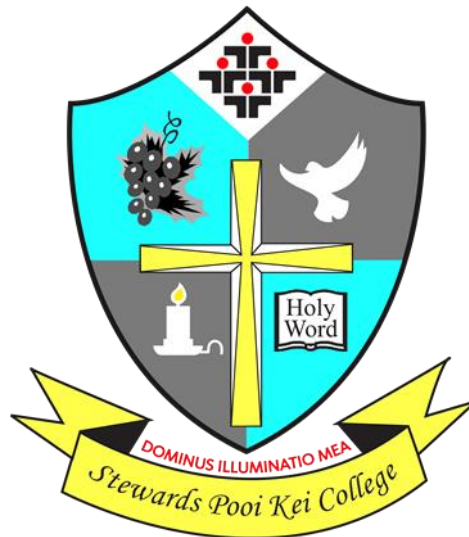


# *Stewards Pooi Kei College*

## *Annual School Report*

**2020-21**



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# 1. School Motto, Basic Beliefs, 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 Basic Beliefs

- We believe that every child is created to have intrinsic value as an individual regardless of family and background, to be able to develop to their full potential if opportunities are given.
- We believe that life is created with a purpose, that is, to glorify the Almighty God and to serve the others (Matthew 22:36-40). Life becomes meaningful by knowing God, by serving others, and by sharing the good news to the world.

## 1.3 School Vision

We envision developing SPKC into an outstanding DSS school with the purpose of cultivating Christian faith and educating our Pooikeinians to be leaders of tomorrow.

## 1.4 School Mission

- We aim at preparing tomorrow’s leaders with character and intelligence.
- Definition of Tomorrow’s Leaders@SPKC:  
S: Servant Leader  
P: Positive Thinker  
K: Keen Learner  
C: Confident Explorer
- Four qualities we expect our graduates to be equipped through SPKC:  
Christian Value, Love & Care, Globalized Vision and Life-long Learning

## **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 2020-21 school year, the School operated six levels (secondary 1 to secondary 6) with a total enrolment of 971 students allocated to 33 classes. On average, the class size was kept at around 30. To further lower the student-to-teacher ratio, a small-class policy of an average of around 20 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 2020-21, the School provided six classes for S4, five classes for S5 and S6 and an array of elective subjects to suit the diversified academic pursuits of our senior students.

The staff comprises 87 teaching staff members, the Principal inclusive. 100% of the teachers possess a bachelor's degree and over 50% have a master's degree. There is a team of 27 supporting staff members to maintain the school's daily operations: 5 Teaching Assistants, 3 Laboratory Technicians, 2 IT Officers, 1 IT/AV Assistant, 1 eLearning Support Associate, 1 Media Production & AV Assistant, 1 Library Assistant and 12 administrative staff. There are also 4 janitors to maintain the cleanliness of the campus.

### 2.2 School Management

There are 10 school managers in the School Management Committee (SMC) comprising of professionals such as university professor, retired 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 2020-21 with regular classes or with organized learning activities was 169. Organized learning activities included the Life-wide Learning Day, the Learning-Without-Walls Programme and post-examination activities. Examination periods were excluded.

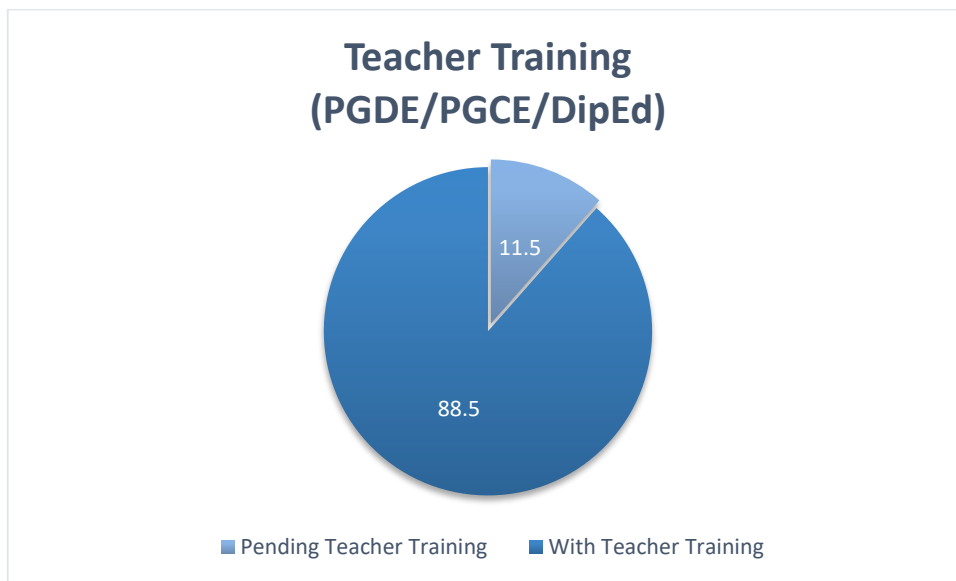
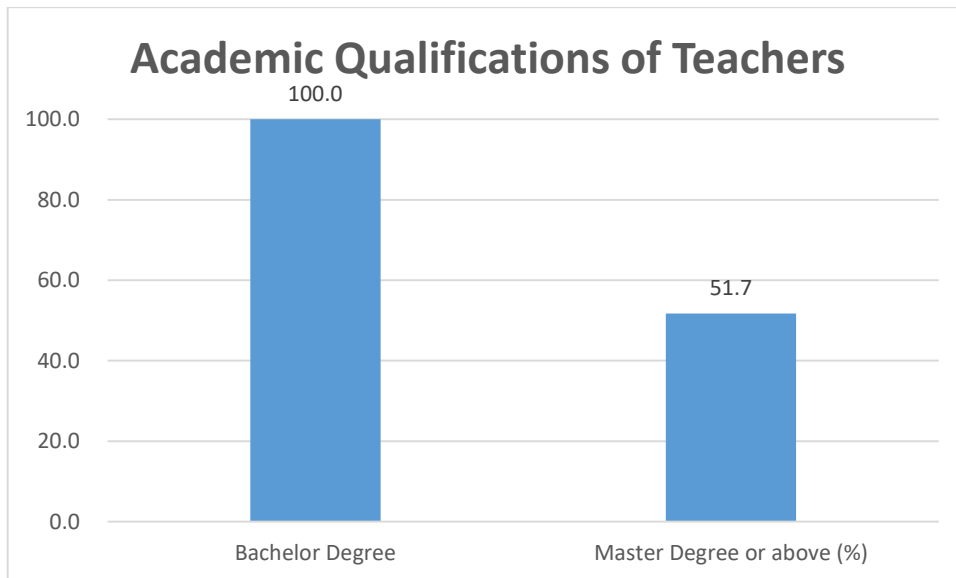
## **3. Our Students**

### 3.1 Class Structure

<b>LEVEL</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>Total</b>
<b>No. of Classes</b>	6	6	5	6	5	5	33
<b>No. of Students</b>	193	190	175	148	137	128	971

## 4. Our Teachers

### 4.1 Teacher Qualifications



### 4.2 Teacher Experience

No. of teachers with 0 to 2 year(s) of experience	12
No. of teachers with 3 to 5 years of experience	9
No. of teachers with 6 to 10 years of experience	12
No. of teachers with 11 to 20 years of experience	48
No. of teachers with over 20 years of experience	6
<b>Total</b>	<b>87</b>

## 5. Learning and Teaching

### 5.1 Curriculum Development

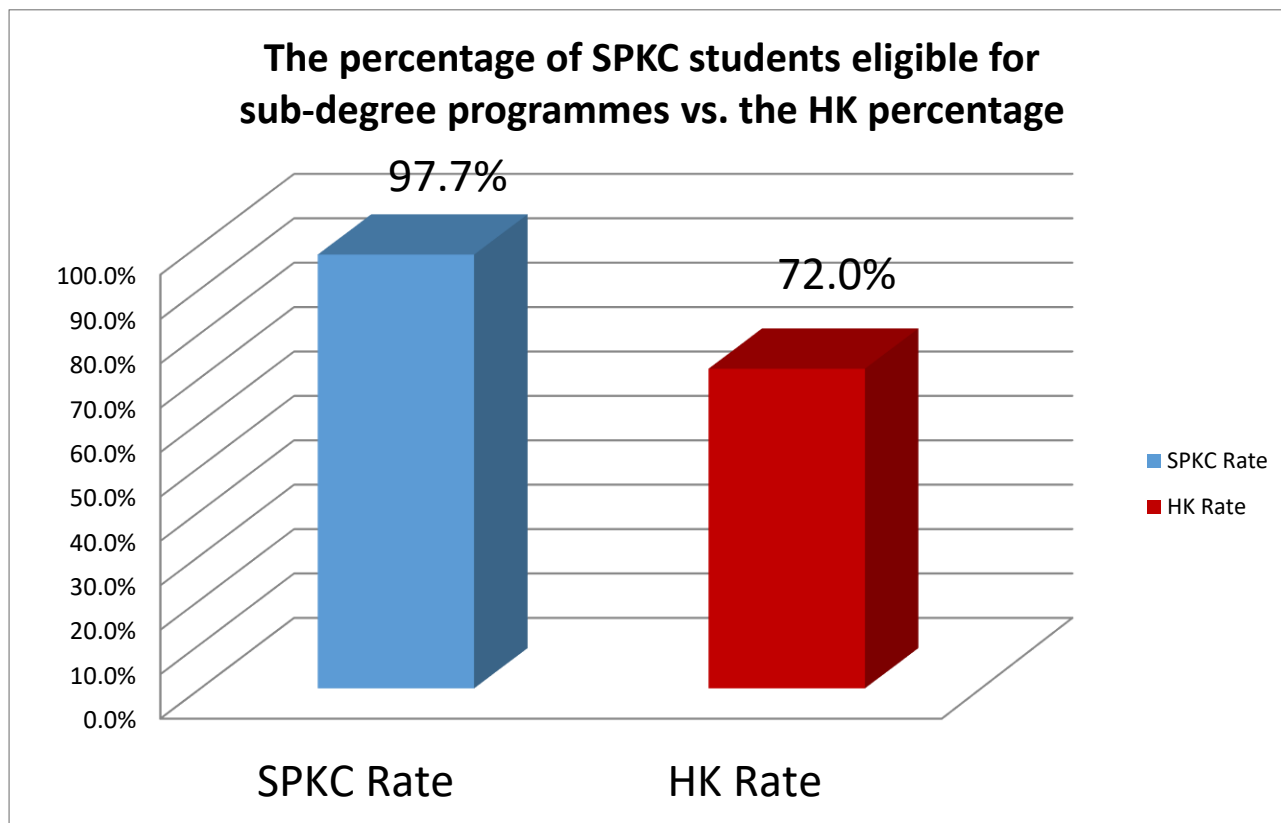
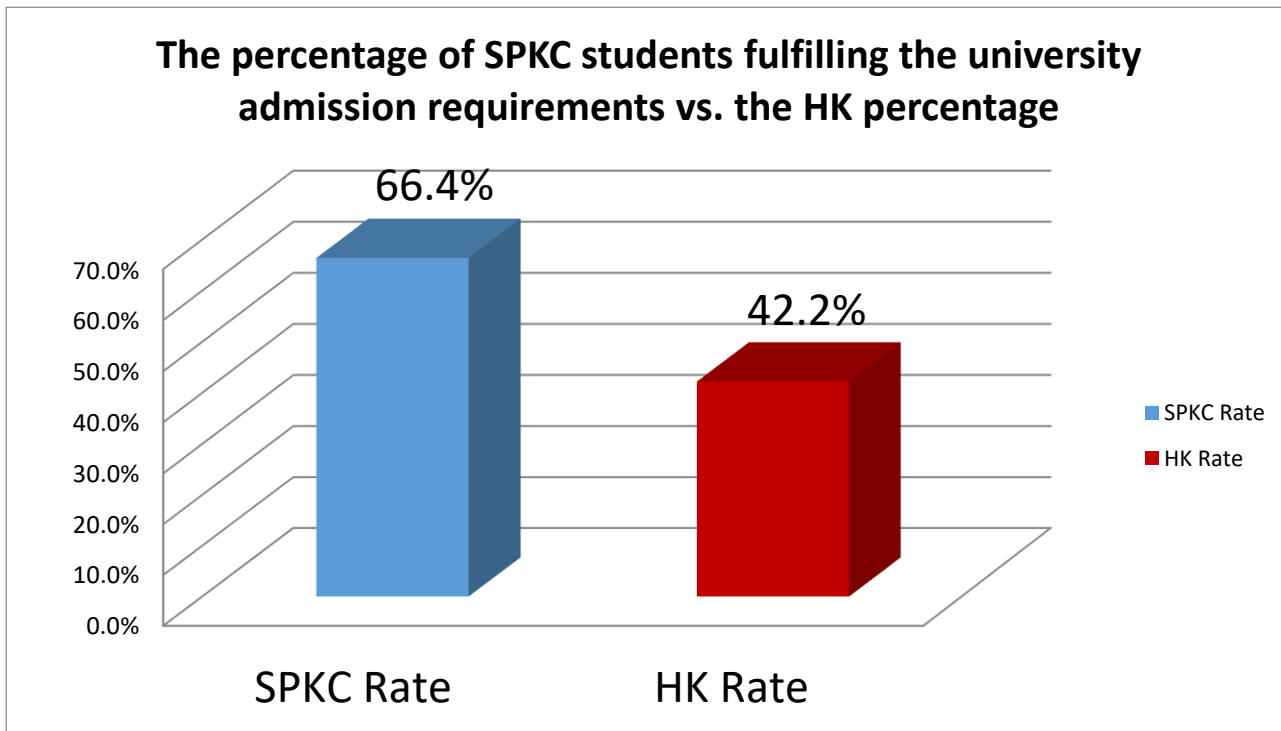
Curriculum Development in SPKC has seen transformation over the past few years. Since the 2020-21 academic year, curriculum development and leadership which used to be under the domain of the Academic Excellence Board, diverged into Learning and Teaching Committee (LTC) and Curriculum Development Committee (CDC). Following this, LTC has focused on planning, monitoring and evaluating whole-school learning and teaching as well as devise policies and measures in response to the changing learning environment. The Curriculum Development Committee has taken on the path to exploring a diverse, school-based curriculum which provides multiplicity of options to suit personal interests, further education and career pursuits of our students. Both committees have a shared mission: to provide the best possible educational outcomes for SPKC students.

Comprising senior teachers and led by the Assistant Principal for Learning and Teaching, the LTC monitors the implementation of strategies in learning, teaching and assessment to ensure that they align with the School's major concerns. It also refines the school-based curriculum and class structure to meet the needs of our students and university admission requirements. The LTC at the same time keeps teachers abreast of changing trends in education. Amid the challenges brought by the blended learning mode and educational reforms, the LTC members suggested policies and formulated strategies to promoting the effectiveness of learning, teaching and assessment.

CDC's key achievement in 2020-21 is realizing the implementation of the Non-local Curriculum in SPKC. Almost four years after the idea of diversifying our senior secondary curriculum sparked off, the School received EDB's official approval to offer the International Advanced Levels (IAL) curriculum in July 2020. This marked the beginning of a series of events that led to realizing our implementation plans. Commencing with announcement of the good news to all staff in late August 2020, a number of information sessions were conducted and publications were released to introduce the new curriculum to students and parents. For example, an NLC Information Session was held on ZOOM in November 2020 to give interested parents details about IAL subject specifications as well as information about IELTS English and GCE(AL) Chinese Language. Simultaneously, our dedicated teachers developed the 3-year curriculum development plans and the schemes of work. A school-based curriculum: CS, PSSE and PE soon complemented the IAL preparatory curriculum to make this unique recipe of Integrated Class in S4. Along came action plans to fully integrate the non-local curriculum into the School's existing senior secondary structure, internal assessment arrangements, career and life-planning support, and other aspects of school life. As the 2021-22 academic year approaches, SPKC is proud to see its first batch of students pursuing their dreams of specializing in Mathematics and the Sciences as well as paving their way to furthering their education locally and overseas, through the S4 Integrated Class.

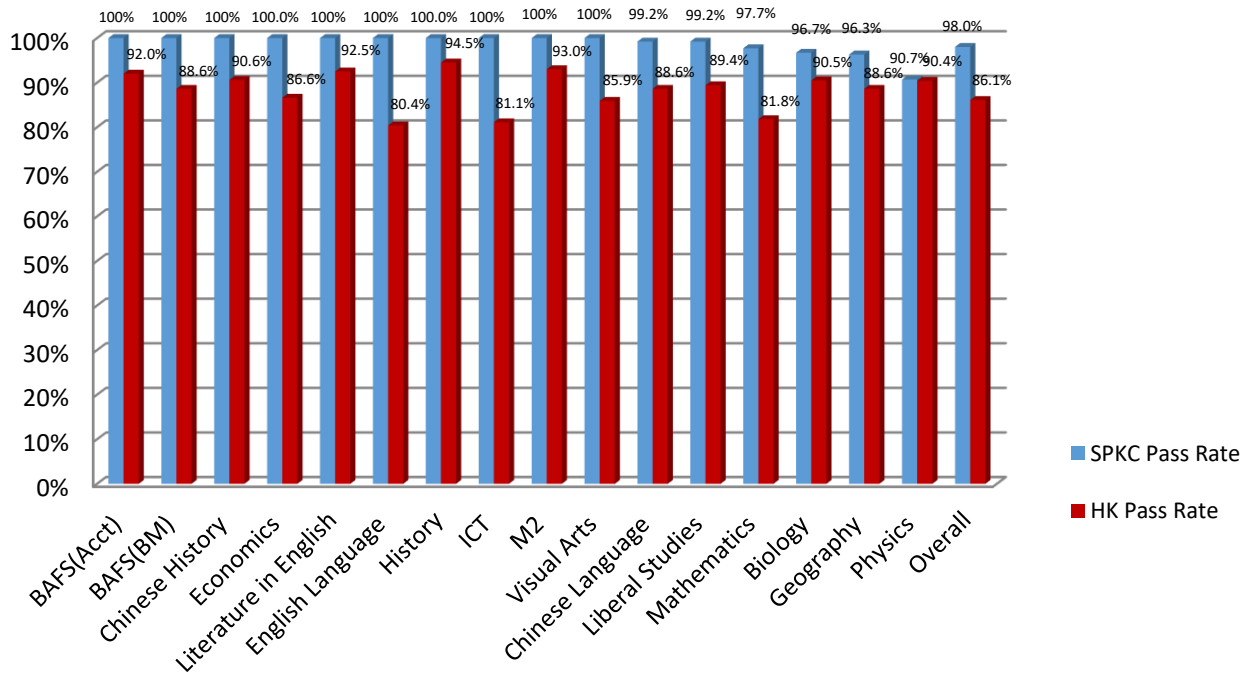
## 5.2 Academic Attainment

The following charts, table and descriptions showcase our student achievements in the 2021 HKDSE.

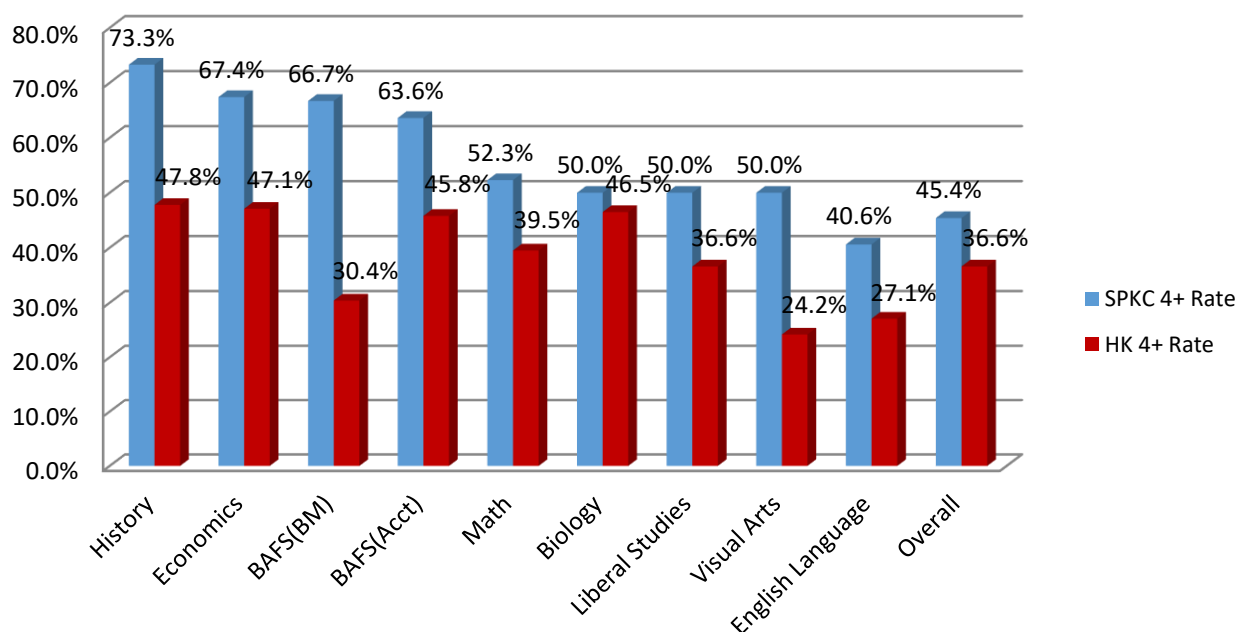




## SPKC students' pass rate in different subjects vs. the HK pass rate



**The percentage of SPKC students attaining Level 4 or above in different subjects vs. the HK overall percentage of attaining Level 4 or above**



8 graduates in the Class of 2021 made outstanding achievements in the 2021 HKDSE Examination. They attained a total score of 30 or above from their best six subjects, including the four core subjects.

Class	Student Name	HKDSE Result
6F	Wong King Yi	5**, 5**, 5**, 5*, 4, 4
6L	Yau Yiu Cheung	5**, 5*, 5*, 5, 5, 5, 5
6P	Lee Ngok Hin	5*, 5*, 5*, 5*, 5, 5, 4
6L	Chiang Chun Lok	5*, 5*, 5, 5, 4, 4
6L	Choi Man Hei	5*, 5*, 5*, 5, 5, 4, 4
6F	Chow Yik Suet	5*, 5, 5, 5, 5, 4
6L	Ngai Charlotte	5**, 5, 5, 5, 4, 4, 4
6P	Yuen Ho Yi	5*, 5, 5, 5, 5, 4, 4

The Class of 2021 obtained pleasing results in the 2021 HKDSE and receiving equally satisfactory university offers in this imposing year of multiple challenges.

97.7% of the Class of 2021 attained a pass in all 5 subjects, Chinese Language and English Language inclusive. The percentage of our graduates fulfilling the general requirements for university admission (33222) was also higher than that of the territory average. In addition, 16 of our subjects obtained pass rates that surpassed the territory wide averages. Among these subjects, 8 subjects outperformed the territory averages in attaining Level 4 or above, with History (73.3% Level 4 or above), BAFS BM (66.7% Level 4 or above) and Economics (67.4% Level 4 or above).

99.2% of SPKC graduates in 2021 continued to pursue further education in tertiary institutions, both in and outside Hong Kong. In the JUPAS main round, 75% of our graduates received offers from local universities to a wide range of programmes, some of which were offered by the Faculty of Law, Business School, Department of Rehabilitation Sciences, School of Chinese Medicine and School of Nursing. Among those who chose to further their studies overseas, many were admitted to prestigious universities including: University of Sheffield in the United Kingdom, University of Toronto in Canada, and Monash University in Australia.

### 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 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 2021 HKDSE English Language examination and our overall performance was above the respective territory averages.

The following highlights the English Department activities this year, with a focus on Debating Competitions, Drama Training, the English Reading Scheme and Hong Kong Schools Speech Festival.

#### 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 21 elite debaters. Despite their readiness and keen passion for face-to-face debates, the scale of the competitions to choose from remained limited this year. Despite the interruptions and adjustments made due to the Covid-19 restrictions, our members continued to work and grow throughout the year. We look forward to the continuing success of the team in the future.

Both the junior and senior teams joined the Hong Kong Secondary Schools Debating Competition (HKSSDC), defeating some elite schools. Going through more than 12 debates this year, the team members did especially well in the Hong Kong Secondary Schools Debating Competition.

In February, our junior team obtained the 1st Runner-up of the HKSSDC Term 1 Division 1 Junior Section for winning all rounds except the term final in term 1, defeating schools like La Salle College and Shatin Methodist College. Just in July, our senior team defeated True Light Middle school of Hong Kong to take the Champion, while the Junior team fell to Our Lady's College's team in a fiercely competitive match. The Senior team entered the 35th Sing Tao Inter-School Debating Competition and in the first round, the debaters experienced a near-win of 2-1. The debaters were praised for having an in-depth understanding of the motion and strong teamwork.

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 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. A big thank you must go to all students and teachers involved, especially to our school who 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 talented group of S1 to S4 students to join the Drama Club. The team met on Zoom and conducted rehearsals. The team put up a great performance based on a Zoom lesson-inspired original script. The performance was recorded on video and shared among teaching staff and the team received positive feedback on their attempt and creativity in portraying the struggles of both students and teachers during the pandemic.

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

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 also placed in each classroom for both junior and senior forms. A Reading Scheme Booklet with various interesting activities based on Bloom's Taxonomy was designed for our junior form students. Students had to choose to complete an activity in the booklet after reading according to individual learning styles and interests. Participation of students was keen, with 82% of the junior form students joining the scheme. The scheme also received positive feedback from both teachers and students. Participation rate slightly slipped due to the difficulty of not being able to have access to physical books in libraries.

Complementing the English Reading Scheme, the Book Appreciation Reward Scheme honours the students producing the best book reports. 7 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 73rd Hong Kong Schools Speech Festival

Keen participation in the Hong Kong Speech Festival, by which students' speaking skills were polished and confidence boosted through performing in Solo Verse, Dramatic Duologue and Shakespearean Monologue events, continued to be seen this year. The Principal was one of the trainers in Solo Verse and his student, alongside with 15 other award winners, achieved either a 1st, 2nd or 3rd place result; overcoming the obstacle of entries being in video formats.

#### 5.3.5 Other Activities

On top of the above highlights, the English Department provided other English enrichment activities. These included the SPKC English Radio in which students from S1 to S6 participated as presenters and/or producers to air broadcasts during lunchtime; the mini-anthology "Still" in which students' good writing entries were showcased; and the English Book Fair being successfully held with the help from various parties. In the Book Fair students could purchase books with coupons the Principal and English teachers offered to them.

Faced with a novel online learning mode throughout the school year owing to 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 2020-21 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. In response to the shift to online learning during face-to-face class suspension, language teachers provided a database of books, which contained a wide variety of carefully selected titles subscribed from HKEdCity, for students to read online.

### 5.4.1 Fostering the Development of Reading Habits and Study Methods

With a library assistant, 26 student librarians and 15 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, The Standard, EconSchool, etc. In addition, a corner stocked with 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.

To further motivate students to read in context, the library organized a series of four book exhibitions this year on the theme of Study Smart. 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 the library provides in order to help students self-learn outside the classroom. *ERead Scheme*, an e-book platform on HKEdCity with a subscription of quality e-books, is the highlight of the library’s e-resources. With a range of online support, 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 are 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 Project Gutenberg, is also provided.

### 5.4.3 Creating Channel for Book Sharing: A New Direction

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 “Learning Community Channel”, or “LCC” for short, which is a channel dedicated to broadcasting educational videos across various themes to all Pooikeinians on YouTube. This year, in continuation with our tradition of the Best Book Channel (BBC), book sharing videos were released and they were well-received by all. Further to this, a campaign called “Read to Shine” was organized to further promote book sharing through videos.



## 5.5 E-Learning Development

SPKC is dedicated to exploring the advantages of e-learning for our students. In the “new normal”, e-learning and e-teaching were implemented smoothly under the School’s well-equipped IT environment: purchase of 200 iPads which work with Apple Pencils; installation of Apple TVs, ultra-short throw projectors and projector panels in the classrooms; installation of an Infrared PA system; and the enhancement of the Wi-Fi network system. 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. Also a pioneer in creative media for secondary students, the Media Creative Centre (MC<sup>2</sup>) has been set up to become the largest information delivery platform at SPKC which channels students’ creative energy into diversified multimedia productions.

SPKC is proud to be staffed by a strong IT team with efficient, knowledgeable IT technicians and tech savvy teachers. We launched the One-to-one iPad Learning Programme which promotes self-directed learning and enhances the effectiveness of learning and teaching since 2014. Every year, the team organizes a number of parent workshops, teacher professional development activities and student training sessions to meet the needs of different stakeholders in using EdTech.

In the 2020-21 academic year, the Covid-19 pandemic has upended the current education system. Our teaching team aims at searching relevant and easy-to-use e-resources to facilitate teaching and learning during this challenging year. Students were well-equipped to make use of their iPads as a daily learning tool. The table below shows some specific applications and platforms used in different Key Learning Areas:

<b>KLAs</b>	<b>Shared platforms and applications</b>	<b>KLA specific platforms and applications</b>
Chinese Language	Google Workplace for Education (Classroom, Drive, Calendar, Form), YouTube, Zoom, LoiLoNote, Goodnotes, Kahoot	Padlet, 360 photos, Virtual Reality Tool
English Language		Nearpod, Google Docs & Slides, Clips
Mathematics		gMath, GeoGebra, Mathspace, Classkick
Science		BrainPop, Virtual Reality Tool
PSHE		Popplet, Google Earth
Aesthetic		Sketches, Procreate

Teachers also made a special effort to connect with our students and support them through the challenges of online learning. School-based assemblies, class-based activities or informal breaks and meet-ups were held in order to maintain teacher-student relationships, which created a positive impact on student learning and well-being. Besides, teacher advisors of various teams and clubs re-designed and conducted the extended curriculum flexibly online. Frequent and regular workshops, meetings and student-led programs were conducted online to ensure students always had opportunities to participate in the development of leadership and communication skills.

With the well-developed IT hardware and software of the School, teachers are able to provide a flexible and secure foundation for learning, collaboration, and communication in both academic and non-academic aspects despite physical distance and barriers.

## 5.6 Staff Development

Teachers' professional knowledge plays a pivotal role in facilitating students' acquisition of the increasingly complex skills needed in order to succeed in the 21st century. Staff development in SPKC is emphasized with a wide range of teacher training opportunities provided.

Through Staff Development Day activities, our teachers with different experience levels are kept abreast of the latest educational policies and trends; Their horizons are broadened through sharing of good practices; Their internal capacity is built through exposure to new pedagogies, tools and literature. In 2020-21, our Staff Development Team arranged a teacher workshop on updated educational technology tools and skills to overcome the limitations of online learning and enhance its effectiveness. Social distancing measures did not hinder our Staff Development Team from equipping our teachers. The Virtual Staff Development Day in December 2020 provided a platform for subject teachers to learn from each other about learning and teaching strategies. Similarly, in the Joint-school Professional Development Day which was also held online, teachers were given the opportunity to attend seminars, sharing or workshops in parallel sessions on a variety of themes. The Staff Development Days, in addition to the Staff Meetings and Staff Briefings, were occasions utilized to introduce tools for continuous development such as the T-standard Self-Reflection Tool and inform teachers of the latest updates in local education such as the Core Subject Optimization and the National Security Education. In 2020-21, a new electronic platform was created on the school-developed application, Gateway, for teachers to conveniently record and access the Continuous Professional Development (CPD) activities they took part in.

To facilitate professional interflow, as in the past, collaborative lesson preparation, peer lesson observation, co-teaching and cross-curricular collaboration continued to be encouraged this year. Even the staff appraisal forms were refined to be made more conducive for discussion and exchange.

Catering to the needs of new recruits so as to enable them to become fully effective members of the School quickly, a new staff induction programme continued to be implemented this year. In addition, a mentorship scheme where new teachers received support and guidance from existing teachers in various areas such as school culture was also carried out.

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 2020-21, although the pandemic situation prevented us from arranging an exchange student to come to our school, we still sent out 1 SPKC student to go on outbound exchange. The student was Lai Tsz Ue who went to Switzerland for the whole school year. She expressed that her experience had been fruitful.

Besides exchange students, we also tried to facilitate cultural learning by holding web-cam exchanges between students of our school and students from other parts of the world. Throughout the school year, we successfully organized 4 English speaking webcam conferences with South Korea (Daegu Girls' High School) and 1 Putonghua speaking conference with Beijing (Luhe International Academy). The web conferences covered a range of topics from casual cultural chatting to social issue discussion. Survey results showed that 100% of the students who participated in these web conferences expressed that they enjoyed the experience.

Moreover, during the Life-wide Learning Day held in May, a variety of cultural immersion activities were arranged for our S2 to S5 students which included an Indian dance workshop, a Bollywood dance workshop, a Spanish flamenco workshop, Archery Tag and Quidditch. All of the students who participated had a lot of fun taking part in these activities exposing them to different cultures.

Lastly, the LEWOWA program "Understanding Ethnic Minorities, Refugees and Asylum seekers" was successfully held this year in an in-school setting. Through this program, students were able to meet friends from the ethnic minorities and refugee groups. Overall, the program was a success and the students responded well.

## 5.8 Life-changing Learning Experience

The *Learning Without Walls* (LEWOWA) programme has stepped into its 17<sup>th</sup> year since the School started in 2004. Through LEWOWA, Pooikeinians have set foot in less-travelled places, embarked on expeditions and connected 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 pushes 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 is divided into five categories: Servant Leader, Explorer, Adventurer, Life Planner and Scholar, "SEALS" in short, each having its specific learning targets and success criteria.

This year, a total of 32 local programmes were open to students and teachers for application. In response to the preventive measures for the COVID-19 pandemic, half-day LEWOWA programmes were mainly held on the school campus. Nevertheless, students immersed themselves in various experiential learning activities passionately and actively. They had valuable chances to explore and challenge themselves through helping socially vulnerable groups, being baristas, building architecture models, riding mountain bikes and kayaking. Location is never a limitation, and challenging situations can never stop Pooikeinians from learning in different ways.

## 5.9 Gifted Education

Sharing the same long-term goal of “Gifted Education for all, Education for the Gifted” as the EDB, the SPKC Gifted Education Team is devoted to developing our students who are talented in various areas. We have been nominating students with higher abilities in different subjects to off-school gifted education programmes in The Hong Kong Academy for Gifted Education (HKAGE), The Chinese University of Hong Kong (CUHK), The University of Science and Technology (HKUST), and The University of Hong Kong (HKU).

We have also established a school-based talent pool, an annual programme that gathers the elites in our school for maximizing their potential through higher-order activities and forums. The school-based talent pool consists of four types of gifted students: top ten in the form based on academic performance each year, students accepted as members of The Hong Kong Academy for Gifted Education, “All-round Student Award” nominees, and those accepted under the ‘Nomination by Parents’ Scheme. In 2020-21, despite the challenges to learning posed by the pandemic, our talent pool members took part in different kinds of activities such as Principal’s sharing, Alumni’s sharing as well as a gifted education workshop on inspiring creativity and higher-order thinking skills.

In order to benefit more students in the School, we offered a school-based pullout programme for gifted students to develop their thinking skills and creativity by participating in subject-based enhancement programmes. English Language, Chinese Language and Chinese History nominated students to stretch their potential.

Our team is keen on promoting professional development programmes related to gifted education to teachers. In 2020-2021, we successfully met our target of having 20% of the teaching staff complete training in the Gifted Education Foundation Course. Our team members also joined the Advanced Course to enhance our ability to identify gifted students and design suitable programmes to meet the educational needs of the gifted young.

## **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, Gospel Month, and Christmas Service were held in the 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 better part of the year, the COVID-19 pandemic did not hinder our Christian leaders from maintaining a quality online student fellowship and 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 for 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, S1 Parent-child Day Camp and Parents' Talks. As the pandemic situation improved in the fourth quarter, we were able to conduct the Pooi Kei Family & Gospel Sunday in a limited face-to-face setting, alongside Facebook live streaming, and was enthusiastically participated by our teachers, alumni, students, and their families.

Our Christian ministry in school is still under the impact of the pandemic. However, our colleagues and students are looking forward to continuing spreading the Gospel to local and international communities in the new academic year, like they always did in the past.

## 6.2 Moral and Civic Education

To nurture students to be tomorrow's leaders with excellence and integrity, the School has always attached importance to 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 and responsibility as well as 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 or subjects and the provision of relevant learning experiences. On this ground, it is vital to develop students' ability to identify the values embedded in different issues they may encounter at different developmental stages, analyse them objectively and make reasonable judgement so that they can take proper actions to deal with the challenges in the future. This year, 13 learning materials (reading materials and videos) with teacher sharing were prepared by the Moral and Civic Education Team's teachers. All learning materials were tailor-made for promoting the 9 core values of moral and civic education. Activities related to Constitution and National Security Education Day were held as well.

Our mission is to prepare leaders of tomorrow with high self-esteem, love and care, a globalized vision, as well as prepare them to uphold life-long learning and Christian values. To broaden the global vision of Pooikeinians, we have invited renowned guest speakers over the years 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 MCT, IH Department, LS Department and Current Affairs Club worked hand in hand to conduct forums and talks throughout the year. In addition to the 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 covered a wide range of topics held by different professional groups and government departments. For example, a talk on "Intellectual Property Rights" organized by the HKSAR Intellectual and Property Department was held.

Besides talks and forums, the MCT also promoted moral and civic education through different activities. Students had the opportunity to vote for the committee members 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.



The Bible says, “it is more blessed to give than to receive.” (Acts 20:35). This year, weekly assemblies were successfully held by the MCT, including the promotion of “love and care in time of COVID-19 pandemic by World Vision”. Besides, our students also learnt to serve the community through taking part in community services. More than 10 community services were held by Stewards Youth Online including online and face-to-face community services in Shek Mun and Kwong Yuen Estate. However, due to school closure and citywide social distancing policy enforcement in the year 2020-21, many proposed out-of-school activities or community and social services had to be suspended.

To encourage our students to take a lifelong interest in environmental sustainability, the school is striving to enhance environmental awareness of our students through a wide range of activities. Environmental talks, ambassador training courses, green lifestyle talks, environmental protection campaigns and waste recycling scheme were held. 10 environmental education activities were held this school year, including the “No Air Con Night” organized by Green Sense, a visit to Vitasoy Plant in Yuen Long Industrial Estate, the Waste Separation and Recycling Scheme in Schools, Student Environmental Protection Ambassador Scheme organized by Environmental Campaign Committee, etc. These activities aimed to nurture our students to be global citizens who would take up the responsibility to minimize waste and conserve natural resources. We also launched the Plastic-Free Campaign in the canteen. It aimed to raise Pooikeinians’ awareness on environmental protection by abandoning the use of plastic utensils and reducing solid waste at school. Drinking machines were added to facilitate the campaign. We will continue to strive for making SPKC an environmentally-friendly school.

Our devotion towards the whole person development of our students is recognised. SPKC is honoured to have been awarded a Certificate of Appreciation by the Guidance and Discipline Section of the Education Bureau under the “WiseNET” School Recognition Scheme 2020. Such a recognition has endorsed the school’s effort in promoting safe and responsible use of the Internet to all students. It is also noteworthy to mention here that two of our Moral and Civic Education teachers, Mr Samuel Poon and Ms Lily Yip, won The Award for Outstanding Life Education Teaching Plan presented by the Education University of Hong Kong.

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 playing 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 2020-21 academic year, the CCA team echoed the School's major concerns of fostering students to be active learners and instilling positivity into students when setting up 63 teams and clubs to nurture Pooikeinians. They can be divided into 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. Our teams and clubs continued to organize meetings and activities, be they online or face-to-face for our members during the blended learning mode. The 12<sup>th</sup> Executive Committee of the Student Union 'Lunarian' 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 limited time for students to be on campus as a result of the COVID-19 pandemic. Also affected were 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 Arts Association utilized various online platforms to encourage students to stay physically active through workout videos and stay emotionally positive through an online arts 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* – were launched respectively to show recognition to students who had outstanding performance in CCA. This year, the school team for Statistical Project Competition received the *Best School Team Award* while the *Outstanding CCA Awards in Intellectual Development, Leadership and Service* were presented to Yim Pak Ho of 4 Love, Au-Yeung Lok Lam of 5 Grace, Fung Ching Yan of 4 Love, Cheung Hiu Man and Wong Wing Nam of 5 Love. 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 and SEN Support

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 under the COVID-19 pandemic, the School organized an Online S1 Bridging Programme to help our new intakes get ready for their S1 studies under the new normal. Welcoming activities at the school entrance were prepared when school resumed in late September to welcome the new Pooikeinians. To further render guidance and encouragement to these new school members, Peer Counsellor and Love Ambassador activities were also carried out. Online gatherings were arranged to help our S1 students adapt to the transition to becoming a secondary student smoothly. Through these orientation events, a structured and holistic introduction to the School's expectations, activities and resources that would enhance their secondary school experience was provided to the students. As for our senior students, activities were arranged on the last day for S6. The activity 'Let the dream take flight' encouraged students to look back and give thanks to those people who helped them in their secondary school lives, and set their own targets in the future. These activities showed support to and equipped 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, a Horticultural Therapy programme was organized to take care of the well-being of students. Plants and gardening skills were used as intervention to help students express their feelings and enhance their communication with each other. 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 as well as enhance their bonding with other Pooikeinians.

Workshops for parents were arranged to facilitate parents' communication with their children too. Under the new normal, students spent a lot of time on electronic devices for learning and entertainment which caused conflicts between parents and children. Workshops for parents were arranged to enhance their communication skills and understanding with their children. Homework tutorials were also arranged to enhance the self-management skills of the junior form students. They learnt how to manage their homework and arrange their time under the blended learning mode.

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 growth teams to organize regular morning assemblies, online 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 switch to an online mode, we still hoped to establish a positive and inclusive atmosphere for every stakeholder. One of the highlight programmes in our school, the Alpha Element Programme continued under the blended learning mode. Different interventions, such as the parent-child workshops, were used to engage students and their parents. Positive feedback was received from a majority of the participants that they saw improvement in self-confidence, self-management skills as well as parent-child relationship.

We are honored to be listed as a “Caring School” in the Caring School Award Scheme 2020, 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. We also won the honorary award in the Hi-Five Student Engagement Award Scheme 2020-2021, organized by the Baptist Oi Kwan Social Service in recognizing our effort in connecting different stakeholders in our school and community. Last but not least, our Alpha Element Programme was hailed the “Most Meaningful Programme” in the 2018-2020 Hong Kong SENCO training programme.

## 7.2 Career and Life Planning Education

Career 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 were tailor-made for our students to gain hands-on experience about career and further studies.

In order to provide tailor-made support and advice to cater for the diverse needs of our students, a systematic framework for career counselling has been developed. In the counselling workshop co-organized with "CLAP for Youth @ JC", our S4 to S6 class teachers were equipped with the essential skills and school-based tools to facilitate career counselling with their students. With the close collaboration of CLP teachers and class teachers, students were guided to understand their own interests, strengths and aspirations, as well as to develop their various abilities and skills for further career exploration. In addition to the elements of positive education in career lessons, the counselling sessions helped our students cultivate reflective habits of mind for maximizing their own potential in both academic and non-academic areas. They were also empowered to make informed and responsible choices on their learning and career goals. Besides, our parents actively participated in the CLP-related parents' talks (e.g. about choosing S4 stream and elective subjects for S3 students and multiple study pathways for S6 students) so that they could be equipped with the important concepts and latest information to walk along with their child.

In spite of the citywide suspension of face-to-face lessons this year, most of the CLP activities (e.g. career lessons, parents' talks, workshop for mock HKDSE results release and etc.) were moved online successfully. With the COVID-19 epidemic showing signs of easing in the second term, the school grasped the opportunities to resume some experiential CLP activities such as university tours and company visits. In particular, our senior students showed their eagerness to join university summer programmes through the school-based subsidy scheme. 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
第十六屆沙田區傑出學生選舉	沙田青年協會	沙田區傑出學生優勝盃	高中組	5L	黃悅嘉
第十七屆沙田區傑出學生選舉	沙田青年協會	沙田區傑出學生優勝盃	初中組	3G	鄒汶希
				3P	馮恩熙
			高中組	5G	歐陽樂霖
The 7 <sup>th</sup> Shatin Outstanding Youth Leader	Shatin Women's Association	Shatin Outstanding Youth Leadership Award	/	5F	MAN Cho Ying Energy
The 10 <sup>th</sup> Sha Tin Student Ambassador Programme	Sha Tin District Youth Programme Committee & Rotary Club of New Territories	The Best Video Award	/	4L	SUEN Hui Wun
				5G	LUK Wai Ling
		The Best Interaction Award		5J	CHAN Hei Yan
				5L	CHEUNG Yee Lam
		The Best Performance Award		5L	CHEUNG Hiu Man
				5L	NG Cheuk Ki
				5L	WONG Cheuk Wai
				5L	WONG Wing Nam
				5L	WONG Yuet Ka
				5P	LAW Kwan Yi
HK200 Leadership Training Programme	The Hong Kong Federation of Youth Groups	Awardee	/	4L	FUNG Ching Yan
				5G	AU YEUNG Lok Lam
				5G	CHAN Cheung Shun
				5L	WONG Wing Nam
				5P	LEE Nim Ching
Hong Kong Secondary Schools Debating Competition	Hong Kong Debate & Speech Community	Champion	Division One: Senior	4G	NG Sung Hei
				4L	LUI KA Tung
				4L	YIM Pak Ho
				4P	SIU Tsun Cheong
				5G	AU-YEUNG Lok Lam
				5L	CHEUNG King Woon
				5L	LI Tsz Lam
		1st Runner-up	Division One: Junior	5L	WONG Wing Nam
				2H	WONG Kit Ngai
				3G	CHEUNG Ying Man
				3G	CHOW Man Hei Keiko
				3G	LAI Yan Kiu
				3G	SO Man Ching
72 <sup>nd</sup> Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	Champion	Solo Verse	3P	LAW Natalie
				1H	LAU Beatrice Grace
				3G	CHOW Man Hei Keiko
				4H	KUNG Wang Tik
				4H	LEUNG Yu Pui Nicole
Champion	Dramatic Duologue	5F	CHAN Yi Man		
		5F	MAK Lee Yi		

Name of Competition	Organizer	Award	Section	Class	Name
72 <sup>nd</sup> Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	1st Runner-up	Solo Verse	1H	LAW Sum Yuet Zoe
		1st Runner-up	Solo Verse	3G	CHEUNG Ying Man
		1st Runner-up	Dramatic Duologue	5L	CHEUNG King Woon
				5P	YIU Kwan Chak
		2nd Runner-up	Solo Verse	1F	CHAN Tsze Cheuk
		2nd Runner-up	Solo Verse	1J	LEE Tsz Long Ethan
		2nd Runner-up	Solo Verse	2H	SEETO Ching Lam Jasmine
				3G	CHOW Man Hei Keiko
				3P	LAW Natalie
The Hong Kong Budding Poets (English) Award 2020/21	The Hong Kong Academy for Gifted Education	Honorable Mention	Secondary Section	4L	LUN Hei Yu
第七十二屆香港學校朗誦節	香港學校音樂及朗誦協會	亞軍	粵語二人朗誦	3G	鄒汶希
				3G	郭珈汶
香港神託會 60 周年誌慶口號設計比賽	香港神託會	季軍	/	1L	謝晞彤
		優異獎	/	2F	王宇晴
第七十二屆香港學校朗誦節	香港學校音樂及朗誦協會	亞軍	普通話散文獨誦	1L	陳嚮名
		季軍	普通話詩詞獨誦	1L	陳嚮名
Statistical Project Competition for Secondary School Students	Hong Kong Statistical Society and Education Bureau	Champion	Junior Section	3P	AU Alexander Edward
				3P	CHAU Pak Yin Anson
				3P	FUNG Yan Hei
				3P	LAU Wai Man
				3P	LEE Yat Tsun
				3P	TONG Lok Huen
		Prize for the Best Graphical Presentation of Statistics	Junior Section	3P	AU Alexander Edward
				3P	CHAU Pak Yin Anson
				3P	FUNG Yan Hei
				3P	LAU Wai Man
				3P	LEE Yat Tsun
				3P	TONG Lok Huen
		Third Prize	Senior Section	5L	TAI Chun Yui
				5L	WONG Yuet Ka
				5P	LAW Kwan Yi
				5P	WONG Lok Hei
				5P	YU Chi Hang Justin
		Distinguished Prize	Senior Section	4L	FUNG Ching Yan
				4L	HUNG Sum Wing
				4L	YIM Pak Ho
4P	AU-YEUNG Man Hei				
Prize for the Best Graphical Presentation of Statistics	Senior Section	4L	FUNG Ching Yan		
		4L	HUNG Sum Wing		
		4L	YIM Pak Ho		
		4P	AU-YEUNG Man Hei		

Name of Competition	Organizer	Award	Section	Class	Name
Statistical Project Competition for Secondary School Students	Hong Kong Statistical Society and Education Bureau	Prize for the Best District Analysis using Population Census Statistics	Senior Section	4L	FUNG Ching Yan
				4L	HUNG Sum Wing
				4L	YIM Pak Ho
				4P	AU-YEUNG Man Hei
Hong Kong Student Sports Award	A. S. Watson Group	Awardee	Secondary Section	6L	NGAI Charlotte
73 <sup>rd</sup> Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	粵曲獨唱 —平喉	季軍	1G	楊諾琛
		Graded Piano Solo – Grade Four	2nd runner-up	1L	HO Cheuk Yan Cherry



## 9. Evaluation of Major Concerns for 2020-2021

### **Major Concern 1: To foster students to be active learners**

To succeed in this knowledge-based society of rapidly advancing technological development, it is vital for Generation Z to be equipped with self-directed learning capabilities as well as armed with tech savviness to cope with societal demands and the ever-changing environment. This has led to the conception of the **School's first Major Concern (MC1): to foster students to be active learners** and implementation of various strategies since the 2019 academic year. However, owing to the citywide class suspension and cancellation of face-to-face activities from early February to late May 2020, implementation of MC1 was extended to 2020-21. This year, with most of the success criteria set met, it was concluded that the **targets in MC1 were mostly achieved**.

In the following, the evaluation of each target under MC1 is detailed.

#### **Target 1.1: To further enhance students' inquisitiveness and sustain their motivation in academic pursuits**

The School's success criteria under the of **strategy of further making effective use of eLearning tools as well as online learning platforms and assessment materials to encourage students' involvement and autonomy in learning (1.1.1) was mostly achieved**. Although the strategy was fully implemented by the School, the percentages of students who agreed about its effectiveness were slightly below the targets set.

The School was into its second year witnessing the COVID-19 pandemic revolutionize education and create a new educational paradigm. eLearning and online learning were well-established in SPKC, thanks to its up-to-date IT infrastructure, eLearning and online learning policies, the Bring Your Own Device (BYOD) programme as well as teachers and students who were well-trained in educational technologies. Inspection of the School's lesson timetable, Subject Year Plan Evaluation reports and utilization of Google Classrooms in 2020-21 has clearly led to the conclusion that all subject departments were able to incorporate eLearning into their formal curricula. In fact, even Physical Education teachers tailored workout videos with follow-up exercises for students and Visual Arts teachers took advantage of new applications such as Sketches, Explain Edu and Edu Puzzle to promote self-directed learning.

Two common eLearning platforms our subjects have made use of since 2020 are Google Classroom and ZOOM. Other common education applications used are listed in Section 5.5: eLearning Development of this report. The table on the next page summarizes the common learning, teaching and assessment activities conducted via Google Classroom and ZOOM.

Table summarizing the common learning, teaching and assessment activities conducted via Google Classroom and ZOOM:

	<b>Learning and Teaching</b>	<b>Assessment and Feedback</b>
<b>Google Classroom</b>	• Publishing pre-/while-/post-lesson materials	• Administering assessment of learning
	• Sharing learning videos	• Collecting, marking and giving feedback on various types of student work.
	• Channel for students to ask questions and teachers to answer them	• Posting UT and Exam assessment papers
	• Making for lesson announcements	• Posting marking schemes, teacher feedback, follow-up notes, etc
	• Platform for students to collect, organize and store learning materials for revision	• Sharing student good work
<b>ZOOM</b>	• Conducting regular/ supplementary/ consolidation/ enhancement lessons	• Conducting subject-based assessments
	• Conducting speaking practices (languages)	• Administering speaking assessments (languages)
	• Holding one-on-one and small group tutorials	• Checking assessment papers and giving feedback
	• Conducting project presentations and group discussions	• Channel for assisting students with learning difficulties
	• Giving last-minute pointers before internal and public examinations	• Platform for sharing student views and for them to ask questions

With wide implementation of online learning by the School, 100% of our students used eLearning tools, platforms and materials in the process of learning, which was higher than the 90% target set at the beginning of the school year. Behind the scenes, the School's up-to-date education technology infrastructure, Bring Your Own Device programme, helpful IT supporting staff and tech savvy teachers deserve credit. The School was able to implement full-scale online learning, teaching and assessment across S1 to S6 since February 2020 when the coronavirus outbreak began. As of 31 August 2021, all of our S1 to S5 students own an individual iPad and this facilitated the conduct of extensive eLearning. In addition, Zoom and Google Classrooms which were set up for different subjects, classes and groups in the 2019-20 academic year saw refinement in their use this year. For example, the materials posted were better organized to facilitate retrieval for revision. Hands-on workshops for teachers continued to be conducted. Training for students, particularly in S1 and S2, was once again held to equip them with the knowledge and skills in utilizing educational applications for active learning, like using GoodNotes for note-taking.

With the above effort and measures, it was surprising to find in the Learning and Teaching Survey administered to students towards the end of the year that the 70% success criterion set for assessing student involvement in learning was yet to be met: 67% of the students agreed that the use of eLearning tools, platforms and materials made them more engaged in learning. Although slightly below the 70% target set, the percentage difference of -3% was not far from attainment. The 10 subjects that met the target include: English Language, Mathematics, Liberal Studies, Business, Accounting and Financial Studies, Economics, Geography, History, Integrated Humanities, Chemistry and Information and Communication Technology. Among them, Integrated Humanities recorded 78.7% of its students becoming more engaged in learning through the use of eLearning tools. In 2020-21, a similarly slightly-lower-than-expected result was obtained from the Student Questionnaire of the Stakeholder Survey (SHS): 58.6% of the student respondents agreed that they took the initiative to learn. Although a -1.4% difference from the 60% target was observed, again, it was not far from the target figure. Teacher feedback shed light on a possible reason why the adoption of eLearning tools was less engaging than expected: virtual learning fatigue and exhaustion due to prolonged periods spent in front of the screen during the online learning mode.

Subject Year Plan Evaluation reports suggested that interactive eLearning tools could be further explored by teachers to engage students and monitor their progress. With the BYOD programme extending to our new S1 intakes in 2021-22 and Pooikeinians becoming more adapted to the increasingly significant role eLearning plays in education, the achievement of the above success criteria was suggested be reviewed again in 2021-22.

Following the use of technology was **adopting assessment strategies that enhance learning motivation (1.1.2). All success criteria under this strategy were fully achieved.** Scrutiny of Year Plan Evaluation reports of all our 20 subjects has confirmed that all of them adopted a variety of assessment methods to enhance student motivation through catering to learner diversity. In summary, a combination of both summative and formative assessments was adopted, with eLearning platforms and activities utilized.

16 subjects involved assessment of learning in Uniform Tests and Examinations, and scrutiny of internal test and examination papers has shown a range of questions types. Students' performance was recorded in markers' reports as well as discussed in form meetings and Panel Heads' Meetings for evaluation and follow-up. The follow-up measures adopted by different subjects were diverse. One was adjusting the assessment papers to more closely match students' abilities, hence giving them a sense of achievement to keep them motivated. Examples of subjects that adopted this measure were English Language, Mathematics and Liberal Studies. To motivate developing students to persevere in academic pursuits, there were subjects that provided revision papers and included Uniform Test and Examination items from seen sources. Mathematics, Business, Accounting & Financial Studies and History adopted such a strategy. To stretch more-able students' potential and give them a sense of accomplishment, all junior-form assessment papers included challenging questions which were made optional to give students a sense of autonomy. The junior students responded positively to these optional challenging questions, as reflected by the high percentage of students who attempted them.

In the remaining 4 subjects: S1 to S3 Computer Literacy, S1 to S3 Visual Arts, S1 to S3 Music, S1 to S3 Putonghua and S1 to S6 PSSE, a continuous assessment mode was suitably adopted. The Assessment Weighting section of Annual Work Schedule 2020-21 clearly listed the varied assessment criteria and weightings. This year, quickly adapting to the online learning mode, student performance in ZOOM lessons, submission of assignments through videos and online assessments were counted.

Scrutiny of Year Plan Evaluation reports, Teaching Progress Plans and Exercise Book Inspection forms of all 20 subjects has confirmed that the range of assessment activities were varied: peer assessment, cross-curricular projects, oral presentations, group discussions, video assignments, practical skills, etc. Tiered learning materials as well as provision of options in assignments were common strategies used to sustain learner motivation and give students a sense of autonomy. Adoption of such strategies were common but not limited to Integrated Humanities, Integrated Science, Mathematics and Chemistry. From a whole-school approach, predicted levels were generated and such information was disseminated to class teachers and students for raise their awareness on their learning progress. In particular, in S6, Career and Life Planning support required students to meet with their subject teachers to reflect on their predicted levels, review subject components they were yet to grasp according to their assessment performance, as well as devise a follow-up learning plan. This gave students a sense of control over their learning and motivated them to aim for better results.

Teachers' adoption of the varied assessment strategies mentioned was facilitated by professional development opportunities, such as sharing opportunities in Panel Head Meetings and teacher training activities on Staff Development Days. For example, an officer from the EDB's Gifted Education Section was invited to share measures to implement Gifted Education (Tier 1A) in the 3<sup>rd</sup> Panel Head Meeting. Complementing to this was a full-day of teacher development activities offered during the Joint-school Professional Development Day organized by the QSIP CUHK and supported by Jockey Club "Diversity at School" Project. The end result was teachers being familiarized with strategies for catering to learner diversity to enhance student motivation.

With the above multifarious strategies combined, a positive outcome was expected. From the Learning and Teaching Evaluation Survey conducted among S1 to S6 students, the feedback was encouraging. An index of 3.8 was obtained out 5 ("1" represented "strongly disagree" and "5" represented "strongly agree"); this means students acknowledged and tended to agree that subjects adopted different assessment methods (e.g. oral and written assessments, individual and project work, etc.). The Student Questionnaire of the SHS also supported the School's satisfactory achievement of Strategy 1.1.2: to adopt assessment strategies to enhance learning motivation: 65.66% of students agreed that they often reviewed their learning based on their test/examination results and teachers' comments on their performance in assignments and in class.

**In 2020-21, the School made use of the online platform and grasped the limited in-person opportunities to implement the strategy of creating opportunities for peer learning within and beyond the classroom (1.1.3). However, its effectiveness was yet to be agreed by the target number of students. In short, this strategy was yet to be achieved.** As learning and teaching continued to be majorly held online in 2020-21, teachers attempted to incorporate elements of collaborative learning within and outside the classroom for students to learn from their peers. During the online learning mode, teachers made use of the breakout rooms on ZOOM to allow students chances to interact. Padlet and Flipgrid were also examples of online communities created to allow collaborative learning beyond physical classroom limits. While peer learning and group discussion were adopted by the vast majority of the subjects in their online lessons, our teachers managed to offer some opportunities for peer-learning outside the classroom during the hybrid learning mode, via both face-to-face and virtual means. These included competitions (e.g. Statistical Project Competition for Secondary School Students by the Mathematics Department), simulation activities (e.g. JA Company Programme by the Business, Accounting and Financial Studies Department), visits (e.g. Visits to the HKU Department of Anatomy by Biology Department), external and internal debates (by the English Department and the Liberal Studies Department respectively), gifted education programmes organized by local universities for talented students in different subjects, and online exchanges with Korean students coordinated by the Global Education Team. When students were able to physically return to the campus towards the end of the academic year, the multifarious activities offered through LEWOWA and the Life-wide Learning Day using a staggered timetable enabled the whole student body to participate in activities in which they interacted and collaborated with their peers. In fact, this year saw LEWOWA make a comeback with adaptations made to enable activities in face of travelling restrictions. This year, students were also required to set enquiry questions about their programmes to encourage student-centred learning through projects. Compared with 2019-20 when more than half of the out-of-the-classroom learning activities were cancelled, the School provided an increased number of such opportunities using the virtual platform this year.

Despite the greater efforts, only 44.5% of our students agreed in the SHS that the teachers often arranged learning activities outside class for them, which was lower than our 60% target. One reason for this could be the vast majority of the above-mentioned activities being held towards the end of the term, upon half-day face-to-face lessons resumed. The SHS Student Questionnaires were already completed in March 2021, before the activities were held. Hence, the figure obtained in the SHS was not fully able to demonstrate the effectiveness of our implementation (of strategy 1.1.3). In addition, it was reported in the Subject Year Plan Evaluation reports that limited time for students to be on-campus (e.g. resulting in cancellation of some activities) and restrictions posed by online learning platforms (e.g. breakout rooms' restrictions on effectiveness of student interaction) were limitations that prevented students from acknowledging the successful implementation of this strategy. This success criterion is suggested to be reviewed again in 2021-22 when face-to-face lessons are expected to resume on a greater scale.

**Target 1.2: To nurture students to be self-directed learners with skills, habits and attitudes for self-learning**

The School's second target in **fostering students to be active learners was nurturing students to be self-directed learners with the skills, habits and attitudes for self-learning (target 1.2)**. A **wider repertoire of teaching strategies was adopted (1.2.1)** with a focus on the First 5-Minute Policy, note-taking and questioning techniques. **Based on meeting the 3 out of 4 success criteria set in the Annual School Plan (2020-21), target 1.2 was mostly achieved**, with a single remark on pre-lesson preparation: as the 60% target percentage of students who prepare for lessons was yet to be reached, this measure was suggested to be promoted more vigorously in 2021-22.

The Teacher Questionnaire of the SHS showed that 90.59% of our teachers agreed that they often taught their students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and online resources, etc. The Subject Year Plan Evaluation reports shed light on the pleasing result. All of the 20 subjects utilized multiple teaching strategies. Though the figure obtained from the corresponding Student Questionnaire was lower, i.e., 70.71%, it indicated that a majority of our students acknowledged that they received guidance on multiple learning strategies. In conclusion, the success criterion of having over 70% of teachers utilize multiple teaching strategies was met.

In 2020-21, the "First 5-Minute Policy" aimed at developing in students a habit of preparing for lessons was introduced. Two-thirds (75%) of our subjects implemented pre-lesson preparation strategies to instill self-learning attitudes and skills in students, and this result exceeded the success criterion of one-third (33.33%) set for this year. The implementation of the First 5-Minute Policy took 3 forms: pre-study tasks assigned to students, recap on previous lesson content and the flipped classroom. Students were asked questions, given mini-tasks and quizzes as well as required to share with their classmates the fruits of their pre-lesson study. However, student responses in the Learning and Teaching Evaluation Survey yielded less pleasing feedback. Only 49% of our students agreed that they prepared for lessons. Limitations reported by subject heads in implementing the "First 5-Minute Policy" included difficulty in maintaining the practice during the hectic schedule before Uniform Tests and Examinations and students lacking motivation to do pre-lesson study during the online learning mode. As a follow-up measure for 2021-22, pre-lesson preparation among students will be strengthened by teachers assigning more diversified pre-lesson tasks as well as pre-lesson activities that involve participation by more students.

In line with nurturing students to be self-directed learners were teaching students note-taking techniques and encouraging students to ask questions. Note-taking techniques, in particular, were explicitly taught in S1 with the support from the Quality School Improvement Project (QSIP) of CUHK. In S1 Chinese History, for example, students were taught methods to organize their notes, such as cause-and-effect relationships and grouping items under positive and negative impacts. Integrated Humanities, Integrated Science and Music also promoted note-taking via notebooks and electronic devices. In senior levels, a note-taking column was added to Liberal Studies worksheets for students to jot down notes. Feedback from students and teachers as recorded in the relevant

Subject Year Plan Evaluation reports was majorly positive, with students finding note-taking useful for their revision. As for teachers, those participating in the QSIP found the lesson observation conducted by the QSIP team useful for enhancing their capacity in equipping their students with note-taking skills. This said, suggestions for refinement were also given. Due to the variation in learning pace, some S1 students were found to require more time than expected in grasping note-taking skills. It was therefore suggested that when equipping students with note-taking skills in the future, subjects could plan for the core note-taking skills in each form and arrange sharing among students for them to learn from their peers. It was also suggested that S1 note-taking workshops could be made school-based with subject-specific examples. Altogether, these would allow students of varying learning paces to better grasp the note-taking skills for different subjects.

The ability to inquire is also a demonstration of active learners. According to the 2020-21 Learning and Teaching Evaluation Survey, about 60% of our students had the habit of asking questions when they encountered difficulties in learning. Students in Liberal Studies (72.43%) and Economics (71.43%) in particular demonstrated a habit of asking questions. The importance of teachers' questioning skills and their asking questions of different levels were also emphasized by the School. Indeed, questioning skills were one of the items in the School's lesson observation form. According to the findings obtained from the Teacher Questionnaire of the SHS, 88.10% of our teachers rated themselves as often asking their students questions of different levels in lessons. This was agreed by 68.16% of the students in the Student Questionnaire. On the whole, the figures were satisfactory.

Finally, a strong sense of responsibility is of equal importance in nurturing students to be self-directed learners (target 1.2), and the success criterion for empowering students to take more responsibility in their learning was achieved. This was supported by data from the 2020-21 Self-Disciplined and Diligence Award which praised students who had devoted themselves to submitting all homework and attending all real-time lessons during the online learning mode. A total of 1831 minor merits were awarded. This encouraging figure was echoed by a plunge (-28%) in Missing Homework Records from 387 in 2019-20 to 279 in 2020-21. Data from the SHS 2020-21 also supported our students' sense of responsibility: 65.66% of our students stated that they often did their assignments seriously and 63.13% of the parents shared the same view. With higher expectations, teachers' figure in the corresponding item was lower; however, a 10.41% increase in the percentage of teachers who agreed that their students often did their assignments seriously was observed.

### **Target 1.3 To enhance the professional capacity of teachers in facilitating active learning**

The final target under MC1: to foster students to be active learners is **to enhance the professional capacity of teachers in facilitating active learning (target 1.3)**. In 2019-20, the strategy of **providing training on active learning to help teachers transform into effective enablers and activators of learning (1.3.1)** was partially achieved due to cancellation of some in-person training events in the second term as a result of the pandemic-induced citywide school closures. **This year (2020-21), as the positive feedback outweighed the areas for improvement, so this target was said to be achieved.**

In 2019-20, when active learning was first promoted and implemented as a Major Concern, a teacher workshop titled “Fostering Active Learning” was conducted by Mr Morton Chan, the Director of CUHK’s QSIP, during the Staff Development Day in August 2019 to equip teachers with foundational knowledge. This year, with enhanced understanding of theories and practical experience in implementing active learning as well as adoption of a blended learning mode, teacher training took a different approach. As early as 23 July 2020 our Data and Management Team Head, Mr Neville Tang, conducted a training session on effectively utilizing assessment data to inform learning and teaching. This session introduced to subject heads the various types of student performance data available and how they could be analyzed to facilitate subject heads’ understanding of the strengths and weaknesses of our students. This enabled effort to be directed to target areas when implementing goal setting for active learning. In the First Staff Development Day on 27 August 2020, the IT Team led by Mr Jimmy Tse, trained the trainers (i.e. teachers) on updated tools and skills to overcome the limitations of online learning and enhance its effectiveness. In particular, a workshop on LoiLoNote was conducted. Subject departments (Chinese, English, Mathematics, LS, IS and PSHE) positively responded by trying out LoiLoNote to more actively engage students in lessons. On 1 December 2020, the Virtual Staff Development Day was held. It provided a platform for some KLA heads to share learning and teaching strategies for promoting active learning during the blended learning mode to all teachers, and their effort paid off with positively feedback from 85.6% of the teachers. Implementation of form themes in promoting active learning in S1 to S6 was also discussed in the 2<sup>nd</sup> Panel Head Meeting to deliberate the strategies adopted and build consensus among subject panel heads. On 30 April 2021, teachers took the opportunity to develop themselves through attending seminars/ sharing/ workshops in parallel sessions on a variety of themes during the Joint-school Professional Development Day organized by the QSIP CUHK and supported by Jockey Club “Diversity at School” Project. Teachers responded positively to this staff development day as well, with 75% of teachers agreeing that the activities could enhance their professional development.

For subjects to implement self-directed learning, a team from QSIP CUHK continued to render external professional support in 2020-21. 3 programmes involving 8 subjects were carried out: a programme tailored to IS, one for Mathematics and one programme for S1 subject teachers and students in Chinese Language, English Language, Mathematics, IH, IS, Chinese History, Music and PSSE). From the Year Plan Evaluation of the Staff Development Team, the QSIP workshops on note-taking skills were welcomed by more-able S1 students while the teacher debriefing and lesson



observation debriefing were found by teachers to be useful. Relevant Subject Year Plan Evaluation also reported generally positive feedback on note-taking from students and teachers. The programme for promoting active learning in Mathematics received mostly positive feedback: most teachers agreed that the support was good for exploring the different ways for learning Mathematical concepts and the pedagogy used in S4 could foster active learning in students. However, the pedagogy used for S1 was yet to be effective. As for programme for IS, the Science teachers commented positively that the programme was valuable in terms of providing opportunities for in-depth discussion among teachers and enhancing their spirit of collaboration. In the evaluation of the programme for IH, all teachers found their students' self-directed learning skills had improved after the workshop. They also found the QSIP SDO advice useful for curriculum adaptation. As for limitations of the QSIP programmes, the S1 Mathematics teachers' feedback on the QSIP SDO was not as positive in terms of provision of suggestions for enhancing thought-provoking discussions among teachers. According to the Staff Development Team's report, some of the content for S1 note-taking workshop was also too challenging for developing S1 students and was suggested to be made school-based and subject-based.

Despite the continuous challenges posed by the pandemic to education hence the constant changes to learning modes, the School satisfactorily achieved its target of enhancing the professional capacity of teachers. In 2020-21, the percentage of teachers agreeing in the SHS that the teacher professional development activities organised by the school were of great help to them in performing their duties was maintained at slightly over 60%.

Four keys to success were identified in enabling the school to meet most of the targets of MC1 this year: (i) the School's effective deliberation on the Major Concerns and their corresponding strategies to subject heads through meetings, Staff Development Days and sharing sessions; (ii) utilization of external support (i.e. QSIP and relevant CPD training) in promoting active learning; (iii) a team of devoted teachers showing learning agility as well as digital literacy through readily utilizing eLearning tools and platforms; and (iv) availability of student questionnaires on online learning and teaching which provided useful data for teachers to reflect on their teaching strategies and increase their awareness of students' learning needs.

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

The School adopts a holistic view when it comes to student development and learning. The physical, emotional, and social well-being of students are equally important as their mental and intellectual growth. In 2019-20, the School set **promoting the holistic wellness of our students through positive education as our second Major Concern (MC2)**. Activities and whole-school support measures were set out but the targets were partially achieved due to two external factors: social instability in the first term and citywide school closures in response to the COVID-19 outbreak. This year, in 2020-21, the strategies for implementing positive education continued to be adopted, with refinements made in response to the blended learning mode and challenges to maintaining well-being brought by the pandemic. **The targets under this major concern were mostly achieved.**

In the following, the evaluation of each target under MC2 is detailed.

### **Target 2.1 To nurture students' positive values and attitudes towards self and life in a progressive approach**

**Target 2.1 was partially achieved through the strategy of promoting a growth mindset for students' self-improvement (strategy 2.1.1)**

In terms of **continuing to promote a growth mindset through different occasions and platforms**, the School succeeded in meeting the success criterion. The Positive Education Working Group's role in promoting the growth mindset to students was indispensable. The working group utilized the school-based PSSE curriculum to implement positive education covering the topics of positive psychology, growth mindset and PERMA+H. The concepts of growth mindset and holistic wellness were explicitly taught in PSSE lessons, complemented by a Positive Education textbook designed by the teachers. Extended learning activities that promoted holistic wellness were also carried out through cooperating with other teams. These included positive education talks held online for students in collaboration with Moral and Civic Education Team; an online Gospel Week in collaboration with Christian Education Team; life education activities (e.g. SIM Life Experience and Dialogue in the Dark) in collaboration with the Co-curricular Activity Team and My Growth Diary Exhibition in collaboration with the Servant Leader Academy. Promotion of the growth mindset through talks and sharing of alumni was also made through the weekly assemblies held online. Through the above multifarious activities, not only was a growth mindset promoted to students, but it was also promoted to teachers.

In 2020-21, the School hoped that students could reap the benefits of using the new set of growth mindset training forms, which were refined to clearly set out academic, co-curricular, physical, social and spiritual elements. These forms were included in the 2020/21 Student Handbook, and students were encouraged to complete them on the Google Classroom during the online learning period. However, it was reported in the Discipline Team’s Year Plan Evaluation that the use of these growth mindset forms was unsatisfactory. Because of the blended learning mode, students and teachers found themselves having insufficient time to complete and check the growth mindset forms regularly. Cancellation of face-to-face Life-wide Learning activities also contributed to the unsatisfactory use of the forms. As a follow-up measure, the School launched the “Active Learner Award” together with the “Self-Discipline and Diligence Award” during the online followed by the blended learning mode. A modified form “Love@SPKC Award”: a combination of the Praising Record and the Active Learner Award would be launched in the 2021-22 academic year.

Scrutiny of relevant performance indicators has shown the success criterion of having students show attitudes and efforts to improve themselves was partially achieved. In line with the unsatisfactory use of the growth mindset forms designed for goal-setting and self-improvement, a drop in the percentage of students who assessed themselves as being able to set learning goals was observed in the Student Questionnaire of the SHS (Q.12). The said percentage fell from 65.91% in 2019-20 to 54.59% in 2020-21. This said, analysis of APASO II yielded more positive findings: the mean scores for the subscales: “effort” and “change to improve” in both the junior and senior forms were higher than the Territory Norm.

**Target 2.2 To cultivate in students a sense of belonging to the school and to develop positive relationships with others**

Another target in the process of promoting holistic wellness since 2019-20 was **to cultivate in students a sense of belonging to the school and to develop positive relationships with others (target 2.2)**. Strategy 2.2.1: to reinforce positive thinking by encouraging students to serve the school and society was adopted and **the success criteria set under target 2.2 were mostly achieved**.

In 2020-21, 90 serving positions in 4 categories: student leaders, school service teams, subject representatives and co-curricular activity positions in the School were successfully offered to students, totalling a headcount of over 600.

Still negatively impacted by the anti-pandemic social distancing measures, the opportunities for community services continued to be limited. Hence, the attainment of the success criterion: at least 30 community services in different areas of the society were offered to students through the “Service-Learning Scheme” was yet to be satisfactory, although adaptation was made to utilize the online platform. According to the Year Plan Evaluation Report of the Moral and Civic Education, below 30% of our students were able to complete at least one community service in 2020-21 owing to suspension of most community services organized by NGOs. This said, with some moved online,

more than 10 community services were held by Stewards Youth Online and our students were able offer their kindness to communities in Shek Mun and the Kwong Yuen Estate. Our students also participated in the Stewards 60th Anniversary Activity - Community Involvement Broadcasting Service organized by the RTHK despite difficulties in promoting the programme to students through the Google Classroom. This year, five S4 and S5 students received the Serving Heart Award in recognition of their contribution to community services.

Although the pandemic situation in 2020-21 continued to limit the School's opportunities to guide our students to develop positive relationships with others, 72.22% of them appreciated the School's efforts by agreeing in the Student Questionnaire of the SHS (Q.18) that the school actively guided them to get along with others well. This figure, although 5.94% lower than last year, still met the success criterion set. The SHS for teachers (Q.48) showed an even more positive result: a rise in the percentage of teachers agreeing that the school could help students develop good interpersonal skills was observed, from 80.95% in 2019-20 to 83.53% in 2020-21.

### **Target 2.3 To establish a positive learning atmosphere**

**In 2020-21, strategy 2.3.1: to recognize student effort and celebrate success through optimizing the school award system and increasing praise given in public was successfully implemented and hence all the success criteria under target 2.3 were fully achieved.**

Following the success in 2019-20 of having 85% of subjects integrate positive reinforcement into their curricula, this year, 90% of our subjects explicitly included this strategy in their Year Plans, with evaluation of implementation. Scrutiny of the said documents showed that teachers in the vast majority of these 18 subjects gave positive reinforcement in form of verbal or written praises, publishing student good works on the Google Classroom and sharing them in face-to-face or online lessons. In subjects like BAFS, Economics, Chemistry, Physics and Integrated Science, the positive reinforcement took the form of rewards: e.g., bonus marks, awards or prizes. In English Language, Chinese Language and Mathematics, consolidation classes where effort and growth were emphasized were provided. In subjects like Liberal Studies and Visual Arts, teacher feedback was focused on student effort and process rather than accomplishments. It is noteworthy to mention here that Information and Communication Technology recognized more-able students by inviting them to help their classmates. This empowered students by giving them a sense of recognition as well as allowing them a sense of satisfaction through service. Teachers' vigorous implementation of positive reinforcement was acknowledged by the students. As reflected in the Learning and Teaching Survey, 71% of our students agreed that their teachers often praised them or gave them recognition in class in 2020-21.

Recognition was not limited to the classroom setting. Student success was celebrated through handing out awards and scholarships in ceremonies held in the School Hall. A number of prize presentations, be they solemn or light-hearted, were successfully held face-to-face this year despite the staggered timetable during blended learning. In addition to the formal celebrative occasions such as the End of School Year Service and the Speech Day, a “Creative Prize Presentation Ceremony” recognizing students’ non-academic talents was held in S6. Awards such as “the Classiest Student”, “the Most Positive Student” and “My Favourite Singer” were awarded in November 2020 to S6 students faced with pressure from preparing for the HKDSE. Thanks to the efforts of the teachers in charge, a joyful atmosphere was created to celebrate our S6 students’ non-academic talents. Where a prize presentation ceremony could not be held as scheduled due to social gathering restrictions, teams in charge walked the extra mile to recognize student achievements. Methods include utilizing the online Class Teacher Periods, posting top-scorer lists on the Google Classroom (e.g during the 1<sup>st</sup> Uniform Test 2020-21) or through distributing the certificates and prizes through the Class Teachers.

School-level efforts were put into optimizing the School award system with two major attempts made. The first one was refining the existing academic award system to raise its fairness and keep it in line with the school’s current developmental needs. Another one was pioneering the Active Learner Award and the Self-Discipline and Diligence Award, the brainchild of Learning and Teaching Committee as well as Student Growth Committee. The Active Learner Award gave student positive recognition in in two areas: (i) learning attitude (e.g. through active participation in class) as well as (ii) personal growth (e.g. through serving the community). Both virtual and physical stickers were given out depending on mode of learning. Accumulation of Active Learner Award stickers led to minor merits. With 56 awardees receiving 77 minor merits in quarter 4 alone when it was implemented, it is obvious that the Award Learner Award scheme was warmly received by students.

Though the time for students to be physically on campus was still limited in 2020-21, the Multimedia Team was able to grasp the chance to broadcast honour rolls and memorable photos from prize presentation ceremonies through the campus TV and e-bulletin boards to publicly showcase student achievements in internal assessments, external competitions and in serving the school and the community. Excitement on students’ faces when they saw themselves or the names of their friends on the screen was reflective of the sense of recognition they felt.

**Target 2.4 To enable parents and teachers to have an understanding of how a growth mindset promotes the well-being of students**

Parents and teachers were introduced foundational knowledge about the growth mindset in 2019-20 when it was first adopted as a strategy towards promoting students' holistic wellness. **This year, teachers' and parents' understanding of positive education through talks, seminars and school visits (strategy 2.4.1)** continued to be held, with adaptation made to counter the negative impacts brought by the pandemic. **The success criteria for target 2.4 were mostly achieved.**

In the 2020-21 school year, 4 parents' talks were organized online or face-to-face in an effort to promote the well-being of students through home-school collaboration. The talks were co-organized by our Parent-Teacher Association, Breakthrough Youth Global Network and Abundant Grace Church and surrounded the theme: "*Our Journey in Adversity – Taking on the Challenges of the New Normal*". Thanks to the concerted efforts of our respectable Dr. Philemon Choi Yuen-wan, teachers and pastors, the most inspirational speakers were joined together to share their wisdom and life experiences with our parents, teachers and students in order to promote a growth mindset and instil positivity in times of challenges. The talks covered four areas of concern in the New Normal: "*Walking Together across Generations: from Tearing Apart to Rebuilding*", "*Walking Together in Adversity: from Reflexes to Conscious Responses*", "*Walking Together in the Age of Technology: from Tribes to Co-creation*" and "*Walking Together in Spirit: from Struggles of Despair to Excellence and Honour*". All talks were targeted at equipping parents, teachers and students to cope with latest challenges to family relationships and children's personal growth. In particular, we were honoured to feature Professor Joseph Jao-yiu Sung as the keynote speaker in the first parents' talk on 3 October 2020 on the topic of "*Walking with the Next Generation – From Fragmentation to Wholeness*". On top of these talks, an online workshop was conducted on 27 March 2021 to equip parents with knowledge on Positive Education. The workshop was well-received by the participating parents who requested for more similar workshops to be held in the coming academic year, according to the post-workshop questionnaire. This said, the participation rates in the above-mentioned talks and workshop were yet to meet expectations. In conclusion, the success criterion was mostly achieved.

Our Principals and teachers had opportunities for professional exchange with different schools on the topic of positive education. Our Principals and teachers from the Positive Education Working Group met with representatives from China Holiness College and CCC Heep Woh College who shared about how positive education was implemented from a whole-school perspective in their schools. Representatives from our signature program, LEWOWA, in turn talked about how SPKC students were cultivated as Christian leaders through this life-changing programme. An inspiring discussion on experiential learning followed afterwards and positive feedback was received from the participating teachers. Before the end of the school year, our Principals and teachers grasped the chance to visit PLK Ma Kam Ming College, Carmel Alison Lam Foundation Secondary School and ECF Saint Too Canaan College to gain inspirations from their experiences in promoting positive education from a whole school approach.

In view of the negative impact of the COVID-19 pandemic on various aspects of life, activities for teachers shifted from instructional talks or workshops on positive education to instilling a positive attitude and building mutual support. This year, the Christian Education Team (CET) held 8 teacher fellowship sessions which served as a circle for support and successfully developed positive relationships among participating teachers, according to the CET report. The Staff Development Team also organized a mindfulness workshop for teachers to relieve stress and maintain holistic wellness during the 3<sup>rd</sup> Staff Development Day. Last but not least, the Positive Education Working Group published newsletters to all staff on a regular basis in the second term to share joyful news in the School, as well as good practices and articles on positive education. In conclusion, the success criterion of enabling teachers to gain a better understanding of positive education through talks and workshops, considering the adaptation made to counter the negative impacts brought by the pandemic, was mostly achieved.

### **Target 2.5 To achieve good progress in Pooikeinians' physical development**

Maintaining a healthy body is pivotal to achieving holistic wellness. The Physical Education Department and the Co-curricular Activities Team primarily took up the implementation of **strategy 2.5.1: to help students strengthen their physical fitness through thematic activities, competitions and award schemes**. This year, adaptation was made to the school-based PE curriculum for online learning. Co-curricular activities (CCA) were also moved online with events managed to be held towards the end of the term when half-day, face-to-face lessons resumed. The LEWOWA activities successfully conducted in July 2021 also contributed to opportunities for physical development. **However, the success criteria under this strategy were yet to be achieved.**

Aspects of school life involving face-to-face interaction in a physical setting were still negatively impacted by the COVID-19 pandemic in 2020-21. Only towards the end of the school year when a maximum of one-third of the whole student body were allowed on campus could larger-scale student activities be held. One of these was the Schools' signature programme, Learning Without Walls (LEWOWA) which was successfully adapted to overcome the constraints of travelling restrictions. In the 32 LEWOWA activities held on the campus, 4 "Adventurer" activities such as kayaking (on campus) and mountain bike riding (outdoors) were offered to students to encourage development in physical fitness. Students and teachers alike welcomed these opportunities for physical activities: 76.7% of student respondents in the post-programme evaluation of the "Adventurers" programmes expressed satisfaction with their learning experience and 72.2% wanted to see their programmes re-run. At the same time all teacher respondents of the "Adventurers" activities agreed that the programme objectives were well-achieved and suggested reruns next year.

This said, physical activity programmes that were designed to be held progressively throughout the year could not be fully implemented. These included (i) fitness tests, (ii) the Energized Youth Programme for students with a high BMI, and (iii) inter-school sports competitions.

With the learning mode throughout the year being majorly online, face-to-face high-intensity activities could not be held. The fitness test and the practical test were cancelled for students' safety. Instead, low-intensity activities were introduced. In an effort to raise students' awareness of maintaining physical health during the online learning mode, PE teachers made a video to encourage students to exercise at home. According to the Year Plan Evaluation of the PE Department, more than 90% of the students could finish their workouts and submit heartbeat records. Hence it was recommended that the videos should continue to be used for online learning, upon refinements. Another major adaptation made was switching the lesson focus from learning and playing ball games in a physical setting to learning about rules and theories in a virtual one. Result of investigation by the PE department revealed a gap between student expectations (i.e. actually be able to play ball games) and what could be done due to pandemic induced restrictions (i.e. making use of ZOOM, videos and applications). It was suggested that PE lessons for S6 students in 2021-22 should be arranged strategically to enable them to be held face-to-face.

Once again due to the gathering restrictions posed by the pandemic, the Energized Youth Programme, the School Athletic Meet, most sports teams' face-to-face training as well as most intra- and inter-school sports competitions were cancelled. With schools citywide having to adopt an online learning mode for most of the 2020-21 academic year, the agile PE Department tailored a series of online learning materials related to "maintaining a healthy lifestyle". In 2020-21, teachers made use of the Health Record in the Student Handbook to achieve the aim of raising student awareness on BMI-related health issues. This was complemented by smartphone applications introduced during the PE lesson for regularly monitoring students' amount of physical activities. Student records of the Health Records were inspected with the assistance of Class Teachers though the number of students using them was not officially recorded. The PE teachers also created sports videos and mini-sports games for students to encourage them to exercise. In addition, ZOOM training sessions were also held for athletes in the school's sports teams to maintain their sports knowledge and fitness. Even the Vice Principal himself led a "Morning Run" activity every day in quarter three to encourage students to exercise. Despite the efforts, it was reported that motivating students to conduct physical activities through a virtual platform had been difficult and a face-to-face setting was more preferable. Hence, it was suggested that sports team training should be scheduled on Saturdays during the half-day learning mode.

In 2020-21, CCA club programmes involving physical activities and face-to-face interaction were limited by the pandemic situation. It was until towards the end of the school term when the CCA Team was allowed by the easing pandemic situation to proceed with their plans. The Life-wide Learning Day held in May 2021 provided opportunities for students to take part in face-to-face physical activities such as Archery Tag, Quidditch and Dance Workshops. Students warmly welcomed these activities after prolonged online lessons and social distancing measures. In June and July 2021, the CCA Team organized 3 mini-sports competitions and an inter-house basketball shooting event which were participated by about 5% and 10% of the student population respectively. It was reported that wearing a mask made physical exercise difficult. Hence, simple games and closed skill sports were suggested for next academic year should the pandemic's impacts still persist.



Promoting positive education and holistic wellness is itself dependent of face-to-face interaction which provides a better opportunity for real and valuable engagement. Despite the major challenges posed by the pandemic-induced restrictions for the School community to build human connection, it is pleasing to find three critical factors which enabled us to meet most of the targets in MC2 this year: (i) the School's affiliations with Breakthrough Ltd., Abundant Grace Church (AGC) and other schools (ii) support from parents, thanks to strong home-school collaboration, (iii) devoted, adaptable teams who were able to reschedule, restructure and rescale existing events such that they could be organized when opportunities for on campus activities arise.

### **Evaluation of Major Concern 3 (MC3): To develop a professional learning community**

In the 2020-21 academic year, **the two targets set for Major Concern 3 (MC3): to develop a professional learning community were fully achieved.** This conclusion is based on achievement of the success criteria stated in the Annual Plan for 2020-21 and the attainment of targets which were yet to be met in 2019-20 due to citywide school closures and social distancing policies in response to the COVID-19 pandemic. As illustrated by the results obtained in the Teacher Questionnaire of SHS in 2020-21, the index on the survey aspect of teachers' views on professional development (items 20-25) this year is 3.8 out of 5. With '1' indicating 'strongly disagree' and '5' indicating 'strongly agree', this year's index shows that teachers tended to agree that the School developed them professionally. In fact, an average of 71.0% of teachers this year evaluated the School positively in the aspect of "teachers' professional development" (items 20-25) by agreeing with attainment of the professional development objectives stated. This average was higher than the 67.8% average obtained in the same aspect last year.

In the following, the evaluation of each target under MC3 is detailed.

#### **Target 3.1: To promote professional interflow**

With an aim of promoting professional interflow, **increasing administrative efficiency so as to create space for professional interflow (3.1.1)** was a strategy continued to be adopted in 2020-21. Following its successful implementation as in 2019-20, this academic year once again saw the achievement of this goal as the School continued to invest in manpower resources. According to its employment and deployment records. The total number of teaching staff, the Principal inclusive, gradually increased from 83 in 2018-19 to 84 in 2019-20 and then to 87 in 2020-21. As for supporting staff who assisted with maintaining school daily operations, the number also increased from 26 in 2018-19 to 27 in 2019-20 and was kept at 27 in 2020-21. This increase in sizes of both teachers and supporting staff further spread teaching and administrative loads among teachers to free up time to participate in professional development activities.

This academic year also witnessed the successful **development and launch of an online platform to conveniently and efficiently record teachers' participation in professional development activities.** This electronic platform created on the school-developed application, Gateway, enabled quick, easy access for individual teachers, subject and team heads as well as the school heads to view the Continuous Professional Development (CPD) activities teachers took part in. CPD data of the whole school could be electronically stored and retrieved for analysis and follow up; teachers' educational qualifications and the training activities they attended during the Staff Development Days could be centrally pre-entered, hence manual compilation of data entered on individual forms was no longer required. With this increased administrative efficiency, space is created for teachers to focus on the progress of and needs for professional development. Having been officially launched in early July 2021, the online CPD record platform was yet to be timely released, according to the Year Plan

Evaluation of the Staff Development Team (2020-21). Because of its later-than-planned release, positive feedback from teachers was yet to be overwhelming. However, the success criterion of having 50% of teachers finding it user-friendly was still met. As a follow-up measure, refinement of the platform would be carried out in the new academic year upon receiving more feedback from teachers.

In terms of **keeping teachers abreast of up-to-date seminars, training courses and latest educational trends (3.1.2), the School succeeded in disseminating relevant information to all teaching staff through email in a timely, regular manner**, i.e. once a week. A training activity list containing most recent information about teacher training courses, seminars, symposiums and workshops offered by the EDB was downloaded from EDB's eServices website and relayed to teachers once a week. Other subject-/team-specific teacher training information organized by schools, universities (e.g. HKU Faculty of Education ALiTE) and recognized educational bodies (e.g. The Hong Kong Academy for Gifted Education and Hong Kong Direct Subsidy Scheme Schools Council) was disseminated to subject teachers and team members through their heads by various means such as faxes, emails and meetings.

According to the CPD entries on the Gateway, **71.3% of our teaching staff attended one or more professional development event(s) in addition to those organized via the Staff Development Days**. This met the over 70% target set in the success criterion of the School Annual Plan. In addition, the training records and Subject Year Plan Evaluation reports showed that teachers participated in a range of training activities specific to their subjects and/or those relevant to latest trends in education in the 2020-21 academic year: 95% (i.e. 19 out of 20) of our subject departments recorded teacher participation in such activities. In terms of having attended subject-specific seminars, participation was still hindered by the pandemic induced social distancing measures. However, with more training activities made available online, 56.3% of our teachers were able to develop themselves further in their field of expertise. The following table exemplifies the seminars, workshops, courses and symposiums our teachers took part in to empower themselves to meet our students' needs, trends in education as well as development in society.

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Examples of CPD training on **Catering for Learner Diversity** attended to equip themselves with pedagogies and strategies that could meet students' varying abilities so as to sustain their motivation in academic pursuits:

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- Catering for Learner Diversity - Annual Sharing Series of the School-based Curriculum Development (Secondary) Section (2020/21)
- Symposium of Jockey Club "Diversity at Schools" Project Seminars and Workshops for Teacher Professional Development / Sharing of School Experience
- Diversified Learning Activities in Secondary Series
- Using a Variety of Differentiated Instructional Strategies to Stretch the Potential of Gifted/ More Able Students in the English Classroom (Secondary)

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Examples of CPD training in **Gifted Education** attended to empower themselves with the specialized knowledge and skills needed to stretch the learning of students who were talented:

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- Learning and Teaching Strategies for the Secondary Curriculum Series: Gifted Education in Secondary Mathematics
  - Online Foundation Course for Teachers - Gifted Education
- (Remark: 20% of the teaching staff successfully completed the course and reached our target.)

- Annual Ho Tung Lecture 2021: Self-Regulated Learning Skills for Gifted Students in the Talent-Development Process  
(Remark: This was attended by members of the Gifted Education Team to train the trainer for facilitating active learning, the MC1 in 2020/21, in talented students.)

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Examples of CPD training in **Assessment Literacy** participated in to acquire both foundational and advanced knowledge of assessment principles, strategies and platforms in order to sustain students' learning motivation (MC1 in 2020/21):

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- Seminar Series on Student Assessment Repository Star
- Territory-wide Dissemination Session on Enhancement of Assessment Literacy
- Research Forum on Opportunities and Challenges in Assessment in the Digital Era
- Leaders Preparing to Use Data for Professional and Organizational Learning
- Programme for International Student Assessment (PISA) 2018 Thematic Seminar - Mathematics Literacy

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To keep pace with the latest trends in educational technologies and effectively support an online learning mode during the pandemic, our teachers trained to enrich their **IT in Education** skills; and this enabled them to make effective use of eLearning tools to motivate students in their learning (MC1):

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- Catering for Learner Diversity Series: Maximising Student Participation through Classroom Routines in the Online or Face-to-Face English Language Classroom Experience
- Experience sharing and introduction to the learning and teaching resources for implementing "Flipping the Economics classroom" (New) Online Course
- Seminar on "How to Use the Internet Safely and Wisely" cum Award Ceremony on Wise NET Recognition Scheme 2020

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Aiming at offering SPKC students with multiple options for curriculum they can take in senior secondary, an Integrated Class in 2021/22 which serves as preparation for the non-local GCE/IAL curriculum in S5 (2022/23) and S6 (2023/24) will commence to be offered. Teachers in the GCE/IAL Working Group as well as ad hoc members took part in various CPD activities to prepare for the implementation of the **Non-local Curriculum**:

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- Workshop on Introducing the Multiple Ways and Learning Steps for Non-Chinese Speaking Students to learn Chinese: Introduction to GCSE, IGCSE, GCE, HKDSE and ApL Chinese Language
- Pearson Edexcel Exam Prep for GCE Chinese
- Pearson Edexcel IGCSE and IAL Chemistry series
- Pearson Edexcel IGCSE Mathematics series

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Last but certainly not least, the School and our teachers are dedicated to keeping themselves **abreast of up-to-date changes in society as well as educational reforms**. This is in fact one of the school strategies in achieving MC3: to promote professional interflow. Last year, the 2 major topics were core subject optimization and implementation of national security education. To equip themselves, our colleagues participated in:

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- Core Training Programme for Newly-joined Teachers - Training Programme on the Constitution, Basic Law and Hong Kong National Security Law
  - Training Programme for School Heads on the Constitution, Basic Law and Hong Kong National Security Law
  - Knowledge Enrichment Seminar on "National Security and Our Daily Lives"
  - National Security Education Knowledge Enrichment Seminar Series: The Importance of the Rule of Law to the HKSAR
-

Another strategy the School adopted to promote professional interflow was **offering more platforms (e.g. meetings for all staff, panel heads, departments and teams, as well as Staff Development Days) for the sharing of best practices, educational resources and capacity building among teachers (3.1.3)**. To build teachers' internal capacity throughout the year, the School utilized various platforms, meetings and electronic network inclusive, to inform teachers of the latest educational policies and reforms which included but not limited to online learning policies, National Security Education and Core Subject Optimization. The success criteria under this strategy were all fully met in the 2020-21 academic year, with 74.12% of teachers who agreed that the school had developed an ambience of professional interflow, according to the Teacher Questionnaire of SHS. This figure increased by 3.88% compared with last year, i.e., 2019-20, and was the highest in 3 years since 2018-19.

Scrutiny of the Year Plan Evaluation report of the Staff Development Team (2020-21), minutes of the Panel Head Meetings and minutes of the Staff Meetings has shown that opportunities were created so that good practices could be shared among teachers at different positions and stages of professional development. To target professional sharing at all teaching staff, for example, the Virtual Staff Development Day held in December 2020 enabled subject teachers to learn from each other through a sharing session on learning and teaching strategies. The Staff Development Team also grasped this opportunity to share with teachers the T-standard Self-Reflection Tool for them to reflect on their professional roles, values and conduct and set goals accordingly; 75% of our teachers found the introduction of the T-standard clear. The School's efforts in enhancing the professional development of teachers were appreciated: 85.6% of teachers agreed that the activities held on this occasion could enhance their professional development. In the 5<sup>th</sup> Staff Meeting on 12 March 2021, the Assistant Principal for Learning and Teaching shared about the School-based Support Services (SBSS) support on the strategies for catering for learner diversity to the Science KLA & Liberal Studies as well as the topic of Positive Education in Classroom Teaching. During this meeting, the implementation and experience of flipped learning in the Mathematics classroom was also shared with teachers. At subject heads' level, the English, Chemistry and PE panel heads shared with other department heads the adaptations their subjects made to blended learning in the 2nd Panel Head Meeting conducted on 20 November 2020. In the 3<sup>rd</sup> Panel Head Meeting on 24 March 2021, subject heads had a chance to share with each other commonly-used measures to cater for learner diversity in classroom teaching. In the same meeting, they also had the opportunity to learn about the same subject from an officer from the EDB's Gifted Education Section who shared measures to implement Gifted Education (Tier 1A). For middle managers assuming administrative roles in the School, opportunities for internal capacity building were given in the School Executive Committee (SEC) Meetings. The capacity building sessions in the SEC meetings covered different topics, which included facilitating middle managers' understanding of DSS school operations and inspections (November 2021), spiritual sharing by the former principal, Mr Peter Yuen (December 2021), and post-reading reflection on servant leadership (March 2021).

At subject level, professional sharing took place in various forms; the most common one being used was Collaborative Lesson Planning (CLP). 70 % of the subjects made use of the CLP period for professional exchanges, a finding obtained from inspection of their Year Plan Evaluation reports.

Such periods were often utilized to discuss the challenges students faced, share teaching strategies to help students overcome learning challenges as well as share useful reading materials and good practices that facilitated continuous development of teachers in their fields of expertise. Where CLP was not chosen as the major form of regular platform for professional sharing, panel meetings, peer lesson observation sessions, resource pools, exchanges with other schools (e.g. sharing on non-local curriculum implementation experience with UCCKE) and collaboration with faculty members of CUHK's Quality School Improvement Project were used as means for professional sharing. Compared with 2019-20 when opportunities for sharing were limited, this academic year witnessed good pedagogical practices shared more vigorously.

The table below shows that 100% of our subjects conducted professional sharing via various means and platforms in 2020-21. The professional sharing ranged in mode, scale and formality.

KLA	Subject	Collaborative Lesson Planning	Peer Lesson Observation	Setting Common Goal in CLP/ LO	Panel Meeting	Others (e.g. exchanges, resource pool, etc.)
English Language	English Language	✓	✓	✓	✓	✓
Chinese Language	Chinese Language	✓	✓		✓	✓
	Putonghua		✓			
Mathematics	Mathematics	✓	✓	✓	✓	✓
Liberal Studies	Liberal Studies	✓	✓	✓	✓	✓
Personal, Social and Humanities Education (PSHE)	Business, Accounting and Financial Studies	✓	✓	✓		
	Chinese History	✓	✓	✓		✓
	Economics		✓			✓
	Geography		✓	✓		✓
	History	✓	✓		✓	
	Integrated Humanities	✓	✓	✓	✓	✓
Science and Technology	Personal-Social-Spiritual Education	✓	✓	✓		✓
	Biology	✓	✓	✓		✓
	Chemistry	✓	✓	✓		✓
	Physics	✓	✓	✓		✓
	Information and Communication Technology	✓	✓	✓		
Aesthetic Education	Integrated Science	✓	✓	✓		✓
	Music	✓	✓	✓		✓
Physical Education	Visual Arts	✓	✓			
	Physical Education		✓		✓	

The above summary table also shows in order to achieve the purpose of professional sharing, a majority (80%) of our subjects conducted collaborative lesson planning and all (100%) of our subjects conducted peer lesson observation in 2020-21. Two school policies were attributable to facilitating professional sharing: (i) reserving a CLP time slot for the four core subjects in the lesson timetable and (ii) requiring members of all subjects to conduct peer lesson observation.

Among our 20 subjects, 70% set common goals to facilitate collaborative lesson planning and peer lesson observation. This figure was almost threefold higher than the 2019-20 figure (25%) and was higher than the expected goal of 50% set for this year. A majority of teachers responded positively to the collaborative effort of subject heads and committee heads in promoting professional interflow: a total of 84.71% of teachers expressed agreement in the Teacher Questionnaire of the SHS that their subject panel/committee heads effectively promoted teachers' professional interflow and collaboration. Although this figure appears to be merely slightly higher than last year's: 83.13%, the percentage increase in teachers expressing strong agreement, from 12.05% in 2019-20 to 22.35 % in 2020-21, was actually +10.3%. **In conclusion, the strategy of encouraging members of a panel to set common goals which facilitate collaborative lesson planning and peer lesson observation (3.1.4) was fully attained in 2020-21.**

### **Target 3.2: To reinforce the element of professional development in staff appraisal**

In 2020-21, **the target of reinforcing the element of professional development in staff appraisal (3.2.1) was completely achieved.** The School's effort in developing a professional learning community was reflected in its strategy of refining the appraisal forms to make them more conducive to professional development.

Since the 2019-20 academic year, **staff appraisal forms, the lesson observation form and the exercise book inspection form were refined to reinforce the element of professional development.** In summary, 3 major modifications were made. The first modification came in 2019-20 when the following self-reflection sections were added: (i) "Difficulties Encountered" in the Self-Appraisal Personal Record and (ii) "Suggestions for Future Development" as well as "Appraiser's/ Appraisee's Feedback" in the Appraisal Record by Unit Head. This created an opportunity for teachers to discuss with their respective subject and team heads the challenges they had encountered, evaluate their professional development status and plan for their future needs. Together with this addition was cancelling items in the areas of curriculum planning and assessment implementation in the Administrative Appraisal Report for simplicity and enhanced relatedness when reviewing professional development needs.

2020-21 witnessed second and third modifications in the relevant appraisal documents: both the lesson observation form and the exercise book inspection form were amended to more specifically cater to the current learning and teaching environment. The revised lesson observation form shifted both the teacher and the observer's attention from checking attainment of many individual items to just the features that characterized the lesson. This facilitated a clearer focus for post-lesson observation discussion. An online lesson observation form was also created to more accurately assess the effectiveness of an online lesson under the face-to-face/ online hybrid learning mode. Last but not least, the exercise book inspection form and procedures were also refined to facilitate flexibility in reviewing students' assignments and teachers' marking on both the electronic platform and paper copies.

Altogether, the above 3 refinements facilitated teacher professional exchanges to continue beyond restrictions posed by the physical environment. This is to say that **the strategy of refining the appraisal forms to make them more conducive to professional development was successfully achieved (3.2.1)**. In fact, 77.38% of our teachers expressed agreement in the Teacher Questionnaire of the SHS that staff appraisal was targeted at promoting teachers' professional development, and 74.12% agreed that staff appraisal was conducive to their professional development. The corresponding figures in 2019-20 were only 65.48% and 67.86% respectively. In other words, a 11.9% increase and a 6.26% increase in the corresponding evaluation items were observed this year.

Pondering over the keys to success in meeting the targets of MC3 this year, four success factors have been identified: (i) the School placing a strong emphasis on teacher professional development, (ii) regular dissemination of the most up-to-date CPD information to all teaching staff via multiple platforms, (iii) learning agility in teachers who grasped the availability of virtual training sessions, and (iv) a solid IT infrastructure to complement a team of teachers who embrace digital literacy.



## 10. Financial Summary for 2019/2020 School Year (audited)

### Reporting DSS School's Annual Financial Position Financial Summary for the 2019/20 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	75.36%	N.A.
School Fees	N.A.	22.56%
Donations	N.A.	0.06%
Other Income	0.37%	1.65%
<b>Total</b>	<b>75.73%</b>	<b>24.27%</b>
<b>EXPENDITURE</b> (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 <sup>1</sup>		2.21%
Repairs and Maintenance		2.04%
Depreciation		1.87%
Miscellaneous		0.00%
<b>Total</b>		<b>100.00%</b>
<b>Surplus / (Deficit) for the school year<sup>#</sup></b>	1.06	months of the annual expenditure
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year<sup>#</sup></b>	8.02	months of the annual expenditure
<i># in terms of equivalent months of annual overall expenditure</i>		

<sup>1</sup>The % 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. Reports on the Use of Grants for the 2020/2021 School Year

### 11.1 Report on the Use of Life-wide Learning Grant

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses <sup>^</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>												
<b>1.1</b>	<b>Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes</b>												
1	Learning Without Walls (LEWOWA) programmes: Local Programmes (3 half days) Programme No: 01 Love Performance, Perform Love 02 Food Detective @ SPKC 03 Multi-intelligence Training Scheme 04 Go Go Robot - Make It Work 05 Understanding Ethnic Minorities and Refugees in Hong Kong 06 Be a Startupper: Hong Kong Business Exploration 07 Intangible Cultural Heritage of Hong Kong 08 Microfilm Production House 09 Shall We TED Talk? 10 Little Hong Kong, Big World	Cross-Disciplinary (Others)	Jun – Jul 2021	S1 – S5	843	Questionnaire Results: - 80% of students agree the learning objectives of their programmes were clear and achievable - 77% of students learned various generic skills (e.g. communication skills, team-building skills etc.) in their programmes	1,034,809.60	E1, E2	✓	✓	✓	✓	✓

\* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
	11 Coffee Life Master - Mastering Your Life 12 STEM Magic Performance 13 My Job Searching Story 14 +Emotional First-Aid+ Drama Workshop 15 Career Live: Architecture 101 16 Travelling Around Local Arts and Workshops 17 Young Leaders: Planning, Serving, Growing Up 18 Teen Carer: Experience the Life of the Social Vulnerable Group 19 Embrace Your Life - SIM Journey 20 Mission Possible - An Adventure Challenge Accepted 21 STEM SAIL Academy 22 Pooikeinians vs Wild (Campus Edition) 23 Venice in the East - Tai O 24 Exploration of Astronomy, Nature, and Ourselves 25 Ride Mountain Bikes! Buddy! 26 Experience Mathematics in SPKC 27 Exploring Silk Road: History and Cultural Exchange of Xian and Dunhuang 28 Flying Fish - Kayaking LIFE Adventure (In-school Version) 29 Seven Lessons From God In HONG KONG (Campus Edition) 30 Choose to Win 2020-2021: Holistic Outdoor Leadership Training Journey					- 77% of students were satisfied with the learning and teaching experience of their programmes								

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Number of Participants				I	M	P	S	C		
	31 From Idea to Video – My First Vlog in Campus 32 Religion and Cultural Traditions of Hong Kong Objective: - Develop students into globalized Christian leaders through offering various life-changing experiences outside the classroom under an experiential learning approach														
2	Co-Curricular Activities (Sports Team Training & Interest Club) - Soccer Team (Grade B2&C U15 & Grade A&B1 U19) - Athletics Team - Badminton Team (Boys) & (Girls) - Basketball Team (Boys & Girls Grade A, B & C) - Multi-media Unit - Dance Club - Swimming and Aquathlon Team - Table Tennis Team - Volleyball Team Objective: - Nurture students into confident explorers and positive thinkers through co-curricular activities	Cross-Disciplinary (Others)	Sep 2020 – Aug 2021	S1 – S6 (Selected)	361 (Estimated)	Feedback from teachers & students - Average 8 online meetings per team were held with the assistance of coach training within a year - Over 70% of students participated in team training. - Over 80% students agreed that they had broadened their horizons	66,195.00	E1, E5		✓	✓				
3	Life-wide Learning Day - Adventure-based Activities (S1) - Cultural Immersion Activities (S2, S4, S5)	Cross-Disciplinary (Others)	13 May 2021	S1 – S5	853	Questionnaire Results: - 94% of students were satisfied	115,950.00	E1		✓	✓			✓	



No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
	- Career & Life Planning Activities (S3) Objective: - Provide students life-wide learning experience for whole person development					with the activities in the Life-wide Learning Day - 93% of students thought the activities in Life-wide Learning Day were meaningful and interesting								
4	Post-Exam Activities - S1: AR Experiential Activity, Brain Gym - S2: Quidditch, Silk Road Dance, Polynesian Dance, Egyptian Dance, Bollywood Style Dance, Ultimate Frisbee, Broad Games (Positive Education) - S3: Forensic Science & Food Science Objective: - Provide students experiential learning experiences to enhance positive attitudes towards different people and to improve problem-solving skills in various situations	Cross-Disciplinary (Others)	Jun & Jul 2021	S1 – S3	561	Feedback from teachers and students: - Around 80% of students were engaged in the learning activities - Around 70% of students would like similar activities to be re-run next year	209,700.00	E1, E2		✓	✓			
5	Leadership & Other Relevant Training - Love Ambassadors & Peer Counsellors - Adventure Camp - Prefect Training - Summer Leadership Training Objective:	Leadership Training	Jun – Aug 2021	S1 – S5 (Selected)	100 (Estimated)	Feedback from teachers - Around 80% of students were engaged in the activities and gave positive feedback	22,919.00	E1		✓	✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
6	- Equip student leaders with leadership skills and serving heart and empathy through relevant training	Physical Education	Sep 2020 – Jul 2021											
	Entry fee for Sports Competition - Badminton - Table Tennis - Hang Seng All Schools Championships Objective: - Provide students opportunities for joining public competitions to enhance sportsmanship			S1 – S5 (Selected)	30 (Estimated)	Feedback from teachers: - All participants of specific sports teams joined the sports competition successfully with fruitful experience	1,352.00	E1			✓			
Expenses on Item 1.1							1,450,925.60							

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses <sup>^</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
<b>1.2</b>	<b>Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons</b>												
1	Learning Without Walls (LEWOWA) programmes : Outbound Programmes Programmes (Destination): - Exploring Silk Road: History and Cultural Exchange of Xian and Dunhuang (Xian and Dunhuang) - Flying Fish - Kayaking LIFE Adventure (Taiwan) - Seven Lessons from God in Taiwan (Taiwan) - Exploring for Beautiful Sichuan (History, Culture and Service Learning) (Sichuan) - From Pictures to Words - The 3rd Travel Journal of Hokkaido (Hokkaido) - Religious and Cultural Exchange of Hong Kong and Macau (Macau) Objective: - Develop students into globalized Christian leaders through offering various life-changing experiences outside the classroom under an experiential learning approach	Cross-Disciplinary (Others)	Jun – Jul 2021	S2 – S5	120	Cancelled due to pandemic	0	E3, E4	✓	✓	✓	✓	✓
							Expenses on Item 1.2	0					
							Expenses for Category 1	1,450,925.60					

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables or learning resources for promoting life-wide learning</b>			
1	Microphones, Headphones, Lens & Other relevant I.T. equipment	Cross-Disciplinary (STEM)	To enhance the I.T. & AV equipment for Multi-Media Unit to use in video shooting and editing	186,264.00
2	Consumable learning resource for LEOWA programme	Cross-Disciplinary (Others)	To provide students Chinese cultural immersion experience	2,253.65
<b>Expenses for Category 2</b>				<b>188,517.65</b>
<b>Expenses for Categories 1 &amp; 2</b>				<b>1,639,443.25</b>

^: Input using the following codes; more than one code can be used for each item.

Code for Expenses	
E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2 Transportation fees	E7 Purchase of equipment, instruments, tools, devices, consumables
E3 Fees for non-local exchange activities / competitions (students)	E8 Purchase of learning resources (e.g. educational softwares, resource packs)
E4 Fees for non-local exchange activities / competitions (escorting teachers)	E9 Others (please specify)
E5 Fees for hiring expert / professionals / coaches	

### Category 3: Number of Student Beneficiaries

Total number of students in the school:	994
Number of student beneficiaries:	994
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post): Mr Tony Kwok (CCA Head)



## 11.2 Report on the Use of Diversity Learning Grant

### 2020/2021 School Year

Areas	Details	Subject/team	Income	Expenses	Balance Available
<b>(a) Other Programmes</b>	Balance (Other Programmes)	---	\$148975.5		
	Received from EDB: DLG (Other Programmes)	---	\$52500		
	Received from EDB: DLG (Other Programmes) in advance	---	\$52500		
	1. 下筆有法: 中文寫作提升課程	Chinese		\$23200	
	2. 研史深造班	C. History		\$19200	
	3. S.6 Writing Enhancement Class 4. Institute of Hong Kong Senior Secondary School Music Education	English Music		\$30800 \$12240	
	5. School-Based Gifted Education Workshop	GET		\$9000	
<b>(a) Total:</b>			<b>\$253975.5</b>	<b>\$94440</b>	<b>\$159535.5</b>
<b>(b) Other Languages</b>	Received from EDB: DLG (Other Languages) in advance	---	\$74100		
	Received from EDB: DLG (Other Languages) Adjustment	---		\$40950	
	Received from EDB: DLG (Other Languages) Japanese, French & Spanish Classes	---	\$33150	\$33150	
	(b)Total:			\$107250	\$74100
<b>(a)+(b) Total:</b>			<b>361225.5</b>	<b>\$168540</b>	<b>\$192685.5</b>

### 11.3 Report on the Use of Sister School Scheme Grant

#### 姊妹學校交流報告書 2020 /2021 學年

學校名稱：	香港神託會培基書院		
學校類別：	*小學 / *中學 / *特殊學校- (*請刪去不適用者)	負責老師：	李智灝

本學年已與以下內地姊妹學校進行交流活動：	
1.	北京市通州區潞河中學
2.	佛山市惠景中學
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：  
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

#### 甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	☐	描述	編號	☐	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/>	會議/視像會議	B3	<input type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input type="checkbox"/>	擴闊視野
			B6	<input type="checkbox"/>	建立友誼/聯繫
			B7	<input type="checkbox"/>	訂定交流細節/ 活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

管理層面 達至預期目標程度	C1 <input type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input checked="" type="checkbox"/> 未能達到
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乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input checked="" type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input checked="" type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)  
 (註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input checked="" type="checkbox"/> 未能達到
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監察/評估方法如下:		
編號	<input type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:			
編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$189,740
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$189,740
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i> 9 名本校學生與 18 名潞河中學 2024 屆錢學森班學生通過互聯網形式開展線上交流活動。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 兩校學生通過釘釘軟件開展視像交流。兩校學生分為三組，分別就學習生活、社團活動、課外生活三個話題開展交流，學生各自介紹本校的學習生活情況，並就感興趣的話題與對方溝通。交流活動增進兩校學生了解，促進京港青年友誼。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i> 視像交流於 2021 年 5 月 21 日舉行，活動約長 2 小時。
O4	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i> 津貼用於購置及安裝禮堂 LED 顯示牆，以作遠程視像交流之用。
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	_____人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	__9__總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	__2__總人次
P5	<input type="checkbox"/>	本校學校管理人員參與交流的總人次	_____總人次

備註：					
項目	學年	結餘承上 \$	收入 \$	支出 \$	結餘 \$
1	2019/2020		154,950.00	0.00	154,950.00
2	2020/2021	154,950.00	156,035.00	189,740.00	121,245.00
3	2021/2022	121,245.00			121,245.00
備註:	學校可保留的津貼餘款，上限為 12 個月的津貼撥款額。				

## 11.4 Report on the Use of Promotion Reading Grant

### 2020/2021 School Year

#### Part 1: Evaluation of the Effectiveness

##### *The Grant was effectively used in the following areas:*

1. Subscribing to the eRead Scheme of Hong Kong Education City (HKEdCity). Some of the books were designated readings for all S4 to S6 students to complete their SBA for the Chinese Language.
2. Purchasing books and subscribing to eRead Scheme to support the English Reading Scheme. Students improved their mastery of the language through reading the titles recommended by the teachers.
3. Purchasing titles for the Class Library, so that they have access to quality books recommended by various subject teachers in their own classroom.
4. Purchasing books recommended by teachers in the reading activity “I Have a Date with Reading”, where teachers recommended books to students to broaden their horizons.
5. Purchasing titles featured in SPKC Learning Community Channel. This is a YouTube channel where students, teachers, parents, alumni, etc. share about reading and learning. Students can benefit from watching the videos and reading the recommended books.
6. Purchasing books about study methods. This was in line with SPKC’s concern of fostering students to be active learners, and its focus on study skills. This enforced the training for junior form students’ study and note-taking skills.

#### Part 2: Financial Report

	Items	Expenditure
1	Online newspapers repository--Wisenews	\$0
2	eBooks--HKEdcity	\$6,240
3	Books for extensive reading	\$66,576
		<b>Total = \$72,816</b>

## 12. 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](mailto:info@spkc.edu.hk)  
Website: <http://www.spkc.edu.hk>