be achieved as materials were only shared twice this year. Collaboration with the Positive Education Working Group was suggested to be a possible method for providing more education-related readings for teachers.

In conclusion, the targets of this major concern: *to foster students to be active learners*, were mostly achieved. However, with valuable opportunities for collaboration with external organizations lost to school closures and in-person event cancellations during the months of COVID-19 outbreak, this major concern is recommended to be carried on to the next academic year to ensure its full implementation.

Major Concern 2: To implement positive education to promote the holistic wellness of students

A person is holistic – consisting of the body, the soul and the spirit. With this in mind, the School values students’ physical, mental and social well-being and believes that it is conducive to students’ learning and personal growth. Hence, the School has made promoting the holistic wellness of our students one of our major concerns commencing the 2019-20 academic year. Programmes, activities and whole-school support measures were set out. However, the objectives of this major concern were partially achieved in 2019-20 due to two external factors: (i) social instability in the first term, and (ii) citywide school closures resulting from the COVID-19 pandemic in the second.

Before positive education can be successfully promoted and a growth mindset instilled in students, teachers and parents first needed to be equipped with a good understanding of how a growth mindset promotes the well-being of students. Two workshops on positive education were organized: one was a sharing session on implementing positive education in schools conducted by representatives from Christian Holiness College on 27 August 2019, and the other was a workshop on developing a growth mindset delivered by Teengineer on 28 October 2019. The workshops achieved their goals in empowering teachers with the knowledge and skills required to promote positive education and instill a growth mindset in their students as 73% said that the workshops provided them with a variety of knowledge and skills, and 75% agreed with the workshops’ effectiveness in facilitating teachers’ understanding of a growth mindset. To equip parents, a workshop titled “Against all odds: from negative reality to positive emotions” was scheduled on 14 December 2019 to introduce positive education to parents and shed light on how the family could help facilitate the development of a growth mindset in young people. However, like many events which were disrupted by the social incidents, the workshop had to be cancelled in the end. Seeing the benefits the workshop will bring to empowering parents to collaborate with the School in promoting positive education to their children, it is recommended to be scheduled again in 2020-21.

To nurture students’ positive values and attitudes towards self and life through promoting a growth mindset for self-improvement, introductory talks and sharing sessions were held in the morning and weekly student assemblies to introduce the concepts and promote the benefits of a growth mindset. On 3 September 2019, a talk introducing positive education was delivered to the whole student body. This served as the lead-in to subsequent information sessions. Talks about the significant role a growth mindset plays in learning and personal development were given to S1 to S5 students in the assemblies that followed. To echo this theme and to consolidate what students had learnt, morning sharing sessions on the growth mindset were conducted by teachers. Even during the face-to-face class suspension in the second term, the Principal himself as well as teachers continued their sharing online to spread positivity.

Introduced simultaneously with the talks were monthly target-setting and evaluation forms in the Student Handbook designed for promoting a growth mindset. These forms were well-received by students as 79% of them made use of the forms to put down in words the learning and personal development goals they had set for themselves. Indeed, the participation rate in junior forms was 100%.

Students were pleased to find constructive suggestions and words of encouragement given by their teachers in their Student Handbooks. Such a high participation rate was reflective of our students' attempts to better themselves. Unfortunately, the practice had to be put to a halt in the second term due to citywide school closures.

This said, findings obtained from the 2019-20 Stakeholder Survey (SHS) showed that the School's efforts in instilling a growth mindset in our students did not go in vain, as over 60% of our students showed attitudes and efforts to improve themselves. The SHS Student Survey indicated that 65% of our students often reviewed their learning based on their test and exam results, reflecting a determination to improve. In addition, 68% of our students said they did their assignments seriously, with parents (65%) and teachers (51%) supporting this view. In fact, the SHS parents' and teachers' figures this year were both higher than the same items last year by 5% and 3% respectively.

Another target in the process of promoting holistic wellness in 2019-20 was to cultivate in students a sense of belonging to the school and to develop positive relationships with others. A strategy to achieve this was to reinforce positive thinking by encouraging students to serve the school and society. At least 30 types of serving positions in various areas in the school were offered to students for this purpose, examples include student ambassadors in school functions, student librarians, prefects, IT helpers, committee members of the Student Union and the four houses, class representatives, etc. However, students were only able to serve the school and their community in the first term as schools were closed worldwide due to the COVID-19 pandemic and activities in the second term had to be cancelled following social distancing policies. In spite of the circumstances, our students still produced two videos through the Multimedia Team to spread positivity. One video gave encouragement to our S6 students while preparing for the public examinations that were postponed. Another was made to support the city's medical staff in their battle against constraints in time and resources to treat patients suffering from COVID-19 infection. The videos were embraced by teachers and students alike.

Another area that suffered from the negative impacts of the social incidents in 2019 and the pandemic in 2020 was community services. Students were denied the opportunity to serve the community due to cancellation of almost all community service programmes in the 2019-20 academic year. In the first term, social instability troubled Hong Kong and resulted in many external events being cancelled. The Stewards Flag Selling Day, which was a tradition of the School, was an example. The iconic programme of the School – LEWOWA, which included community services such as serving the underprivileged and the ethnic minority in Hong Kong – was also called off in the end despite efforts to reschedule and redesign the programme.

In spite of all the obstacles encountered in the year, it was pleasing to find 78% of our students stating in the SHS that the school actively guided them to get along with others well.

Recognizing student effort and celebrating their success through optimizing the school award system and increasing praise given in public was a means to establish a positive learning atmosphere. With 85% of the subject departments integrating positive reinforcement into their curricula, the overall achievement of this target exceeded expectations. Recognition and encouragement given to students took various forms. 55% of the subjects showcased the good work of students in their homerooms in the first term, and utilized online platforms such as the Google Classroom to achieve the same purpose in the second. The English Department walked the extra mile by compiling well-written student essays in an anthology which was then published and distributed to all students and teachers despite the publication process being delayed by the COVID-19 pandemic. 45% of the subjects gave verbal praises to students in front of an audience and written compliments were marked on individual students' work. There were also 20% of the subject departments that chose to place a strong emphasis on improvement students make and awarded praising records and bonus marks to recognize their positive growth. Moreover, two subject panels used creative means to give positive reinforcement, like the Information Technology Department inviting talented students to serve as student teachers as a form of recognition of their abilities. In addition to the above, honour rolls of students obtaining top scores in the first Uniform Test and awardees of various competitions were broadcasted through the campus TV during school events in the first term, which acted as a form of recognition to strengthen students' sense of achievement. This said, opportunities for the School to showcase students' achievements and talents were greatly reduced due to citywide school closures from February to May 2020. Despite the obstacles erected by external factors, the school was delighted to find that students acknowledged the praising and encouragement. According to the SHS, 74% of students agreed that teachers often gave them encouragement in lessons, which was 3% higher than the previous year's result. This was echoed in the Learning and Teaching Survey in July 2020: the extent to which S1 to S6 students agreed that teachers often praised them or gave them recognition in the class was 77%.

Though the School had planned to further celebrate students' achievements through awards and scholarships presented to them in front of a live audience, this goal was far from being realized. A number of formal, in-person prize presentations had been arranged to recognize students' achievements in academic, aesthetic, sports, musical aspects, as well as in serving the school and society. These formal celebrative occasions included the Interim Prize Presentation Ceremony, Tea Gathering with the Principal on the Parents' Day, Speech Day and the End of School Year Service. Unfortunately, all except the Speech Day were cancelled due to citywide school closures and enforcement of social distancing policies from early February to late May 2020. Fortunately for our S6 students, the COVID-19 pandemic showed signs of easing in June 2020 which allowed the Speech Day to be held at the School Hall, drawing a perfect end to their secondary school studies. Their efforts and achievements in S6 were celebrated in front of guests, parents, teachers and their fellow schoolmates.

Equally important to attaining holistic wellness is being physically healthy. Students' physical fitness can be strengthened through thematic activities, competitions and award schemes, and the Physical Education (PE) Department took up this important role. Overall, 92% of students from S1 to S6 passed in their fitness tests. In fact, the passing rate in each form was 90% or above. This year, the School was equipped with a new fitness centre with aerobic training equipment such as treadmill and row machines in the hope that the convenience would encourage all Pooikeinians to do sports and become more aware of the importance of physical fitness in maintaining well-being. Two induction courses were successfully organized, one for all S.1 students and one for interested teaching staff. 70% of the S1 students passed the written examination for the induction course while the hands-on course for teachers was enthusiastically participated in by staff members. Before schools and sports facilities were shut down in the midst of the coronavirus pandemic, the Fitness Centre was frequented by students during school hours and by teaching staff outside lesson time. With students and teachers all geared up, it was a pity that they were not able to showcase their physical fitness in the school's Athletic Meet. The Athletic Meet scheduled on 17 and 18 February 2020 had to be cancelled due to the social distancing policies enforced at that time. Equally unfortunate was the cancellation of most Grades A, B and C inter-school sports events in the second term for the same reason.

An achievement made in terms of physical fitness was having successfully completing the Energized Youth Programme and meeting the target participation rate of 70% in the first term. The Energized Youth Program was a pilot scheme initiated in 2019-20 for students with a higher Body Mass Index (BMI) than the standard. In the first term, 40 S1 to S5 target students were invited to take part in a running programme under the supervision of a professional coach. The participants trained for once a week outside the school campus. However, owing to the pandemic situation in the second term, the programme had to be deferred to the next academic year.

Considering the pivotal significance maintaining physical and mental well-being plays in students' growth, learning and personal development, it is recommended that this major concern continues to be implemented in 2020-21.

Major Concern 3: To develop a professional learning community

2019-20 marks the first stage of the School's 3-year plan in creating a professional learning community among teachers who continuously keep themselves abreast of trends in education, constantly equip themselves with technological, pedagogical and content knowledge and regularly participate in teacher interflow for professional exchange. Based on the results of the Teacher Questionnaire of the Stakeholder Survey (SHS), teacher survey conducted by the Staff Development Team (SDT) and the annual reports of the SDT and subject panels, the objectives of this major concern were mostly achieved. The targets that were yet to be fully met are: (i) attending subject-based seminars, (ii) conducting peer lesson observation and (iii) sharing good pedagogical practices. The common reason given in the subjects' annual reports for the partial achievement of these three targets was the cancellation of face-to-face teacher development events due to citywide school closures and social distancing policies in response to the COVID-19 pandemic.

A team of professional teaching staff is one of the pillars of the School. For this reason, continuous development of teachers remained a school major concern this year by offering more platforms for the sharing of best practices, educational resources and capacity building among teachers. These platforms included, but were not limited to, collaborative lesson preparation, professional conversations during panel meetings, lesson observation, pedagogy and marking practice sharing sessions and verbal discussions among panel members. According to the teacher survey conducted by the SDT in July 2020, 81% of the teachers agreed that the school encouraged the use of different platforms for professional sharing. In addition to holding staff development events, the SDT organized a KLA-based professional development session on the theme: *Opportunities in Crisis of School Suspension, Sustaining Innovations and the Way Forward* to allow teachers to share their teaching experiences and exchange workable solutions they tried out during the months of face-to-face class suspension, when online teaching became the sole method to deliver knowledge. The respondents positively commented that the KLA-based discussion provided them useful insights.

Coordinated by the SDT and supported by the school clerical staff, information about training courses, seminars, workshops and lesson observation activities offered by the EDB, schools and educational bodies was disseminated in a regular, timely manner to all teaching staff through email. 84% of the teachers find the new practice useful in keeping them abreast of trends and practices in education. In response to the speedy, convenient access to teacher training and professional exchange information, teaching staff at different levels of seniority attended various training events which included curriculum development seminars organized by the EDB, public examination seminars conducted by the HKEAA, talks delivered by major textbook publishers, as well as open lessons and hands-on workshops held by the Learning and Teaching Expo. It is noteworthy to mention that our teachers, Mr Harry Lau and Mr Eddie Tsui, had been invited as speakers in the *2019 InnoSTEMer @ L&T Expo* to share with educators from all over Hong Kong the School's work and achievements in making technology an everyday aspect of the classroom by integrating STEM and Artificial Intelligence into the curriculum. Through taking part in professional interflow for teachers, school leaders and educators, our teachers explored the latest learning and teaching practices and resources from around the world as well as gained insights into new learning and teaching strategies and pedagogies.

To cater for the developmental needs of novice teachers and teachers who newly joined the School, a mentorship program offering a platform for new teachers to learn from veteran ones was implemented. An induction programme consisting of (i) an information briefing session for mentors, (ii) an orientation talk for mentees, (iii) individual and group luncheon meetings, (iv) voluntary lesson observation and feedback sessions and (v) exercise book inspection and feedback sessions were conducted in the first term. Although the mentorship programme was put to a halt in the second term owing to school closures and shift of focus to online learning, positive feedback was received still received at the end of the school year: nearly 70% of the new teachers (i.e. 13 out of 19) find the mentorship programme effective in helping them learn about the culture and practices of the school. Looking ahead, new teachers will also be given support in performing their administrative duties by their mentors.

In a bid to increase administrative efficiency and create space for professional interflow, the School employed an additional Teaching Assistant this year to relay part of teachers' administrative load. There was a total of 5 Teaching Assistants who assumed clerical duties such as taking minutes for meetings, assisted teachers with conducting learning enhancement activities and took up lesson substitutions to free up time for teachers to participate in professional development events, such as conducting collaborative lesson planning and attending seminars. In addition, student assemblies were rescheduled to be held for a double period once per cycle instead of being held for one single lesson twice per cycle, which led to increased efficiency in utilization of time for teachers. Moreover, with the mode of staff meetings and briefings flexibly shifted from face-to-face to online via electronic meeting applications such as ZOOM and Google Meets, the time teachers saved from travelling enabled them to pursue other professional development activities. As reflected in the Teacher Questionnaire of the SHS, the School's strategic adjustment to resource deployment in order to create space for teacher development was welcomed by most teaching staff: 85% agreed that the Principal effectively deployed resources, and 76% agreed that the Principal effectively deployed teaching staff so that they could optimize their potential.

Another administrative step the School took towards developing a professional community was refining the appraisal forms to make them more conducive to teacher professional development. This target was partially achieved. While the appraisal forms were successfully modified to create an opportunity for the appraisees to discuss their professional development plans with their appraisers, the percentage of teachers who agreed that staff appraisal was conducive to their professional development (69%) showed a slight decrease of 1% compared with that of the previous year (68%).

At subject level, members of a panel were encouraged to set common goals which facilitated collaborative lesson planning and peer lesson observation. This target was partially achieved, because while data from the SHS indicated that 83% of teachers agreed about the subject panel heads effectively promoting teachers' professional interflow and collaboration, scrutiny of subject annual reports showed that only 25% of the subjects managed to conduct peer lesson observation, which was far from meeting the target percentage of 50. The unanimous reason given for this was citywide school

closures leaving teachers no choice but cancel face-to-face peer lesson observation in the second term. For the few teachers who managed to conduct the peer lesson observation online, they found this platform restrictive in allowing student-to-student interaction. This said, clear common objectives for collaborative lesson planning had been set, but were all shifted to focus on the challenges and solutions to online learning and assessment in the second term. It is suggested that subject panel heads follow up on peer lesson observation arrangements and try to achieve this target next academic year.

According to results of the SHS, the percentage of teachers who agreed that the school had developed an ambience of professional interflow this year was 70%, the same as the previous year's result. Although a higher percentage was not reached as targeted, the fact that positive responses from teachers in certain aspects this year was reflective of the School's efforts in promoting professional interflow in the midst of social incidents in 2019 and pandemic-induced school closures in 2020. With the COVID-19 pandemic inducing a revolution in education, an opportunity has been revealed: more teacher professional development activities will be organized online and the future of achieving professional sharing targets via electronic means is rosy.

In view of ever-growing importance of teacher professional development to schools and the extent of impact of pandemic-induced school closures and social distancing enforcements on education in the latter half of the 2019-20 academic year, major concern 3: *to develop a professional learning community*, is recommended to continue being implemented in 2020-21.

10. Financial Summary for 2018/2019 School Year (audited)

	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)	74.08%	N.A
School Fees	N.A	21.92%
Donations	N.A	0.04%
Other Income	1.32%	2.64%
Total	75.40%	24.60%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		86.26%
Operational Expenses (including those for Learning and Teaching)		7.62%
Fee Remission / Scholarship ¹		2.21%
Repairs and Maintenance		2.04%
Depreciation		1.87%
Miscellaneous		0.00%
Total		100.00%
(Deficit) for the school year[#]	(0.56)	months of the annual expenditure
Accumulated Surplus in the Operating Reserve as at the End of the School Year[#]	6.83	months of the annual expenditure
<i># in terms of equivalent months of annual overall expenditure</i>		

¹The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

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

11. Financial Report on Use of Learning Support Grant (2019-20)

12. Financial Report on Learning Support Grant (2019-20)

(學校：香港神託會培基書院) 2019/20 學年-學習支援津貼財政報告(外購服務) (融合教育運作指南附錄十八) 填表日期：20/8/2020

上學年可保留的累積盈餘: \$ 0 (a) 本學年總撥款: \$ 392,448 (第一期撥款) (b) + \$ 448,512 (第二期撥款) (c) = \$ 840,960

本學年可用金額(總收入): 840,960 \$ (d) [(a)+(b)+(c)] 本學年總支出: \$ 647,769 (e) 本學年年終末累積津貼餘款: \$ 193,191 [(d)-(e)]

*官校以財政年度計算

	項目名稱	服務目的 (例如:小組教學/ 共融活動、讀寫 訓練、社交訓 練、培養專注力 等)	外購服務 機構名稱	推行時間 (包括活動/上課總時數或 每小時所需的平均費用)	服務對象 (例如有特殊教育需要學 生人數及其類別、家長 人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出
1.	增聘全職教師	1 名	公開招聘	全年	/	/	/	(薪金+強積金供款) \$429,198+12,600=\$441,798.-
2.	增聘全職教學助理	1 名	公開招聘	全年	/	/	/	(薪金+強積金供款) \$149,982+7,499.1=\$157,481.-
3.	社交技巧訓練小組 (喜伴同行)	社交技巧訓 練	賽馬會喜伴 同行計劃	節數/次數: 12 節 每節時數: 1.5 小時 家長支援: 3 小時 教師支援: 4 小時 總時數: 25 小時	特殊教育需要學生人 數及類別: 6 人 (確 診或懷疑自閉症譜系 學生) 家長人數: 8 教師人數: 9	<u>學生及家長問卷</u> ➢超過 70%學生表示小 組有效幫助學生改善 與同學的關係 ➢超過 70%學生表示小 組有效幫助學生改善 與老師的關係 ➢超過 70%家長表示小 組設計能配合學生需 要 ➢超過 70%家長認為小 組有助提升學生表現	<u>學生及家長問卷</u> ➢超過 80%學生表示小 組有效幫助學生改善 與同學的關係 ➢超過 80%學生表示小 組有效幫助學生改善 與老師的關係 ➢100%家長表示小組設 計能配合學生需要 ➢100%家長認為小組有 助提升學生表現	費用總數: \$4,400
4.	提升專注力課程	專注力及執 行功能訓練	共融教室	節數/次數: 10 節 每節時數: 1.5 小時 總時數: 15 小時	特殊教育需要學生人 數及類別: 6 人 (確 診或懷疑過度活躍及 專注力不足學生)	<u>學生問卷</u> ➢超過 70%學生表示小 組有效幫助學生掌握 專注技巧 ➢超過 70%學生表示小 組有效幫助學生建立 自我管理的技巧	<u>學生問卷</u> ➢超過 80%學生表示小 組有效幫助學生掌握 專注技巧 ➢超過 80%學生表示小 組有效幫助學生建立 自我管理的技巧	費用總數: \$14,250

5.	提升中文學習技巧小組(中一)	讀寫訓練及學習支援	共融教室	節數/次數:8節 每節時數:1.5小時 總時數:12小時	特殊教育需要學生人數及類別:5人(中一讀寫障礙或成績稍遜學生)	<u>學生問卷</u> ➢超過70%學生表示小組有效幫助學生掌握學習中文的技巧 ➢超過70%學生表示小組有效提升學生學習中文的信心	<u>學生問卷</u> ➢100%學生表示小組有效幫助學生掌握學習中文的技巧 ➢100%學生表示小組有效提升學生學習中文的信心	費用總數:\$11,400
6.	提升中文學習技巧小組(中三)	讀寫訓練及學習支援	共融教室	節數/次數:8節 每節時數:1.5小時 總時數:12小時	特殊教育需要學生人數及類別:6人(中三讀寫障礙或成績稍遜學生)	<u>學生問卷</u> ➢超過70%學生表示小組有效幫助學生掌握學習中文的技巧 ➢超過70%學生表示小組有效提升學生學習中文的信心	<u>學生問卷</u> ➢超過70%學生表示小組有效幫助學生掌握學習中文的技巧 ➢超過70%學生表示小組有效提升學生學習中文的信心	費用總數:\$11,400
7.	Alpha Element Program	專注力訓練、溝通能力及自信提升	Upward Horizons	單車活動:3小時x5次=15小時 溫習小組:2小時x5次=10小時 親子同樂日:5.5小時 露營:29小時 總時數:59.5小時	特殊教育需要學生類別:SEN或成績稍遜學生	➢招收超過60%目標學生(SEN或成績稍遜學生) ➢超過80%學生出席率逾九成 <u>學生及家長問卷</u> ➢超過80%學生及家長同意活動有效提升學生自信、解難及自我管理 etc 能力	➢招收超過80%目標學生(SEN或成績稍遜學生) ➢100%學生出席率逾九成 <u>學生及家長問卷</u> ➢超過80%學生及家長同意活動有效提升學生自信、解難及自我管理 etc 能力	費用總數: \$1,800 X 3人 =5,400
8.	購置學習資源	社交語用訓練教材	欣普言語教材有限公司	/	有需要學生	/	/	費用總數:\$1,640
總額								(e) \$647,769

註:如學校能提供運用學習支援津貼聘請額外支援人員的費用(薪金+強積金供款)的資料,請填寫。

13. School Contact Information

School Name: Stewards Pooi Kei College
School Address: 56 Siu Lek Yuen Road, Shatin, N.T.
Phone Number: 2345 4567
Fax: 2635 0100
Email: info@spkc.edu.hk
Website: <http://www.spkc.edu.hk>