

Stewards Pooi Kei College

Annual School Report

2021-22



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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 2021-22 school year, the School operated six levels (secondary 1 to secondary 6) with a total enrolment of 963 students allocated to 34 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 2021-22, the School provided six classes for S4 (including one class for the preparation of Non-local Curriculum), 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 94 teaching staff members, the Principal inclusive. 100% of the teachers possess a bachelor's degree and about 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 13 administrative staff. There are also 5 full-time and 3 part-time 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, engineers and IT expert. 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, senior and experienced teachers.

2.3 Active School Learning Days

The number of school days in 2021-22 with regular classes or with organized learning activities was 166. Organized learning activities included the Life-wide Learning Day, the Learning-Without-Walls Programme and post-examination activities. Examination periods were excluded.

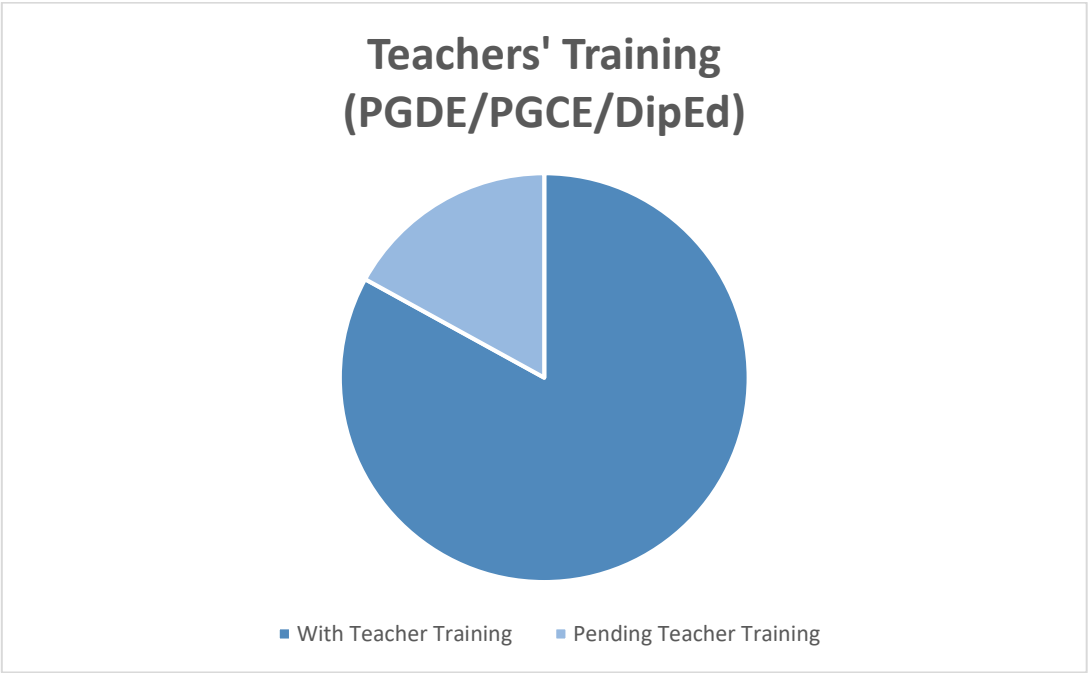
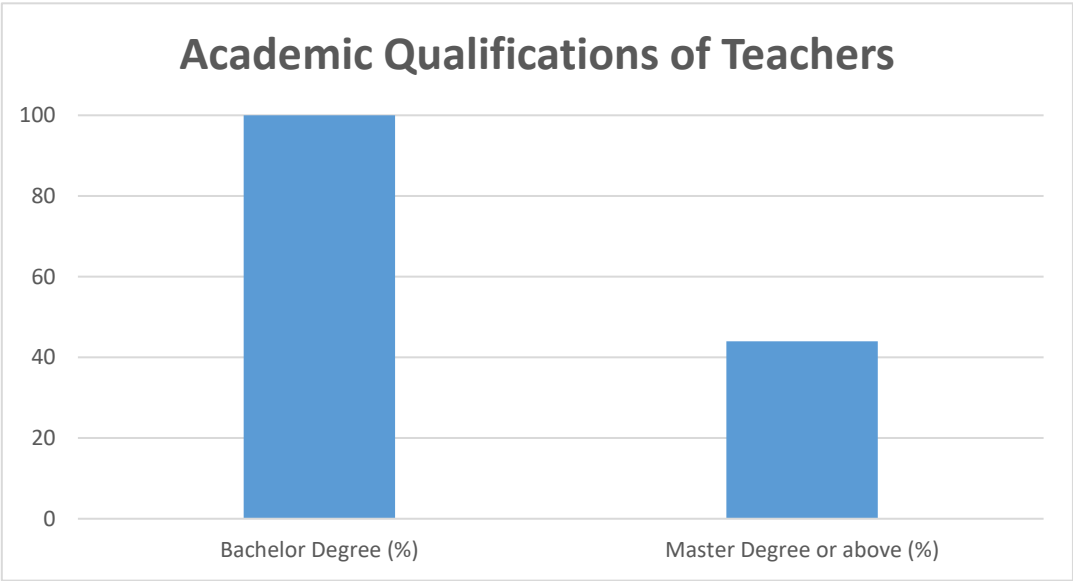
3. Our Students

3.1 Class Structure

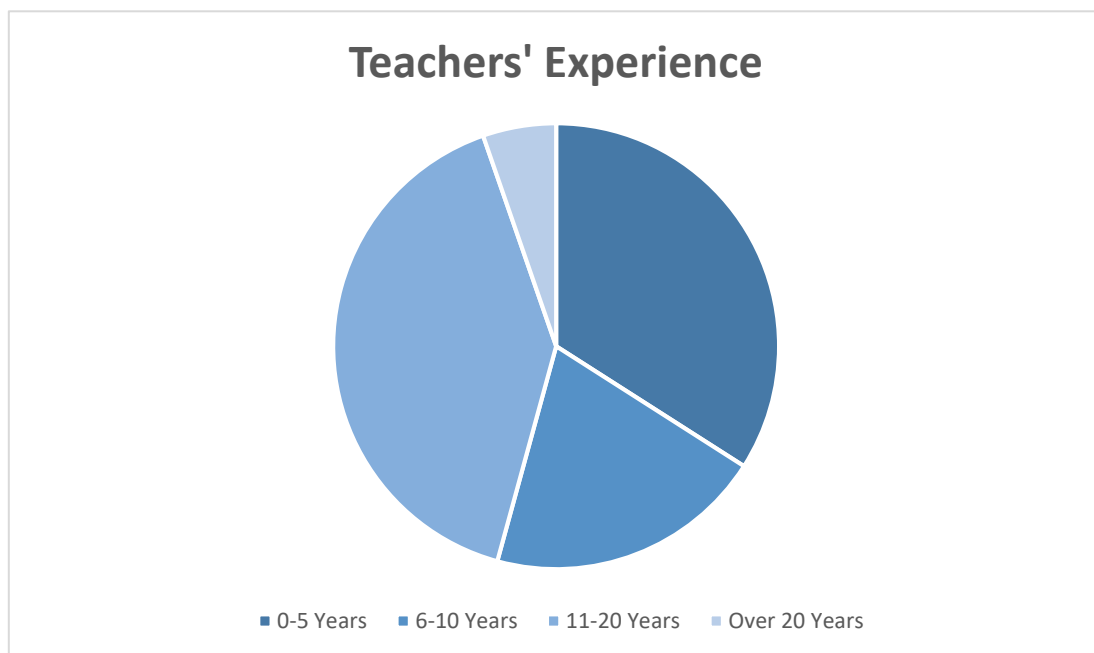
LEVEL	S1	S2	S3	S4	S5	S6	Total
No. of Classes	6	6	6	6	5	5	34
No. of Students	193	183	181	168	119	119	963

4. Our Teachers

4.1 Teachers' Qualifications



4.2 Teachers' Experience



4.3 Native English Teachers (NETs)

In the 2021-22 school year, there were 4 NETs, each specialized in a different knowledge domain:

- Drama Training
- Debate & Public Speaking
- Literature in English
- Writing & IELTS

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.

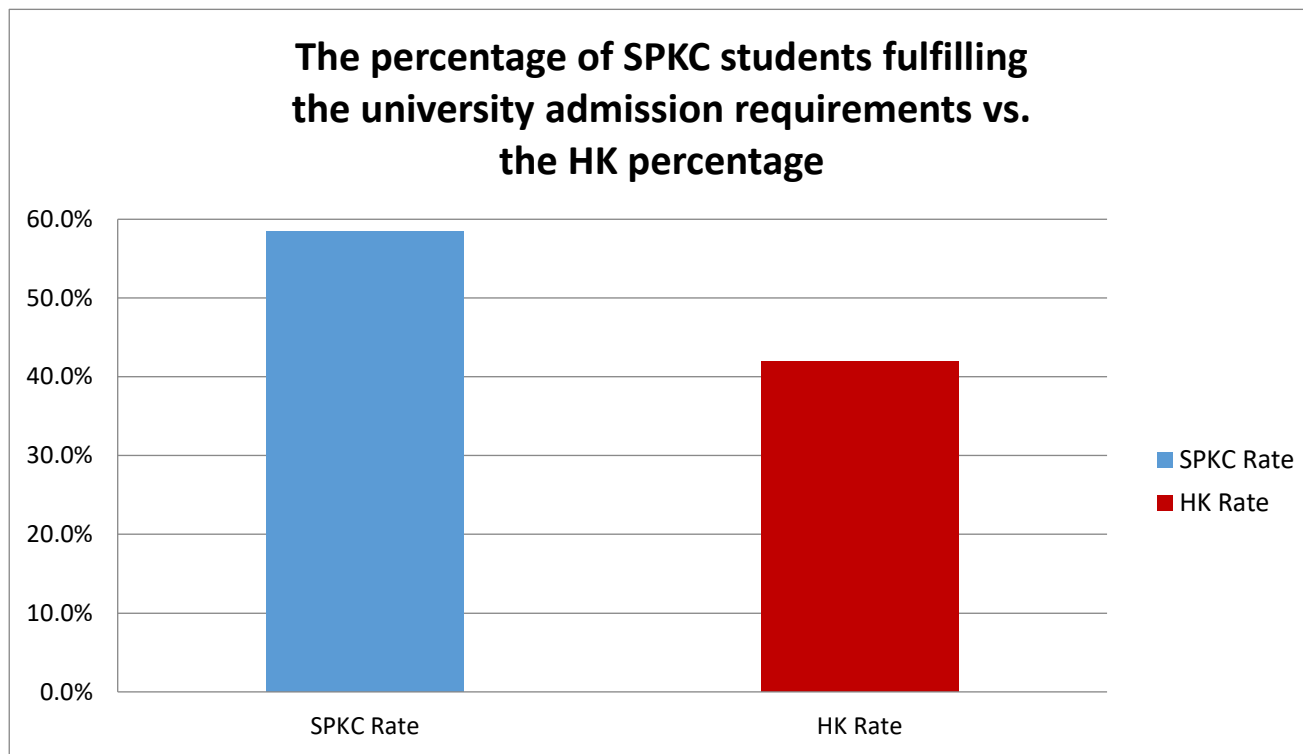
Comprising senior teachers and led by the Assistant Principal for Learning and Teaching, the LTC monitors the implementation of strategies in learning, teaching and assessment to ensure that they align with the School's major concerns. It also refines the school-based curriculum and class structure to meet the needs of our students and university admission requirements. This year in particular, the LTC initiated junior-form curriculum refinement to meet the growing needs of students for STEAM. In the 2022-23 academic year, a new school-based Design Thinking and Learning subject is expected to be fully devised for implementation. Also promoting junior Pooikeinians' development in STEAM are learning programmes and activities in entrepreneurship and STEM. The LTC at the same time keeps teachers abreast of changing trends in education. Amid the challenges brought by the continued blended learning mode, the LTC members suggested policies and formulated strategies conducive to the effectiveness of learning, teaching and assessment.

One of CDC's key achievements in 2021-22 is realizing the implementation of the Non-local Curriculum in SPKC. This academic year proudly saw the first batch of senior Pooikeinians embark on realizing their dream of specializing in Mathematics and the Sciences as well as pave their way to furthering their education overseas. The S4 Integrated Class of 2022 was the first batch of students to immerse in a school-based curriculum while at the same time attempting International GCSE (IGCSE) voluntarily. With God's blessing, teachers' dedication and students' diligence, the 11 students who sat for the Pearson Edexcel IGCSE 2022 Summer Series came through their examinations with flying colours: a vast majority of them obtained Grades 7 - 9 (equivalent to A - A* in the old grading system) in all their subjects. As the S5 IAL Class officially commences in 2022-23, SPKC looks forward to the school-based NLC reaching new heights.

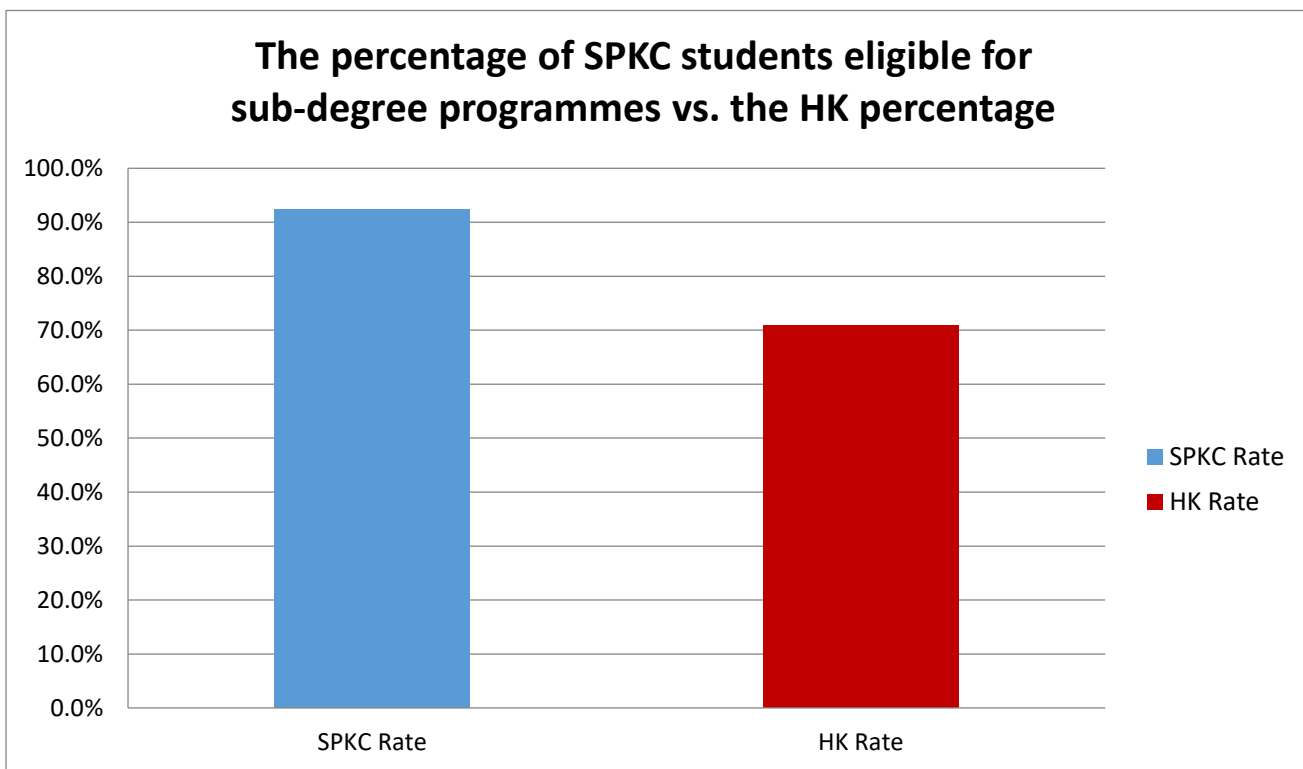
The second major achievement of CDC in 2021-22 is the successful debut of SPKC's Multiple Intelligence Development (MID) Programme consisting of 10 courses for S4 students. The MID was a school-based taster programme aiming at facilitating students' exploration of their interests for further development. Although it emerged from the extra space created by EDB's optimisation of the senior secondary core subjects, the students' responses to the programme were overwhelmingly positive: over 90% of the participating students found the MID programmes they took part in useful in equipping them basic skills as well as giving them confidence in achieving more advanced skills. The participants' learning outcome was equally encouraging: over 95% of the students satisfied the passing criteria and about 20% of them attained distinction. In the new academic year, the MID is extending its programme benefits to S5 Pooikeinians in both the local and non-local curricula.

5.2 Academic Attainment

Despite the past three years of disruption and uncertainty, the Class of 2022 performed satisfactorily in the 2022 HKDSE. This year, the percentage of our S6 students fulfilling the general requirements for university admission (33222) continued to surpass that of the territory average:

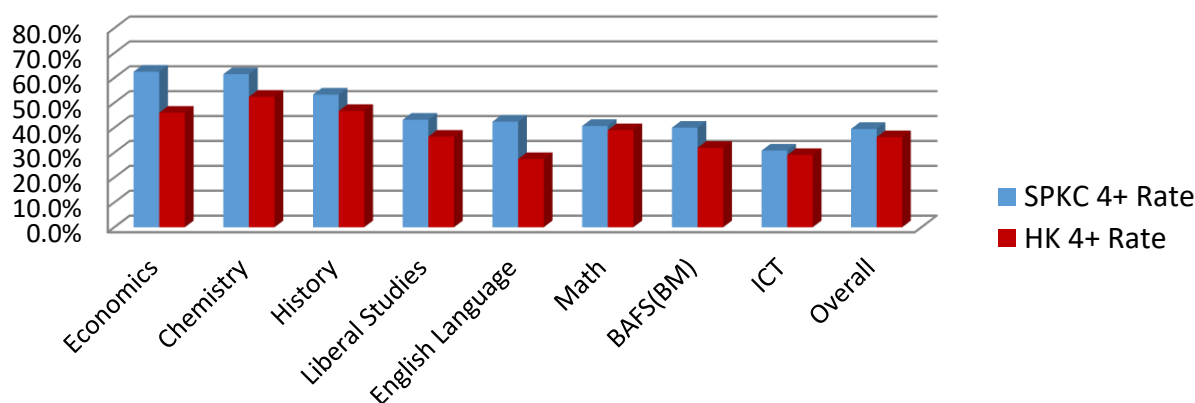


A higher-than-territory-average was also maintained in terms of eligibility for sub-degree programmes:

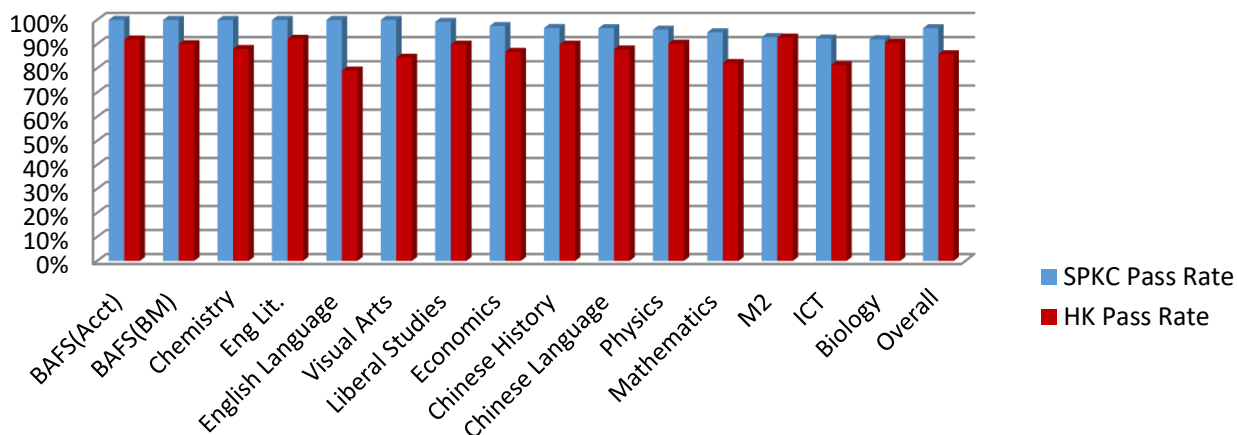


15 of our subjects obtained pass rates that surpassed the territory wide averages. Among these subjects, 8 subjects outperformed the territory averages in attaining Level 4 or above. Particularly worth celebrating was our students' pleasing performance in Liberal Studies: their results surpassed the territory averages in Levels 2 or above. The S6 Pooikeinians' pleasing results in Chemistry was also commendable; all of them obtained Level 3 or above.

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



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



Among our S6 students who excelled in the 2022 HKDSE Examination, Wong Wing Nam (6 Love), Lam Ke Ying (6 Grace) and Tam Man Hei (6 Grace) scored a total of 30 or above from their best six subjects. In particular, Wong Wing Nam Vennie attained an exceptional HKDSE result of 5**, 5**, 5*, 5*, 5*, 5 and 5, scoring a total of 42 in 7 subjects. She was also offered the Multi-faceted Excellence Scholarship (MES) from the HKSAR Government – a prestigious award given to the distinguished few who excel not only in academic pursuits, but also in sports, arts and community service.

5.3 English Enrichment Initiatives

As an EMI school, SPKC is fully aware of the importance of the English curriculum in strengthening students' language foundation, and it is our mission to provide a variety of English language activities to create an English-rich learning environment on the campus and enhance the English proficiency of our students. With the dedication and tireless efforts of the teachers, the School attained an outstanding result of 100% pass rate in 2022 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 the 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 18 elite debaters. Despite their readiness and keen passion in face-to-face debates, the scale of the competitions to choose from remain 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 Team joined the Hong Kong Secondary Schools Debating Competition (HKSSDC), defeating schools such as Going through more than 18 debates this year so far, the team members have done especially well in the Hong Kong Secondary Schools Debating Competition.

In February, our junior team has been victorious of the HKSSDC Term 1 Division 1 Junior Section for winning all rounds except the term final in term 1 defeating schools like Holy Trinity College and True Light Middle school of Hong Kong to take the Champion

The Senior team entered the 35th Sing Tao Inter-School Debating Competition and in the 2nd Preliminary Round, our Captain took home the Best Speaker and Best Interrogative Speaker. The debaters were praised on having an in-depth comparative on the motion and strong teamwork despite the quarter-final is just one step away.

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 have driven the team to receiving positive feedback from coaches and adjudicators in Hong Kong. A big thank the team must go to all involved and especially to our school who have supported the development of a proud tradition.

5.3.2 Drama

Drama is another feature of English enhancement at SPKC. This year, Ms Jane Lo and Mr David Tobin recruited a talented group of S1-4 students to join the Drama Club. The team has performed well in the Hong Kong School Drama Festival 2021/22. Not only 6 of the performers were awarded the Award for Outstanding Performer, the group obtained the Award for Outstanding Cooperation and the Award for Commendable Overall Performance.

Despite the challenges posed by the social and physical environments, Mr David Tobin and Mr. Dane Powell, our NETs, 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 placed in each classroom for both junior and senior forms.

A Reading Scheme booklet was designed for our junior form students with various interesting activities based on Bloom's Taxonomy. Students had to choose to complete an activity in the booklet after reading according to their own learning style and interest. Participation of students was keen, with 100% of the junior form students joining the scheme, and the scheme received positive feedback from both teachers and students. Complementing the highest rate of participation, students obtaining Gold Award climbed to 41, while 27 and 111 students obtaining Silver and Bronze Award respectively. The encouraging result reflected students' improvement in reading habits and the immense efforts English teachers put in to design interesting tasks and promote good reading habits.

5.3.4 73rd Hong Kong Schools Speech Festival

Keen participation is continued 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. The Principal was one of the trainers in Solo Verse and his student, alongside with other 38 award winners, have got the 1st, 2nd or 3rd places overcoming the obstacle of entries being in video formats.

5.3.5 Other Activities

English teachers never cease to grasp chances for students to shine and our students never fail to deliver. With active reassurance and support, our students have entered a number of new English-related competitions. Mr. Dane Powell, exhibiting expertise in legal knowledge led a group of students entering the Hong Kong Schools Mooting and Mock Trial Competition 2021–22 and got the Honourary Mention for Outstanding Advocacy in the 2nd Preliminary Round. To recognize students' public speaking talents, selected students were trained for the HKFYG English Public Speaking Contest 2022 and 3 of our students entered the District Semi-Final of such competition.

Apart from talent in speaking, our students showcased their versatility entering new competitions. 3 of our S5 students Harvard Book Prize Hong Kong (HBPHK) organized by Harvard Club of Hong Kong Educational Fund Limited (HCHKEF) with their exceptional writing skills. Our S4 brilliant writers have demonstrated their potential in the Canadian Writing Contest organized by The English Association of Asia. 4 S4 students entered an ongoing Final Round upon receiving Bronze and Silver Awards in the Semi-Final Round – Secondary Division – Senior. In another competition under the same organizer, our proficient English users have proven their ability in the English Usage Contest. 4 Gold Awards, 7 Silver Awards and 1 Bronze Award winners in the Heat Event entered the Final Round and were excitedly waiting for their good results. Meanwhile, 2 S4 Pooikeinians are nervous for the result of The Student of the Year Awards from South China Morning Post in the Linguist category. The year 2021-2022 has been a fruitful year for the English users in SPKC.

On top of the above highlights, the English Department also provided other English enrichment activities. These included the SPKC English Radio in which students from S.1 to S.6 participated as presenters and/or producers to air broadcasts during lunchtime and the mini-anthology “Still” in which students' good writing entries were showcased.

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

5.4 Reading to Learn

For many schools, 2021-22 was a year of certain uncertainty. In this third year under the impact of the pandemic, one may expect that education has already adapted to the New Normal. In this year, the library continued to explore the possibilities of providing its operation, promotion, and activities online, while maintaining its high-quality in-campus service in the blended of online and offline teaching and learning. The main focus of the year remained the development of the Learning Community Channel, which facilitated the free flow of wisdom, love, and joy among all Pooikeinians.

5.4.1 Fostering Students to Be Active Learners

In active learning, developing reading habits and study methods is of vital importance. The library continued to provide borrowing services of our collection of over 30,000 items and reading materials in the reading periods. 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. Past papers and reference book subscription service were provided to students at senior levels to promote academic reading.

The main focus of collection development this year is the reference books for the Non-Local Curriculum (NLC). In collaboration with the NLC Working Group, the library acquired more than 40 titles across all subjects of the curriculum for students to self-study and revise.

With a range of online support, students are trained to be responsible for their own learning. In swift response to online learning during reduced school hours and the Special Vacation, the library provided a collection of online resources. The SPKC Library website (<http://spkclibrary.wordpress.com>) serves to be 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* is the highlight of the library’s e-resources. It is an e-book platform on HKEdCity with a subscription of quality e-books, and contains a wide variety of carefully selected titles by teachers across all disciplines, for students to read online. Also in line with the School’s emphasis on e-learning, students was provided access to various free e-book platforms and e-data bases, such as Hyread, OneDrive e-books and Project Gutenberg, in the comfort of their homes.

To further motivate students to read in context, the library organized three thematic online book talks and one book club activity. The book talks, themed Fond of Sports, Jobs, Money & Lives in the Future, and Goal Attainment and Time Management, were accompanied by book exhibitions in the library, in view of the blended mode of online and offline learning. Students’ general feedback was very positive and with teachers’ encouragement, they were eager to explore further readings in their areas of interest.

Three BookCrossing events were held to promote the reading atmosphere in SPKC and to connect Pooikeinians through our love of books as well as the environment. During the BookCrossing at PTA events, parents' feedback was very positive as many could not believe they could take home so many great books for free. A BookCrossing station was set up on S1 classrooms level and the students were invited to contribute used books and take others away. The Principals did book sharing in the classroom and contributed books in support of the activity. High rates of participation were observed.

The "Learning Community Channel," or "LCC" for short, is a channel dedicated to broadcasting educational videos across various themes to all Pooikeinians on YouTube. In the second year of LCC, teachers, students, and parents shared good books in video. In conjunction with Global Education & LEWOWA Committee, students shared their experience during their LEWOWA programmes on LCC so that all Pooikeinians could learn from them.

5.4.2 Implementing Positive Education to Promote the Holistic Wellness of Students

With the PTA, Positive Education working group, and Multi-Media Unit as co-organizers, the LCC presented the Read to Shine: Book Sharing Video Competition. The competition invited students, alumni, and their families to produce and submit book sharing videos in response to the theme "Read to Shine," which is to share positive messages from a book they love, and to promote positive values and growth mind-set to all Pooikeinians. The shortlisted videos were viewed and voted upon by all students during an assembly and the Award Ceremony was held during Christmas Service. The awarded videos were uploaded to LCC.

The library also took the occasions of the PERMA Week and the Gospel Month to hold book exhibitions and broadcasted book sharing videos on LCC, to promote positivity and holistic wellness among all Pooikeinians.

5.4.3 Developing a Professional Learning Community

Book sharing among teachers was promoted through LCC. As per tradition, all new teachers were invited to produce a book sharing video so that everyone can learn from them. The sharers viewed that this was a good opportunity to introduce themselves to others, while other teachers conceived this a good way to get to know the new colleagues and to absorb others' teaching styles.

Teachers were invited to present at the three thematic book talks. The speakers were well-prepared and responded that these occasions helped them clarify their thinking towards teaching and other matters, and made them better informed while preparing for and during the book talks

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 Infrared PA systems in the classrooms; installation of LED display wall in our school hall; 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 (MC²) 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 teacher professional development activities in order to enhance teachers’ confidence with digital learning strategies. In the 2021-22 academic year, more than 50 % teachers participated in the Google Certified Educator program to develop the fluency in using Google tools in teaching and all of them are awarded a badge to demonstrate their edtech expertise.

As a result, our teaching team are able to provide a flexible and secure foundation for learning, collaboration, and communication in both academic and non-academic aspects under the Covid-19 pandemic. Teachers made a special effort to develop innovative e-learning pedagogies for blended learning mode. Students also made effective use of their iPads as a daily learning tool. The table below shows some specific applications and platforms used in different Key Learning Areas:

KLAs	Shared platforms and applications	KLA specific platforms and applications
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, Desmos, Classkick
Science		Google Docs & Slides, Virtual Reality Tool
PSHE		Popplet, Google Earth
Aesthetic		Procreate

Besides, online school-based assemblies, team and club meetings and multiple intelligences vacation activities were also conducted regularly in order to ensure students always had opportunities to participate in the development of leadership and communication skills.

In such a special era that we live in, it is undoubtedly that e-learning has become essential and crucial for students' learning, both academically and personally. Our team will make every effort to ensure our school e-learning system will be developed and enhanced continually in the future years in order to meet the needs of all our stakeholders.

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 the activities for the teachers' professional development, 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.

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. In 2021-2022, our Staff Professional development committee separated teachers into four groups according to their teaching experience and role in SPKC. They are Core Middle Manager (CMM) Group, Class Love, Class Peace and Class Hope. Based on the needs of the different groups, the Staff Professional development committee organized lots of useful activities for them on every Wednesday afternoon. For example, Financial Management Skill for CMM Group, the role of Class Teachers for Class Hope.

Positive education was one of the major focuses of the School. In the first term, the Staff Professional Development Committee held a workshop to enhance the teachers' knowledge and skills in promoting and implementing positive education, especially in promoting Positive Education in class through dialogue. This workshop was welcomed by the teachers, with over 80% agreeing that the workshop was effective in facilitating their understanding and equipping them with a variety of practical knowledge and skills.

To nurture our students to be an active learners was another major focus of the School. A workshop has been organized in the second term to enhance the understanding of Metacognitive Teaching and to promote Metacognitive Teaching at School Level. Over 70% of teachers believe that they are confident to use different metacognitive teaching strategies in their lessons. Further sharing on how to promote Metacognitive Teaching at the Subject Level has been done in the Panel head meeting.

To facilitate professional interflow, as in the past, collaborative lesson preparation, peer lesson observation, open lesson, 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.

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 should have a strong understanding of the current worldly trends and developments, along with the various social and political shifts in the world. This year we tried to raise student awareness of the United Nations Sustainable Development Goals (SDGs).

One of the key concepts across these goals is **inclusivity**. We, as global citizens need to be aware of issues and perspectives not only in Hong Kong or China but around the world. We need to **promote lifelong learning opportunities for all students**, regardless of their financial situation and work towards nurturing students who welcome citizens of the world into their own society and show respect for local citizens when they are the outsider visiting or living in other countries. This is also part of our plan to implement the first two major concerns of the school to **foster active learners** and **promote positive education** and **holistic wellness**.

Translating SDGs into actions, UNICEF HK organizes the SDGs eLearn Award Scheme, which allows students to take online lessons on different SDGs and commit practical steps in daily life in support of sustainable development of the local community and the world. We have promoted this scheme successfully and over 100 students have participated. 6 students were awarded Gold Certificate and SPKC was one of only 3 schools awarded the Best Participation Award.

One of most meaningful ways of helping our students become inclusive global citizens are exchange programmes. In 2021-22, although the pandemic situation was still unstable, it did not stop us from arranging an exchange student to come to our school and we still arranged two SPKC students on outbound exchanges. Our senior form students, Lam Chu Gabbie (S4) went to Spain and Cheng Arthur (S5) to Austria where they both had very unique experiences in places very different to Hong Kong.

Our incoming Japanese exchange student, Marin Morimoto studied mainly in S3 but also attended some lessons of other forms. We assigned her "buddies" in every class to make sure she was never alone, but we also arranged events to allow students to get to know her and her culture through video sharing and also through a Japanese language games. Unfortunately, the pandemic restrictions and special timetable limited opportunities for more face-to-face activities. By the second term Marin was a true SPKC student and well known on campus. We took her for Yum Cha and held a farewell gathering with gifts for her to show her that she will always be a Pooikenian and we appreciate her bravery in taking part in this exchange.

Besides exchange students, we also continued 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 four English speaking webcam conferences with South Korea (Daegu Girls' High School) and three Putonghua speaking conferences with our sister schools (Luhe International Academy, Beijing and Foshan Huijing Middle School). The web conferences covered a wide range of topics from casual cultural chatting to social issue discussion. We tried to organize some face-to-face activities for students during school time as well as making online activities held during the special vacation. In the first term, for Life-wide Learning Day, cultural immersion activities were arranged for our S1 and S2 students which included a piñata making workshop and a Bollywood dance workshop. During the Second Term Special Vacation (Multiple Intelligence Vacation School) students could volunteer (promoting active holistic learning) for the Zoom activities we organized including 'Indonesian Mythbuster' escape game, Arabic Language Workshop, Real-time Virtual Tour with a local tour guide in the Czech Republic (Prague) and a Carnival de Barranquilla mask making workshop. The activities were popular among students, and the enrollment exceeded the quota.

An online tour to Bandung, Indonesia was organized for Pre-S1 students. All of the students who participated had a lot of fun taking part in these hands-on activities, both online and at school exposing them to different people from different cultures as well as unique languages and traditions.

We also introduced a new way to broaden cultural awareness this year by inviting three teachers to prepare video sharing shown during online weekly assemblies where they would talk about countries they have lived in and help students understand what it is really like to live there compared to Hong Kong. This proved successful and we hope that in future these sharing could be held in person.

Lastly, at the end of the school term we organized face-to-face activities for the post exam period and also for LEWOWA. The post exam activity was an hour long Indian dance performance enjoyed by all S1,S2 and S5 students followed by the screening of our Japanese exchange student's farewell video. For LEWOWA, two programs have been organized "Understanding Ethnic Minorities, Refugees and Asylum seekers" (where students get to speak to real ethnic minority groups and learn about their background and lives) and "Shall We Ted Talk" (English programme featuring global awareness activities, Model UN debate etc.)

With travel out of Hong Kong almost impossible for the majority of students this year, all these activities were crucial in helping students "explore" the world and develop global perspectives. We also continue to work with ICE, and other organizations, to promote external competitions and events to students (including our S6 graduates) through Google Classrooms which they can join if they wish.

5.8 Life-changing Learning Experience

The Learning Without Walls (LEWOWA) programme has stepped into its 18th year since the School started in 2004. Through LEWOWA, Pooikeinians have not only connected with people from different cultures, but also been 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.

Changes are inevitable under the ‘new normal’, and countless difficulties have emerged, ranging from rapidly changing epidemic situations to challenging administrative work. However, the core mission of LEWOWA, that is to nurture Pooikeinians into globalized Christian leaders through life-changing experiences, never fades. Under the in-campus five half-day arrangement, this year LEWOWA has evolved into a wide-ranged experiential learning programme, catering for students’ diverse interests. The number of programme choices have increased from 32 to 34, with new programmes like image design, pet grooming and latte art being students’ favorites.

Through a structural enquiry-based learning experience, Pooikeinians were equipped with various project skills, which is conducive to their learning in formal curriculum. They acted as active learners going through a series of learning stages from preparation to post-LEWOWA consolidation. They did a presentation tackling enquiry questions in the extended learning sessions. Self-reflection of personal goals was also emphasized to enhance students’ metacognitive skills.

Pooikeinians stepped out from their comfort zones in the simulation of an authentic learning environment. Painful but meaningful breakthroughs were witnessed at school from various ‘Adventurer’ programmes such as kayaking, karatedo and mountain biking. Pooikeinians also participated in ‘pop-up’ outing activities including Thai cooking, local ‘wandering’, dragon boat and astronomical observation. Their growth mindsets have further developed with positive LEWOWA memories.

Professional training about LEWOWA was held for new teachers. The spirit of LEWOWA has been passed from experienced teachers to the green ones. Teachers and students have never been confined by the school walls and are active to grasp the opportunities to explore to broaden their horizons.

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 Education Bureau (EDB), The Chinese University of Hong Kong (CUHK), The University of Science and Technology (HKUST).

For the whole-school gifted education (Tier 1), high-order thinking skills, creativity and personal-social competence in the curriculum for all students and all subjects have applied certain elements of Gifted Education in different levels, including creative learning and critical thinking. All subjects have applied creative learning in different levels. There are different types of assignments, such as creative writing, poster, design of experiment/artwork, video making.

Form	Subjects apply creative learning	Total subjects
S1	10	12
S2	11	12
S3	14	17
S4	13	17
S5	13	17
S6	10	16

Over 90% subjects have applied critical thinking, include (1) Understand the logical connections between ideas, (2) Identify, construct and evaluate arguments, (3) Detect inconsistencies and common mistakes in reasoning, (4) Solve problems systematically, (5) Reflect on the justification of one's own beliefs and values. There are different types of assignments, such as SBA, essay, reflections, worksheet (assertion-reason questions/data based questions/search errors).

Form	Subjects apply critical thinking	Total subjects
S1	11	12
S2	8	12
S3	11	17
S4	9	17
S5	8	17
S6	4	16

For 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 2021-22, our talent pool members took part in different kinds of activities such as Principal’s sharing, Alumni’s sharing as well as Creative Learning and Critical Thinking Workshop on inspiring creativity and higher-order thinking skills.

In order 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. Chinese Language, Mathematics and History nominated students to stretch their potential.

Our team is keen on promoting professional development programmes related to gifted education to teachers. In 2021-2022, 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, such as International MI Education Forum, 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 provide 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. An integrated and systematic PSSE curriculum has been developed for the whole school to deliver Biblical knowledge and moral education to our students. This year, we invited the pastors and volunteers of the Abundant Grace Church (AGC) to co-teach with our teachers in S1 & 4 PSSE lessons. Their participation provided diversities to the lessons and pastoral care for students.

Besides promoting Christian faith and values, PSSE teachers designed tailor-made learning materials, extended learning activities, and creative assignments to promote Positive Education and Life Education.

Different Christian and evangelical programmes including weekly prayer meetings, student fellowship, Gospel Month, and Christmas service were held this academic year.

The Gospel Month this year was a huge success, with 55 new believers accepting God as their Lord and savior. The diverse and meaningful activities in the event month have provided excellent chances for both teachers and students to reflect on religious beliefs, which include teacher caroling, gospel magic show, DIY workshop, science & religion talk, and gospel online assemblies.

Online student fellowships were held during the special vacation, as one of the weekly activities in the Multi-intelligent Vacation School (MIS). There were over 100 participating students every time, who enjoyed gospel messages, hymns, game time, and praying in groups.

To share the love of Jesus with all students and their families, teachers of the Christian Education Committee (CEC) and the pastors of AGC have worked closely to carry out a wide range of family supporting activities, such as SPKC Gospel and Family Sunday, S1 Parent-child Day, parents' talks and parents' workshops.

Although our Christian ministry in school is under the impact of school time limitations under the pandemic, our colleagues and students are still looking forward to continuing the spread of the Gospel to local and international communities in the new academic year, as they have always done in the past.

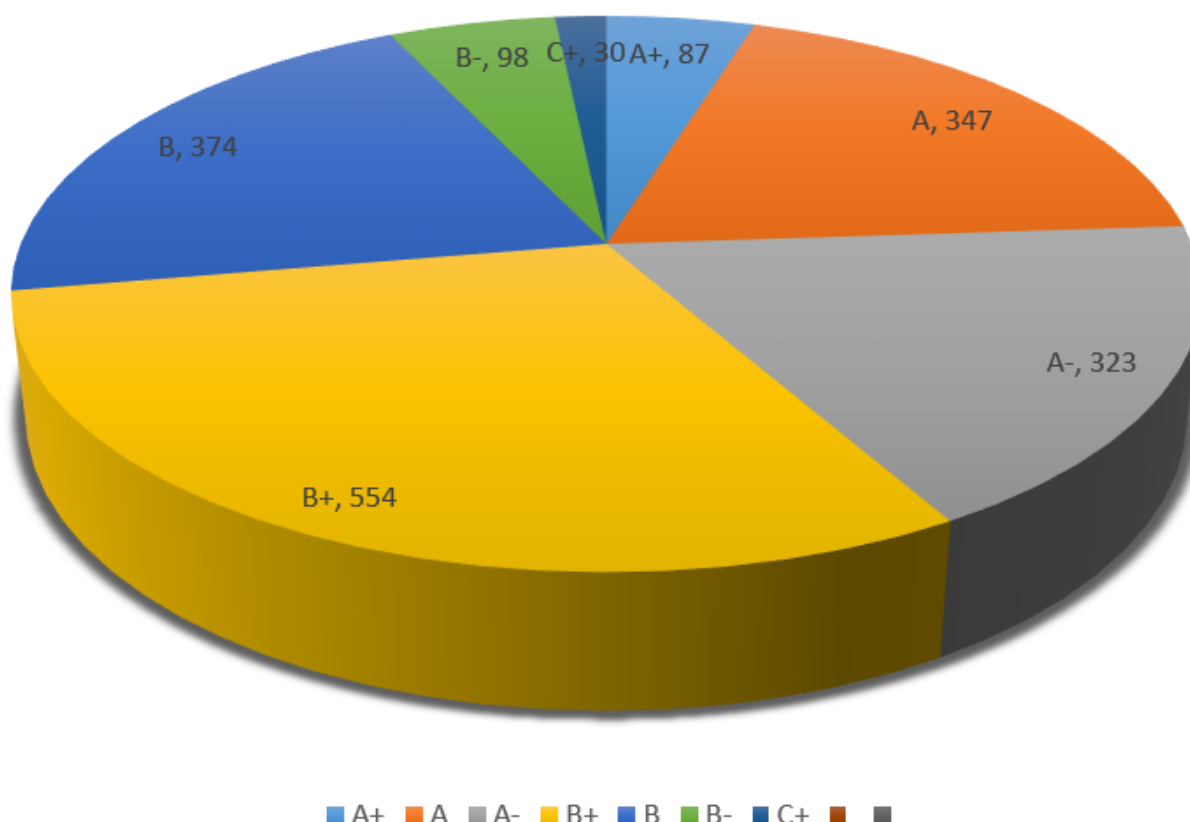
6.2 Character Building

The Character-Building Committee (CBC) is an essential element of whole-person education which aims to foster students' positive moral values and attitudes through the learning and teaching of various Key Learning Areas or subjects. It is vital to develop students' ability to identify the values embedded in the issues they may encounter at different developmental stages, analyse them objectively, and make reasonable judgements when dealing with future challenges.

Our School has always been developing students holistically and nurturing them to be tomorrow's leaders with excellence and integrity. We aim to nurture students to develop a bond between themselves and society. Through our school-based code of conduct, award schemes and activities, they can learn about the values of love, respect, and responsibility, as well as construct a positive outlook on life.

Our students have learned to uphold the Pooikeinan Code of Conduct and to develop their self-discipline. The majority of our teachers, parents and students have agreed that the school's discipline and guidance work is geared to the students' development needs. The good behaviour and performances of our students have been reflected in their conduct grades, the praising records and their Pooikeinian Award Scheme:

2122 Conduct Grades Distribution



The Praising Record is presented to students who have demonstrated the characters and attitudes of Love Ambassador, Servant Leader, Positive Thinker, Keen Learner, and Confident Explorer in daily life. Meanwhile, the Pooikeinian Award Scheme aims to recognize the good virtues of our students including being punctual, showing respect to authority, schoolmates, and others, and showing positive learning attitudes.

Academic Year 2021 - 2022	Total Number of Issued Minor Demerits from Praising Record	Total Number of Gold Award Entitlements from Pooikeinian Award Scheme	Total Number of Silver Award Entitlements from Pooikeinian Award Scheme	Total Number of Bronze Award Entitlements from Pooikeinian Award Scheme
S1	232	89	160	25
S2	260	101	120	19
S3	242	119	129	4
S4	129	130	77	6
S5	199	95	47	6
S6	46	12	21	4
Total	1108	546	554	64

The CBC also emphasizes promoting information literacy, the behaviour of our students in the cyber world is one of the CBC's top concerns. Together with the effort of our ICT subject, our school is honoured once again to have been awarded a Certificate of Appreciation by the Guidance and Discipline Section of the Education Bureau under the "WiseNET" School Recognition Scheme 2122. It is a recognition of the school's effort in promoting safe and responsible use of the Internet.

We also prepared various thematic online weekly assemblies every Wednesday. There were more than 50 sessions of assemblies in cooperation with IH, PSSE and LS departments as well as the Student well-being Committee, Career and Life Planning Committee, Life-wide Learning Committee, and Global Education Team on the topics of mental health, career and life planning, life education, global exchange sharing, sex education, co-circuirrum activities as well as House Meetings and Family Meetings with the Student Union and the four Houses were organized. Students were encouraged to share their views on school policies and school development as well as learn from guest speakers on different occasions and issues over the current society and the world. Our weekly assemblies covered a wide range of topics held by different professional groups and government departments. Indeed, the interaction among different parties also created a professional learning community among Pooikeinians (teachers and students), education partners and guest speakers.

To enhance Life Education and Value education, the school joined a Joint School Life Education and Value Education Programme (有才有德：優質生命教育及品德教育計劃) which was organized by the EdUHK and sponsored by the Wofoo Foundation. Our school was invited to share our school-based Life Education & Value Education in a public seminar as a recognition of our outstanding performance.

Fostering our students to be active learners, the School always supports students to join different programs from different well-known organizations. This year, our School was one of the Best Participation Awards Schools in the Sustainable Development Goals eLearn Award Scheme 2022 organised by UNICEF. 34 students were awarded gold, silver and bronze certificates respectively. Meanwhile, 2 students got gold awards from the iTeen Leadership Programme (2021-2022) by ICAC. Not to mention that numbers of our students participated actively in Sir Edward Youde Memorial Prizes, the Shatin District Outstanding Young People Award, the Outstanding Student Leader Election, the Outstanding Student of the New Territories, the Hong Kong Outstanding Student Award, the Hong Kong Student Service Leaders Award, the HK200 Leadership Training Program, the HKSAR Outstanding Students Selection and the Shatin District Outstanding Student Selection.

Last but not the least, our School emphasises nurturing students' sense of national identity and law-abiding attitude. This year, a flag-raising team has been established. Flag-raisers conduct daily flag raising and weekly flag-raising ceremonies. There were 19 flag-raising ceremonies conducted in the school year. Meanwhile, 2 weekly assemblies about Constitution and National Security Education Day were also prepared for students.

The Bible says, "it is more blessed to give than to receive." (Acts 20:35). 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 and Life-wide Learning 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 12th 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

Student Support work by the Student Wellbeing Committee faced great challenges under the New Normal during the COVID-19 pandemic. Our effort in cultivating a caring and supportive community was greatly affected by the frequent shift between the Face-to-Face and Online learning modes. We tried our best to launch different activities to support students and parents with different needs.

To better understand students' needs, the SWC designed different surveys to collect data from students. At the beginning of the school year, we used the Pre-S1 survey that was designed to assess the protective and risk factors of the S1 students, hoping to have early identification of needy students. We also designed a special survey for insert students. Students who need extra attention were identified and referred to different professions. In November 2021, we issued a well-being survey to understand students' physical and mental wellness to better assess their needs. A special survey was also designed during the Special Vacation to understand more about the students regarding their well-being during the holiday. Data were analysed and a list of students was compiled for their class teachers to have an instant follow-up after the FTF school resumption. An online CTP was also arranged during the Special Vacation so to give a chance for teachers to have an instant and closer observation of their students.

To promote a positive and caring atmosphere at school, we launched the Joyful Moment Campaign to encourage students to create joyful moments with their teachers and classmates. Each class was subsidized with \$1000 to carry out different activities in their classes. Students arranged birthday parties, class fellowships, and even small study groups in their classes. During the online learning period, online zoom meetings and game time gatherings were arranged. These activities helped strengthen the class spirit. Relations between the students and teachers were positively enhanced through different kinds of activities. Most teachers agreed that the campaign helped enhance the positive atmosphere in their classes. According to the SHS survey, over 80 % of students agreed that they get along well with their schoolmates while over 90% of the parents agreed their children get along well with their schoolmates.

S6 students are always one of our top concerns as they started learning under the pandemic since S4. According to the Wellbeing survey, S6 students were found as one of the most stressful groups due to the worries about their academic results and the coming DSE. We arranged a Music Busking activity in December, trying to offer a chance for students to have a break from their stressful school life. An online class-based relaxation workshop was arranged in February before the kick-off of their study leave, so to introduce some relaxation methods to students that can be used at home. A farewell online CTP was arranged for S6 students. Encouraging and cheering videos from the principals, reverent, teachers, alumni and their fellow schoolmates were collected. We hope S6 students would understand and feel that they are well supported by the school during this challenging time.

We also arranged different activities to respond to students' needs. To promote mental health awareness, we arranged two online assemblies for Junior and Senior forms respectively. S1 Bridging Program and Parents-Child Day were arranged to help S1 students adapt to secondary school lives. Peer Counselors and Love Ambassadors were also trained to provide continuous support to S1 students in small groups by holding different activities to create an inclusive and harmonious classroom. Different workshops were arranged to support needy students, e.g The Alpha Element Program (AEP), Dare to Dream Program, Social Skills Enhancement Workshops, Attention training Workshops and Chinese Learning Skills Workshop e.t.c.

We understand the importance of the collaboration of parents, school and even the community in order to work for the wellness of students. We joined the Open-Up project to provide training for parents in order to strengthen their role as gatekeepers for the mental wellness of students. Two parents' workshops were arranged, hoping to raise the awareness of parents about the stress of their children and their own. 100% of the parents agreed that the workshop helped them understand more about how to handle negative emotions and the identification of risky signals from their children. Individual consultations were also provided to parents who were in need, especially during the Special Vacation. We hope that by strengthening the role of parents, we could work together for the wellness of our students. We also arranged teachers' training to raise teachers' awareness of students' mental wellbeing. Two 'I'm All Ears' workshops were arranged to facilitate teachers' skills in responding to the students' emotions. 100 % of the teachers feel more confident in handling students with mental health issues after related training. We 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. Over 90% of the teachers agreed that the school's discipline and guidance work is geared to students' development needs.

We are honored to be listed as a "Caring School" in the Caring School Award Scheme 2021, organized by Hong Kong Christian Service in recognition of our devotion to providing our students with 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.(We participated in the 2021-22 Award, but the result is not released yet)

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 multiple study pathways.

In order to provide tailor-made support and advice to cater for the diverse needs of our students, a robust framework for career counselling has been developed. With the coordination of CLP community, the class teachers form a professional learning community to acquire the essential skills and learn the school-based tools for career counselling. 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 to actualize their goals on career and life planning. Besides, our parents actively participated in the CLP-related parents' talks (e.g. about choosing S4 stream and elective subjects for S3 parents and multiple study pathways for S5 – S6 parents) 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 occasionally this year, most of the CLP activities (e.g. career lessons, parents' talks and etc.) were moved online successfully. With the COVID-19 epidemic showing signs of easing in the fourth quarter, the school grasped the opportunities to resume some experiential CLP activities such as inter-class quiz show about multiple study pathways and internships. In particular, our senior students showed their eagerness to join university summer programmes through the school-based subsidy scheme. Under the new normal education, the School will further explore and utilize blended mode (i.e. both face-to-face and online modes) to continue guiding students through achieving their academic and career objectives.

8. Student Achievements

Name of Competition	Organizer	Award	Section	Class	Name
The 34th HKSAR Outstanding Students Selection	HKSAR	Top 10	/	5L	YIM Pak Ho
The Seventh Outstanding Student Leader Election	The Arete	Top 40	/	5L	FUNG Ching Yan
Outstanding Student of the New Territories	Federation of New Territories Youth	Awardee	/	4G	FUNG Yan Hei
The 11th Shatin District Outstanding Young People Award	Shatin District Youth Programme Committee	Awardee	/	4G	FUNG Yan Hei
Sha Tin District Student Leap Forward Award Scheme	Shatin District Secondary School Heads Association	Awardee	/	6J	YIP Tsz Laam
		Awardee		2H	CHAN Ying Yan
Sir Edward Youde Memorial Prizes	Sir Edward Youde Memorial Fund Council	Awardee	/	6G	AU-YEUNG Lok Lam
		Awardee		6L	WONG Wing Nam
Multi-faceted Excellence Scholarship 2022	HKSAR - Home Affairs Bureau	Awardee	/	6L	WONG Wing Nam
Hong Kong Student Sports Award	A. S. Watson Group	Awardee	/	6J	YIP Tsz Laam
The Hong Kong Extra-curricular Activities Masters' Association Award	Hong Kong Extra-curricular Activities Masters' Association	Awardee	/	5L	FUNG Ching Yan

Name of Competition	Organizer	Award	Section	Class	Name
73rd Hong Kong Schools Speech Festival (2021) (English Speech)	Hong Kong Schools Music and Speech Association	Champion	Solo Verse Speaking – Non-open	4G	CHOW Man Hei Keiko
		Champion	Solo Verse Speaking – Non-open	3P	CHAN Hong Shou
		Champion	Shakespeare Monologue – Non-open	1J	CHAN Tsz Nok
		1st Runner-up	Solo Verse Speaking – Non-open	4P	NG Hoi Yee
		1st Runner-up	Solo Verse Speaking – Non-open	3G	LAI Pak Hei
		1st Runner-up	Solo Verse Speaking – Non-open	2J	CHAI On Chak
		1st Runner-up	Solo Verse Speaking – Non-open	1H	CHIU Hok Hei Brandon
		2nd Runner-up	Solo Verse Speaking – Non-open	4G	LAI Yan Kiu
		2nd Runner-up	Solo Verse Speaking – Non-open	4H	CHEUNG Ying Man
		2nd Runner-up	Solo Verse Speaking – Non-open	4P	LAM Tsz Ching
		2nd Runner-up	Solo Verse Speaking – Non-open	3F	SEETO Ching Lam Jasmine
		2nd Runner-up	Solo Verse Speaking – Non-open	2L	SO Byron Damon
		2nd Runner-up	Solo Verse Speaking – Non-open	2P	LAW Sum Yuet Zoe
		2nd Runner-up	Solo Verse Speaking – Non-open	1F	CHOW Tsz Long Angus
		2nd Runner-up	Solo Verse Speaking – Non-open	1F	LAM Hei Tung
		2nd Runner-up	Solo Verse Speaking – Non-open	1F	YEUNG Jazlyn
		2nd Runner-up	Solo Verse Speaking – Non-open	1G	CHAU Tsz Ching
		2nd Runner-up	Solo Verse Speaking – Non-open	1P	CHOI Yee Lok Audrey
		2nd Runner-up	Shakespeare Monologue – Non-open	5J	LEUNG Yu Pui Nicole
		2nd Runner-up	Dramatic Duologue	2G	KAN Tsz Kei
				2G	LEE Tsz Ying
		2nd Runner-up	Dramatic Duologue	2J	LAI Ashley
				2J	ONG Wai Ki
Hong Kong Schools Mooting and Mock Trial Competition 2021–22	Hong Kong Schools Mooting and Mock Trial Association	Honorary Mention for Outstanding Advocacy	Preliminary II	3F	SEETO Ching Lam Jasmine

Name of Competition	Organizer	Award	Section	Class	Name
The HKFYG English Public Speaking Contest 2022	The HKFYG Leadership Institute	Certificate for District Semi-Finalists	District Semi-final	4G	LAI Yan Kiu
		Certificate for District Semi-Finalists	District Semi-final	4P	LAM Tsz Ching
		Certificate for District Semi-Finalists	District Semi-final	3F	SEETO Ching Lam Jasmine
		Certificate of Good Performance	District Preliminary Round	5J	LAM Ka Yu
		Certificate of Good Performance	District Preliminary Round	1G	CHAU Tsz Ching
		Certificate of Good Performance	District Preliminary Round	1J	CHAN Tsz Nok
Harvard Book Prize Hong Kong (HBPHK)	Harvard Club of Hong Kong Educational Fund Limited (HCHKEF)	Book Prize Award	/	5L	FONG Hugo
		Book Prize Award		5L	MAN Jon-He Antony
		Book Prize Award		5L	YIM Pak Ho
The 37th Sing Tao Inter-School Debating Competition	Sing Tao Daily, The Standard	Best Debater	2nd Preliminary (English Section)	5L	YIM Pak Ho
		Best Interrogative Debater	2nd Preliminary (English Section)	5L	YIM Pak Ho
Hong Kong Secondary School Debate Competition	Hong Kong Secondary School Debate Society	Champion	Junior Section - Division One (First Term)	1F	MAK Tsz Yau
				1J	POON Pan Ching
				2H	SHAM Hin Chung
				2P	CHOW Chi Kit
				3F	LIU Yan Ho Matthew
				3H	YEUNG Wing Yu
				3L	KAM Ho Chun
				3L	YIP Sarah Hei Man
SCOLAR English Alliance 2021/22: Experiencing 21st English Writing with e-Learning Tools	Centre for Language Education and Multiliteracies Research (CUHK), SCOLAR	Certificate of Excellence	/	1F	LAI Tsz Him
		Certificate of Excellence		1J	LEE Zuri
		Certificate of Excellence		1L	CHAN Oceana
		Certificate of Merit		1F	LIN Ching
		Certificate of Merit		1H	LAU Siu Fung
		Certificate of Merit		1J	LAM Cheuk Nam
		Certificate of Merit		1J	SZE Ting Hei
		Certificate of Merit		1L	CHAU Tsan Yin

Name of Competition	Organizer	Award	Section	Class	Name
Hong Kong School Drama Festival 2021/22	Hong Kong Art School	Award for Outstanding Performer	Secondary English Group	4J	WONG Chun Yui
		Award for Outstanding Performer	Secondary English Group	3G	LAU Yu Sum Katie
		Award for Outstanding Performer	Secondary English Group	3J	KWAN Tsz Ching
		Award for Outstanding Performer	Secondary English Group	1F	LAI Tsz Him
		Award for Outstanding Performer	Secondary English Group	1J	CHAN Tsz Nok
		Award for Outstanding Performer	Secondary English Group	1P	CHEUNG Yui Chi Rachel
		Award for Outstanding Cooperation	Secondary English Group	English Drama Club*	
2022 Arch Cup Asian English Usage Contest Heat Event	English Association of Asia	Gold Award	Secondary 1-3 Group	1F	LAI Tsz Him
		Gold Award	Secondary 1-3 Group	1J	POON Pan Ching
		Gold Award	Secondary 1-3 Group	1L	CHAN Oceana
		Gold Award	Secondary 1-3 Group	2J	CHAN Yat Hang Lawrence
		Gold Award	Secondary 1-3 Group	2J	LEUNG Nga Yung
		Gold Award	Secondary 1-3 Group	2P	HUI Yuen Ho
		Silver Award	Secondary 1-3 Group	1H	AU Angela Emily
		Silver Award	Secondary 1-3 Group	1H	CHAN Ching Heung
		Silver Award	Secondary 1-3 Group	1J	LEE Zuri
		Silver Award	Secondary 1-3 Group	2G	LAM Tsun Yin Samuel
		Silver Award	Secondary 1-3 Group	2P	CHUN Long Ting
		Silver Award	Secondary 1-3 Group	3F	LOH Chi Hang Ian
		Silver Award	Secondary 1-3 Group	3F	SEETO Ching Lam Jasmine
		Silver Award	Secondary 1-3 Group	3H	NGAN Chi Ho
		Bronze Award	Secondary 1-3 Group	3H	CHAN Lap Yin Larry
		Champion	Secondary 1-3 Group	2022 Arch Cup Asian English Usage Contest Team	
第 73 屆香港學校朗誦節（中文朗誦）	香港學校音樂及朗誦協會	Champion	粵語二人朗誦	4G	CHOW Man Hei Keiko
				4G	KWOK Ka Man
		1st Runner-up	粵語散文獨誦	3J	LAI Yat Hei
		2nd Runner-up	粵語二人朗誦	4G	CHOI Man Yan
				4H	LIN Yan You
		2nd Runner-up	粵語詩詞獨誦	5L	WONG Chung Yan

		2nd Runner-up	粵語散文獨誦	4G	LEE Yat Tsun
		2nd Runner-up	粵語散文獨誦	2G	KAN Tsz Kei
第六屆【夫子盃】演講比賽	夫子盃教育發展信託基金	1st Runner-up	高中粵語組	5J	YIM Pak Ho
第七十三屆香港學校朗誦節	香港學校音樂及朗誦協會	Champion	普通話散文獨誦	3F	CHEUNG Chi Him
		Champion	普通話詩詞獨誦	5J	POON Ho Yan Lia
		Champion	普通話詩詞獨誦	2L	LAU Sze Tung
		Champion	普通話詩詞獨誦	2L	SUN Eva
		Champion	普通話詩詞獨誦	1P	LAU Siu Yeung
		1st Runner-up	普通話詩詞獨誦	5J	TANG Cheuk Nam
		2nd Runner-up	普通話散文獨誦	3J	LAI Yat Hei
		2nd Runner-up	普通話散文獨誦	1F	CHAN Yi Wang
		2nd Runner-up	普通話散文獨誦	1G	CHAN Herman Heung Ming
		2nd Runner-up	普通話詩詞獨誦	4G	CHOW Man Hei Keiko
		2nd Runner-up	普通話詩詞獨誦	1G	CHAN Herman Heung Ming
領航盃朗誦比賽	領航教育	Champion	普通話詩詞獨誦	2F	IP Ka Man Carmen
普通話短講比賽——我最想和你分享的一首古詩詞（中學）	教育局課程發展處	優異獎	高中組	4H	LIN Yan You
第二十四屆全港中小學普通話演講比賽 2022	新市鎮文化教育協會	優異星獎	高中組	4G	LAU Wai Man
		優異星獎	初中組	3F	CHEUNG Mei Wai
		優異星獎	初中組	3H	WONG Yu Ching
		優異星獎	初中組	3H	YEUNG Yee Ching
		優異星獎	初中組	3L	SIU Hoi Wan
Statistical Project Competition	Hong Kong Statistical Society and Education Bureau	Champion	Senior	5L	FUNG Ching Yan
				5L	HUNG Sum Wing
				5L	YIM Pak Ho
				5P	AU-YEUNG Man Hei
		Prize for the Best Graphical Presentation of Statistics	Senior	5L	FUNG Ching Yan
				5L	HUNG Sum Wing
				5L	YIM Pak Ho
				5P	AU-YEUNG Man Hei
		1st Runner-up	Junior	3F	SEETO Ching Lam Jasmine
				3H	WONG Yu Ching
				3H	CHAN Lap Yin Larry
				3H	LAW Wing Hong
Mathematics Book Report	Curriculum Development	Second Class Prize	Senior Secondary Category	4F	LAI Wing Him

Competition for Secondary Schools (2021/22)	Institute, EDB	Chinese Cultural Award	Senior Secondary Category	4F	LAI Wing Him
		Appreciation Award	Junior Secondary Category	3H	YAU Sumei Joan
2022 華夏盃晉級賽	香港數學奧林匹克協會	二等獎	中一級	1L	YU Long Hei
		三等獎	中二級	2G	LEE Tsz Ying
JA Company Programme	JAHK	Champion	Most Popular Social Innovation	Pure (JA Student Company)**	
		1st Runner-up	Best Social Innovation		
		1st Runner-up	Best Display		
		1st Runner-up	Most Popular Video		
Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Champion	Graded Piano Solo - Grade Five	1J	WONG Rachel Sze Wai
		2nd Runner-up	粵曲獨唱－平喉獨唱－中學初級組	2P	YEUNG Nok Sum Clayton
動「策」先機－動物福利政策短片大賽 2021-2022	愛護動物協會	最受歡迎政策短片大獎	中學組	4G	CHEUNG Ka Yue
				4G	CHOI Man Yan
				4G	LAI Yan Kiu
Inter-school Swimming Championships	HKSSF	Champion	Girls 50m Back stroke (Grade B)	4J	LAU Tik Yee
		1st Runner-up	Girls 200m Freestyle (Grade A)	6J	YIP Tsz Laam
		1st Runner-up	Girls 200m Individual Medley (Grade B)	3F	CHEUNG Mei Wai
		3rd Runner-up	Boys 50m Back stroke (Grade C)	1L	WONG Tsz Hin
Inter-school Athletics Championships	HKSSF	3rd Runner-up	Boys 100m (Grade A)	5P	HO Marcus Ho
Inter-School Table Tennis Competition (Shatin and Sai Kung District)	The Hong Kong School Sports Federation	Champion	/	1H	NG Yui Chin Venus
				1J	LAI Cheuk Lam
				2F	LAU Sharon
				2L	LO Hei Kiu Candace
Inter-School Table Tennis Competition (Shatin and Sai Kung District)	The Hong Kong School Sports Federation	1st Runner-up	/	3L	CHENG Eires Yin On
				3F	LAU Angel
				3F	LO Hin Kiu

Kung District)				4F	TONG Lok Huen
				4J	LAU Wei Yee

* English Drama Club

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1F	LAI Tsz Him	1P	CHOI Yee Lok Audrey
1G	CHAU Tsz Ching	2F	LAU Sharon
1G	LEE Shek Yan	2G	LO Tsz Yeung
1G	YEUNG Tsz Kiu Casey	2H	CHAN Tsze Cheuk
1H	CHAN Nok Tung	3G	HO Pui Pui
1H	CHAU Jing	3G	LAU Yu Sum Katie
1H	WONG Chit Ning Charlyne	3J	KWAN Tsz Ching
1J	CHAN Tsz Nok	3L	CHAN Wing Sum
1L	CHAN Oceana	3L	HUNG Ching Yan
1L	NG Giovanna	4L	WONG Chun Yui
1P	CHEUNG Yui Chi Rachel		

** Pure (JA Student Company)

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
4G	AU Alexander Edward	5G	CHIU Hoi Ching Phoebe
4G	CHOI Man Yan	5G	YE Yiting
4G	KWAN Yi Yan	5J	CHONG Tsz Yiu
4G	PANG Yan Lok	5J	KONG Kei In
4G	WONG Gloria Ka Ka	5J	LIN Yat Ka
4G	WONG Lok Tung	5J	SUM Yung Wing
4H	CHIU Hoi Tung	5J	WU Man Ip
4H	MAN Nok Yin	5L	KWOK Suet Ying
4J	LEE Tin Wai	5L	LAI Tsz Ue
4L	CHEUK Kwan Yin	5L	WONG Shu Ting
4L	KUNG Pak Hang Donald	5L	YEUNG Tsz Kiu
4L	SO Gianna Chloe	5P	WAN Wing Lam
5G	CHAN Ling Yan		

9. Achievements and Reflections on Major Concerns for 2021-2022

Major Concern 1: To Foster Students to be Active Learners

In 2021-22, SPKC reached the second year of its current 3-year School Development Cycle. New strategies were implemented at the same time as previous year's ones were enhanced. After overcoming the challenges brought by learning disruptions from 2019 to 2021, this year, targets set for the **School's first Major Concern (MC1): to foster students to be active learners 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 was mostly achieved.

2021-22 was the second year of utilizing eLearning tools and online learning platforms as a strategy to encourage students' involvement and autonomy in learning (1.1.1). Refinement was made to select eLearning tools that were more interactive and of a greater variety, based on the last academic year's evaluation. The success criteria under this strategy were partially met. This year, the BYOD programme was extended to Pooikeinians of all levels. This meant that S1 to S6 students had their own iPad, which facilitated eLearning. With availability of eLearning tools and implementation of enhanced measures, it was surprising to find in the Learning and Teaching (L&T) Survey administered to students in late May that only 65.6% of the students agreed the use of eLearning tools, platforms and materials made them more engaged in learning. This figure was slightly below that of last year's (67%) and left the target percentage of 70% unattained. However, this drop was contrasted by the result obtained from the SHS Student Questionnaire: 67.5% of the respondents agreed they took the initiative to learn, showing a marked increase by almost 9% from 58.6% in 2020-21. It was possible that the improved learning motivation was due to other factors. Teacher feedback shed light on possible reasons why the adoption of eLearning tools was less effective than expected: shortened lesson duration, half-day classes limiting regular lessons to mornings and the special vacation from March to April 2022.

Following the use of technology was **adopting assessment strategies that enhance learning motivation (1.1.2). In its second year of implementation, this strategy was extended to curriculum outside the 20 local academic subjects. The success criteria under this strategy were met.** Scrutiny of plans of the whole-school Learning Without Walls (LEWOWA) programme confirmed that a variety of assessment methods were adopted based on varied programme natures, from kinaesthetic adventurer programmes to literary scholar programmes. From LEWOWA's end-of-programme survey, most (over 75%) of students agreed they were eager to learn during the programme, and that the assessments were sufficient, challenging and interesting. Another major co-curricular programme was the Life-wide Learning (LWL) Day which provided students a range of

activities and equally varied exit points. From successfully creating latte art to securing a simulation career, learner motivation was enhanced through catering to their diverse interests and designing appropriate assessments of learning outcomes. In fact, a vast majority of students (over 90%) expressed that they enjoyed the LWL activities. On a smaller scale, the newly launched school-based Multiple Intelligence Development (MID) Programme offered S4 students 10 courses equipping them with a range of skills. The programme progress plans, teacher questionnaires and student questionnaires all demonstrated that diversified assessment methods, such as designing a Chatbot programme and creating a ceramic product, were adopted in the MID. Results of both first and second term questionnaires showed that a vast majority (over 90%) of the students were engaged in their programmes. A range of students' good works were also collected to serve as samples. Last but not least, the school-based S4 Integrated Class which prepared students for pursuing International Advanced Levels in S5 was successful in providing students a range of assessment strategies that enhanced learning motivation. In addition to having 71.4% of S4 Integrated Class students agree in the L&T Survey that their subjects adopted varied assessment methods, their outstanding result in the Pearson Edexcel International GCSE Examination 2022 was proof of their sustained motivation in excelling academically despite continual disruption brought by the COVID pandemic to learning. 72.7% of the students who sat for the exam obtained Grade 8 or above in all their subjects.

With the pandemic showing signs of easing towards the end of the 2020-21 school year, it was expected that more opportunities for peer learning within and beyond the classroom could be created (1.1.3). Three out of the four success criteria set for this strategy were met. All subjects grasped resumption of face-to-face learning in the first term of 2021-22 to conduct peer learning activities in lessons which included but were not limited to peer feedback and evaluation as well as group discussions, projects and presentations. Our teachers also seized students' time on-campus throughout the year to allow them to interact and collaborate with their schoolmates via three major whole-school programmes both outside the classroom and outside the campus. This year saw multifarious inter-school sports competitions and intra-school activities taken part in by students through sports teams and CCA. The LWL Day during which all students mingled with peers in their form in a half-day session of co-curricular activities (e.g. SimLife Challenge in S3) was also warmly welcomed. Last but not least, S1 to S6 Pooikeinians gave positive comments about the 34 cross-subject, cross-form LEWOWA programmes, some of which took place outside the classroom (e.g. abseiling and mountain biking). Section 8 of this report: Student Achievements lists the increased number of out-of-school team competitions our students won, compared with the last school year. Examples include Statistical Project Competition for Secondary School Students, the Hong Kong Secondary Schools Debating Competition, Hong Kong School Drama Festival, Hong Kong Schools Speech Festival, the JA Company Programme and Inter-School Table Tennis Competition.

It was encouraging to see that the number of students who agreed in the SHS Student Questionnaire that the teachers often arranged learning activities outside class for them increased by 6% to 50.5% this year. It was a significant improvement compared with last year's figure (44.5%). However, the target percentage of 60% was yet to be achieved. The shortened lesson duration, half-day classes limiting regular lessons to mornings and the special vacation from March to April 2022 were

identified as causes by teachers. Strategy 1.1.3 is suggested to be revisited in 2022-23 when planning for the third year of the current school development cycle is made. It is hoped that refinement to the strategy can be devised so that the percentage can be reverted to that of the pre-COVID, for example 65.1% in 2019-20.

Utilising project learning and cross-curricular projects to encourage student-directed learning was a strategy (1.1.4) newly adopted in 2021-22. Considering that success criteria set for this beginning year of implementation were achievable, they were mostly met. The project coordination record showed that all 6 KLAs scheduled projects for students. While most subjects detailed the projects carried out in their annual reports, few were yet to target their evaluation of the projects' effectiveness at encouraging student-directed learning. As for cross-curricular programmes and activities, the minimum target of 40% of subjects having conducted such activities was achieved. 9 out of the 20 subjects reported having conducted learning activities in collaboration with at least one other subject, and these subjects were chiefly from the Personal, Social and Humanities Education and Science and Technology KLAs. For subjects that planned for cross-curricular activities but were unable to realize their plans, the common reason identified was activity cancellation due to half-day classes and the special vacation from March to April 2022.

Another newly adopted strategy in the School's second year of development cycle was fostering the spirit of enquiry and exploration by promoting STEM education (1.1.5). The success criteria set for this newly implemented strategy were also achievable, and they were mostly met. STEM-related activities were carried out in 7 subjects: Mathematics, Information and Communication Technology, Chemistry, Physics, Biology, Integrated Science and Geography as planned. From junior-form projects in Mathematics to book displays in Geography, subject-specific targets which were varied in levels of expectation were met. While STEM activity records proved student participation in external STEM competitions, the number of external competitions was fewer than expected and participants' target learning outcomes related to inquisitiveness and motivation were yet to be detailed in the said records and annual subject reports. It was reported that selected S3 to S5 students took part in the Hong Kong Brain Bee Competition aiming at equipping young people with the knowledge of neuroscience; some S5 students took part in STEMxConstruction Workshop Cum Competition organized by the Hong Kong Institute of Construction; and some junior-form students participated in the International Junior Science Olympiad 2022 (Hong Kong Screening). The half-day, on-campus classes and the special vacation from March to April 2022 were identified as causes for the cancellation of some external STEM competitions. This said, more encouraging results were obtained from STEM-themed LEOWA programmes: STEM Magic Performance, Smart Campus and Smart City, and Experience Mathematics in Never Land. According to post-programme LEOWA surveys, 75.9% of students and 100% of teachers who participated in the said programmes felt satisfied with them. 75.9% of the students also wished to see the programmes re-run. As for the implementation of the Quality Education Fund project for STEM, it was progressing as planned. According to the STEM Working Group's report, quotations for infrastructural modifications for promoting STEM were already obtained, and renovation work was making its way towards the new academic year

Target 1.2: to nurture students to be self-directed learners with skills, habits and attitudes for self-learning was mostly achieved.

The School's second target under MC1 is **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 continued to be adopted (1.2.1) this year, with refinements. Two new strategies: developing metacognition skills (1.2.2) and making good use of assessment data to inform curriculum planning (1.2.3) were also introduced.** In general qualities of active learners were observed to start emerging in students. Results of the Student Questionnaire of the SHS showed a significant rise (+8.9%) in the percentage of students finding themselves taking the initiative to learn: from 58.6% in 2020-21 to 67.5% this year. A slight increase of 2.4% was also observed in the percentage of students who agreed they often reviewed their learning based on test and exam results and teachers' comments, from 65.7% in 2020-21 to 68.1% this year. Equally encouraging were findings that students took more responsibility for their learning: there was a 7.8% rise in the number of students who evaluated themselves to have done their homework seriously in 2021-22. A staggering 11.2% rise was also recorded in the number of students who saw themselves being able to set goals for their learning. Equally encouraging was the result obtained from this year's L&T Survey: most students (70.6%) rated themselves engaged in learning.

The success criteria set for strategy 1.2.1: adopting a wider repertoire of teaching strategies for help students take greater responsibility for their learning were partially met. In its second year of implementation, the "First 5 Minutes Policy" aimed at nurturing a self-directed learning habit among students through preparing for lessons was strengthened. However, student feedback was yet to fully support implementation success. All subjects utilised the first 5 minutes of their lessons for following up on students' pre-lesson preparation outcomes. A summary is tabulated in the following:

KLA	Subject	First 5 Minutes Policy	Method/ Activity/ Task
English Language	English Language	✓	pre-lesson materials
Chinese Language	Chinese Language	✓	pre-lesson tasks
	Putonghua	✓	pre-lesson questions
Mathematics	Mathematics	✓	pre-lesson tasks and revision of previous concepts
Liberal Studies	Liberal Studies	✓	checking completion of pre-lesson tasks
Personal, Social and Humanities Education (PSHE)	Business, Accounting and Financial Studies	✓	pre-lesson assignments and think-pair-share
	Chinese History	✓	pre-lesson tasks
	Economics	✓	pre-lesson tasks
	Geography	✓	pre-lesson tasks and revision of previous concepts
	History	✓	pre-lesson tasks and questions
	Integrated Humanities		discussions of pre-lesson assignments
	Personal-Social-Spiritual Education	✓	guided worksheets
Science and Technology	Biology	✓	pre-lesson materials via Google Site
	Chemistry	✓	flipped classroom
	Physics	✓	pre-lesson worksheets, classwork and quizzes

	Information and Communication Technology	✓	pre-lesson questions
	Integrated Science	✓	pre-lesson tasks
Aesthetic Education	Music	✓	pre-lesson tasks on Google Classroom
	Visual Arts	✓	pre-lesson tasks on Google Classroom
Physical Education	Physical Education	✓	checking outcome of student revision

Although 100% subjects strengthened their implementation of the “First 5 Minutes Policy” with an improved variety of methods shown compared with last year, student responses in the L&T Survey yielded less pleasing feedback. Only 48.5% of our students agreed that they prepared for lessons, a result which was similar to last year’s (49.0%). Limitations reported by the subject heads were the shortened lesson duration, half-day classes limiting regular lessons to mornings and the special vacation from March to April 2022. As follow-up measure for 2022-23, the policy would continue to be implemented with the design of pre-lesson tasks being more diversified.

In line with nurturing students to be self-directed learners were teaching students note-taking techniques. This year, explicit teaching of note-taking techniques reached S2. Teachers succeeded in modifying last year’s skill-building materials based on feedback as well as exemplifying students’ good notes through demonstration and sharing sessions. However, the intended learner outcome was yet to be achieved: only 43.1% of S1 and S2 students agreed that note-taking was useful to their learning. Evaluation by subject heads led to identification of a few key limitations. Firstly, implementation efficacy was affected by an increased number of newly-joined teachers. Also affecting implementation efficacy was deferment of collection of subjects’ notes by the School for mid-progress evaluation, as a result of the special vacation in March to April 2022. Finally, regarding student learning outcomes, S1 students were less able to apply note-taking skills to new contexts, compared with those in S2. To follow up on these findings, vertical planning of refined strategies and intended learning outcomes across S1 to S3 has already been devised and deliberated in panel head meetings. A training session will be given to support teachers new to the implementation of note-taking skills. Enhanced measures for promoting note-taking at both subject level and school level are also in place.

Another strategy adopted this year for nurturing self-directed learners was encouraging “Keen Learners” through positive reinforcement. According to the Character Building Committee’s annual report, a total of 1108 minor merits were awarded to S1-S6 students who had demonstrated characteristics including though not limited to “Keen Learners” in 2021-22. Equally encouraging was the improved sense of responsibility developed among students showing a lower learning motivation. 91.8% of applicants for the Grace Scheme, intended for improving students’ motivation and self-discipline, successfully met the requirements. Most of them were also reported to have stopped accumulating missing homework or late records since.

In 2021-22, our teachers embarked on the journey of developing students' metacognition skills (strategy 1.2.2) with small steps. The achievable criteria set for this initial year were met. Adopting the school-based lesson model, all of our subjects attempted teaching strategies that encourage students to be aware of and reflect on their own thinking processes. Enquiry questions, self and peer evaluation as well as self-assessment were common methods chosen. Teachers' efforts were recognized by more than half of the students: 61.7% of the S1 to S6 Pooikeinians agreed that they could conduct self-assessments and determine how to improve academically in the L&T survey. SHS Student Questionnaire items targeted at assessing relevant student learning outcome reflected our progression on the right track. The percentage of students who agreed that teachers often made them inquire into different issues in lessons went up slightly by 2.2% from 69.7% in 2020-21 to 71.9% this year. In terms of students' view on teachers often asking them though-provoking questions in lessons, 68.5% of the students this year agreed so, and this was similar to the result of 2020-21 (68.2%). According to the evaluation by the KLA heads and subject heads, teachers were yet to be familiar with utilizing metacognitive questioning in teaching, and time would be needed to develop such skill.

The third strategy adopted for nurturing students to be self-directed learners was strengthening the use of assessment data to inform curriculum planning and teaching of active learning (strategy 1.2.3). The success criteria set in the Annual School Plan (2021-22), were met. All subjects reported having incorporated analysis and utilization of assessment data into their curriculum planning and teaching. Markers' reports, panel meeting minutes and Collaborative Lesson Preparation (CLP) records were the most common platforms such analyses were documented. In addition, internal assessment data were deliberated in the Panel Heads' Meetings to identify students' strengths and weaknesses in transforming themselves into active learners. A list of qualities of active learners had been identified and few subjects in which students were yet to show these qualities were informed of the need to follow up. Going back to the use of assessment data to inform curricular planning, it was encouraging to find that more subjects attained the pass rate of 50% this year, compared with 2020-21. Comparison of the statistical reports made in the 4th Panel Head Meetings of 2020-21 and 2021-22 supported the finding that some improvement was made. For future enhancement, newly-joined teachers can receive more guidance in adjusting the level of difficulty of internal examination papers. Also, this implementation efficacy of this strategy for achieving target learning outcomes can be further investigated.

Target 1.3: to enhance the professional capacity of teachers in facilitating active learning was achieved.

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 2021-22, **the success criteria set for strategy 1.3.1: providing training on active learning to help teachers transform into effective enablers and activators of learning (1.3.1) were met.** Two professional development sessions on “metacognition” were held in the Staff Development Day, namely “Understanding Metacognition for Self-directed Learning” conducted by Dr Cheng Chi Keung, Associate Professor of the Department of Curriculum and Instruction of the EdUHK, and “Promoting Metacognitive Teaching at School Level” conducted by Ms Chan Kwan Mui, the Vice Principal of ELCHK Lutheran Secondary School. Most of the participating teachers (over 70%) agreed that the sessions helped them understand the principles and implementation of metacognition for training students. In addition to these, various capacity building activities helped equip teachers for facilitating active learning in their students. Examples include discussion about active learner qualities and assessment criteria in the 2nd Panel Head Meeting, sharing on strategies for promoting active learning in KLA-based sessions of Staff Development Days and deliberation of active learning implementation in Staff Meetings. It was pleasing to find in the SHS Teacher Questionnaire an increase of 6.6% in the number of teachers agreeing that the professional development activities organized by the school were of great help to them in performing their duties. Further achievements in this year’s teacher development are detailed in the evaluation of Major Concern 3.

Finally, the two success criteria set for the strategy of forming internal teachers’ learning circle by conducting collaborative lesson preparation and peer lesson observation focusing on active learning (1.3.2) were also met. Since 2020-21, CLP has been an integral part of SPKC’s learning routine for all subjects. This year, stronger emphasis was put on discussing students’ learning difficulties and suggestions for overcoming them. Beginning teachers and new teachers were reported to particularly welcome this capacity building routine. With whole-school implementation of the school-based lesson model and deliberation of MC1 from subject-specific CLP meetings to whole-school Staff Meetings, active learning became vital to learning and teaching in the School, peer lesson observation inclusive. Scrutiny of lesson observation forms across subjects show attention paid to qualities of active learning, including but not limited to pre-lesson preparation, enquiry questions as well as learning engagement and motivation. More information regarding the use of CLP lessons and lesson observation as part of the effort to promote professional interflow are given in the evaluation of Major Concern 3.

Feedback on Future Planning

The following provides a summary of the follow-up items for 2022-23 to refine MC1 implementation:

- In response to the ESR Report 2022, implementation of note-taking will see a clearer progression in 2022-23, when it is extended to S3 students. The refinement includes vertical planning of learning stages and outcomes, refined subject measures, as well as strengthened support to newly-participating teachers.
- Teacher capacity building on metacognitive questioning could be further built. This is believed to better equip them for asking a range of questions to guide students of diverse abilities reflect on their learning.
- For enhancing benefits brought by project learning and cross-curricular projects, data are to be collected for the School to devise a school-based framework of vertical skill development.
- The policy for cross-curricular lesson observation through Open Lessons is to be enhanced to include all subjects. It is envisaged that for Open Lessons, arrangements are coordinated by the Staff Development Committee (SDC) and collaborative effort among subject teachers is made.

Major Concern 2: To Implement Positive Education to Promote the Holistic Wellness of Students

SPKC values the physical, emotional and social well-being of students as much as their mental and intellectual growth. For this reason, the School has set **promoting the holistic wellness of our students through positive education as our second Major Concern (MC2)** in the current 3-Year School Development Plan. In 2021-22, enhanced strategies for implementing positive education were adopted in response to the evaluation from the last academic year. **This year, targets under this major concern were mostly achieved.** The comment: “the school's culture of providing students with a positive and supportive environment is well sustained” in the ESR Report 2022 is noteworthy.

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 was mostly achieved.

Last academic year, depending solely on the strategy of promoting a growth mindset for students’ self-improvement (2.1.1), target 2.1 was only partially achieved. This year, complemented by implementation of two new strategies: advocacy of PERMA in learning and teaching (2.1.2) and promotion of character strengths in a whole-school approach (2.1.3), most success criteria under target 2.1 were met, hence, the target was evaluated as mostly achieved.

In 2021-22, promotion of a growth mindset was no longer limited to “Growth Mindset Training Forms” in the Student Handbook and activities conducted by the Student Growth Committee; but it became integrated into various facets of school life. Its successful integration into two whole-school programmes is highlighted here. While implementing SPKC’s renowned whole-school Career and Life Planning (CLP) programme, elements of a growth mindset and PERMA were incorporated in S1 to S6 career talks which encouraged students to pursue their dreams. In whole-school LEWOWA programmes, the concept of personal improvement was stressed. According to the post-LEWOWA survey, 65% of our students were able to set a personal goal for the programme they participated in as well as make personal reflection in their i-portfolios. Nearly 70% of the participants acknowledged being able to make improvements in their learning as well as their daily life after the programmes. To nurture a growth mindset in students who were yet to keep up with the mainstream in their learning progress or self-management, the Endeavour Class and the Grace Scheme were offered. Students’ positive changes were encouraging. 81% of the students who participated in the 2021 Summer Discipline Training saw improved conduct grades of B- or above in the first term of 2022. 91.8% of applicants for the Grace Scheme, intended for improving student motivation and self-discipline, successfully met the requirements. Most of them were also reported to have stopped accumulating missing homework or late records since.

Coupled with advocacy of PERMA in learning and teaching (strategy 2.1.2) and promotion of character strengths in a whole-school approach (2.1.3) this year, Pooikeinians were advancing in developing positive values and attitudes towards their learning as well as themselves.

Annual reports of subject were reflective of teachers' efforts in incorporating one or more elements of PERMA into learning and teaching. A common approach was promoting positive emotions through recognition and sharing of good works which was made more convenient by online educational platforms. Relevant findings in the L&T Survey recognized teachers' hard work. 73.2% of SPKC students agreed that their teachers created a positive classroom atmosphere; a slight but uplifting 1.2% increase was observed compared with the figure obtained from 2020-21 (72%). The percentage of students who believed in their ability to set learning goals for themselves significantly increased by 11.2% from 54.6% in 2020-21 to 65.8% this year. L&T Survey results this year also indicated that 70.6% of our students evaluated themselves as engaged in lessons, a target quality we are hoping to see.

Promotion of PERMA and character strengths extended outside academic subjects to the 3 major whole-school activities, and they were partially successful. Through Christian activities held by the Christian Development Committee, PERMA+H and character strengths were promoted utilizing the Love@SPKC* award scheme. This said, participation rates were yet to meet the success criteria set by the committee in their annual plan. On the other hand, CLP sessions, as mentioned earlier in this section, met their success criteria in incorporating PERMA in career talks for all levels of students. As for LEWOWA, most participants (70% or above) expressed positive engagement in the programmes through rating themselves as "eager to learn" and "having acquired various skills and are able to apply them in their daily life". However, the plan to recognize students' achievements through providing a "Global Lounge" offering students a common area to exhibit their learning outcomes was not realized, due to building regulation hurdles. Also on a less positive note was attainment of the success criteria set for strategy 2.1.3: to promote character strengths in a whole-school approach. According to the annual report of the Character Building Committee, 8 videos were successfully prepared and uploaded to the Google Classroom after promoting character strengths in online assemblies. Students also submitted follow-up questions. However, the percentage of attainment stated in CBC's annual plan, as well as achievement of intended learning outcomes, was not detailed. Over a thousand minor merits were reported to have been awarded through the Love@SPKC award scheme, but whether students became more aware of their character strengths because of it was yet to be deliberated.

L&T Survey findings as well as SHS Student Questionnaire results indicated an area of non-attainment: SPKC students lacked confidence in their learning. L&T Survey (2021-22) findings showed only 57.8% of our students evaluated themselves as having confidence in learning their subjects. This was consistent with the SHS Student Questionnaire result revealing that only 57.9% of our students thought they were confident in learning.

All taken into consideration, target 2.1 was mostly achieved. We are progressing towards developing positive values and attitudes in our students. Indeed, APASO (2021-22) findings showed both junior and senior SPKC students' "General Self-concept" was higher than the Hong Kong norm.

Target 2.2: to cultivate in students a sense of belonging to the school and to develop positive relationships with others was mostly achieved.

Another target in the process of promoting holistic wellness was **to cultivate in students a sense of belonging to the school and to develop positive relationships with others (target 2.2)**. In addition to implementation of the refined Strategy 2.2.1: to reinforce positive thinking by encouraging students to serve the school and society, **a new strategy was introduced: to equip students with skills in developing positive relationships through class-based, form-based and whole-school activities (2.2.2) and the success criteria were mostly met.**

Although in-person schooling continued to be disrupted in 2021-22 by anti-pandemic measures, opportunities for community services increased. Our teachers made a great effort to resume the “Service Learning Scheme” and their hard work paid off. The Positive Education Working Group recorded 129 students having participated in more than two community services. Although our target of 100% student participation was not reached due to pandemic-induced activity cancellations and hurdles erected by vaccination requirements, we were pleased to see an increased opportunity for serving others. Indeed, some of our students received the Serving Hearts awards in recognition of their selflessness.

With the aim of equipping students with skills for developing positive relationships with their classmates, the Joyful Moment Campaign was introduced this year. Students and teachers alike grasped the chance to mingle with their classmates and get to know their teachers in class activities. According to the end-of-campaign survey conducted by the Positive Education Working Group, over half (64%) of participating teachers believed the Joyful Moment Campaign had enhanced the atmosphere in the class. The most common positive feedback given was they appreciated the opportunity to create happy memories with their students. Although the target percentage of 70% for teachers was yet to be met, student feedback on “class spirit” obtained from Student Growth Committee’s End-of-Year Questionnaire showed overwhelming positive views on positive class spirit and relationship. An average of 80.6% of S1 to S5 students agreed that they enjoyed being a part of their class and had good relationship with their classmates. Among S1 to S5 levels, the highest percentages were obtained from S1 (85.2%) and S3 (85.6%).

As for subject-based and committee-based targets in building positive relationships, as reported under relevant sections of MC2 Evaluation, they were mostly achieved. The major limitation reported was pandemic-related disruptions to in-person schooling.

Although opportunities for learning on campus continued to be limited by the pandemic situation in 2021-22, most of the Pooikeinians (72.6%) appreciated the School’s efforts by agreeing in the SHS Student Questionnaire that the school actively guided them to get along with others well. This figure was slightly higher than that of last year. The SHS results also supported our achievements in implementing strategy 2.2.2: 82.7% of our students saw themselves getting along well with their schoolmates. This figure slightly rose by 1.6% compared with last year’s, but it was nevertheless an achievement as the School’s performance in creating positive relationships had been high to start with

Target 2.3: to establish a positive learning atmosphere was mostly achieved.

Building on last academic year's strengths, enhanced measures for target 2.3 were implemented in 2021-22 and most of the success criteria were met.

The Love@SPKC award scheme, which was an enhanced all-in-one version of earlier reward schemes under the CBC (previously known as the Discipline Team) was vigorously promoted in 2021-22. 1108 minor merits were awarded to S1 to S6 students in recognition of their achievements in being love ambassadors, as well as demonstrating the four major qualities of a Pookeinian: **Servant Leader, Positive Thinker, Keen Learner and Confident Explorer**. The minor merits were published in the student report card as official record of their achievements. With debut of the S4 Integrated Class, a preparatory curriculum for the non-local S5 and S6 International Advanced Levels, the School's internal academic award scheme was extended to give recognition to these students. Top scorers in the S4 Integrated Class received rounds of applause from their schoolmates during the End-of-School-Year Service on 5 August 2022.

Online platforms were reported to be facilitative of increased demonstration and sharing of students' achievements. They had made it feasible for teachers to continue celebrate success and recognize improvement despite the half-day on-campus lessons. Displaying good works were not limited to the online platforms; electronic boards as well as bulletin boards in classrooms were also better utilized this year to display pictures of students receiving class awards and examples of good notes taken.

Last but not least, subjects set specific criteria of keen learners in order to direct students' attention to striving for improvement this year. However, there was room for reviewing this measure's efficacy. It was found that the number of students being able to meet the requirements set by subjects for receiving praising records could be higher. According to the L&T Survey results, the percentage of students who acknowledged that their teachers often gave them praises and recognition in class was the same as that of last year (71%) and was yet to reach the higher target set (80%) for 2021-22.

Target 2.4: to enable parents and teachers to have an understanding of how a growth mindset promotes the well-being of students was mostly achieved

Parents' support is conducive to promoting school major concerns. As it was mentioned in the ESR Report 2022, our parents were a part of our strong external network contributing to school development. They were supportive of the school policies and well involved in rendering support in various activities. **This year, parents' understanding of positive education through talks, seminars and school visits (strategy 2.4.1) was enriched at the same time with that of teachers. The success criteria for target 2.4 were mostly achieved.**

In the 2021-22 school year, a total of four in-person parents' talks were organized in an effort to promote well-being of students through home-school collaboration. The talks were co-organized by our Home-School Collaboration (HSC) Committee in collaboration with the Abundant Grace Church. The talks explored how a "sense of security" could be maintained amidst changes in different facets of life, and thereby nurturing resilience and a positive outlook of life. According to the annual report of HSC Committee, over 150 parents on average participated in the talks which were held successfully. Parents also took part in discussions and asked the speakers questions. This said, the participants' responses regarding how effective the talks had been in promoting positive education at home was yet to be detailed. The only limitation reported was the reduced number of participating parents; it was said this could be a result of social distancing concerns or rescheduling of the talks, which used to be held in the evening, to the afternoon.

Teachers, at the same time, benefitted from professional development training sessions on practical skills for promoting positivity and well-being in students. Most teachers (82.1%) who participated in the workshops to promote a growth mindset and positive education in class through dialogue on 24 August 2022 reported the workshops being helpful for them to perform their relevant duties. Approximately half specified the four techniques for focusing on positivity particularly useful. Participating teachers commented that the workshop facilitated their understanding of students' common fixed thoughts, and equipped them with skills to guide students to redirect their own thinking towards positivity and formulating their own solutions.

Target 2.5: to achieve good progress in Pooikeinians' physical development was achieved

Throughout the current 3-year School Development Cycle, continued emphasis has been put on ensuring good physical development among Pooikeinians. This is because maintaining a healthy body is pivotal to achieving holistic wellness. From early 2020 to early 2022, class disruptions brought by the COVID pandemic severely hit sports activities which required in-person participation. In 2021-22, the Physical Education Department continued efforts paid off. **The target of achieving good progress in Pooikeinians' physical development was achieved, with a vast majority of the success criteria under this strategy fully met.**

This year witnessed a profound rise in the number of students who **strengthened their physical fitness through thematic activities, competitions and award schemes (strategy 2.5.1)**. With face-to-face school resumption, fitness training made a comeback. This year, almost all (95%) of our S1 to S6 students passed their physical fitness test. The school's very own Fitness Centre, which opened shortly before the onset of COVID pandemic, recorded over 200 visits from students and over 350 visits from staff. In addition to health benefits brought to Pooikeinians by their frequenting the Fitness Centre, their physical development was boosted by new sports incentives. The "Fit Friday", which was held on campus on 14 Fridays, was actively participated by students and staff alike. The most common positive feedback received included increased energy levels to start the school day and the sportswear policy being conducive to exercising after lessons. Equally well-received was the MID "Get Fit" programme, by which S4 fitness enthusiasts trained in the Fitness Centre. Almost all (97%) of the participants attained the programme requirements. Another sports incentive was the "Virtual PERMA Running Competition" organized for students and teachers to encourage frequent exercising despite times of lockdown; it was warmly welcomed by over 80 participants.

Compared with the past two school years (2019-2021), this year saw in-person activities and competitions bloom. One-fifth of the student population took part in sports teams and benefitted from 20 times of regular training throughout the year. Students were also able to flex their muscles in an increased number of intra-school, as well as inter-school, sports competitions. Within the campus, Pooikeinians enjoyed a number of inter-house competitions such as basketball shooting, soccer penalty kicks and volleyball competitions. Our athletes received recognition from their schoolmates through a prize presentation ceremony arranged during recess. Outside the campus, some of our sports elites won prizes in the Inter-school Swimming Championships and Inter-school Table Tennis Competition (Shatin and Sai Kung District). The PE Department reported that about 100 students benefitted from an improved sense of belonging to the School through the inter-school events.

In terms of raising Pooikenian's awareness of maintaining physical wellness, a policy was already tailored and uploaded to both SPKC and EDB's websites. This said, the School has room for improvement in terms of promoting to students the relationship between BMI and a healthy lifestyle. According to the L&T Survey, 61% of S1 to S5 students found that their BMI data aroused their awareness towards their physical conditions. By more vigorously promoting understanding of the BMI to students in the coming academic year, it is expected that more students (over 70%) would be more aware of a healthy lifestyle, and be motivated to work towards good physical health so as to achieve holistic well-being.

Feedback on Future Planning

The following provides a summary of the follow-up items for 2022-23 to refine MC2 implementation:

- Effectiveness of the strategies on student developmental outcomes can be deliberated.
- Transformation of the Love@SPKC award scheme should be explained to newly-joined teachers in order to support its implementation.

Major Concern 3 (MC3):
To Develop a Professional Learning Community

In the 2021-22 academic year, **the two targets set for Major Concern 3 (MC3): to develop a professional learning community were mostly achieved.** This conclusion is based on achievement of the success criteria stated in the Annual Plan for 2021-22 and the refined targets which were follow-up measures emerging from the 2020-21 School Report. As illustrated by the results of the 2021-22 SHS Teacher Questionnaire, the index measuring teachers' perception on their professional development (items 20-25) this year is 3.9 out of 5, with '1' being the lowest and '5' being the highest. The higher the index, the more positive teachers' perception on professional development is. This year's index is higher than that of 2020-21 (3.8) as well as that of 2019-20 (3.7). The rising index reflects an increasingly positive view among teachers that the School has been meeting their professional development needs.

In the following, the evaluation of the 2 targets under MC3 is detailed.

Target 3.1: to promote professional interflow was mostly achieved.

A record-high of 86.2 percentage of teachers agreed in the SHS that the school has developed an ambience of professional interflow. This figure was 12.1% significantly higher than that of 2020-21, and was the highest recorded over the past decade.

Strengthened measures adopted in 2021-22 based on areas for improvement identified in 2020-21 to further increase administrative efficiency as a means to create space for professional interflow (strategy 3.1.1) were mostly achieved. In response to the user feedback in 2020-21, the refined school-based online Professional Development Record (PDR) platform on SPKC Gateway was launched in September 2021, with "summary" and "statistical report" functions made available. The enhanced functions were welcomed by frontline teachers and middle managers alike. All teachers were spared the clerical work of record keeping as all staff development activities organized by the Staff Development Committee (SDC) were automatically entered onto the PDR platform. Positive feedback given by teachers to the SDC was not only limited to user-friendliness of the platform. The "summary" and "statistical report" functions also enabled teachers to keep track of their training progress in accordance with EDB's professional development requirements. As for the middle managers, i.e. Panel Heads and Committee Heads, some reported benefitting from the administrative efficiency brought by the platform in conveniently monitoring their members' training progress and suggesting professional development activities to address the needs of their duties. This said, quantitative data of teacher feedback on the PDR platform was yet to be collected.

On top of regular practices, content of EDB’s two major categories of professional development activities was successfully incorporated into the school-based continuing professional development plan to keep teachers informed of the latest educational trends (strategy 3.1.2).

The two categories are: (1) teachers’ professional roles, values and conduct and (2) local, national and international education issues. The success of such integration facilitated both newly-joined and in-service teachers’ attainment of EDB’s professional development requirements. Three relevant achievements are highlighted here. Firstly, the staff development session on “Teachers’ Professionalism” (category 1) by Principal Chan Tak Hang inspired a majority of teachers (82.3%), according to the SDC’s teacher questionnaire results. Receiving similarly positive feedback was the joint-school workshop on learning and teaching of National Security Education delivered by EDB’s representatives (category 1). It facilitated teachers’ understanding of their roles, values and conduct in relation to the topic. Last but not least, the staff development sessions on category 2 were well-received by teachers. These sessions were (i) “Understanding Metacognition for Self-directed Learning” conducted by Dr Cheng Chi Keung, Associate Professor of the Department of Curriculum and Instruction of the EdUHK and (ii) “Promoting Metacognitive Teaching at School Level” conducted by Ms Chan Kwan Mui, the Vice Principal of ELCHK Lutheran Secondary School. Most of the participating teachers (over 70%) agreed that the sessions helped them understand the principles and implementation of metacognition, a strategy the School adopted this year for developing students to be active learners (MC1).

2021-22 saw increased platforms for sharing of best educational practices as well as enhanced professional capacity building among teachers (strategy 3.1.3). In particular, “Growth Wednesday” and “Open Lessons”, two new incentives launched, brought professional interflow in SPKC to new heights. The SDC restructured and centralized all staff development activities to promote professional interflow among a teaching team of varying levels of experience and joining the School at different times. All teachers were categorized into “Hope” (first year in SPKC), “Peace” (second to third year in SPKC), “Love” (fourth year or above in SPKC) and “CMM” (Panel Heads and Committee Heads). The following tabulates an array of professional development and sharing sessions systematically carried out by the SDC to cater for teacher diversity:

Professional Development Activities	
Areas	Topics
History, Ethos, Vision & Mission	History & Mission of SPKC
	We are Pooikeinians
	Christian Education
School Development	School Major Concerns
	School Self-Evaluation and External School Review
	Appraisal System and Skills
Learning & Teaching	School-based Lesson Model
	Understanding Academic Affairs

	Sharing of Good Classroom Practices
	IT in Education Technologies
	Metacognition and Brain-based Learning
Student Growth	School-based Student Growth and Support
	Case Referral Procedures
Teacher Roles & Relationships	Role as Class Teacher: Promotion of Class Spirit
	Role of Class Teacher: Communicating with Students and Parents
	Role of Panel Heads
Teacher Growth	Teacher Fellowship
	Professional Development Sharing
Administration & Operations	School Documents
	Data Management
	UT and Exam Practice
	Financial Management

One of the goals of “Growth Wednesday” was enabling newly-joined teachers to become fully effective members of the School, and this goal was achieved. The refined new staff induction programme rendered training and support specific to varying needs of beginning teachers, experienced teachers and middle managers who joined the School in the 2021-22 academic year. The end result was: newly-joined teachers became equipped with sound background knowledge of SPKC as well as administrative and education technology skills for adapting to teaching in the School. According to the empirical data from SDC’s evaluation report, most of the newly-joined teachers found the workshops conducted for them useful. Feedback from in-service teachers was equally positive, highlighting their exposure to specialized areas of school operations, such as financial management and SSE, useful.

The second new incentive launched this year was Open Lessons, piloted on a small scale to facilitate cross-curricular lesson observation and professional sharing (strategy 3.1.6). Although a quantitative record of teacher participation was not collected this year, the incentive satisfactorily achieved the purpose of promoting cross-curricular lesson observation based on empirical data. This said the effect on student learning was yet to be seen. Teachers from various subjects across different KLAs – CS, PE, BAFS, Math, Biology, English Language and Chinese Language – opened their lessons for observation of all teaching staff, regardless of their subject of expertise. Overwhelmingly positive responses were received from teachers to sign up for observing the lessons as well as participating in the post-lesson discussions, to a point when a maximum number of observers had to be set. A round-the-table evaluation of the Open Lessons in the 4th Panel Heads’ Meeting showed that participating teachers found the experience of voluntary, cross-curricular lesson observation enlightening: they reported benefitting from the pedagogies and classroom management skills observed from subjects different from their own. They also said they were able to apply the skills they acquired into their own classrooms and would like to see Open Lessons conducted the next academic year. With Open Lessons launched in Quarter 4, the benefits they bring to student learning are yet to be studied.

This year, the School built on its existing strengths in utilizing lesson observation and peer collaboration to promote professional interflow and enhance the quality of learning and teaching (strategies 3.1.4 and 3.1.5). While an enhanced professional interflow was supported by the corresponding SHS result, the target of enhancing quality learning and teaching was partially achieved. Lesson observation records showed that elements of the School-based Lesson Model and Gifted Education were set as common goals in lesson observation, though the extent varied. Thanks to the participation and input of the subject panel heads in CLP sessions, it was encouraging to find that 87.2% of the teachers agreed in the 2021-22 SHS that their subject panel heads effectively promoted teachers' professional interflow and collaboration. This figure was 2.5% higher than that of 2020-21, and was the highest since the commencement of the current School Development cycle.

Scrutiny of the subjects' annual plans, panel meetings and annual reports led to the conclusion that all subjects deliberated on the strategies for aligning with the School's major concerns. Teachers worked towards common goals of promoting active learning, encouraging PERMA and helping students overcome their learning difficulties in Collaborative Lesson Planning (CLP), according to available records of CLP sessions and feedback of teachers in meetings. Newly-joined teachers in particular found the discussions about students' learning difficulties and corresponding follow-up actions useful for improving their own pedagogy and classroom management skills. As for the strategy's effectiveness on enhancing student learning, presentation on internal 2nd term assessment results in the 4th Panel Heads' Meeting showed improvements in S1 and S2 students' learning performance compared with that of the 1st term. However, internal assessment results of S3 to S6 as well as the 2022 HKDSE results of S6 students were yet to show such improvement.

Target 3.2: to reinforce the element of professional development in staff appraisal was partially achieved.

Reaching its 3rd year of refinement, the appraisal forms were utilized to be more reflective of teachers' fulfilment of their roles as class teachers (strategy 3.2.1). The success criteria under this strategy were fully achieved. Complemented by a refined form management system, teachers received specific guidelines on their class teacher roles and duties through meetings, sharing sessions and mentorship. This, coupled with other areas for appraisal in the form, were found to be conducive to professional development. Indeed, the number of teachers agreeing that the staff appraisal was targeted at promoting teachers' professional development in the SHS rose to 81.6% this year from 77.4% in 2020-21 and 65.5% in 2019-20. A rising trend was formed.

In terms of strengthening teachers' appraisal skills (strategy 3.2.2), room for enhancement was observed. All teachers were introduced to SPKC's appraisal goals, system, procedures and tools through documents and briefings such that they gained a good understanding of the staff appraisal. However, middle managers were yet to attend the training targeted at equipping them with the advanced knowledge, skills and tools for effectively using the staff appraisal for promoting professional development among their members. The COVID-induced special vacation in the 2nd

Term attributed to the disruption to SDC's schedule for professional development activities. As a follow-up measure, training on advanced appraisal skills is suggested for middle managers in 2022-23.

Finally, **the Self-Reflection Tool (SRT)** which was introduced in 2020-21 for strengthening teachers' self-appraisal skills **was planned to be further promoted to raise teachers' competence in Standard 3 this year (strategy 3.2.2). However, this was not realized.** This strategy should be incorporated in the School's continuous professional development plan for 2022-23 and be vigorously promoted.

Feedback on Future Planning

The following provides a summary of the follow-up items for 2022-23 to refine MC3 implementation:

- While empirical data based on teacher observation and experience is utilized, quantitative data can be collected centrally to inform performance for planning and refinement.
- Following the ESR Report 2022, stronger emphasis can be placed on assessing the effectiveness of strategies on student learning.
- Where strategies have already achieved the intended outcomes, they should become internalized and taken out from the Annual School Plan for 2022-23.

10. Financial Summary for 2020/2021 School Year (audited)

Reporting DSS Schools' Annual Financial Position Financial Summary for the 2020/2021 School Year			
	Government Funds	Non-Government Funds	
INCOME (in terms of percentages of the annual overall income)			
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	74.92%	N.A.	
School Fees	N.A.	22.85%	
Donations	N.A.	0.13%	
Other Income	1.22%	0.88%	
Total	76.14%	23.86%	
EXPENDITURE (in terms of percentages of the annual overall expenditure)			
Staff Remuneration	83.53%		
Operational Expenses (including those for Learning and Teaching)	9.98%		
Fee Remission / Scholarship ¹	2.50%		
Repairs and Maintenance	1.39%		
Depreciation	2.60%		
Miscellaneous	0.00%		
Total	100.00%		
Surplus / (Deficit) for the school year*			
	1.18	months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year*			
	9.18	months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure			
¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the <u>annual overall expenditure</u> of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the <u>school fee income</u> as required by the Education Bureau, which must be no less than 10%.			
<input checked="" type="checkbox"/> It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirement (Put a "✓" where appropriate).			

11. Reports on the Use of Grants for the 2021/2022 School Year

11.1 Report on the Use of Learning Support Grant (2021/22)

(學校：香港神託會培基書院) 2021/22 學年-學習支援津貼財政報告(融合教育運作指南附錄十八) 填表日期：29/9/2022

上學年可保留的累積盈餘：\$ 273935.85 (a) 本學年總撥款：\$ 762,026 (第一期撥款) (b) + \$ 345,034(第二期撥款)(c) = \$ 1,107,060

本學年可用金額(總收入)：\$ 1,380,995.85 (d) [(a)+(b)+(c)] 本學年總支出：\$1,343,896.5 (e) 本學年年終未累積津貼餘款：\$ 37099.33492 [(d)-(e)]

*官校以財政年度計算

1.	項目名稱	服務目的 (例如:小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	外購服務 機構名稱	推行時間 (包括活動/上課總時數或每小時所需的平均費用)	服務對象 (例如有特殊教育需要學生人數及其類別、家長人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出
2.	增聘全職教師	2 名	公開招聘	全年	/	/	/	(薪金+強積金供款) \$ 894159.6 + 44707.98 =\$ 938867.58
3.	增聘全職教學助理 增聘教學助理(兼職)	1 名 1 名	公開招聘	全年	/	/	/	(薪金+強積金供款) \$ 312388.60483871+ 15619.4302419355 =\$ 328008.035080645
4.	提升專注力課程	專注力及執行功能訓練	越己堂	節數/次數:10 節 每節時數:1.5 小時 總時數:15 小時	特殊教育需要學生人數及類別:6 人(確診或懷疑過度活躍及專注力不足學生) 教師人數:1	➢ 招收超過 95%目標學生 (SEN 或成績稍遜學生) <u>學生問卷</u> ➢ 70%學生表示小組有助他們提升自我調節技巧，減少衝動地作出反應。 ➢ 70%學生表示小組有效幫助小組有助他們提升解難及組織能力。	➢ 招收 100%目標學生 (SEN 或成績稍遜學生)。 <u>學生問卷</u> ➢ 100%學生表示小組有助他們提升自我調節技巧，減少衝動地作出反應。 ➢ 80%學生表示小組有效幫助小組有助他們提升解難及組織能力。 <u>導師報告</u> ➢ 學生在小組活動中表現投入及專注，導師能有效和學生建立關係。	費用總數： \$12,500
5.	提升中文學習技巧小組	讀寫訓練及學習支援	越己堂	節數/次數:8 節 每節時數:1.5 小時 總時數:12 小時	特殊教育需要學生人數及類別:8 人(中一和中三的讀寫障礙或成績稍遜學生) 教師人數:1	<u>學生問卷</u> ➢ 招收超過 95%目標學生 (SEN 或成績稍遜學生)。 ➢ 超過 70%學生能夠列入全	<u>學生問卷</u> ➢ 招收 100%目標學生 (SEN 或成績稍遜學生)。 ➢ 少於 70%學生能夠列入	費用總數： \$10,000

						<p>級頭 75%的排名。</p> <p>➤ 超過 70%的學生同意該工作坊提升他們的學習能力。</p>	<p>全級頭 75%的排名。</p> <p>➤ 超過 85%的學生同意該工作坊提升他們的學習能力。</p> <p><u>導師報告</u></p> <p>➤ 學生在認字方面有進步。在前測中，學生認字的平均分只有 26%，但在後測中的平均分卻達到 80%。</p>	
6.	「新元素」成長課程（上學期）	專注力訓練、溝通能力及自信提升	尚志培訓有限公司	<p>成長課程：5 節 x2 小時 =10 小時</p> <p>親子工作坊：4 小時</p> <p>總時數：14 時</p>	特殊教育需要學生類別：SEN 或成績稍遜學生	<p>➤ 招收超過 70%目標學生（SEN 或成績稍遜學生）。</p> <p>➤ 超過 80%學生出席率逾九成。</p> <p><u>學生及家長問卷</u></p> <p>➤ 超過 80%學生及家長同意活動有效提升學生自信、解難及自我管理等能力。</p> <p>➤ 超過 80%家長同意活動有效提升親子之間的溝通。</p>	<p>➤ 招收超過 80%目標學生（SEN 或成績稍遜學生）。</p> <p>➤ 接近 90%學生出席率逾九成。</p> <p><u>學生及家長問卷</u></p> <p>➤ 超過 90%學生及家長同意活動有效提升學生自信、解難及自我管理能力。</p> <p>➤ 超過 80%家長同意活動有效提升親子之間的溝通。</p>	<p>費用總數：</p> <p>\$1,800 X 8 人</p> <p>\$1,286 X 1 人</p> <p>= \$15,686</p>
7.	「新元素」成長課程（下學期）	專注力訓練、溝通能力及自信提升	尚志培訓有限公司	<p>成長課程：5 節 x2 小時 =10 小時</p> <p>親子工作坊：2 節 x4 小時 =8 小時</p> <p>學生日營：2 節 x3 小時 =6 小時</p> <p>總時數：24 時</p>	特殊教育需要學生類別：SEN 或成績稍遜學生	<p>➤ 招收超過 70%目標學生（SEN 或成績稍遜學生）</p> <p>➤ 超過 80%學生出席率逾九成。</p> <p><u>學生及家長問卷</u></p> <p>➤ 超過 80%學生及家長同意活動有效提升學生自信、解難及自我管理等能力。</p> <p>➤ 超過 80%家長同意活動有效提升親子之間的溝通。</p>	<p>➤ 招收超過 80%目標學生（SEN 或成績稍遜學生）。</p> <p>➤ 64%學生出席率逾九成。</p> <p><u>學生及家長問卷</u></p> <p>➤ 超過 90%學生及家長同意活動有效提升學生自信、解難及自我管理能力。</p> <p>➤ 超過 80%家長同意活動有效提升親子之間的溝通。</p>	
8.	中一親子日(2122)	協助中一新生及其家長融入校園生活，推廣共融文化	尚志培訓有限公司	<p>節數/次數：2 節</p> <p>每節時數：3 小時</p> <p>總時數：6 小時</p>	學生人數：203 人（中一學生）	<p><u>學生及家長問卷</u></p> <p>➤ 超過 80%學生及家長同意活動令他感受自己是學校的一份子。</p>	<p><u>學生及家長問卷</u></p> <p>➤ 超過 90%學生及家長同意活動令他感受自己是學校的一份子。</p>	<p>費用總數：</p> <p>= \$5,540</p>

9.								
10.	中一銜接課程 (22/23)	協助中一新生融入校園生活，推廣共融文化	循道偉理楊震社會服務處	節數/次數：2 節 每節時數：1.25 小時 總時數：2.5 小時	學生人數：472 人(中一學生及家長)	<u>學生問卷</u> > 超過 70% 的學生表示活動有助提升學生的個人成長 > 超過 70% 的學生表示活動有助學生提升社交發展	<u>學生問卷</u> > 超過 80% 的學生表示活動有助提升學生的個人成長 > 超過 80% 的學生表示活動有助學生提升社交發展	費用總數： \$7,200
11.	中一共融活動日 (1/8/2022)	促進班級經營，建立包容互助的共融氣氛	神託會生命教育計劃	節數/次數：6 節 每節時數：1.163 小時 總時數：7 小時	學生人數：203 人(中一學生)	<u>學生問卷</u> > 超過 70% 的學生表示活動有助他們反思融合融入班房 > 超過 70% 的學生表示活動有助建立班級凝聚力	<u>學生問卷</u> > 少於過 70% 的學生表示活動有助他們反思融合融入班房 > 超過 750% 的學生表示活動有助建立班級凝聚力	費用總數： \$10,000
12.	S.6 Busking Show	支援有精神健康需要學生的服務	神託會青年新領域	節數/次數：1 節 每節時數：1.16 小時 總時數：1.16 小時	全級中六級學生	<u>學生問卷</u> > 超過 70% 的學生表示滿意該活動。 > 超過 70% 的學生表示活動有助幫助學生舒緩壓力。 > 超過 70% 的學生表示活動有助學生與同儕和學校建立支援的關係。	<u>學生問卷</u> > 超過 80% 的學生表示滿意該活動 > 約 80% 的學生表示活動有助幫助學生舒緩壓力。 > 少於 70% 的學生表示活動有助學生與同儕和學校建立支援的關係。 <u>導師報告</u> > 學生在音樂傳球的活動中十分投入，現場氣氛良好。	費用總數： \$2,000
13.	中六靜觀工作坊 S.6 Relaxation activity	支援有精神健康需要學生的服務	神託會生命教育計劃	節數/次數：1 節 每節時數：1 小時 總時數：1 小時	全級中六學生	<u>學生問卷</u> > 超過 80% 的學生表示滿意該活動。 > 超過 70% 的學生表示活動有提升他們對自己壓力來源的認知。 > 超過 70% 的學生表示活動有助他們學習使用靜觀方法處理壓力幫助學生舒緩壓力。	<u>學生問卷</u> > 超過 80% 的學生表示滿意該活動。 > 少於 70% 的學生表示活動有提升他們對自己壓力來源的認知。 > 少於 70% 的學生表示活動有助他們學習使用靜觀方法處理壓力幫助學生舒緩壓力。	費用總數： \$5,000
14.	Joyful Moment Campaign	共融活動	不適用	全年	中一至中六學生	<u>數據統計</u> > 100% 的班別在第一學期	<u>數據統計</u> > 65% 的班別在第一學期	費用總數： \$8558.5

						之前提交至少一份的 Joyful moment 表格。	之前提交至少一份的 Joyful moment 表格。	
15.	「敢夢想飛」計劃 (上學期)	支援有精神健康需要學生的服務	不適用	節數/次數: 4 節 每節時數: 1.5 小時 總時數: 6 小時	特殊教育需要學生人數及類別: 4 人 (精神病患/有情緒問題學生) 教師人數: 1	<u>學生問卷</u> > 超過 80% 的學生出席逾九成。 > 超過 80% 的學生表示活動有助提升學生的效能感和樂觀感。 > 超過 80% 的學生表示活動有助他們認識自己。 > 超過 80% 的學生表示活動有助他們放鬆心情。	<u>學生問卷</u> > 有 50% 的學生出席 100% 的活動時數。 > 100% 的學生表示活動有助提升學生的效能感和樂觀感。 > 100% 的學生表示活動有助學生認識自己。 > 100% 的學生表示活動有助他們放鬆心情。	費用總數: \$234
16.	「敢夢想飛」計劃 (下學期)	支援有精神健康需要學生的服務	不適用	節數/次數: 4 節 每節時數: 1 小時 總時數: 4 小時	特殊教育需要學生人數及類別: 6 人 (精神病患/有情緒問題學生) 教師人數: 1	<u>學生問卷</u> > 超過 80% 的學生出席率逾九成。 > 超過 80% 的學生表示活動有效提升他們的自我效能感。 > 超過 80% 的學生表示活動有效提升他們的解難能力以及擴展社交圈子。 > 超過 80% 的學生表示該活動有效提升他們對壓力及正向思維的認識。	<u>學生問卷</u> > 接近 90% 學生出席率逾九成。 > 100% 的學生同意活動有效提升他們的自我效能感。 > 100% 的學生同意活動有效提升他們的解難能力以及擴展社交圈子。 > 100% 的學生同意該活動有效提升他們對壓力及正向思維的認識。 <u>導師報告</u> > 根據導師觀察, 活動有助學生了解壓力來源, 學習正向心理學及不同放鬆技巧。學生也能透過小組互動, 彼此學習和建立支援網絡, 提升了他們面對壓力及情緒管控技巧。	
17.	購置學習資源 心靈秘密花園 (學生及教師本)	社交訓練	不適用	不適用	不適用	不適用	不適用	費用總數: \$302.4
18.	精神健康講座 (初中)	支援有精神健康需要學生的服務	不適用	節數/次數: 1 節 每節時數: 1 小時 總時數: 1 小時	所有 S.1-3 學生	<u>學生問卷</u> > 超過 70% 的學生表示他們能透過該活動學習有效	<u>學生問卷</u> > 超過 85% 的學生表示他們能透過該活動學習	不適用

						的減壓方法。	有效的減壓方法。	
19.	精神健康講座(高中)	支援有精神健康需要學生的服務	不適用	節數/次數:1 節 每節時數:1 小時 總時數:1 小時	所有 S.4-6 學生	<u>學生問卷</u> ➢ 超過 70% 的學生表示他們能透過該活動學習有效的減壓方法。	<u>學生問卷</u> ➢ 超過 75% 的學生表示他們能透過該活動學習有效的減壓方法。	不適用
20.	「友」伴同行小組(甲組)	社交技巧訓練	香港明愛	節數/次數:12 節 每節時數:1.75 小時 總時數:21 小時	特殊教育需要學生人數及類別:4 人(確診或懷疑自閉症譜系學生) 教師人數:4	<u>學生問卷</u> ➢ 超過 70% 學生表示小組有助他們投入校園生活有正面影響。	<u>學生問卷</u> ➢ 75% 學生表示小組有助他們投入校園生活有正面影響。 <u>導師報告</u> ➢ 學生的溝通及協作能力有進步。例如在社工的提醒下,學生能調整及慢慢覺察自己不合宜的行為。在與人溝通意見不合時,也能觀察別人的反應並調整自己的行為,作出讓步。	不適用
21.	「友」伴同行小組(乙組)	社交技巧訓練	香港明愛	節數/次數:15 節 每節時數:1.75 小時 總時數:26.25 小時	特殊教育需要學生人數及類別:6 人(確診或懷疑自閉症譜系學生) 教師人數:4	<u>學生問卷</u> ➢ 超過 70% 學生表示小組對於他們投入校園生活有正面影響。	<u>學生問卷</u> ➢ 50% 學生表示小組有助他們投入校園生活有正面影響。 <u>導師報告</u> ➢ 學生的協作能力有進步。例如在拍影片的過程中,學生都能夠互相尊重、投入在拍攝過程。	不適用
22.	家長「抗壓有方」工作坊(初中)	家長工作坊	「Open 喻」香港賽馬會慈善信託基金	節數/次數:6 節 每節時數:2 小時 總時數:12 小時	家長人數:8	<u>家長問卷</u> ➢ 超過 80% 的家長同意工作坊有助他們家長識別負面情緒及提升他們應對親子衝突的能力。	<u>家長問卷</u> ➢ 100% 的家長同意工作坊有助他們家長識別負面情緒及提升他們應對親子衝突的能力。	不適用
23.	家長「抗壓有方」工作坊(高中)	家長工作坊	「Open 喻」香港賽馬會慈善信託基金	節數/次數:5 節 每節時數:2 小時 總時數:10 小時	家長人數:8	<u>家長問卷</u> ➢ 超過 80% 的家長同意工作坊有助他們家長識別負面情緒及提升他們應對親子衝突的能力。	<u>家長問卷</u> ➢ 100% 的家長同意工作坊有助他們家長識別負面情緒及提升他們應對親子衝突的能	不適用

11.2 Report on the Use of Life-wide Learning Grant (2021/22)

(Stewards Pool Kei College)
Report on the Use of the Life-wide Learning Grant
2021-2022 School Year

Category 1: To organise / participate in life-wide learning activities

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	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													
1	Co-Curricular Activities (For 71 teams and clubs)	Leadership Training	Jul-22	S1-S5	825	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Achievements of the teams / clubs	\$179,710.91	E1, E5	✓	✓	✓	✓	✓	
2	Life-wide Learning Day	Values Education	Oct-21	S1-S6	944	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Evaluation meeting conducted by LWL committee	\$315,302.00	E1	✓	✓	✓		✓	
3	LEWOWA Programme Fee (Student & Teacher Subsidy)	Values Education	Jul-22	S1-S5	825	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee	\$1,665,944.30	E1, E2	✓	✓	✓	✓	✓	
4	Multi-intelligence Development (MID) Programmes	Cross-Disciplinary (Others)	Jul-22	S4	158	1) Teachers' observation and feedback 2) Students' presentation / interview	\$110,734.40	E1	✓	✓	✓	✓	✓	
5	Summer Leadership Training	Leadership Training	Jul-22	S1-S5	50	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by CBC committee	\$15,100.00	E1	✓	✓	✓			
6	Life Education Virtual Tour-Germany	Values Education	Jul-22	S1-S5	30	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee	\$27,360.00	E1, E5	✓	✓				
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1							\$2,314,151.61							
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
2														
3														
4														
5														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2							\$0.00							
Expenses for Category 1							\$2,314,151.61							

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Subject Based activities	Cross-Disciplinary (STEM)	For the use of Physic and Astronomy Club	\$15,270.00
2	IT Committee (ITC)	Cross-Disciplinary (STEM)	For Aviation activities and STEM activities	\$44,328.00
3				
(Please insert rows above if the space provided is insufficient.)				
Expenses for Category 2				\$59,598.00
Expenses for Categories 1 & 2				\$2,373,749.61

* : 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.)

E2 Transportation fees

E3 Fees for non-local exchange activities / competitions (students)

E4 Fees for non-local exchange activities / competitions (escorting teachers)

E5 Fees for hiring expert / professionals / coaches

E6

E7

E8

E9

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	944
Number of student beneficiaries:	944
Percentage of students benefiting from the Grant (%):	100%

Contact Person for LWL (Name & Post):	Alex Ng Chak Ho
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Fees for students attending courses, activities or training organised by external organisations recognised by the school

Purchase of equipment, instruments, tools, devices, consumables

Purchase of learning resources (e.g. educational softwares, resource packs)

Others (please specify)

11.3 Report on the Use of Diversity Learning Grant (2021/22)

1) Evaluation

PIC (Initial)	Subject/ Team	Activity	Objective(s)	Evaluation
JNg	CDC	School-Based Gifted Education Workshop: Creative Learning and Critical Thinking Workshop	To develop skills in Creative Learning and Critical Thinking for gifted students	<ul style="list-style-type: none"> 100% of the students agree the workshop helps them to understand how to apply creative learning and critical thinking skills on learning. Over 95% of the students practice and develop their various potentials.
ALau	History	Afterschool challenging tutorials Holiday Enhancement classes	To develop their potential and maintain their interests in learning by providing more challenging task	<ul style="list-style-type: none"> 100% of the students agree the Program helps enhance their knowledge/ exam skills in the subjects. Over 90% of the students would join the Program in the future. 100% of the students are satisfied with the Program. 100% of the students having higher achievements in the subjects. 93% 學生認同「閃小說工作坊有助你提升寫作的興趣」及「閃小說工作坊的深淺程度切合你的學習需要」。 93% 學生認同「閃小說工作坊的老師講解清晰」。 86% 學生認同「工作坊有助你提升寫作的信心」。
JTse	Math	Senior Mathematics Team	Training for gifted students	
VHar	Music	DSE Music	To nurture students having higher music achievements	
Eshiu	CHIN	中文寫作班: 閃小說工作坊	1) 提升學生的創意 2) 提升學生的寫作興趣及能力 3) 豐富學生的創作經驗	

2) Financial Report

	Particulars	Subject/team	Income	Expenses	Available Balance
(a) Other Programmes	Received from EDB OF DLG (Other Programmes)	---	\$105000		
	Other Programmes 1	Mathematics		\$6500	
	Other Programmes 2	Chinese Language		\$16000	
	Other Programmes 3	History		\$2800	
	Other Programmes 4a	Music(20-23)		\$12920	
	Other Programmes 4b	Music(21-24)		\$14400	
	School-Based Gifted Education Workshop	CDC		\$12000	
(a)Total:			\$105000	\$64620	\$40380
(b)Other Languages	Received from EDB OF DLG (Other Languages)	---	\$197977.5		
	Received from EDB OF DLG (Other Languages) Adjustment	---		\$13650	
	Japanese, French & Spanish Class	---		\$35100	
	(b)Total:		\$197997.5	\$48750	\$149227.5
(a)+(b)Total:			\$302977.5	\$113370	\$189607.5

11.4 Report on the Use of Sister School Scheme Grant (2021/22)

姊妹學校交流報告書 2021 /2022 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：	葉寶玲

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

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 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 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 checked="" 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 checked="" type="checkbox"/> 大致達到	F3 <input 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 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 checked="" 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 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 checked="" type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	---	----------------------------------	----------------------------------

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 checked="" type="checkbox"/>	描述	編號	<input checked="" 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 type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" 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 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 checked="" 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\$161,499
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 type="checkbox"/>	學年總開支	HK\$161,499
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> 反思:三次活動交流皆涵蓋初中及高中生，通過互聯網形式開展線上交流活動，一共超過 50 人參與，包括兩校的校長及副校長、負責對外交流聯繫的老師等。 跟進: 可以延續學生領袖訓練為主題的交流，師生交流分享
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 反思: 第一二次由學生自行報名，交流學習及課外活動、兩地的流行文化及個人興趣發展等，第三次則聚焦於兩校的領袖發展。第一次跟惠景中學的交流，我們首次採用實時直播形式進行校園遊蹤，學生參與程度高，反應熱烈，可以再辦。 跟進: 日後可以共同協作線上體藝活動
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i> 反思:活動日子選取恰當，於考試前及長假期前進行，方便兩地老師及學生安排
O4	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i> 津貼用於添置課室的視像交流設備，以作遠程視像交流
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 checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	40 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 type="checkbox"/>	本校學生參與交流的總人次	_____總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	10 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	3 總人次

備註：				
學年	結餘承上 \$	收入 \$	支出 \$	結餘 \$
2020/2021	154,950.00	156,035.00	189,740.00	121,245.00
2021/2022	121,245.00	157,127.00	161,499.00	116,873.00
備註: 學校可保留的津貼餘款，上限為 12 個月的津貼撥款額。				

11.5 Report on the Use of Promotion on Reading Grant (2021/22)

2021/2022 School Year

Part 1: Evaluation of the Effectiveness

The Grant was put in effective use in the following areas:

1. Our school subscribed to the eRead Scheme in HKEdCity. Teachers across subjects and disciplines selected the books that are best suited for our students' needs, abilities, and interests.
 - A. Some of the books were eligible for S1-3 students to complete Chinese Reading Scheme
 - B. Some of the books were designated readings for all S4 to S6 students to complete their SBA for the Chinese Language
 - C. Some of the books were used as designated readings for Liberal Studies (LS) & Citizenship and Social Development (CSD).
2. The Grant was used to purchase books to support the English Reading Scheme. Students improve their mastery of the language through reading these titles recommended by the teachers.
3. The Grant was used to purchase titles and subscribe to periodicals for the Class Library, so that students have access to quality books recommended by various subject teachers in their own classroom.
4. The Grant was used to purchase books recommended by teachers to broaden students' horizon.
5. The Grant was used to purchase 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 going through the recommended books.
6. The Grant was used to purchase books about study methods, in line with SPKC's major concern of fostering students to be active learners, and the schools focus on study skills. This enforces the training for junior form students' study and notetaking skills.

Part 2: Financial Report

	Items	Expenditure
1	eBooks—eRead Scheme, HKEdcity	\$38,880
2	Books for extensive reading	\$34,446
		Total = \$73,326

11.6 Report on the Use of Student Activities Support Grant (2021/22)

Report on the Use of the Student Activities Support Grant 2021/2022 School Year

Jun 2022 ver.

I. Financial Overview

A	Allocation in the Current School Year:	\$31,850.00
B	Expenditure in the Current School Year:	\$28,990.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$2,860.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	5	\$2,570.00
Full-grant under the School Textbook Assistance Scheme	40	\$19,490.00
Meeting the school-based financially needy criteria	12	\$6,930.00 (capped at 25% of the total allocation for the school year)
Total	57	\$28,990.00

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Alpha Element Programme (Term One)		1	\$650.00		✓	✓		
2	Alpha Element Programme (Term Two)		1	\$650.00		✓	✓		
3	Athletics Team (Boys & Girls)		1	\$650.00			✓		
4	Basketball Team (Boys Grade A&B)		1	\$650.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
6	Basketball Team (Girls Grade C)		1	\$650.00			✓		
7	BBC micro:bit Starter Kit, Breakout Board and Smart Car Kit		5	\$1,450.00	✓				
8	Board Game Club		1	\$20.00	✓	✓	✓		
9	Calligraphy Club		3	\$1,500.00	✓				
10	Ceramics Club		1	\$200.00			✓		
11	Choir		1	\$650.00			✓		
12	Dance Club		1	\$400.00			✓		
13	English Drama Club		2	\$1,200.00	✓		✓		
14	Hands On X DIY Club		2	\$300.00			✓		
15	LEWOWA Subsidies		42	\$10,750.00	✓	✓	✓	✓	✓
16	Life Education Virtual Tour – Germany		2	\$40.00	✓	✓			
17	Multimedia Unit		1	\$20.00			✓	✓	
18	Orchestra		2	\$1,300.00			✓		
19	Prefect Team - Summer Leadership Training		3	\$540.00		✓		✓	
20	日本和諧粉彩畫工作坊」		1	\$120.00			✓		
21	Science Club		3	\$150.00	✓				
22	Soccer Team (Grade A&B1 / U19)		1	\$650.00			✓		
23	Soccer Team (Grade B2&C / U15)		1	\$650.00			✓		
24	String Ensemble		1	\$650.00			✓		
25	Summer Endeavour Class		1	\$650.00		✓	✓		
26	Table Tennis Team (Boys & Girls)		2	\$1,300.00			✓		
27	Volleyball Team (Boys & Girls)		4	\$2,400.00			✓		
28	中文辯論隊常規課程學費通告		2	\$800.00	✓				
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			87	\$28,990.00					

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			87	\$28,990.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	Mr Ng Chak Ho, Alex
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11.7 Report on the After-school Learning and Support Programme School-based Grant (2021/22)

School-based After-school Learning and Support Programmes 2021/22 s.y. School-based Grant - Programme Report

Name of School: Stewards Pooi Kei College

Staff-in-charge: Ms Leung Kin Yan, Joanna

Contact Telephone No.: 2345-4567

A. The number of students (count by heads) benefitted under the Grant is 36 (including A. 2 CSSA recipients, B. 22 SFAS full-grant recipients and C. 12 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Alpha Element Programme		✓		100%	Sep 2021 to Aug 2022	600.-	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	Upward Horizons Ltd.	
CCA Various Programme	✓	✓	✓	98%	Sep 2021 to Aug 2022	7,490.-	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	over 10 various service provider	
Life-wide Learning Programme		✓	✓	98%	Sep 2021 to Aug 2022	3,750.-	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee	over 30 various service provider	
Summer Leadership Training Prog		✓	✓	100%	Jul - Aug 2022	360.-	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by CBC committee	Ocean Dynamic Adventure Association Ltd.	
Total no. of activities:									
@No. of man-times	2	22	12		Total Expenses	12,200.-			
**Total no. of man-times	36								

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefited eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills			✓			
c) Students’ academic achievement			✓			
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem	✓					
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others		✓				
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community involvement		✓				

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project (You may tick more than one box)

- ☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- ☐ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes (Please specify: _____);
- ☐ the quality of service provided by partner/service provider not satisfactory; tutors
- ☐ inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload;
- ☐ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☐ the reporting requirements too complicated and time-consuming;
- ☐ Others (Please specify) _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

11.8 Report on the Use of the Grant for Citizenship & Social Development (CS Grant) (2021/22)

Targets	Strategies	Success Criteria	Planned Budget	Expenses	Evaluation
1. To utilize the CS grant to enrich students' learning experiences	<ul style="list-style-type: none"> To organize a school-based programme on HK cultural diversity in relation to CS curriculum 	<ul style="list-style-type: none"> The programme was held smoothly. Students are engaged in the activities in the programme. Half of the students feel that the programme activities enrich their understanding of the CS 	\$40,000	• \$0	<ul style="list-style-type: none"> The programme was cancelled. It was originally planned to be held in post-exam period. Due to the Special Holiday in Mar & Apr in 2022, the post-exam period and summer holiday were cut short and it was difficult to arrange the programme to avoid clashes with other whole-school programmes that are held regularly each year.
2. To provide support for teaching	<ul style="list-style-type: none"> To purchase learning & teaching materials (including Publishers' online teaching materials' fee) 	<ul style="list-style-type: none"> Most teachers agree that learning & teaching materials are good in enhancing learning & teaching Most students show interest in the learning & teaching materials 	\$10,000	• \$0	<ul style="list-style-type: none"> It was the first year of the CS curriculum was implemented, it was difficult to find suitable and quality learning & teaching materials on the market. To spend the grant wisely, the purchase will start in 22-23 when more quality resources are provided by the publishers and other providers who are more familiar with the CS curriculum.
	/	/	• \$50,000	• \$0	/

12. School Contact Information

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