

# *Stewards Pooi Kei College*

## *Annual School Report*

**2022-23**



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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 2022-23 school year, the School operated six levels (secondary 1 to secondary 6) with a total enrolment of 997 students allocated to 35 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 2022-23, the School provided six classes for S4 and S5 which included one class for the preparation of Non-local Curriculum (NLC) and one class for Non-local Curriculum respectively. There were 5 classes in S6 and an array of elective subjects to suit the diversified academic pursuits of our senior students.

The staff comprises 97 teaching staff members, the Principal inclusive. 100% of the teachers possess a bachelor's degree and about 39% have a master's degree. There is a team of 26 supporting staff members to maintain the school's daily operations: 3 Teaching Assistants, 2 school counsellors, 3 Laboratory Technicians, 2 IT Officers, 2 IT/AV Assistants, 1 Media Production & AV Assistant, 1 Library Assistant and 12 administrative staff. There are also 4 full-time and 4 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 2022-23 with regular classes or with organized learning activities was 191 including Examination periods and organized learning activities like the Life-wide Learning Day, the Learning-Without-Walls Programme and post-examination activities.

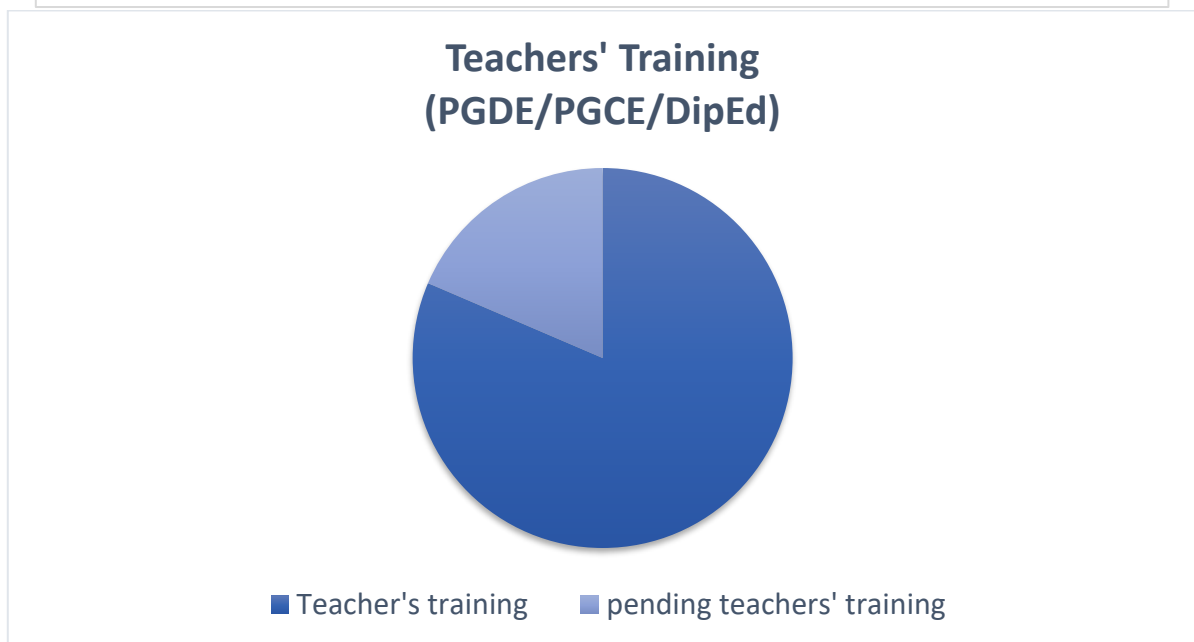
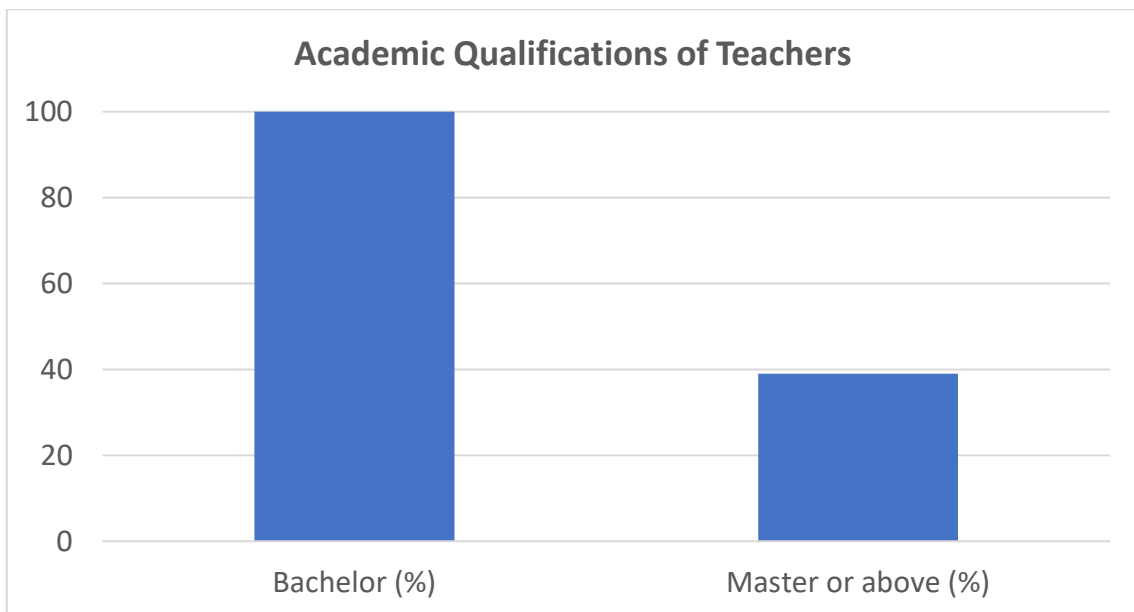
### 3. Our Students

#### 3.1 Class Structure

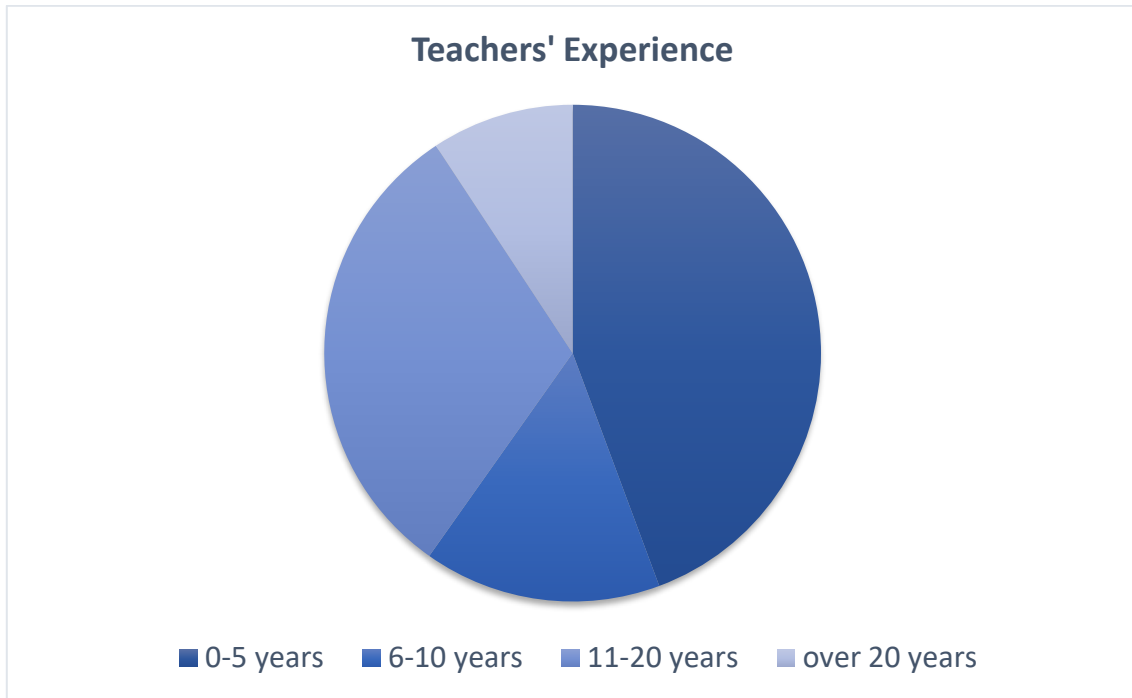
LEVEL	S1	S2	S3	S4	S5	S6	Total
No. of Classes	6	6	6	6	6	5	35
No. of Students	204	185	176	172	155	105	997

### 4. Our Teachers

#### 4.1 Teachers' Qualifications



## 4.2 Teachers' Experience



## 4.3 Native English Teachers (NETs)

In the 2022-23 school year, there were 5 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 under the leadership of KLA Heads Committee which focuses on planning, monitoring and evaluating whole-school learning and teaching as well as devise policies and measures in response to the changing learning environment. At the same time, 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.

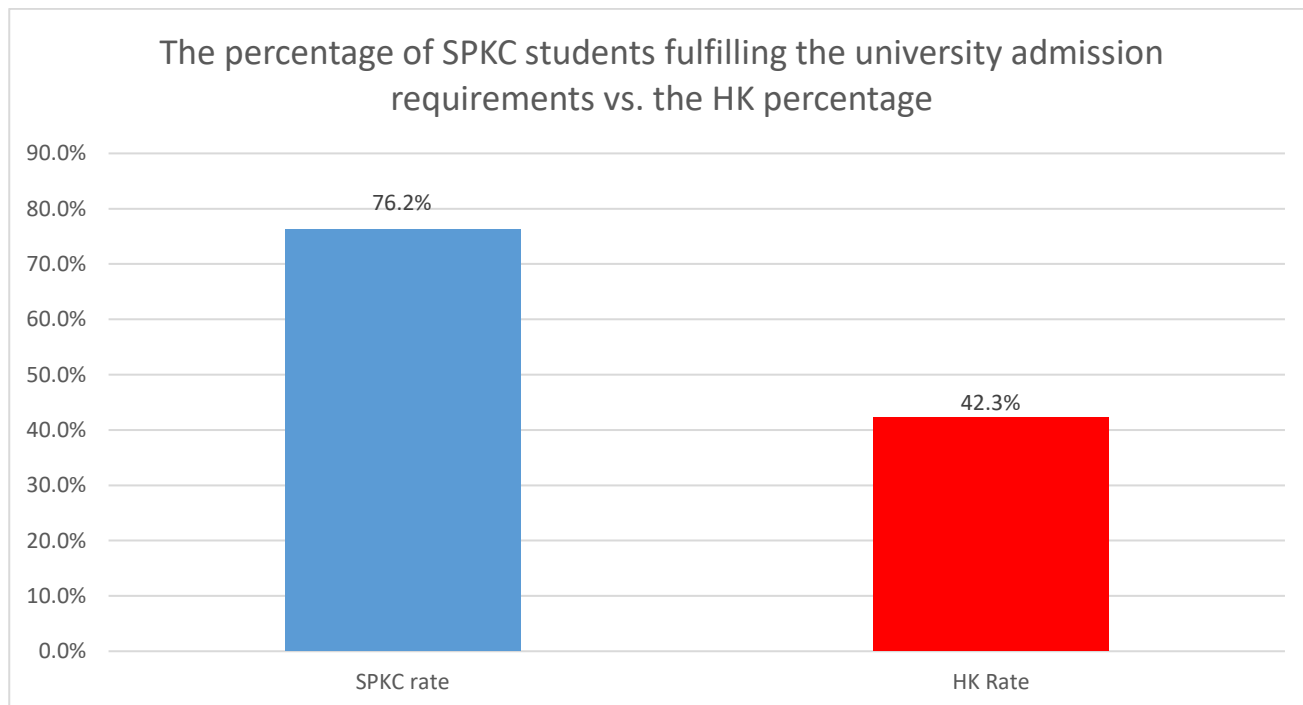
Comprising senior teachers and led by the Assistant Principal for Learning and Teaching, the KLA Heads Committee monitors the implementation of strategies in learning, teaching and assessment to ensure that they align with the School's major concerns. It also refines the school-based curriculum and class structure to meet the needs of our students and university admission requirements. This year two new school-based curriculums namely Design Thinking and Living (DTL) and Global Citizenship (GC) were offered to S1 students to meet the growing needs of students for STEAM and the global perspective. DTL aims at promoting junior Pooikeinians' development in STEAM with learning programmes and activities in science & information technology. The KLA Heads Committee at the same time keeps teachers abreast of changing trends in education. With the resumption of face-to-face classes in most of the time this academic year, the KLA heads suggested policies and formulated strategies conducive to the normalization of learning, teaching and assessment.

One of CDC's key achievements in 2022-23 is the further implementation of the Non-local Curriculum (NLC) in SPKC. The IGCSE curriculum has been immersed successfully in the school-based curriculum in the S4 Integrated class. The S5 IAL Class of 2023 was the first batch of students to study the IAS curriculum while at the same time attempting International AL (IAL). As the S6 IAL Class will officially commence in 2023-24, SPKC looks forward to the school-based NLC reaching new heights.

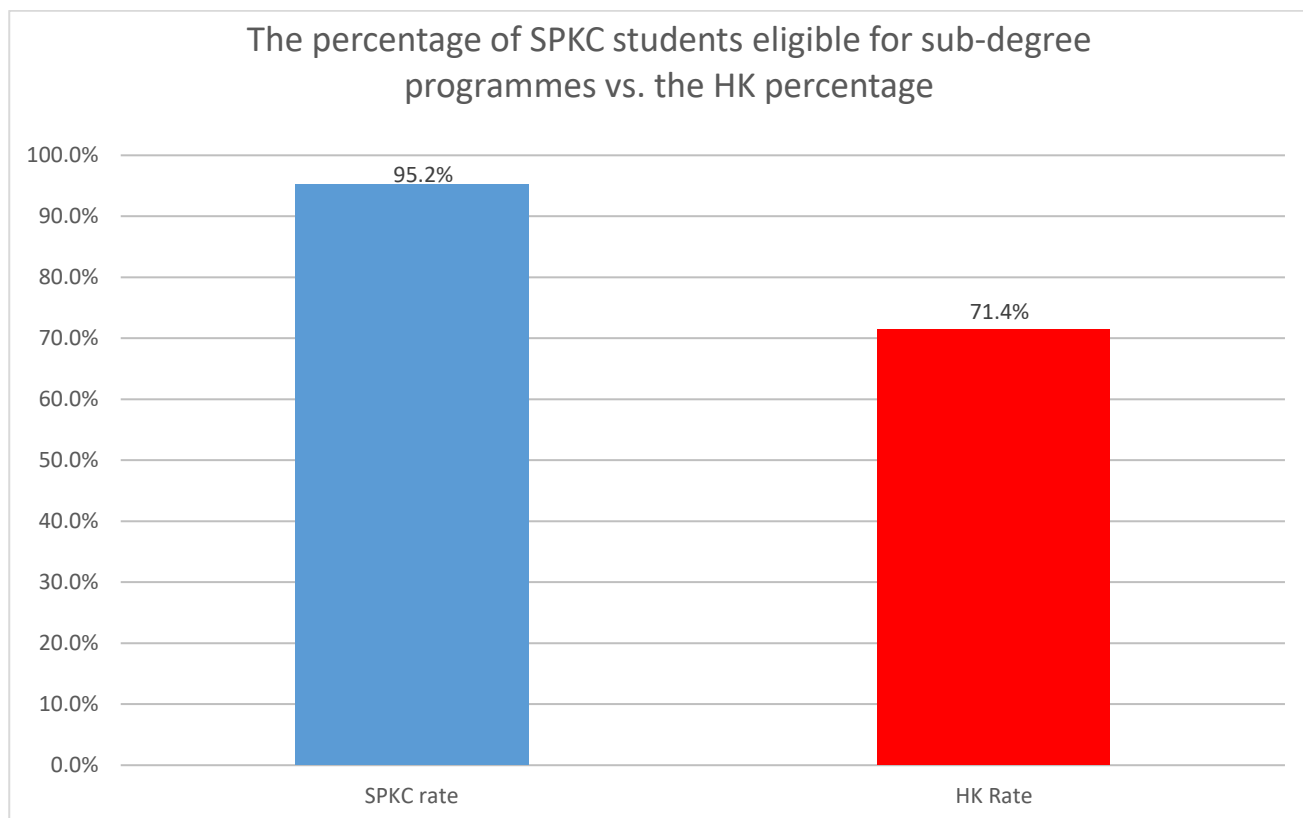
The second major achievement of CDC in 2022-23 is the successful debut of SPKC's Multiple Intelligence Development (MID) Programme consisting of 9 courses for S4 students and 8 courses for S5 students. The MID was a school-based taster programme aiming at facilitating students' exploration of their interests 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. This year, the school has introduced two new programmes, namely Curate Your Future in Metaverse and Jewelry Design, which aim to boost students' information literacy, promote ethical use of Metaverse, and encourage the exploration of career opportunities. The participants' learning outcome was equally encouraging: over 99% of the students satisfied the passing criteria and about 48% of them attained distinction.

## 5.2 Academic Attainment

Despite the past three years of disruption and uncertainty due to the Pandemic, the Class of 2023 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:

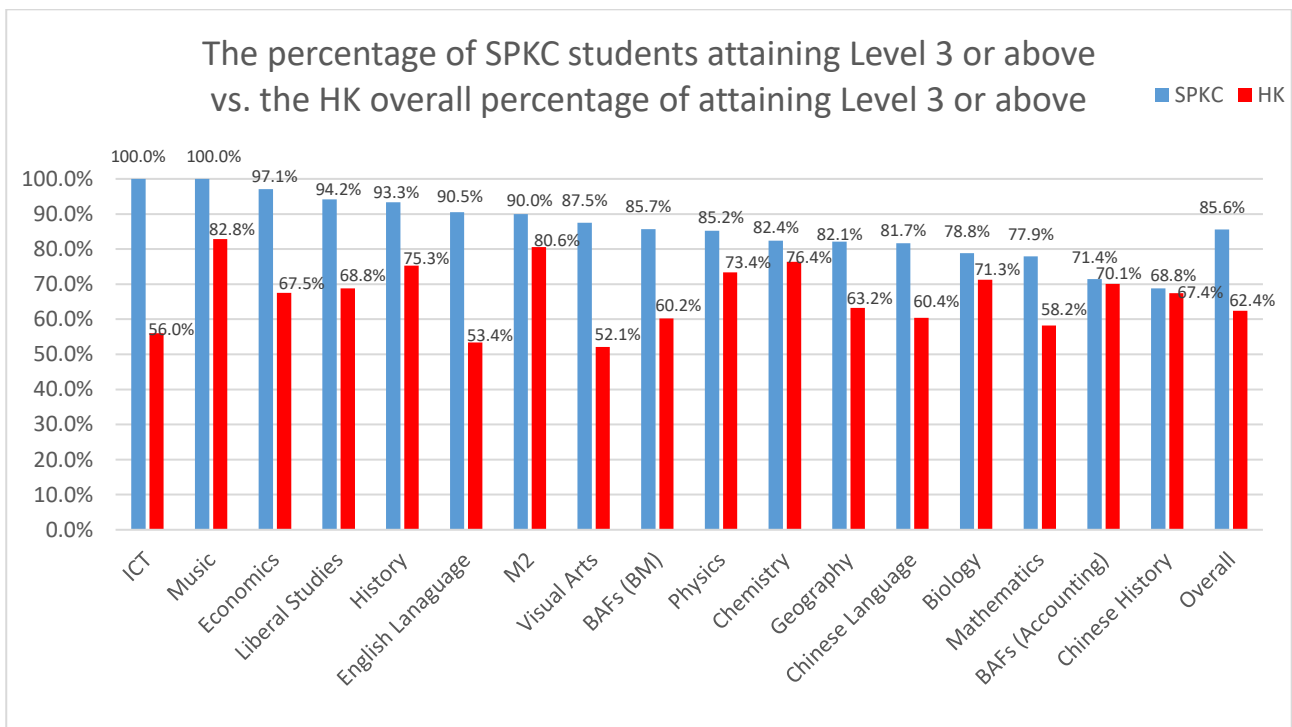
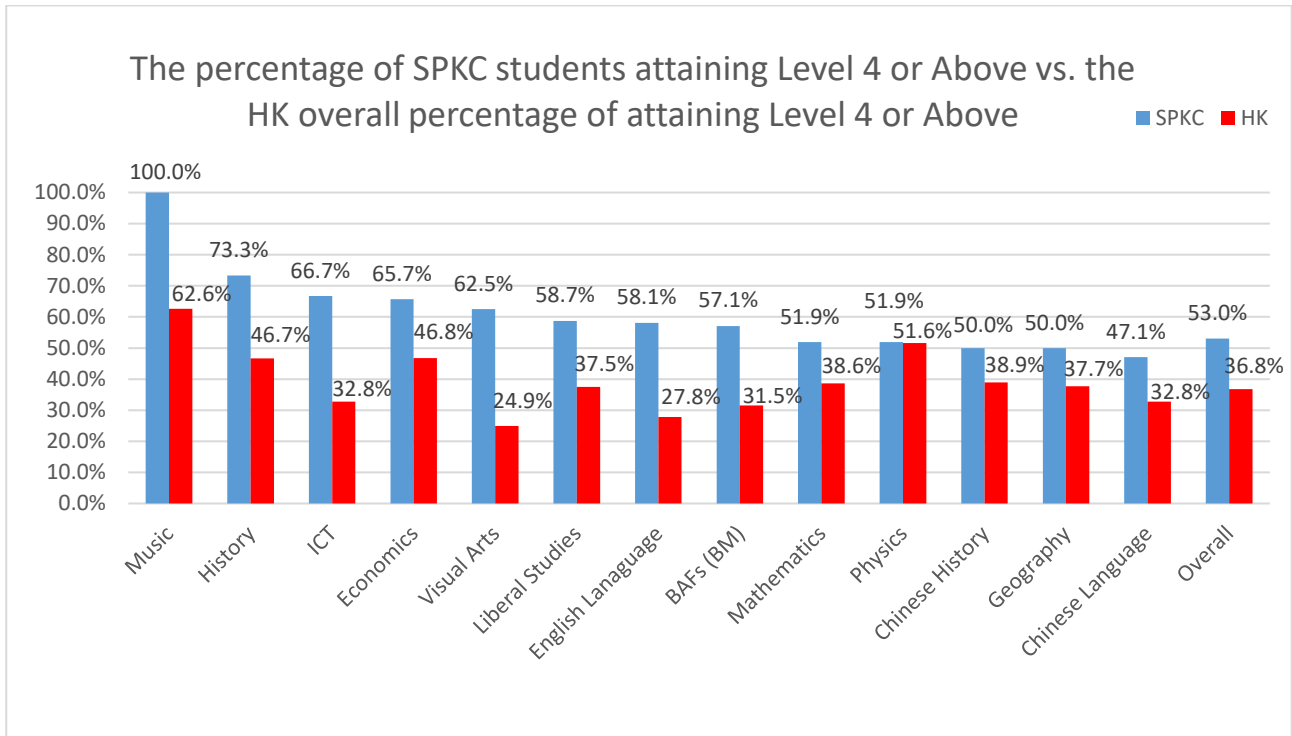


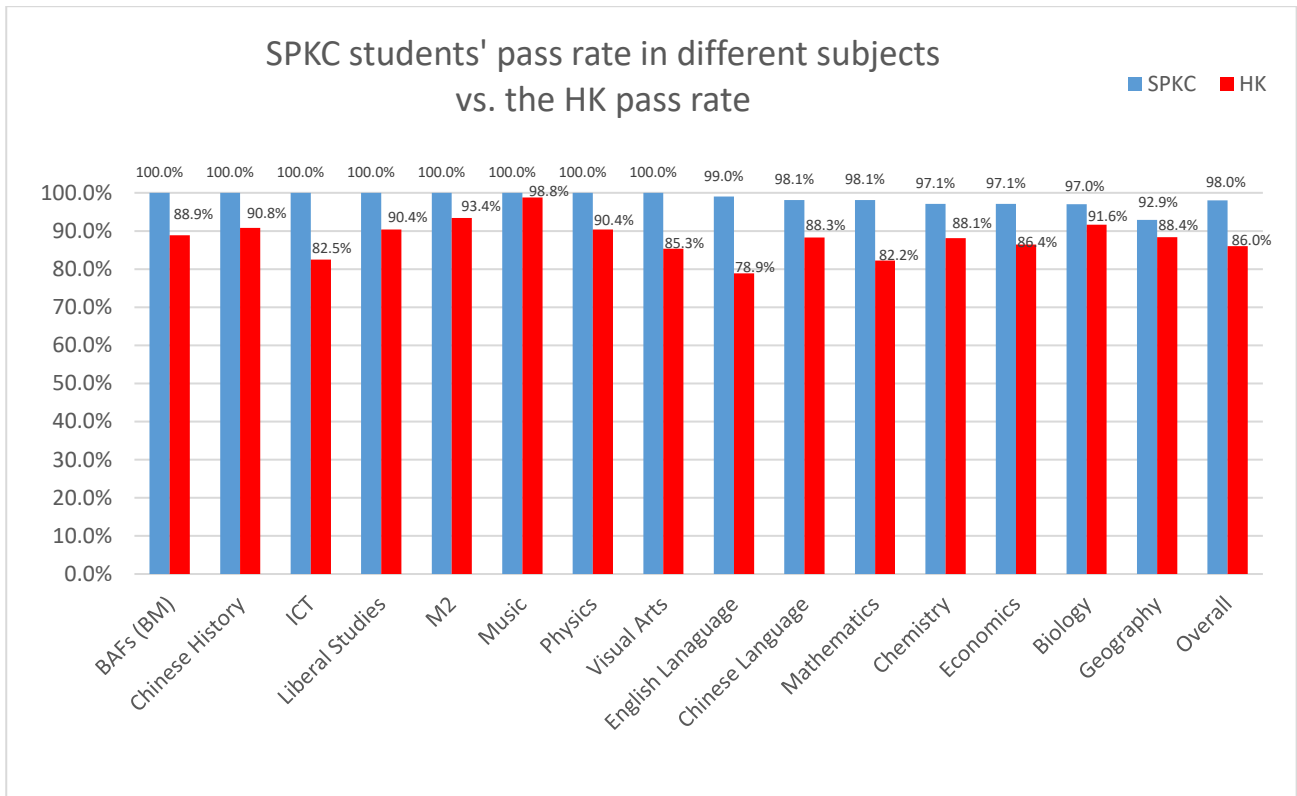
A higher-than-territory-average was also maintained in terms of eligibility for sub-degree programmes:





16 of our subjects obtained pass rates that surpassed the territory wide averages. Among these subjects, 13 subjects outperformed the territory averages in attaining Level 4 or above.





Among our S6 students who excelled in the 2023 HKDSE Examination, Lam Ka Yu (6 Joy), Fung Ching Yan (6 Love), Hung Sum Wing (6 Love), Yim Pak Ho (6 Love), Kwan Tsz Yau (6 Peace) and Liu Chun Lok (6 Peace) scored a total of 30 or above from their best six subjects. In particular, Yim Pak Ho attained an exceptional HKDSE result of 5\*\*, 5\*\*, 5\*\*, 5\*\*, 5\*\*, 5\* and 5\*, scoring a total of 47 in 7 subjects.

### 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.

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 externally and English Reading Fair and Pooikeinians' Assemble internally.

#### 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 28 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 Zoom debates' 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 Cheung Chuk Shan College, Wah Yan College Hong Kong, and Heung Yee Kuk Yuen Long District Secondary School. Going through more than 15 debates this year so far, the team members have done especially well in the HKSSDC, the Hong Kong English Debating League (HKEDL) and the 38th Sing Tao Inter-School Debating Competition of English Section.

In June, the juniors defeated Tuen Mun Catholic Secondary School and the seniors defeated Wah Yan College Hong Kong and joined hands in the Grand Final of the HKSSDC held in July.

The first time joining the Hong Kong English Debating League, ranking as one of the top 6 six schools and one of our speakers took home the trophy of the Best Speaker of the HKEDL for winning the honour of the Best Speaker in all 4 rounds of debates. Debaters reflected on this new experience and enjoyed the learning of critical thinking and teamwork with the generic debate motions and a fruitful year of meeting new debaters from other schools.

The Senior team entered the 38<sup>th</sup> Sing Tao Inter-School Debating Competition and in the 3<sup>rd</sup> Preliminary Round, our team took home the Most Improved Schools due to the highest number of Best Speaker awards and Best Interrogative Speaker awards won in all the preliminary rounds. 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 has 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 S1-5 students to join the Drama Club. The team has performed well in the Hong Kong School Drama Festival 2022/23. Not only 13 of the performers were awarded the Award for Outstanding Performer, but the group also obtained the Award for Outstanding Script, Outstanding Director, Outstanding A-V Effects and Outstanding Cooperation and the Award for Commendable Overall Performance.

Despite the challenges posed by the social and physical environments, Mr David Tobin and Mr. Brian McAuley, 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.

### 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. 71 students obtained Bronze, Silver and Gold Awards for the Reading Scheme. 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.

English Reading Fair was pioneered to promote reading, foster creativity and encourage sharing among active learners. Each Secondary 2 student chose a book to read and had to create a related product such as a map, costume, bookmark or anything inspired by the book with display that introduced visitors to it. Students had the option to work individually or in pairs, allowing for collaboration and the exchange of ideas.

The highlight of the event was the exhibition in Zone D, where students showcased their creations. Visitors had the opportunity to browse the exhibits and engage in conversations with the students, discussing their inspiration and the books they had read. This interaction facilitated learning about reading and provided insight into the creative process.

The English Reading Fair effectively promoted reading habits by combining the joy of reading with the development of creative skills. Through the event, students expanded their literary knowledge and enhanced their critical thinking abilities as they found innovative ways to visually represent their books. The fair also emphasized the importance of sharing and collaboration. Students actively shared their insights and recommendations with visitors, creating a learning community and fostering a culture of reading.

In summary, the English Reading Fair successfully achieved its objectives of promoting reading habits, fostering creativity, and encouraging sharing among students and visitors. By integrating reading with creative expression and facilitating interactions, the event provided an immersive experience that reinforced the significance of reading as a habit for Pookeinians.

#### 5.3.4 74<sup>th</sup> 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 and Dramatic Duologue. The Principal was one of the trainers in Solo Verse. The new attempt this year was that all S1 students enrolled in the Solo Verse section of the 74<sup>th</sup> Hong Kong Schools Speech Festival. The practice and training are incorporated into the English Oral lessons with the assistance of the devoted NETs.

This year, the number of award winners rises to 40 with 8 students awarded 1<sup>st</sup> place in Solo Verse and Dramatic Duologues. Pookeinians are proud public speakers trained since they were young.

#### 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 2022–23 and got the Honourary Mention for Outstanding Advocacy in the 1<sup>st</sup> and 2<sup>nd</sup> Preliminary Round and the team entered to the Quarter Final for the 2<sup>nd</sup> year. To recognize students' public speaking talents, selected students were trained for the HKFYG English Public Speaking Contest 2023 and 3 of our students entered the District Semi-Final of such competition. One of them was awarded the 1<sup>st</sup> in New Territories East and Top 5 in Hong Kong. In addition, selected students were trained for the Time to Talk Public Speaking Competition 2022-23 and 2 of our students won 1<sup>st</sup> Runner-up.

Apart from talent in speaking, our students showcased their versatility entering new competitions. Six of our students have demonstrated their potential in the MI Young Writers Award 2022 organized by Magazines International. Meanwhile, two S4 Pookeinians are nervous for the result of The Student of the Year Awards from South China Morning Post in the Linguist category. The year 2022-2023 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.

"Pookeinians Assemble" was a thrilling event that captivated the students of our school for the very first time. This event involved 10 exciting missions, released every teaching cycle, which aimed to immerse students in the use of English while incorporating fun challenges into their daily lives.

Throughout the event, students eagerly took on the missions and their accomplishments were recorded. Awards were presented based on the number of missions completed by each student. Those who successfully completed at least 3 missions were awarded the title of Officer, with 4 awardees. The title of Commander was bestowed upon students who completed a minimum of 6 missions, with 3 awardees. Lastly, the coveted title of Captain was granted to the 2 students who successfully completed all 10 missions. In addition to individual awards, the event also recognized collective effort. The Best Class Participation award was presented to the class with the highest participation rate, fostering a sense of camaraderie and encouraging teamwork among the students.

The purpose of "Pookeinians Assemble" was to showcase English as a tool for engaging in fun activities in daily life. The missions were deliberately designed to closely relate to students' everyday experiences. For instance, in December, students were challenged to write Christmas cards to their teachers in English, fostering creativity and enhancing their language skills. Additionally, they were tasked with completing vocabulary exercises based on their learning materials, which provided a more challenging and applicable experience. The event also concluded with a bonus mission where students could reflect on their school life and share their thoughts with the Principal.

In summary, "Pookeinians Assemble" successfully engaged students in English challenges that seamlessly integrated into their daily life. By immersing students in a variety of missions, the event emphasized the importance of English as a tool for communication and highlighted its relevance in making daily activities more enjoyable. The event not only recognized individual achievements but also promoted teamwork and class participation, fostering a vibrant English-learning community among the Pookeinians.

Adapting to the resumption of full-day lessons, 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

2022-23 was a year of transition from the New Normal to the Normal like before the pandemic. In this year, the library continued to explore the possibilities of promoting reading in both online and in-campus, while maintaining its high-quality in-campus service in face-to-face learning mode. Measures taken before the pandemic to foster the reading culture were either reinstated or strengthened so to help the Pooikeinians develop a liking for reading.

### 5.4.1 Fostering a culture of reading

To foster a culture of reading, developing reading habits is of vital importance. The library continued to provide borrowing services of our collection of over 30,000 items. To encourage our students to make the optimal use of the library, an Early Bird Scheme was designed to award the students who came to borrow books before the lesson time. 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 support academic reading.

In the digital era, the library provides a wide range of e-resources 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 all Key Learning Areas (KLAs), for students to read online. Also in line with the School’s emphasis on e-learning, students were 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 keep updating the students about the new arrivals of library books and enrich the choices of book, the library released New books of the week on every Monday through different channels such as Google Classroom, notice board outside the library, the new arrivals bookshelf inside the Library and the campus TV in the Pookienians Cafeteria.

In tandem with the development of school-based Non-Local Curriculum (NLC), library collection has continued to be enriched with the reference books for S5 NLC. In collaboration with the NLC Working Group, library acquired more than 40 titles across all subjects of the curriculum for students to self-study and revise. Library has allocated a specific location for the storage of NLC books collection so that students can access to the learning materials easily.

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 Parents’ Talk, parents’ feedback was very positive as many could not believe they could take home so many great books for free. As for the students, there were BookCrossing shelves installed in all

floors of junior forms classroom. Nearly 300 books (including both Chinese and English books) were put on the shelves in each floor. The students were invited to contribute and take away used books. High rates of participation was observed.

#### 5.4.2 From "Reading to Learn" to "Reading Across Curriculum"

The school has adopted a whole-school approach to promote reading in order to develop our students to be keen learners. On every Tuesday, a regular reading lesson was reinstated as the similar arrangement before the pandemic. Both teachers and students were to read together by choosing their own interested books. Students enjoyed the leisure reading time and were willing to share their books. All classes had students' book sharing in the lesson. With class teacher nomination, the students doing the book sharing well were awarded the book coupon as an incentive to develop reading habits.

Cross-curricular collaboration is another effective measure of promoting reading. Chinese Language Department arranged one of their Chinese Lessons as a reading lesson so that students can focus on reading curriculum-related readings. The students can choose the books from the ERead Scheme of HKEdCity. More than 250 junior forms students were getting Gold, Silver and Bronze Reading Award.

In addition, the library held various book exhibitions with different departments such as Math Books Exhibition in Math Week, Art Books Exhibition and Music Books Exhibition. Students can learn from the books selected by the subject teachers in specific themes. A large-scale book exhibition was held in collaboration with the Chinese Language Department. As it was the very first on-site book exhibition since the pandemic. The long-awaited book exhibition and the great variety of new books made the students and teachers very engaged and the sales was boosted to 500 books. The credit for the success in the sales should go to the Parents and Teachers Association (PTA) which generously subsidized the students for book purchase.

The collaboration with various subjects was further developed this year. In the Chinese Culture week, the library jointly promoted Intangible Cultural Heritage with Chinese Language Department, Chinese History Department and Chinese Culture Promotion Working Group by holding a thematic book exhibition and a quiz. Our student librarians were involved in designing short questions with their Chinese Language and Chinese History knowledge from the books they had read in the exhibition.

This year, the library organized a face-to-face "Meet-the-Author Talk" for the students. The writer has a psychology and music background and cares about the mental health in our society. More than 80% of students understood the messages spread by the writer well while more than 80% of students agreed that the theme and the messages from the writer could help maintain their mental health. Students applied their knowledge in Chinese Language and Music when interacting with the Author. It was a fruitful experience for the students.



### 5.4.3 Developing a learning community

The “Learning Community Channel” (LCC) is a channel dedicated to broadcasting educational videos across various themes to all Pooikeinians on YouTube. Book sharing among teachers was promoted through the 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 learn from the peer. In conjunction with the Global Education & LEWOWA Committee, students shared their experience during their LEWOWA programmes on LCC so that all Pooikeinians could learn from them.

Our student librarian team was also trained to contribute to the library as a community. Besides using the regular CCA meeting time to do book sharing and prepare for various book exhibitions. They contributed to the SPKC learning community by selecting suitable collection for the school library in an outing to the Commercial Press Book Store. This activity not only further developed their sense of belonging to the library but also helped to enrich the library collection. All Pooikeinian can access to their own collection and learn from the books as a community.

## 5.5 E-Learning Development

SPKC is dedicated to exploring the advantages of e-learning for our students. In these years, e-learning and e-teaching were implemented smoothly under the School's well-equipped IT environment: installation of Apple TVs, interactive display boards, 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 (MC<sup>2</sup>) has been set up to become the largest information delivery platform at SPKC which channels students' creative energy into diversified multimedia productions.

SPKC is proud to be staffed by a strong IT team with efficient, knowledgeable IT technicians and tech savvy teachers. We launched the One-to-one iPad Learning Programme which promotes self-directed learning and enhances the effectiveness of learning and teaching since 2014. Every year, the team organizes a number of teacher professional development activities in order to enhance teachers' confidence with digital learning strategies. In the 2022-23 academic year, all teachers participated in the Google Certified Educator program to develop the fluency in using Google tools in teaching. Now, 100% teachers get recognized for their expertise with the Educator Level 1 certification, and more than 40% teachers get recognized for their expertise with the Educator Level 2 certification

As a result, our teaching team is able to provide a flexible and safe environment for learning, collaboration, and communication in both academic and non-academic aspects. Teachers made a special effort to develop innovative e-learning pedagogies for blended learning mode. Students effectively utilized their iPads for daily learning, strengthening their proficiency in information literacy (IL) and enabling them to ethically, flexibly and effectively use information and information technology. The table below shows some specific applications and platforms used in different Key Learning Areas:

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

Besides, live broadcasted school-based assemblies, team and club meetings and post-exam activities were also conducted in order to ensure all 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 equip our students to become an independent and self-directed learner for future study and work in the digital world.

## 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.

With the proliferation of the teaching staff team, structured staff development programmes to maximize collective professional capacity become essential. This year, a staff retreat kickstarted the staff development programmes to enhance team building. Starting from 2021, our Staff Professional Development Committee separated teachers into four groups according to their teaching experience and role in SPKC. They are Class Faith (Core Middle Manager Group), Class Love, Class Peace and Class Hope (new recruits). Based on the needs of the different groups, the Staff Professional Development committee organized many useful activities for them on every Wednesday afternoon. This year, we offered 38 trainings for teachers. For example, Use of Assessment Data: DSE Report Analyze for Class Faith, Financial Management Skill for Class Peace and Class Love and the role of Class Teachers for Class Hope.

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 teaching pedagogies and school culture was also carried out.

Assessment literacy was one of the major focuses of the School. In the first term, the Staff Professional Development Committee held a workshop to enrich teachers' understanding on the principles and practice of assessments. This workshop was welcomed by the teachers, with 100% agreeing that the workshop was effective in facilitating their understanding and equipping them with a variety of practical knowledge and skills. Professional support from QSIP CUHK to different subjects offered our teachers valuable insights into their assessment practices.

To nurture our students to be active learners was another major focus of the School. A workshop has been organized to enhance the understanding of the adaptive teaching approach and the blended learning approach. This workshop was welcomed by the teachers, over 95% agreeing that the workshop was effective in enhancing their understanding towards adaptive learning cycle and method.

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. This year open lesson arrangement was well-organized in two terms to encourage more collegial sharing to build a professional learning community. About 1/3 of the teachers have participated in the open lessons. 83.9% of teachers who participated in the Open lesson agreed that the cross-curricular lesson observation inspired them to conduct a more efficient and effective lesson.

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 the school's aims is to foster future leaders with a global perspective. To achieve this, students should have a strong understanding of global trends and developments, along with the various social and political shifts. Starting from last year we also tried to raise student awareness of the United Nations and Sustainable Development Goals (SDGs) to foster active learners. Global citizens need to be aware of issues not only in Hong Kong and China but around the world. We need to promote lifelong learning opportunities for all students, and work towards nurturing students who welcome citizens of the world into their own society and show respect for locals when they are visiting or living in other countries, as part of the promotion of positive education and holistic wellness.

This year, UNICEF Club continues promoting global citizenship to peers by organizing various school activities. It held a 'Fit @ World Cup' activity to promote the SDG of good health and well-being during the World Cup in order to encourage students to exercise more. Our school was awarded the "Event Organizer Merit Award of UNICEF Club 2022/23". Our award-winning events were the Food Save Campaign which raised students' awareness towards the SDG of no poverty and the Fundraising Activity for Turkey – Syria Earthquake in which HK\$6,545.20 was raised. Our school joined the SDGs eLearn Award Scheme organized by UNICEF HK to allow students to take online lessons on different SDGs and take practical actions in daily life. We were pleasant to win the 'Best Participation School Award' as one of the top three schools with the most participating students in Hong Kong.

To nurture students as self-directed learners, S1 Global Citizenship offered students a foreign language independent study project via the Duolingo app. Comments from students demonstrated that it helped them form an interest in and connection to the language they had studied. It also nurtured students' positive attitudes towards new challenges, specifically towards different languages and cultures.

Although the pandemic situation was still unpredictable this year, it did not stop us from arranging exchange students to come to our school and finding a host family for them. Our incoming Spanish exchange student, Ana Cuadrado Lopez, studied in S4, she introduced herself and Spanish culture through assembly sharing and Spanish language games during International Awareness Week. Under the pleasant and friendly school atmosphere, Ana actively participated in every aspect of school life from performing in Drama Club and dancing in the 'Pooi Kei Fiesta' to serving in the Volleyball Team. She also shared her exchange experiences with other students in the 'Avenue of Stars' activity to promote the importance of being a keen learner. Finally, we worked closely with Ana to invite a group of exchange students from various countries like Japan, France, Italy, Brazil and Germany to share their cultures and have online quizzes with our students in the 'Intercultural Showcase' activity. We could proudly say that Ana has truly become a Pooikeinian full of unforgettable memories in SPKC.

Besides exchange students, we also continued to facilitate cultural learning by holding web-cam exchanges between our students and students from other parts of the world. Throughout the school year, we successfully organized three English-speaking conferences with Daegu Girls' High School (DGHS) in South Korea and three Putonghua ones with our Mainland Sister Schools including Beijing Luhe High School and Foshan Huijing Middle School. Topics of video conferences covered sharing of reading and learning habits and activities in traditional festivals. Two book sharings and one calligraphy workshop were conducted with our Mainland Sister Schools. One highlight of spreading love around the world was receiving a large parcel from DGHS filled with Christmas cards and gifts for our students! Our students then bought one gift for their 'secret angel' in return. These exchanges have not only helped our students make friends, but also helped our teachers develop a professional learning community that expands beyond Hong Kong. We are hoping to reach out and

form connections with new schools in the next school year.

Following a two-year hiatus, International Awareness Week resumed with five days of cross-curricular activities organized during lessons, recess, lunch and after school from 21 to 25 November 2022. The aim was to foster students' global perspectives in a positive and enjoyable atmosphere on campus. We also cooperated with the Student Union and different subjects in order to spread global awareness across our learning community of both teachers and students. Activities included Model United Nations lessons, language game booths, refugee escape board game, movie appreciation, Mobile Intangible Cultural Heritage and LaLiga Spanish Football School.

Throughout the school year we also organized assembly video sharing for students on Thursdays. In order to make videos more interactive, we adopted a quiz format where teachers competed against each other, answering questions to test their global knowledge. Students could play along and answer the questions on their iPad. These videos captured students' hearts and proved very engaging.

Lastly, at the end of the school year we organized the LEWOWA programmes 'Shall We Ted Talk' and 'A Closer Look on International Relationship' featuring global awareness activities and visits from international guests and government officials. By switching to full day mode, students could go deeper into global issues and were encouraged to create a 'Ted Talk' presentation or debate in Model United Nations. With travel out of Hong Kong still not possible for the majority of students in LEWOWA programmes this year, all the activities aforementioned were crucial in creating active learners and confident explorers of the world with global perspectives.

## 5.8 Life-changing Learning Experience

The Learning Without Walls (LEWOWA) programme has stepped into its 19th 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, which is to nurture Pooikeinians into globalized Christian leaders through life-changing experiences, never fades.

This year, LEWOWA has resumed to its full scale of at least 5 school days, with a total of 35 local and outbound experiential learning programmes to cater for students’ diverse interests. In response to students’ feedback from last year’s survey, new programmes, including tourism training, jewellery design and skateboarding, were organized. Students in local programmes did voluntary work for food-rescuing charities, built models with application of ‘Internet-of-Things’ and big data, sailed in the sea, raced drones with basic pilot training and tried out experiments about food science. Outbound programmes offered valuable opportunities for the students to fly to Singapore to enrich their STEM knowledge or tasted the rural life of the Japanese through living with their host families in Kyushu.

With the implementation of the S.E.A.L.S system, students are required to join at least three different categories of LEWOWA programmes, including Servant Leaders, Explorers, Adventurers, Life Planners or Scholars across the years in their secondary school lives. This arrangement fosters Pooikeinians to plan for their participation actively. Through a structural enquiry-based learning journey, they would be equipped with various project skills, which are conducive to their learning in formal curriculum. This year, they acted as active learners, going through a series of learning stages, from preparation to post-LEWOWA consolidation. They did presentations tackling enquiry questions in the extended learning sessions. Self-reflection of personal goals was also emphasized to enhance our students’ metacognitive skills.

To share the positive LEWOWA experiences among Pooikeinians, an innovative attempt to offer an interesting and vibrant exhibition day along with a lively variety show was made. With the aid of informative boards and interactive mini games, students presented their key learning outcomes of their programmes. Pooikeinians could learn from each other through constructive interaction. Diverse LEWOWA stories nurture students’ positive values ranging from perseverance to serving heart. The variety show acted as a platform for outstanding students to demonstrate their talents in TED talk, karatedo, English drama and image design. The exhibition day symbolized the celebration and acknowledgement of students’ success in LEWOWA under a fun and diverse learning atmosphere.

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 the world confidently and passionately.

## 5.9 Gifted Education

Sharing the same long-term goal of “Gifted Education for all, Education for the Gifted” as the EDB, Gifted Education is devoted to developing our students who are talented in various areas.

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. There are different types of assignments, such as creative writing, poster design, design of experiments/artwork, and video making.

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. For the school-based talent pool, in 2022-23, an annual programme that gathers the elites in our school for maximizing their potential through higher-order activities and forums was held. Our talent pool members took part in different kinds of activities such as alumni sharing as well as Creative Learning and Critical Thinking Workshop on inspiring creativity and higher-order thinking skills. Moreover, Big Brother and Big Sister Programme has been started up this year successfully and over 30 students have participated.

In order to benefit more students in the School, we offered a school-based pullout programme for gifted students to develop their thinking skills and creativity by participating in subject-based enhancement programmes. Music, Mathematics, BAFS and History nominated students to stretch their potential. Over 90% of gifted students can learn different high-order thinking skills and concepts.

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), The Hong Kong University (HKU). 21 students were awarded certificates from off-school gifted education programmes, 1 student successfully won a scholarship to study overseas.

Gifted Education Team is keen on promoting professional development programmes related to gifted education to teachers. In 2022-2023, we successfully met our target of having 20% of the teaching staff completing training in the Gifted Education Foundation Course. Our team members also joined the Advanced Course, such as The 2023 International Higher 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 grounded in the principles outlined in the Holy Bible. With unwavering faith and love, our teaching staff is dedicated to providing students with spiritual and moral education. We strongly believe that fostering healthy spiritual and emotional growth is critical to cultivating good conduct and strong character among our students.

Our mission is to educate students based on Christian values and guide them to commit their lives to Christ. To achieve this, we have developed an integrated and systematic PSSE curriculum that imparts Biblical knowledge and moral education to our students. We partnered with the pastors and volunteers of Abundant Grace Church (AGC) to co-teach S1 PSSE lessons with our teachers. Eight AGC pastors and volunteers provided 14 co-teaching sessions for each class in this academic year. More than 64% of students agreed that having church pastors/volunteers-led group discussions in class was helpful to their learning and growth.

In addition to promoting Christian faith and values, our PSSE teachers designed tailor-made learning materials, extended learning activities, and creative assignments to promote Generic Skills, Information Literacy, Positive Education, Life Education, and Healthy Lifestyle. These included Gospel Month, Friday Worship, Class Fellowship, Teachers' Fellowship, and Christmas service.

This year's Gospel Month was a resounding success, with 73 new believers accepting God as their Lord and Saviour. The diverse and meaningful activities during the event provided excellent opportunities for teachers and students to reflect on their religious beliefs. An impressive 80.6% of students agreed that Gospel Month was helpful in reflecting on their values and beliefs.

According to the year-end survey, 81.1% of students actively participated in Class Fellowship, while 77.9% of students felt that the worship team could lead them to participate in Friday Worship actively. The Teachers' Fellowship provided teachers with a platform to share their beliefs and personal experiences, which helped to foster a sense of belonging to Christianity and consolidate the Christian values of the teaching team. This year, ten teacher fellowship and prayer meetings were held, with a total of 127 staff members participating and providing positive feedback.

To share the love of Jesus with all students and their families, CEC teachers and AGC pastors worked closely to organize a variety of family-supporting activities, such as SPKC Gospel and Family Sunday, S1 Parent-Child Day, parents' talks, and parents' workshops. Sixteen students and three parents chose to follow Jesus during Gospel Sunday, and over two hundred SPKC students and alumni participated in the AGC youth fellowship and worship this year.

Our teachers and students eagerly look forward to the opportunity to continue spreading the Gospel to local and international communities in the new academic year, as we have done in the past. We will continue to foster National & Global Identity, promote Generic Skills and Information Literacy, and encourage students to maintain a Healthy Lifestyle, all while upholding the Christian values that are at the core of our school's mission.

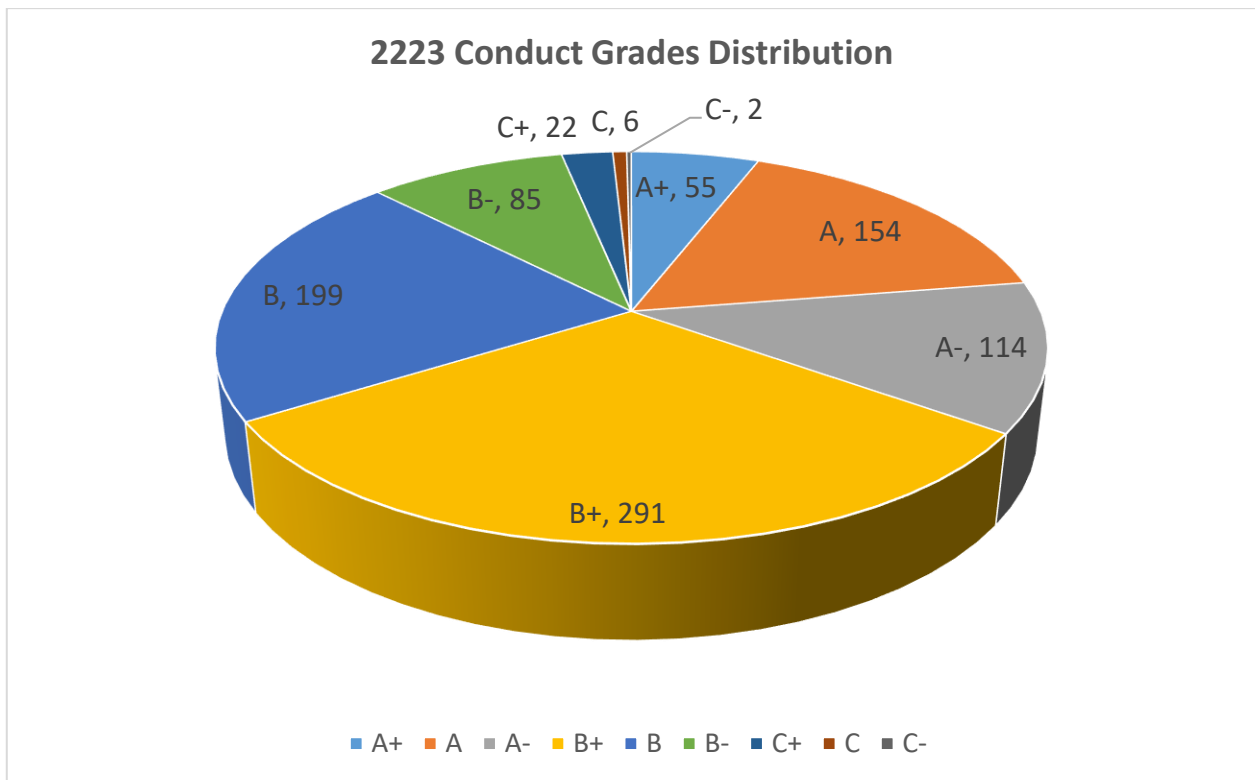


## 6.2 Character Building

The Character-Building Committee (CBC) is an integral component of our school's whole-person education, which aims to cultivate students' positive moral values and attitudes by integrating character education into various Key Learning Areas or subjects. Developing students' ability to identify the values embedded in the issues they may encounter at different developmental stages, analyze them objectively, and make informed judgments when facing future challenges is a crucial aspect of the CBC's mission.

Our school is committed to nurturing students holistically and developing servant leaders with excellence and integrity who are connected to society. Through our school-based code of conduct, award schemes, and activities, students learn about the values of love, respect, and responsibility, and develop a positive outlook on life. We also emphasize the importance of developing students' national and global identities, as well as their generic skills, information literacy, and healthy lifestyles.

Our students have learned to uphold the Pooikeinan Code of Conduct and have developed self-discipline, which is reflected in their conduct grades, praising records, and the Pooikeinian Award Scheme.



The Praising Record is presented to students who demonstrate the characteristics and attitudes of Love Ambassador, Servant Leader, Positive Thinker, Keen Learner, and Confident Explorer in daily life. The newly introduced LOVE @ SPKC Award recognizes students who demonstrate their abilities and characters as Love Ambassadors, Servant Leaders, Positive Thinkers, Keen Learners, and Confident Explorers. The Pooikeinian Award Scheme recognizes students who demonstrate virtues such as punctuality, respect for authority, schoolmates, and others, and positive learning attitudes.

	<b>Praising Record</b>	<b>Love @ SPKC Award</b>	<b>Pooikeinian Award Scheme</b>		
<b>Academic Year 2022–2023</b>	<b>Total Number of Issued Minor Merits</b>	<b>Total Number of Issued Minor Merits</b>	<b>Total Number of Gold Award Entitlements</b>	<b>Total Number of Silver Award Entitlements</b>	<b>Total Number of Bronze Award Entitlements</b>
<b>S1</b>	124	4	31	101	43
<b>S2</b>	283	10	59	78	33
<b>S3</b>	269	26	51	56	21
<b>S4</b>	161	22	89	47	18
<b>S5</b>	87	12	71	48	7
<b>S6</b>	35	2	12	18	5
<b>Total</b>	959	76	313	348	127

To foster our S2 students' simple living, social skills, self-management skills, and problem-solving skills, we launched the Hostel Experience Program this year. All participating S2 students achieved one praising record minor merit after attending the program successfully with good discipline. Each S2 class spent eight days and seven nights at the High Rock Campsite, with church services, adventure activities, and expression therapy workshops during weekends and regular classes and life skills training during weekdays. 85% of the S2 students indicated that they enjoyed the Hostel Exchange Program.

The CBC also prepares various thematic weekly assemblies to broaden students' horizons in different perspectives and global visions. We organized more than 37 sessions of assemblies in cooperation with different subject departments and committees like the Academic Enhancement Committee, Student Well-being Committee, Career and Life Planning Committee, Life-wide Learning Committee, and Global Education & LEWOWA Committee. The topics included mental health, career and life planning, life education, global exchange sharing, and sex education. We also organized co-curricular activities and Family Meetings to encourage students to share their views on school policies and development and learn from guest speakers on different occasions and issues over the current society and the world. The school has invited Professor & Entrepreneur Erwin Huang Wong Wing Yau and Hong Kong Cyclist Mr. Wong Kam Po to share with the students in the Leaders' Forum.

The Bible says, "It is more blessed to give than to receive." (Acts 20:35). To promote community service, the school promotes 15 Flag-selling days of different organizations. 489 students joined at least one community service, and 383 joined at least two community services. This year, some of our students were awarded Shatin Ambassador Programme.

Our school also emphasizes nurturing students' sense of national and global identity and law-abiding attitude. This year, we established a flag-raising team to conduct daily flag-raising and weekly flag-raising ceremonies. The student flag-raising team raised the flags of the PRC and HKSAR every day, and the school promoted constitutional and National Security Education in two assemblies with the

involvement of students. We also promote generic skills, information literacy, and a healthy lifestyle among our students.

The CBC also promotes information literacy, and our school is honoured to have been awarded a Certificate of Appreciation by the Guidance and Discipline Section of the Education Bureau under the "WiseNET" School Recognition Scheme. During the post-exam period, talks about "Law Abiding Citizen" and "Information Literacy" were held by the Police Liaison Officer and the Office of the Privacy Commissioner for Personal Data.

Fostering our students to be active learners, the school always supports students to join different programs of different well-known organizations. This year, our school was awarded the Event Organizer Merit Award of UNICEF Club 2022/23, The 15th Moral and Civic Education Comic Drawing Competition, five students were qualified for the Gold Awards from the iTeen Leadership Programme organized by the ICAC. Not to mention that our students were able to get a place in the following leadership awards or programs:

- the Hong Kong Outstanding Student Award
- Outstanding Student of the New Territories
- Shatin District Outstanding Young People Award
- Shatin District Outstanding Student Award
- Sir Edward Youde Memorial Prizes
- Leadership & Character Enhancement Programme 2022
- The Hong Kong Extra-curricular Activities Masters' Association Award
- Multi-faceted Excellence Scholarship 2023
- C ME FLY Persevering Star Partnership Scheme
- 卓越今天，成就將來」青少年領袖獎勵計劃 2023

In addition, the school's Moral and Civic Education Work was recognized by the EDB and Winsor Education Foundation and was elected to the final round in the Outstanding Moral and Civic Education Teaching Award. The final result is yet to be announced.

In conclusion, our school strives to develop student's character and values through various programs and activities, preparing them to be responsible citizens and servant leaders who combine intelligence with virtue to benefit humanity while glorifying God. We also prioritize developing our students' national and global identities, generic skills, information literacy, and healthy lifestyles to equip them with the necessary skills and knowledge for the future.

### 6.3 Co-curricular and Life-wide Learning Activities

SPKC places a strong emphasis on students' holistic development, including the development of their national and global identity and generic Skills. Students are encouraged to participate in different Co-Curricular Activities (CCA) and services to nurture them as all-round leaders in various aspects of life. The school believes that student leaders play an indispensable role in creating a harmonious and united atmosphere among students at all levels, which helps them develop their leadership. Therefore, students are given opportunities to equip themselves with self-confidence, problem-solving skills, and generic skills such as information literacy. The school-based leadership training programmes and the training programmes for all-around students are two examples of such programmes launched.

#### 6.3.1 Co-curricular Activities

In the 2022-23 academic year, the LWL Committee echoed the school's major concerns of fostering students to be active learners and instilling positive attitudes into students by setting up 64 teams and clubs to nurture Pooikeinians. They can be divided into six areas: Intellectual development, Aesthetic development, Physical development, Career and Life Planning Education, Moral and Civic Education, as well as the development of a 'Serving Heart' in School and Community. Most teams and clubs met once a cycle, and the meetings were integrated into normal lesson time to ensure that all S1-S5 students have interactive gathering sessions. According to the APASO, the scores for After-School Co-curricular Activities and After-school Learning Activities (School Organized) are higher than the norms in Hong Kong. From the CCA student questionnaire, 96% of students were attentive, participated actively in the activities, and showcased their strengths in their CCA. 93% of students could make good friends and had improved their self-confidence in CCA. Moreover, the Basketball Girl team Grade A and Soccer team U19 won the first runner-up in the Inter-school competition in Division two while the Basketball Girl team Grade C won the second runner-up. The most exciting moment is the Soccer team being promoted to Division One, which is a brand new page in the school's history. The Rotary Club, BAFS Society, and Aviation Club members also achieved remarkable successes in inter-school competitions.

#### 6.3.2 Student Leader Units

For student leader units, the Student Union was elected to take the leading role in organizing intra-school activities and providing welfare services to all students. The SU members' targets, as well as their enthusiasm for serving schoolmates, were achieved, and the most popular activities were the Fiesta and the Singing Contest, echoing the school's major concerns and providing platforms for students to demonstrate their talents in public. The Four Houses were dedicated to developing schoolmates' sense of belonging to the school, strong cohesion among house members, as well as promoting the PERMA+H and Healthy Lifestyle. Committee members organized inter-house activities such as the cheering team competition and micro-film competition. Their effort paid off; according to the year-end student survey, over 90% of students complimented house committee members' performance, and over 85% of House members experienced House activities with high engagement and achievement. The Sports Association utilized various activities and competitions to encourage students to stay physically active and emotionally positive, helping them develop a healthy lifestyle.

#### 6.3.3 Recognitions to Students

To recognize students' efforts and celebrate success, the LWL Committee continues to encourage students to strive for the CCA Awards, including the Progress Awards, Team of the Year, and individual awards in Intellectual Development, Aesthetic Development, Physical Development,

Leadership, and Service. 46 applications were received this year, much more than the previous year. It showed students were more active in striving for excellence after the school had promoted “Active Learner” characters in the past three years tirelessly. We strongly believe that these awards acknowledge students' efforts in different activities and motivate them to become more mature and all-around leaders with the increased breadth of knowledge.

#### 6.3.4 Life-wide Learning Day and Post-exam Learning Programmes

To sustain a constructive learning environment at the beginning of the school year, a "Life-wide Learning Day" (LWL Day) was organized to boost class spirit with different outing activities, promoting a healthy lifestyle. 97.3% of S1 students and 84% of S2-S6 students were satisfied with and enjoyed the learning activities on the Life-wide Learning Day. 96.1% of teachers agreed that students had active participation in the Life-wide Learning Day. The "Post-exam Learning Programmes" were carefully organized to provide students with a series of multifaceted activities covering themes like Christian education, value education, Chinese culture, information literacy, academic learning, CCA, career training, as well as physical activities.

In conclusion, the LWL Committee has utilized all opportunities to support students' holistic development and promote active learning, positive thinking and a healthy lifestyle. To nurture them as all-round leaders in various aspects of life, a comprehensive approach is key to creating future leaders for society. The Committee will continue to work closely with students, parents, and educational partners to develop students' Love@SPKC character and positive values, preparing them to be responsible citizens and servant leaders.

## **7. Student Support**

### 7.1 Student Counselling and SEN Support

The Student Support work carried out by the Student Wellbeing Committee (SWC) faced significant challenges after the resumption of full-day face-to-face classes. To address the school's major concerns of nurturing active learners, enhancing students' well-being, and developing a professional learning community, the SWC worked tirelessly to support students and strengthen teachers' capacity and resilience to support them at different levels. The school has also deployed additional resources by hiring two School Counselors in order to help effectively promote a caring school culture and atmosphere.

#### 7.1.1 Academic and Social Support

To help students adapt to normal schooling, the Alpha Element Program (AEP) was launched to provide self-management skills training through sports and adventure-based activities. Two Learning Skill Workshops and Afterschool Homework Tutorials were arranged in the first and second terms respectively to provide intensive training for students to build personalized learning habits and improve their generic skills. The tutorials were effective, with 100% of students agreeing that they could better organize their homework, and 50% of students showing a significant decrease in the number of missing homework records. Peer Counselors, seniors in the school, were trained to carry out different study groups for S1 students before uniform tests and exams, helping teach them study content, as well as passing on study skills and learning strategies that enhance their information literacy.

#### 7.1.2 School Culture

Learning to live with a group of people is another challenge for students after three years of online learning, which provided them fewer chances to socialize with others. To promote an inclusive school culture, the Joyful Moment Campaign was launched to encourage students to create joyful moments with their teachers and classmates. A list of game lists was provided for all teachers to use during Class periods, and over 80% of students enjoyed the activity, according to the year-end survey. Class-based inclusive activities were carried out in S1 with the EdUHK to promote an inclusive culture on LWL Day. Two talks regarding harmonious school culture were arranged in S1 and S2, respectively, to strengthen their mutual understanding. Two social skills workshops were carried out on Saturday mornings to enhance students' social skills and promote a healthy lifestyle. Two talks regarding love and sex education were carried out to enhance students' understanding of different relationships and provide them with necessary information from a love and sex perspective. More than 80% of students were able to answer quiz questions after the talks, and more than 85% of students agreed that the two talks provided them with information about intimate relationships. Positive education was introduced inside and outside the classroom to create a harmonious school culture.

#### 7.1.3 Mental Wellness

Students' mental wellness is another concern for us. School-based Educational Psychologist (EP) and Clinical Psychologist (CP) services were provided to cater to the individual needs of students, emphasizing the importance of having a healthy lifestyle, not only restrained to physical but also mental health.

Different forms of students benefitted from our measures to foster mental health. Our S6 students who have to face DSE are one of our greatest concerns. At the beginning of the school year, a survey

concerning their mental wellness was issued to help us understand more about their mental wellness and collect their opinions on the support they wanted in this school year. Two Energy Booster activities were carried out in November and February to provide breathing space in their busy school life. Makura-nage, relaxation exercise, herbarium bottle making, Zentagle, and many other workshops were provided for students to participate in, and more than 90% of students enjoyed the activities according to the surveys conducted after both sessions. Two talks regarding mental health were carried out in Junior and Senior forms respectively to raise students' awareness of their own stress and coping strategies. Two workshops teaching relaxation skills were held in the post-exam period to enhance students' awareness of their stress. Two workshops, 'Befriend Your Emotions' and 'Be a Positive Thinker,' were carried out by our School Social Worker in the Second Term to provide more intensive support for students in need. Over 90% of the participants agreed that the workshops helped improve their social skills and facilitate their personal growth. Peer Counselors received training sessions from the 'Open Up Gatekeeper Service' Project to strengthen their roles as gatekeepers among their peers and to enhance their generic skills related to mental health. Different flash-mod were carried out by the counsellors during lunch time and recesses. Focus groups enhancing students' self-understanding by strength-based strategies and exploration of their own communication and relationship patterns were held for students. They have also taken up 2 lessons in the Class Time in S2 and S3, introducing the concept of 5 Love Languages and teaching students the importance of mutual respect.

#### 7.1.4 Parent and Teacher Support

To provide a comprehensive safety net for our students, support for parents and teachers is also essential. S1 Parent-child Day was carried out in September to welcome the new Pooikeinians and acknowledge the idea of nurturing community. A Parenting Talk was arranged in March to provide parents with necessary information regarding their children's mental health and to strengthen their communication with their children. Two relaxation workshops were arranged for teachers introducing mindfulness and Horticultural therapy, hoping to support our colleagues while they are supporting our students. The mental health of all Pooikeinians was well-addressed.

#### 7.1.5 Recognitions

We are honoured to be listed as a “Caring School” in the Caring School Award Scheme 2022, 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. In addition, we won the Special Award in Action Engagement in the Hi-Five Student Engagement Award Scheme 2022-2023, organized by the Baptist Oi Kwan Social Service in recognition of our effort in connecting different stakeholders in our school and community through different activities. These successes are a testament to the hard work and dedication of our students, teachers, and staff in promoting a positive school culture and supporting student wellbeing.

In conclusion, the SWC has worked tirelessly to support students' mental well-being, academic performance, and social skills, as well as to enhance their generic skills, and information literacy, and promote a healthy lifestyle. A comprehensive approach to student support is key to creating a harmonious school culture and nurturing active learners. The committee will continue to work closely with students, parents, and teachers to provide the best support possible for our students in the years to come.

## 7.2 Career and Life Planning Education

Career and Life Planning (CLP) education not only plays a significant role in fostering students' self-understanding, but also helps them with personal planning and goal setting, as well as assists them in developing a reflective mind and the ability to give an articulate account of how to progress. In addition to career lessons, talks on further studies, workshops, company visits, individualized counselling sessions & parents' talk throughout the year, various Other Learning Experiences (OLE) activities and Learning without Walls (LEWOWA) programmes have been tailor-made for our students to gain hands-on experience in different career fields.

We have closely collaborated with many extramural organizations to provide a wide range of career and life planning related activities to students. This year, our school started a 3-year partnership with Hong Kong Sheng Kung Hui Welfare Council Limited in the Funding Scheme for Youth Life Planning Activities. In this scheme, several valuable activities such as sim-journey, self-exploration workshop and mock result release workshop have been arranged for S2 to S5 students. Over 500 students have participated in these activities. Aside from the aforementioned, we have taken part in Qualifications Framework industrial visits, Business School Partnership Programme scheme, talks on overseas study and summer internship programmes organized by the EDB. These helped over 100 students gain rewarding learning experiences.

One of the other highlights is LEWOWA, our school's signature learning programme. This year, seven programmes under the domain 'Life Planner' were provided for students, including coffee making, pet grooming, image design, dream chaser, tourism and hospitality, jewelry design and board game design. More than 180 students were involved and most have had a more thorough understanding of what different industries offer.

When the school has made an innovative step in offering the Non-Local Curriculum (NLC), we have also started to provide support for the NLC students. Non-Local further study talks, UCAS and non-JUPAS talks have been arranged to provide further study information for the students with IAL qualifications. In addition, teachers were keen on equipping themselves with the knowledge and skills of NLC-related career counselling through an exchange with other schools offering NLC.

It is gratifying to see senior students, especially, showing their eagerness to join different programmes, most notably the university summer programmes under the school-based subsidy scheme. From the last year participants' sharing of their fruitful experiences with their schoolmates, it is evident that the learning programs successfully widened students' horizons. Seeing the benefits of the programmes to the students' future study or career planning, the budget on the subsidy scheme this year has been increased so as to provide more CLP-related opportunities for our students.



## 8. Student Achievements

Name of Competition	Organizer	Award	Section	Class	Name
Hong Kong Student Sports Awards	A.S. Watson Group	Awardee	Secondary School	3G	HO Ching Hin
The 8th World Junior Wushu Championships 2022	International Wushu Federation	1st Runner-up	Boys Qiangshu B	3G	HO Ching Hin
The 8th World Junior Wushu Championships 2022	International Wushu Federation	2nd Runner-up	Boys Changquan B	3G	HO Ching Hin
The 8th World Junior Wushu Championships 2022	International Wushu Federation	Champion	Boys Jianshu B	3G	HO Ching Hin
Asian Kids Climbing Competition 2022	International Federation of Sports Climbing	2nd Runner-up	Lead - Youth C Girls	2J	TONG Hoi Kiu
Asian Kids Climbing Competition 2022	International Federation of Sports Climbing	Champion	Boulder - Youth C Girls	2J	TONG Hoi Kiu
National Climbing Tournament - Speed 2022	China Hong Kong Mountaineering and Climbing Union	Champion	U13 Girls	2J	TONG Hoi Kiu
2022 Sport Climbing Competition	China Hong Kong Mountaineering and Climbing Union	1st Runner-up	Girls (14 - 15)	2J	TONG Hoi Kiu
第十二屆沙田學生大使	教育局沙田區學校發展組，沙田區青年活動委員會，香港旭日扶輪社，香海蓮社，香港童軍總會沙田北區	1st Runner-up	創新義工服務大獎		*
		2nd Runner-up	多元義工服務大獎		
		2nd Runner-up	我最喜愛的攤位大獎		
74th Hong Kong Schools Speech Festival (2022) (English Speech)	Hong Kong Schools Music and Speech Association	2nd Runner-up	Solo Verse (Girls)	1F	LAM Yuet
		2nd Runner-up	Solo Verse (Girls)	1F	TAI Ching
		2nd Runner-up	Solo Verse (Girls)	1G	SIT Rain Yan Yu

Name of Competition	Organizer	Award	Section	Class	Name
74th Hong Kong Schools Speech Festival (2022) (English Speech)	Hong Kong Schools Music and Speech Association	2nd Runner-up	Solo Verse (Girls)	1H	PANG Hoi Ching
		2nd Runner-up	Solo Verse (Girls)	1H	TAM Tin Sum
		2nd Runner-up	Solo Verse (Girls)	1H	CHENG Enqi
		2nd Runner-up	Solo Verse (Girls)	1L	WU Hei Tung
		2nd Runner-up	Solo Verse (Girls)	1P	JAUM Man Ki
		2nd Runner-up	Solo Verse (Girls)	3G	LAW Sum Yuet Zoe
		2nd Runner-up	Solo Verse (Girls)	3G	LUK Hoi Tong Nerita
		1st Runner-up	Solo Verse (Girls)	1G	YUEN Hei Man Jessica
		1st Runner-up	Solo Verse (Girls)	1H	CHAN Yuen Ting
		1st Runner-up	Solo Verse (Girls)	1H	LO Hui Kiu Raphael
		1st Runner-up	Solo Verse (Girls)	1J	CHU Hannah Hau Ching
		1st Runner-up	Solo Verse (Girls)	1L	HONG Wing Hung
		1st Runner-up	Solo Verse (Girls)	1P	LUK Yik Nam Hosanna
		1st Runner-up	Solo Verse (Girls)	4H	LAM Wing Hei Sophie
		Champion	Solo Verse (Girls)	1J	LI Ngo Ching Audrey
		Champion	Solo Verse (Girls)	1L	NG Tsz Tung
		Champion	Solo Verse (Girls)	1P	LAU Ki Tak Janea
		Champion	Solo Verse (Girls)	5G	CHOW Man Hei Keiko
		2nd Runner-up	Solo Verse (Boys)	1H	LAU Yu Hin
		2nd Runner-up	Solo Verse (Boys)	1J	CHAN King Yiu
		2nd Runner-up	Solo Verse (Boys)	1P	LAI Vincent Bok Wing
		2nd Runner-up	Solo Verse (Boys)	2L	LAI Tsz Him
		1st Runner-up	Solo Verse (Boys)	1H	CHOW Chi To
		1st Runner-up	Solo Verse (Boys)	1J	LAM Tsz Yu Alwin
		1st Runner-up	Solo Verse (Boys)	1J	CHAN Yin Yau Michael
		1st Runner-up	Solo Verse (Boys)	1L	CHAN Ching Long
		1st Runner-up	Solo Verse (Boys)	3H	LEE Tsz Long Ethan
		Champion	Solo Verse (Boys)	1F	CHOW Yu Hong
		Champion	Solo Verse (Boys)	5J	LEUNG Chung Hay
		2nd Runner-up	Dramatic Duologue	2F	FAN Bless
		2nd Runner-up	Dramatic Duologue	2L	FAN Joy
		2nd Runner-up	Dramatic Duologue	3G	LEE Tsz Ying
		2nd Runner-up	Dramatic Duologue	3J	KAN Tsz Kei
		1st Runner-up	Dramatic Duologue	3G	TSANG Ying Yuet Xenia
		1st Runner-up	Dramatic Duologue	3G	CHAU Yuet Tung
		Champion	Dramatic Duologue	2F	POON Pan Ching
		Champion	Dramatic Duologue	2L	LEE Zuri

Name of Competition	Organizer	Award	Section	Class	Name
74th Hong Kong Schools Speech Festival (2022) (English Speech)	Hong Kong Schools Music and Speech Association	2nd Runner-up	Solo Verse (Boys)	1H	LAU Yu Hin
		2nd Runner-up	Solo Verse (Boys)	1J	CHAN King Yiu
		2nd Runner-up	Solo Verse (Boys)	1P	LAI Vincent Bok Wing
		2nd Runner-up	Solo Verse (Boys)	2L	LAI Tsz Him
		1st Runner-up	Solo Verse (Boys)	1H	CHOW Chi To
		1st Runner-up	Solo Verse (Boys)	1J	LAM Tsz Yu Alwin
		1st Runner-up	Solo Verse (Boys)	1J	CHAN Yin Yau Michael
		1st Runner-up	Solo Verse (Boys)	1L	CHAN Ching Long
		1st Runner-up	Solo Verse (Boys)	3H	LEE Tsz Long Ethan
		Champion	Solo Verse (Boys)	1F	CHOW Yu Hong
		Champion	Solo Verse (Boys)	5J	LEUNG Chung Hay
		2nd Runner-up	Dramatic Duologue	2F	FAN Bless
		2nd Runner-up	Dramatic Duologue	2L	FAN Joy
		2nd Runner-up	Dramatic Duologue	3G	LEE Tsz Ying
		2nd Runner-up	Dramatic Duologue	3J	KAN Tsz Kei
		1st Runner-up	Dramatic Duologue	3G	TSANG Ying Yuet Xenia
		1st Runner-up	Dramatic Duologue	3G	CHAU Yuet Tung
		Champion	Dramatic Duologue	2F	POON Pan Ching
		Champion	Dramatic Duologue	2L	LEE Zuri
Hong Kong Schools Mooting and Mock Trial Competition		Outstanding Advocacy		4P	SEETO Ching Lam Jasmine
		Outstanding Advocacy		4P	KAM Ho Chun
HKFYG Public Speaking Competition		1st in New Territories East, Top 5 in Hong Kong		3J	KAN Tsz Kei
		District Finalists (Top 8 in New Territories East)		1G	CHEUNG Ka Wai
		District Finalists (Top 8 in New Territories East)		3G	LEE Tsz Ying
		District Finalists (Top 8 in New Territories East)		4P	SEETO Ching Lam Jasmine
Time To Talk	EDB (NET Department)	1st Runner-up		5G	LAI Yan Kiu
		1st Runner-up		5H	CHEUNG Ying Man
Hong Kong School Drama Festival	Education Bureau (EDB)	Commendable Overall Performance	English (Secondary)		**

(HKSDF) 香港學校戲劇節		Outstanding Script, Outstanding Director, Outstanding A-V Effects, Outstanding Cooperation	English (Secondary)		
		Outstanding Performer	English (Secondary)		
第七十四屆香港學校音樂節 (2023)	香港學校音樂及朗誦協會	2nd Runner-up	二人朗誦——粵語 (中五、中六級)	5H	LIN Yan You
		2nd Runner-up	二人朗誦——粵語 (中五、中六級)	5G	CHOI Man Yan
		2nd Runner-up	二人朗誦——粵語 (中三、中四級)	3G	LEE Tsz Ying
		2nd Runner-up	二人朗誦——粵語 (中三、中四級)	3J	LEE Oi Yin
第七十四屆香港學校音樂節 (2023)	香港學校音樂及朗誦協會	2nd Runner-up	詩詞獨誦——粵語/女子組	3F	FUNG Wing Kiu
		2nd Runner-up	詩詞獨誦——粵語/女子組	1P	LUK Yik Nam Hosanna
		2nd Runner-up	詩詞獨誦——粵語/女子組	1F	LI Heung Ching
		2nd Runner-up	詩詞獨誦——粵語/女子組	1F	LIU Hoi Ching Michelle
		1st Runner-up	詩詞獨誦——粵語/女子組	1L	HONG Wing Hung
星島第三十八屆全港校際辯論比賽 2022-2023	《星島日報》、《英文虎報》及教育局合辦	最佳辯論員	第二回合初賽	4G	TAM Audrey
廣源作文比賽 (中學組)	香港神託會培基書院	Champion	廣源作文比賽 (高中組)	4P	YEUNG Tsz Yan
		1st Runner-up	廣源作文比賽 (高中組)	6J	HUNG Pui Yu
		2nd Runner-up	廣源作文比賽 (高中組)	4J	CHUNG Sum Yee
		Champion	廣源作文比賽 (初中組)	3G	WONG Ka Ki
		1st Runner-up	廣源作文比賽 (初中組)	1H	LAU Yu Hin
		2nd Runner-up	廣源作文比賽 (初中組)	3P	WONG Wing Nga
「篇篇流螢」網上閱讀計劃	中國文化研究院	Champion		4L	PO Cheuk Wang

香港中華文化促進中心	2021-2022 中國中學生作文大賽 (香港賽區)	Champion	2021-2022 中國中學生作文大賽 (初中組)	4J	KO Man Ying
樂遊香港文化一短片製作比賽「港九篇」	香港普通話研習社	冠軍及最受歡迎短片獎			***
2022 中傳花少語言能力展示活動香港選拔賽	中傳花少語言能力展示活動香港組委會及文冬漢語普通話中心	金獎	語言藝術	4P	WONG Yu Ching
第七屆中傳花少語言能力展示活動決賽	中傳花少語言能力展示活動組委會	銀獎	語言藝術	4P	WONG Yu Ching
領航盃朗誦比賽	領航教育	Champion	中一至中二普通話散文組	1L	LIANG Rui Lin
		Champion	中一至中二普通話散文組	1L	NG Tsz Tung
2023 年全港中小學普通話演講大賽	香港教育圖書有限公司	1st Runner-up	初中組	3G	WONG Katie
第七十四屆香港學校朗誦節	香港學校音樂及朗誦協會	Champion	中五、六女子普通話詩詞獨誦	6L	KWOK Suet Ying
		Champion	中一、二男子普通話詩詞獨誦	2G	LAU Siu Yeung
		Champion	中一、二男子普通話詩詞獨誦	1P	YUE Pak Hei Pascal
		1st Runner-up	中一、二男子普通話詩詞獨誦	1F	CHOW Yu Hong
		1st Runner-up	中五、六女子普通話散文獨誦	6L	KWOK Suet Ying
		1st Runner-up	中一、二男子普通話散文獨誦	2F	CHAN Yi Wang
		2nd Runner-up	中三、四女子普通話詩詞獨誦	3G	WONG Katie
		2nd Runner-up	中三、四女子普通話詩詞獨誦	4L	CHEUNG Sui Ying
		2nd Runner-up	中三、四女子普通話散文獨誦	3F	FUNG Wing Kiu
		2nd Runner-up	中一、二女子普通話散文獨誦	1J	RODRIGUES Danielle Catherine
		2nd Runner-up	中一、二女子普通話散文獨誦	1L	NG Tsz Tung
		2nd Runner-up	中一、二女子普通話散文獨誦	1L	LIANG Rui Lin
		2nd Runner-up	中一、二男子普通話散文獨誦	1F	TONG Ka Ho

		2nd Runner-up	中一、二男子普通話散文獨誦	2G	LAU Siu Yeung
樂遊香港文化 — 短片製作比賽「新界篇」	香港普通話研習社	優異獎		3G	LEE Tsz Ying
		優異獎		3J	LEE Oi Yin
		優異獎		3G	CHUI Yi
		優異獎		3F	HO Sin Tung
		優異獎		3G	TAO Ming Li
		優異獎		1P	AU YEUNG Hei Tung
2023 第二十九屆聖經朗誦節	漢語聖經協會有限公司	2nd Runner-up		3F	FUNG Wing Kiu
National Open Mathematical Olympiad - The China Cup (2023)	Hong Kong mathematical Olympiad Association	Second Class Award	National final round	2J	LIN Ching
Mathematics Project Competition and Book Report Competition for Secondary Schools	EDB	Appreciation Award	Junior Secondary Category	3G	WONG Ka Ki
		Appreciation Award	Junior Secondary Category	3P	CHOW Cheuk Him
		Good Performance	Category B: S1 mini-project	1G	CHEUNG Ho Lun
		Good Performance	Category B: S1 mini-project	1G	HUANG Shing Leong
JA Company Programme	JAHK	Best Offering Award		****	
JA Company Programme	JAHK	Best Marketing Award			
JA Company Programme	JAHK	Most Popular Offering Award			
Experience Scheme of Youth Entrepreneurship	Po Leung Kuk	Best Stall		4G	NG Ka Kiu
		Best Stall		4J	LAW Wing Hong
		Best Stall		4J	SHEK Lai Ching
		Best Stall		4L	WONG Ho Hin
		Best Stall		4P	CHAN Tsz Ching
Junior Secondary Science Online Self-study Scheme 2023	Hong Kong Virtual University	Gold Award		2J	WONG Hoi Yin Sonia
		Bronze Awards		2G	WONG Yuen Ting
2023 全港校際模擬飛行挑戰賽	國際專業無人機學會	傑出優異表現獎 - 最快圈速	Intermediate Level	3P	CHOW Cheuk Him
		傑出優異表現獎 - 最快圈速	Intermediate Level	5L	CHOW Yuk Ting Justin
		傑出優異表現獎 - 最佳模擬器操控	Intermediate Level	3P	CHOW Cheuk Him
		傑出優異表現獎 - 最佳模擬器操控	Intermediate Level	5L	CHOW Yuk Ting Justin

		傑出優異表現獎 - 隊制全能	Intermediate level	3P	CHOW Cheuk Him
		傑出優異表現獎 - 隊制全能	Intermediate level	5L	CHOW Yuk Ting Justin
第十五屆品德教育漫畫創作比賽	南聯教育基金	優異獎		1J	CHUNG Hei Yu
十大優秀 UNICEF Club 校園活動	UNICEF	Top 10		3J	TSE Tin Nam
		Top 10		4J	LAI Yuet Ting
		Top 10		4L	CHEN Tat Yi
		Top 10		4P	LAU Angel
		Top 10		4P	CHEN Tsz Fung
		Top 10		5F	CHENG Jia Xi
		Top 10		5F	TSE Nok Tung
59th Schools Dance Festival Competition	Hong Kong Schools Dance Association Limited	the Excellence Award, Outstanding Award for choreography		2G	FU Ching Yu Jaylee
6th ITF China Taekwon-Do Championship 2022	International Taekwon-Do Federation	Champion	Individual event	4L	CHEUNG Yan Nam
(2021-22) Inter-school 5-a-side Football Competition	HKSSF	Champion	Boys Open Grade	2G	CHAU Kong Ngai
		Champion	Boys Open Grade	2H	MA Chin Ching
		Champion	Boys Open Grade	3L	CHAN Ching Hin
		Champion	Boys Open Grade	3P	KWOK Ming Hei
		Champion	Boys Open Grade	3H	KO Pak Sum
		Champion	Boys Open Grade	3H	YEUNG Nok Sum Clayton
		Champion	Boys Open Grade	5G	LEUNG Lok Kan
		Champion	Boys Open Grade	5J	TSANG Siu Yung
		Champion	Boys Open Grade	5H	WONG Tin Long
		Champion	Boys Open Grade	5L	CHENG Lok
		Champion	Boys Open Grade	5G	CHAU Ka Siu
		Champion	Boys Open Grade	6F	NG Sung Hei
		Champion	Boys Open Grade	6G	TAI Chun Him
		Champion	Boys Open Grade	6L	FONG Hugo
Inter-school Football Competition	HKSSF	1st Runner-up	U19 Division 2	6L	FONG Hugo
		1st Runner-up	U19 Division 2	6G	TAI Chun Him
		1st Runner-up	U19 Division 2	6F	NG Sung Hei
		1st Runner-up	U19 Division 2	5G	CHOI Tin Long
		1st Runner-up	U19 Division 2	5G	CHAU Ka Siu
		1st Runner-up	U19 Division 2	5G	IEONG Kwan Yu
		1st Runner-up	U19 Division 2	5G	LEUNG Lok Kan
		1st Runner-up	U19 Division 2	5L	CHENG Lok
		1st Runner-up	U19 Division 2	5H	WONG Tin Long
		1st Runner-up	U19 Division 2	5J	CHENG Pak Yin
		1st Runner-up	U19 Division 2	5J	HO Kai Hei
		1st Runner-up	U19 Division 2	5J	TSANG Siu Yung
		1st Runner-up	U19 Division 2	5J	WONG King To
		1st Runner-up	U19 Division 2	5J	NG Kai Shek

		1st Runner-up	U19 Division 2	4F	LEE Ho Chun Marcus
		1st Runner-up	U19 Division 2	4P	YIU Hok Chiu
		1st Runner-up	U19 Division 2	3H	TANG Chi Hin
		1st Runner-up	U19 Division 2	3H	KO Pak Sum
Inter-school Basketball Competition	HKSSF	1st Runner-up	Girls Grade A	3F	CHAN Tsz Ying
		1st Runner-up	Girls Grade A	3J	CHAU Yin Ki
		1st Runner-up	Girls Grade A	3P	KWONG Tsz Ting
		1st Runner-up	Girls Grade A	4F	LIU Venus
		1st Runner-up	Girls Grade A	4H	WONG Sum Wing
		1st Runner-up	Girls Grade A	4P	SEETO Ching Lam Jasmine
		1st Runner-up	Girls Grade A	5H	MAN Nok Yin
		1st Runner-up	Girls Grade A	5L	TSANG Hoi Lam
		1st Runner-up	Girls Grade A	6F	LEE Hoi Ying
		1st Runner-up	Girls Grade A	6J	LAU Wing Tung
Inter-school Basketball Competition	HKSSF	2nd Runner-up	Girls Grade C	1G	LEUNG Yu Ching Joselyn
		2nd Runner-up	Girls Grade C	1H	WONG Sum Yuet
		2nd Runner-up	Girls Grade C	1J	LIU Wing Sum
		2nd Runner-up	Girls Grade C	1L	LAU Hiu Ching
		2nd Runner-up	Girls Grade C	1L	WU Hei Tung
		2nd Runner-up	Girls Grade C	1P	KONG Sum Yee Grace
		2nd Runner-up	Girls Grade C	1P	TAM Wing Yiu
		2nd Runner-up	Girls Grade C	2G	LEUNG Wing Yin
		2nd Runner-up	Girls Grade C	2L	LAI Cheuk Lam
		2nd Runner-up	Girls Grade C	2L	LEE Zuri
Outreach Coaching Canoe Competition 2023	Hong Kong Canoe Union	Champion	Boys T-500m	5L	CHOW Yuk Ting Justin
Inter-school Fencing Competition	HKSSF	2nd Runner-up	Girls B Epee	3H	TAM Yee Ting Evelyn
Inter-school Athletics Championships	HKSSF	3rd Runner-up	Boys Grade A - 200m	6P	HO Marcus Ho
		3rd Runner-up	Boys Grade B - 400m	3H	YIP Ka Chun Issac
Inter-school Canoe Competition	Hong Kong Canoe Union	1st Runner-up	Boys Open - T1 500m	5L	CHOW Yuk Ting Justin
Inter-school Fencing Competition	HKSSF	1st Runner-up	Girls C Foil	2H	CHAU Jing
		2nd Runner-up	Boys A Epee	6J	LAI Ka Hei
Inter-school Swimming Championships	HKSSF	1st Runner-up	Boys Grade C 50m Back Stroke	2L	WONG Tsz Hin
		3rd runner-up	Boys Grade C 100m Back Stroke	2L	WONG Tsz Hin
		1st Runner-up	Girls Grade A 50m Back Stroke	5J	LAU Tik Yee
		1st Runner-up	Girls Grade A 50m Butterfly	5J	LAU Tik Yee



		2nd Runner-up	Girls Grade B 100m Back Stroke	4L	CHEUNG Mei Wai
		1st Runner-up	Girls Grade C 200m Breast Stroke	1P	LAU Ki Tak Janea
22-23 Inter-school Table Tennis competition	HKSSF	2nd Runner-up	B grade	1F	HUANG Jiayi
		2nd Runner-up	B grade	3F	LAU Sharon
		2nd Runner-up	B grade	3G	LAW Sum Yuet Zoe
		2nd Runner-up	B grade	4J	LO Hin Kiu
		2nd Runner-up	B grade	4P	LAU Angel
		1st Runner-up	Girls B Grade	4F	CHEUNG Eires Yin On
		1st Runner-up	Girls B Grade	4P	LAU Angel
		1st Runner-up	Girls B Grade	4J	LO Hin Kiu
		1st Runner-up	Girls B Grade	5J	LAU Wei Yee
		Champion	Girls C Grade	2G	NG Yui Chin Venus
		Champion	Girls C Grade	2L	LAI Cheuk Lam
		Champion	Girls C Grade	3F	LAU Sharon
		Champion	Girls C Grade	3L	LO Hei Kiu Candace
2021-2022 Inter-School Badminton Competition	HKSSF	3rd Runner-up	Girls B Grade	4H	CHOW Yau Sim
		3rd Runner-up	Girls B Grade	4H	LEE Yin Hei
		3rd Runner-up	Girls B Grade	4P	CHEN Wing Sum Joane
		3rd Runner-up	Girls B Grade	5H	SHIA Kang Ying

\* 第十二屆沙田學生大使

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1H	YEUNG Tsz Kiu Casey	4P	YUEN Lok Tin
1L	CHAN Nok Tung	5G	LEE Shek Yan
2F	CHAU Jing	5H	LAI Tsz Him
2J	WONG Chit Ning Charlyne	5H	CHAU Tsz Ching
2J	CHAN Tsz Nok		
3J	CHAN Oceana		
3J	NG Giovanna		
3J	CHEUNG Yui Chi Rachel		
3P	WUN Hong Ting		
4P	TANG Hok Him		
4P	YIM Wing Ting		

\*\*Drama Club

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1H	LAM Tik Sum Jaycee	2J	ONG Sum Yin
1F	LI Heung Ching	2L	LAI Tsz Him
1F	LAM Yuet	2L	LEE Zuri
1P	CHANG Yiu Yeung	2P	MO Hin Ching
1P	SHUM Ching Wun	3P	HO Tin Long
1P	YEUNG Shing Chit		
2F	CHAU Tsz Ching		
2F	IP Charmaine Melissa		
2G	LI Pak Hei		
2H	CHEUNG Yui Chi Rachel		
2J	LIM Belle Kyra		

\*\*\*樂遊香港文化—短片製作比賽「港九篇」得獎同學

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
2F	CHAN Yi Wang	4P	SEETO Ching Lam Jasmine
2G	LAU Siu Yeung		
2L	CHAN Kei Wing		
3J	CHUNG Yik Ting Ethan		
4F	HUNG Ching Yan		
4F	LEUNG Ho Chun Willis		
4J	CHAN Chung Kiu		
4J	LAW Wing Hong		
4P	LAU Mei Lam		
4P	KAM Ho Chun		
4P	WONG Yu Ching		

\*\*\*\* JA Student Company

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
4F	LAM Eun Hee	4L	WONG Ho Hin
4G	CHOI Nana	4P	YEUNG Wing Yu
4G	IP Lam	4P	YEUNG Tsz Yan
4G	KOK Chun Kwan Oscar	4P	LI Tsz Ying
4G	NG Ka Kiu	4P	LAM Hoi Ching
4G	WONG Yui Tung	4P	NG Hang Yi
4G	WONG Tsz Kwan	4P	WONG Chun Nok
4H	CHOW Yau Sim	4P	WONG Yu Ching
4J	KWOK Wai Hei	4P	YIM Wing Ting
4J	LAI Yuet Ting	5G	PANG Yan Lok
4J	LAW Wing Hong	5H	LIANG Hui Ho
4L	CHEUNG Ho Yee Cheryl	5H	CHIU Hoi Tung
4L	CHEUNG Yan Nam	5H	MAN Nok Yin

## 9. Achievements and Reflection on Major Concerns; Feedback and Follow-up on Major Concerns for 2022-2023

### Major Concern 1: To Foster Students to be Active Learners

In 2022-23, SPKC reached the last year of the School Development cycle. New strategies were implemented at the same time as previous year's ones were enhanced.

**Achievements:** Targets set for the school's first Major Concern (MC1): to foster students to be active learners were mostly achieved. In the following, the achievements 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.

This year, all subjects continued to adopt the strategy of utilizing eLearning tools and online learning platforms to encourage students' involvement and autonomy in learning (1.1.1). The school always spare no effort in enhancing teachers' competence in information technology. Teachers' mastery of Educator Certificate has met the criteria of being a Google Reference School. 100% teachers got recognized for their expertise with the Educator Level 1 certification, and more than 40% teachers got recognized for their expertise with the Educator Level 2 certification. **Though refinement continued by selecting eLearning tools that were more interactive and of a greater variety, the success criteria under this strategy were partially met.** With availability of a wide range of eLearning tools and implementation of enhanced measures, it was surprising to find in the Learning and Teaching (L&T) questionnaire that only 64% 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 (65.6%) and left the target percentage of 70% unattained. It was also shown in ICT evaluation report that senior form students lacked incentives in joining STEM-related activity when they were public exam-driven in prioritizing their learning / revision time.

However, the decline in the interest in STEM was contrasted by the positive result obtained from the subject evaluation reports when students were reported to be accustomed to eLearning after years of online learning during the Pandemic. Equally pleasing was that students effectively utilized their iPads for daily learning, strengthening their proficiency in information literacy (IL) and enabling them to ethically, flexibly and effectively use information technology.

Following the use of technology was **adopting assessment strategies that enhance learning motivation (1.1.2). In this year of implementation, more subjects made efforts to prepare tiered and diversified assessments for students to better cater for learner diversity.** According to the L&T questionnaire, 63.6% of the students, slightly higher than expected (60%) agreed that the subjects adopted different assessment methods. **The success criteria under this strategy were met.** The support of QSIP CUHK on assessment literacy to different subjects enabled teachers to be more equipped with assessment skills and practical experience in the alignment of learning-teaching-assessment. The enhanced design of assessment tasks was of good quality that over 80% of students of all three subjects (Integrated Science & Chinese language & English Language) which received

support on assessment literacy from QSIP CUHK could get a pass in the exams as expected. In addition, scrutiny of plans of the whole-school Learning Without Walls (LEWOWA) programme confirmed that a variety of assessment strategies were adopted based on varied programme natures, from kinaesthetic adventurer programmes to literary scholar programmes. 78.2% of students found the assessments of their programme challenging and interesting. This year students' performances were assessed in an unconventional way which ranges from performing in variety shows, making display boards, designing mini games to running experiential workshops in the LEWOWA Exhibition Day. From LEWOWA's end-of-programme survey, 96.3% students agreed that they actively participated in the learning activities on the Exhibition Day. This reflected that the new mode of assessment was well-received by students. On a smaller scale, the school expanded the breadth of knowledge of students by the proliferation of Multiple Intelligence Development (MID) Programme from S4 to S5 with a total of 17 courses. Diverse MID programmes enriched and equipped students with a range of useful skills. At the same time, a wide range of assessment methods, such as oral assessment, creating animation, floor curling and fencing competition, and jewellery design, leather product-making, were adopted in the MID. Results of both first and second term questionnaires showed that a vast majority (over 91%) of the students were engaged in their programmes and showed the quality of active learners.

When COVID-19 epidemic situation in Hong Kong has gradually subsided, **more opportunities for peer learning within and beyond the classroom were created (1.1.3). The success criteria set for this strategy were mostly met.** All subjects grasped the resumption of whole day face-to-face learning since November 2022 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 seized the opportunity of the relaxation of social distancing measures in most of the time of this academic year to offer a wide spectrum of out-of-school activities to engage students in learning off the campus. Committee members of the Four Houses and Student Union had also run many different types of activities which not only helped build unity and cohesion among students but also successfully arouse students' interest in school life. Cheers and round of applause accompanying one of the most popular student-led activities - Pooi Kei Fiesta were good evidence of students' excitement about learning. Moreover, every year three major whole-school programmes were carefully planned to let students interact and collaborate with their schoolmates both outside the classroom and outside the campus. First and foremost, the Life-wide Learning (LWL) Day during which all students mingled with peers in their form in rich and educational co-curricular activities in school campus, day camps or country parks was warmly welcomed by the students. The statistics showed that over 97% S1 students and 84% S2-S6 students were satisfied with and enjoyed the learning activities in the LWL Day. Moreover, this year not only saw the resumption of Athletics Meet since the school year 2018-2019, but also multifarious inter-school sports competitions and intra-school activities taken part in by students through sports teams and CCA. Last but not least, LEWOWA also resumed to the full scale with at least 5 full days' local and outbound programmes and with majority of the programmes having at least one activity that took place outside school. About 80% of the Pooikeinians gave positive comments about the learning experience of the 35 cross-subject, cross-form LEWOWA programmes. To achieve the Seven Learning Goals of the secondary education of life planning, a total of 7 programmes of "Life Planner" were offered to make students

understand their own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career.

Section 8 of this report finds the Student Achievements lists with a significantly increased number of out-of-school team competitions our students won, compared with the last school year. Examples include the 8th World Junior Wushu Championships 2022, Inter-School Basketball Competition, Hong Kong Schools Speech Festival, HKFYG Public Speaking Competition, Hong Kong School Drama Festival, the JA Company Programme and the Hong Kong Flight Simulator School Tournaments.

It was encouraging to see that the % of students who agreed in the Stakeholders Survey (SHS) Student Questionnaire that the teachers often arranged learning activities outside class for them increased to 60.8 which was the highest in the three years of the implementation of this strategy. Another significant improvement was the rise to 65.2% of students who agreed that teaching activities were varied and could motivate their learning. In light of this, the percentage reaching that of the pre-COVID is optimistic (69.1% in 2018-19). However, only about half of the students (53.4%) agreed that they took an active role in learning. This revealed that students' motivation level to learn was not as high as expected (65%). More novelty in teaching pedagogies may be necessary in order to boost students' initiative to learn. At the same time, parents' view was less impressive this year with only 72.8% (83.9%) of parents agreed the learning opportunities could develop students' interests and life skills. More should be done to get parents well-informed of the students' positive learning outcomes.

**Utilising project learning and cross-curricular projects to encourage student-directed learning was a strategy (1.1.4) had been adopted since 2021-22. Considering that success criteria set for this beginning year of implementation were achievable, they were mostly met.** Subjects were keen on adopting project learning as a tool to promote active learning when all KLAs scheduled projects for students. At the same time, subjects continued to help students develop and apply generic skills in an integrative manner through cross-curricular projects as planned. A handful of projects of a particular form of some subjects like S5 Chemistry or the cross-curriculum project between Biology and PE departments were not implemented due to the tight teaching schedule that made concept building for the project work infeasible, however, many students' performance in project work was good. It was reported that over 75 % of the experiment reports of Physics projects were of good quality. 80% of students also found the project learning meaningful like the application of Mathematics in their real life. SHS results showed that students' generic skills like critical thinking and creativity were strong. LEWOWA was another centralized platform for promoting student-directed learning. It was reported that all programmes adopted the enquiry approach in learning. From students' survey, 73.8% students agreed that they could answer the enquiry questions based on their learning outcomes. This year the school had not only made coordination to ensure project work evenly distributed throughout the year, but also collected the generic skills to be developed in the project. This enhancement measure enabled the school to move a step closer to the whole-school vertical planning of the project learning skills in 23-24.

**Another adopted strategy since 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 half met.** STEM-related activities were carried out in six subjects, namely Mathematics, Information and Communication Technology, Design Thinking & Living, Chemistry, Physics and Integrated Science as planned. Co-curricular activities on strengthening students' STEM interest and know-how were well-supported by the Computer club, Maker club, Science club as well as a brandnew MID programme – Metaverse. Subjects organized school-based or external STEM activities as scheduled. However, students' feedback to STEM learning among subjects varied. The revised STEM Award Point Scheme promoted by the IS department recorded high participation rate of over 90% and majority of students being awarded bonus marks in the Scheme. Students were generally engaged and showed interest in Integrated Science STEM@Lunch activities. Nevertheless, the participation rate of these activities was 17% less of expected activity quota. Similarly, fewer % of students participated actively in Chemistry STEM activities or competitions and showed good performance. Progress in the achievements in external competition was still expecting and the coverage of STEM activities was yet to be expanded. Nevertheless, STEM-themed LEWOWA programmes were blessed with more encouraging results. A total of 4 STEM-related programme were implemented namely, Smart Home x Big Data, Experience Mathematics in Never Land, You are what you eat (Food Science) and Science in Singapore. According to post-programme LEWOWA surveys, 80.9% students & 100% teachers agreed that they were satisfied with the learning and teaching experience of STEM-related programmes.

**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 of two strategies: developing metacognition skills (1.2.2) and making good use of assessment data to inform curriculum planning (1.2.3) were also in progress.**

**The success criteria set for strategy 1.2.1: adopting a wider repertoire of teaching strategies to help students take greater responsibility for their learning were mostly met.**

Student responses in the L&T Questionnaire yielded pleasing feedback with a significant rise of more than 10% to 60% of students who agreed that they prepared for lessons than last year. The resumption of face-to-face classes allowed teachers to follow up students' lesson preparation in diverse ways in the lessons. Students were made to be more aware of the importance of preparing for their lessons. 5.2% of students more than expected agreed that teaching activities were varied and could motivate their interest in learning.

In line with nurturing students to be self-directed learners was teaching students note-taking techniques. Enhanced measures for promoting note-taking at both school level and subject level were in place. Most subjects reported that students' note-taking habit has formed. This year, the school put forward a vertical planning of the learning outcomes of different learning stages of note-taking training. With the limitation in the effectiveness of this strategy last year in mind, the expectation on the results of the implementation of this strategy was adjusted. Nevertheless, it was a real delight that 58.2% of students who agreed that note-taking was helpful to their learning. There was more than 15% rise in the intended learner outcome. Subject teachers also succeeded in modifying last year's skill-building materials based on feedback as well as exemplifying students' good notes through demonstration and sharing sessions. Efforts were made by teachers to help students make the optimal use of the notes for the revision of UTs and exams. Progress in this refined strategy was recognized by subjects though revision of notes becoming a learning habit of students was yet to be seen.

**Another strategy adopted this year for nurturing self-directed learners was encouraging "Keen Learners" through positive reinforcement. The success criteria was just partially met.** The number of praising records awarded when fulfilling the subject-specific criteria was not outstanding when the progress of this strategy was not mentioned in many subject meetings. But good news came from the Character Building Committee's annual report. A total of 3959 minor merits, a triple of last year, were awarded to S1-S6 students who had demonstrated characteristics including though not limited to "Keen Learners" in 2022-23. Equally encouraging was the improved sense of responsibility developed among students with a lower learning motivation. 86% of the applicants for the Grace Scheme, intended for improving students' motivation and self-discipline, successfully met the requirements. However, only 58.9% students agreed that they were serious in doing their assignments, witnessing a gap of 11% between the intended and the actual outcomes. Equally less encouraging was

that last year % of students who rated themselves engaged in learning could not be maintained but with a slight drop from 70% to 68.3%. The opinion of the need for higher confidence level in learning was shared among different parties including students, teachers and parents. A comprehensive analysis of the statistics revealed that students' level of motivation to perform well in learning was alarming but positive signs of students' effort of making improvement were also encouraging. The S2 homework class, which was intentionally set up to monitor students' missing homework behaviour, best exemplified this paradox. Students' willingness to turn over a new leaf was supported by the drastic fall of the number of students accumulating missing homework or late records. In brief, more emphasis on sustaining students' motivation & perseverance in learning for good learning habit and assuring students of their ability should be placed in the coming year.

**Two years ago, our teachers embarked on the journey of developing students' metacognition skills (strategy 1.2.2). The criteria were mostly achieved.** It was evident that the progress of the implementation of this strategy enhancing the effectiveness of metacognitive teaching was stable though not outstanding. Adopting the school-based lesson model, all subjects attempted refined teaching strategies that encouraged 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. More students than last year recognized teachers' efforts: 62.2 % of the S1 to S6 Pooikeinians agreed that they could conduct self-assessments and determine how to improve academically in the L&T survey. About 70% of students agreed that teachers encouraged them to ask questions. The subject evaluation reports revealed that teachers had become more familiar with utilizing metacognitive questioning in teaching but they needed more time to develop proficiency. Similarly, the scope of self-assessment could be narrowed down to help students reflect on their learning more effectively.

**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 (2022-23), 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. More quality Markers' reports with targeted analysis and specific follow-ups on curriculum adaptation, teaching strategies and assessments were received. The established practice of analyzing the internal assessment data by class or groups, by subject and by teachers in the KLA Heads Meetings in details and deliberating the important findings of assessment in the Panel Heads' Meetings enabled subject leaders to be more proficient in identifying students' strengths and weaknesses in transforming themselves into active learners and to have a clear picture of the teachers' capability in nurturing our students to be independent learners. Not only were the panel heads inspired by the sharing on paper setting policy of the Mathematics department in the Panel Heads' Meeting, but also the frontline teachers were given full support throughout the academic year. An Assessment Literacy Workshop at the beginning of the school year kick-started the professional support, followed by a Core Middle Managers (CMM) workshop on the use of DSE data and more in-depth collaboration with individual subject on refining assessment measures in the second term. The success of refining the learning and



teaching strategies through an effective analysis of public exam data is evident when the school has reached the record high % of students attaining the local university admission requirement this year.

**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 2022-23, **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 mostly met.** A series of professional development sessions on “Catering for Learner Diversity ” and “ Assessment Literacy” were arranged . Over 95% & 100% of participating teachers respectively agreed that the workshops for enhancing their knowledge and skills on learner diversity & assessment literacy for enabling active learners were useful. The results far exceeded our expectation. In addition to these, dissemination of good practices by the subjects which received in-depth professional support from QSIP CUHK in the Staff Development Day encouraged sharing on the deliberation of active learning implementation strategies among subjects. When there witnessed a slight decline % of the SSH on teachers who agreed that the school professional development activities were of great help in performing their duties from 67.8 to 63.0, measures to refine the professional activities should be strengthened.

**Finally, the two success criteria set for the strategy of forming internal teachers’ learning circle by conducting collaborative lesson preparation (CLP) and peer lesson observation focusing on active learning (1.3.2) were also met.** In the implementation of the School Development Plan, CLP has been an integral part of SPKC’s learning routine for all subjects. This year, emphasis continued to be the discussion of students’ learning difficulties and suggestions for overcoming them. About 90% of beginning teachers and new teachers reported that they welcomed the induction programmes and these capacity building activities helped them settle in to teaching and the work routine in the school quickly and effectively. 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 academic development in the school, peer lesson observation inclusive. This year witnessed more organized open lessons and more teachers to reaching to one-third of the teaching team joining the lessons which encouraged the interflow of pedagogies promoting active learning across subjects. Scrutiny of evaluation reports that subject teachers found the sharing of strategies pertaining to the promotion of active learning in CLP lessons rewarding. More information regarding the use of CLP lessons and lesson observation as part of the effort to promote professional interflow is given in the evaluation of Major Concern 3.

## **Reflection**

### **a) Facilitating factors**

The school has implemented several strategies to foster students to be active learners, and certain facilitating factors have contributed significantly to the success of these efforts.

**Familiarity with the execution of strategies:** Coming to the last year of the implementation of the Four Years Development Plan, most of the strategies have continually been carried out with refinements each year and have reached maturity. Consensus among teachers on the way to promote Major Concern 1 has gradually developed. Teachers have gained experiences conducive to students growing capability of self-directed learning. This is best illustrated by the implementation of the strategy of note-taking skill training with notable progress which has involved more forms and more subjects and has become more organised with school-based vertical planning of intended learning outcomes.

**Whole-school policy:** The school's staunch efforts in providing students with the learning opportunities to foster a supportive environment have contributed to the success in nurturing students to be active learners. School policies made reference to the strategies of Major Concern 1 and are specific with initiatives of which concern a wide range of policy aspects in providing quality learning experiences like the innovative measure to require all S1 students to enrol in the Solo Verse section of the 74<sup>th</sup> Hong Kong Schools Speech Festival. The adaptation of the school timetable to create space for Growth Wednesdays which allows school-based training for teachers' professional capacity building. To well prepare for the application for being a Google Reference School, the school has flexibly deployed resources to provide a series of training sessions about Google Workspace for Education. This has effectively helped develop teachers' acquaintance with the latest e-learning tools.

**External professional support:** The school has successfully solicited strong and stable external support from the specialists from different education institutions like EUHK, CUHK and other schools' practitioners. Teachers as well as teacher leaders have become well-trained for facilitating active learning in their students. Our teaching team has been taking an innovative and bold step forward in the promotion of Major Concern 1.

**Time factor:** This year marked the end of class suspension and online learning. Not only could teachers arrange in-class & in-school learning tasks, but also a multitude of learning programmes beyond classrooms like visits, outing or competitions could return to normalcy. When there are abundant opportunities of face-to-face learning with physical interactions, students in general show more enthusiasm for engaging in activities than in a virtual context. This helps enhance students' inquisitiveness and sustain their motivation in academic pursuits.

### **b) Hindering factors**

Despite effective strategies implemented to nurture students to be active learners, there are areas for improvement and challenges that hinder progress.

**Adaptation problem:** The resumption of whole-day face-to-face posed difficulty for students to perform as usual and normal before the epidemic. When learning no longer takes place at home,

students need to cope with challenges in the real classroom environment. They might have encountered adjustment problems in the post-pandemic education including but not limited to the mode of learning & assessment, time management and social relationship. Our teachers are responsible, supportive and committed to teaching and have tried their best to teach as much as they could and offer a wide range of learning activities to make up what has been missing in the few years since the onset of the pandemic. Intensive teaching and accelerated learning create some pressure on students' studies. The stress over school life students is counterproductive, it might weaken students' interest in academic learning.

**High expectation:** Though students are eager to learn, they are not always convinced of their ability. They have set high expectations for the learning outcomes but the obstacles they face might hinder confidence building and undermine self-determined motivation to learn. They suffer from a retreat in the readiness to take up their responsibility and ownership as a learner. They need to be more assured of their learning capacity.

**Learner diversity:** Despite the streaming of students and arranging split class teaching for the various subjects in each year level, learner diversity is still wide. There is room for improvement in creating opportunities for all to succeed so to sustain student learning motivation. Amidst the teaching staff turnover issue, the new recruits need more support in the strategies to address learner diversity by narrowing the learning gap at classroom level.

### **Feedback and Follow-up**

With reference to the afore-mentioned evaluation, the following provide some follow-up measures so as to inform the planning of the work of the school in the next year:

**Interest in learning:** More meaningful tasks should be designed to engage students actively so to inspire student learning through incentives. Refined measures in student-centred approach should be effective in enhancing their engagement as well as motivation in academic pursuit.

**Confidence Building:** Attention should be given to further boost students' confidence in academic learning. Positive measures in analysing students their performance or learning difficulties should be adopted so to enhance the repertoire of teaching skills as well as teachers' professional capacity and development to help students develop stronger sense of achievement.

**Granularity of teaching:** Due emphasis should be placed on activating and scaffolding learning through fine planning of learning and teaching. Our work should be customised to the needs of students like devising tiered learning materials, enhancing the coherence between teaching and assessment, quality individualized feedback & addressing to the needs of the students of different ability, etc.

**STEM education:** When changes and challenges arise with rapid economic, scientific and technological developments in our society and around the world, the school should speed up its work on promoting STEM education through closer and more strategic collaboration with external organization or tertiary institutions to unleash student potential in innovation. With the completion of the upgrade of Information Technology infrastructure in the near future, it is expected that more STEM learning activities of special characteristics could be carried out.

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

**Achievements: Targets set for the school's second Major Concern (MC2): to Implement Positive Education to Promote the Holistic Wellness of Students were mostly achieved.** During the 2022-23 academic year, the school heightened our strategies for Positive Education based on the evaluation from the previous year. In the following, the achievements 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.**

**To promote a growth mindset for students' self-improvement (2.1.1.), advocate PERMA in learning and teaching (2.1.2.), and promote character strengths in a whole-school approach(2.1.3).**

**The targets were mostly achieved.**

As in previous years, the Growth Mindset Forms in the student handbook remain an essential platform to promote a growth mindset throughout the school. According to class teacher observations, over 90% of students completed the forms and used the self-reflection tools inside the student handbook. This year, majority of subjects further encouraged a reflective culture by prompting students to reflect on their performance in UTs/exams. Subjects designed specific reflection forms for their students. This practice has achieved initial results especially in Biology, Chinese History, Design Thinking and Living, where students utilized self-reflection to summarize and consolidate their learning. According to APASO, scores of relevant items, including learning self-monitoring, self-planning, and clear goals in learning, are significantly higher than the Hong Kong norm. However, this strategy needs to be refined when it was mentioned in English and History that students' capacity to conduct assessment or structured review with full confidence should be strengthened

To foster Engagement and Positive Emotion in PERMA, all subjects aimed to establish a positive class environment and stimulate student engagement. Consequently, 70.72% of students concurred that their teachers successfully created a positive classroom atmosphere, as reflected in the L&T questionnaire. Positive Education has been seamlessly integrated into the curriculum in some of the subjects such as Global Citizenship, Integrated Humanities, PSSE and Chinese Language. Field trips, for example in Biology and Geography have been used to enhance students' interest in a healthy lifestyle, ecology, and environmental protection.

Besides classroom learning, the school advocated PERMA and character strengths among students using various activities such as weekly assemblies, class fellowship, Friday Worship, LWL activities, LEWOWA, and the newly-designed Class Time. The school also utilized House activities to inspire PERMA. The Year-end Survey shows that 90.6% of students were satisfied with their House Committee's performance, while 87.7% reported enjoyment in participating in House activities. Furthermore, 75.7% agreed that their House effectively used activities to promote PERMA, and 85% felt that the House activities engendered a positive experience.

The school's achievements in promoting character strengths were significant, integrating the 24 character strengths into five school-based identities under Love@SPKC: Love Ambassador, Servant Leader, Positive Thinker, Keen Learner, and Confident Explorer. The school organized numerous

thematic activities and weeks, such as International Awareness Week, Love and Education Week, Gospel Week, and the signature program LEWOWA. According to the Year-end Survey, around 77% of students agreed there were different teachers who encouraged them to participate in the award scheme. 78.2% of students agreed that the school helped them to know deeply about the Love@SPKC characters and encouraged them to live out their identity through different activities. According to the post-exam survey, 80% of students agreed LEWOWA helped them better understand the various character traits and positive values of Love@SPKC.

The CCA student questionnaire reveals that 96% of students were attentive in learning, actively participated in activities and demonstrated their strengths, while 93% reported making good friends and improving self-confidence. APASO scores of CCA and school-organized after-school learning activities are higher than the Hong Kong norm. The integrated model was recognized by the EDB and Winsor Education Foundation, making it to the final round of the Outstanding Moral and Civic Education Teaching Award.

Christian Education has played a pivotal role in promoting life's meaning. The year-end survey revealed that more than 74.6% of students agreed that the Class Fellowship videos helped them understand the relationship between Christian faith and daily life, while 81.1% actively participated in Class Fellowship. Furthermore, 77.9% of students agreed that the worship team effectively guided their participation in Friday Worship.

With the combined contributions of all committees and subjects, students have developed a more positive attitude towards their life, school, and learning. APASO scores for Meaning in Life and Satisfaction about School surpassed Hong Kong norms. Likewise, scores for Learning Aims (Mastery) and Learning Attitude (perseverance) also exceeded Hong Kong norms.

**Target 2.2.: To foster in students a sense of belonging to the school and to help them develop positive relationships with others. This was achieved by incentivizing students to serve the school and society (2.2.1.) and equipping students with skills to build positive relationships through various activities (2.2.2.).”**

The school **partially achieved** the targets of promoting community service and positive relationships among students. The school actively promoted community service opportunities, and 70% of students participated, with 383 students engaging in two or more services. The school also implemented service-learning programmes during the LEWOWA period, with 78.7% of students agreeing that the learning objectives of the "Servant Leaders" programmes were clear and achievable. Furthermore, there was a significant increase from the previous year in the number of self-nominated students and teams for awards related to community service and co-curricular activities.

The school introduced a new "Class Time" session in the regular timetable to promote positive emotions and class spirit. According to the Year-end Survey, over 80% of students expressed enjoyment in it. Additionally, 80.3% of students agreed that their class teachers cared for them, and 78.2% agreed that their class teachers used different methods to create class spirit and teach them to behave well.

With the support of school social workers and counsellors, the school organized workshops and trained a group of Peer Counselors to promote mental health and harmonious culture. Over 90% of participants agreed that these counselling workshops improved their social skills and facilitated personal growth. The Joyful Moment and various talks were effective in promoting a harmonious culture, with Positive Education permeating both inside and outside the classroom.

The school's dedication to promoting a positive and caring school environment was recognized by the Caring School Award Scheme and Special Award in Action Engagement in the Hi-Five Student Engagement Award Scheme, respectively. The Event Organizer Merit Award of UNICEF Club also recognized our efforts to encourage students to care for society.

**Target 2.3. To establish a positive learning atmosphere by recognizing students' efforts and celebrating success through optimizing the school award system and increasing praise given in public.**

With the collective effort of all teachers, these **targets were achieved**. The school has utilized diverse awards such as the Praising Record, CCA Awards, Pooikeinian Awards, etc. as instrumental means to recognize and celebrate students' efforts and successes. This year, the school further enhanced the Love@SPKC award, aimed at encouraging students to strive for all-rounded development. The school is pleased to announce that 78 students exhibited outstanding performance in this regard.

Notably, the Praising Record and Pooikeinian Golden Awards were received by a significant number of students, 959 and 313 respectively. Additionally, 348 students received Pooikeinian Silver Awards, and 127 students were awarded the Bronze category.

Peer learning has facilitated relationships and learning motivation in subjects such as Integrated Science and Music. A great number of subjects have recognized students' efforts and excellence through certificates, showcasing their work on Google Classroom, Google Sites, or class notice boards. By presenting their learning outcomes through presentations, not only in lessons but also in after-school activities like Avenue of Stars, LEWOWA exhibition & variety show, students have improved their communication skills and self-confidence.

The L-T Questionnaire revealed that 68.49% of students felt that their teachers often recognized and praised their efforts, a testament to the effectiveness of our strategy to foster a positive learning environment.

Positive responses were also observed in the CCA Awards, including the Progress Awards, Team of the Year, and individual awards. The school received 46 applications this year, reflecting a substantial increase from the previous year.



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

As the school concluded the fourth year of the development cycle, most teachers have received training in Positive Education. While the school didn't organize whole-school talks or training for all teachers this year, teachers were encouraged to participate in external training organized by the EDB or other organizations while our principal and the vice principal led the middle managers to visit more than five schools and attended a joint school Positive Education summit.

The Christian Education team shared articles related to Positive Education with teachers regularly in term one and invited teachers to share their personal positive life stories at the Teacher Fellowship, in which teachers took part and enjoyed a lot.

The school hosted four parent education talks, over six school information talks, two parents' days, a Gospel & Family Sunday, a S1 parents-child day, two Tea Gathering with the Principal sessions, and approximately ten workshops promoting positive parenting. An overwhelming 98% of participants responded positively to the parents' education talks, finding them useful and inspiring.

SHS and Year-end Survey results show parents and students agreed that the school is effective in facilitating students' all-round development. Approximately 80% of parents agreed with this sentiment, and an impressive 92.2% of them expressed satisfaction with their child's schooling experience.

**Target 2.5. To help students strengthen their physical fitness through thematic activities, competitions and award schemes.**

The school has promoted physical fitness by conducting a range of sports activities for all students, including the PERMA-Run every Friday, physical training in MID programs, LWL Day, LEWOWA programmes, and post-exam learning programmes.

This year, the school was able to organize the Athletics Meet, which had been disrupted by the pandemic for the past three years. The event was a success, with over 95% of our students participating and positive feedback received from both teachers and students. Furthermore, 765 students participated in the PERMA-Run, and 1255 students visited the Fitness Centre throughout the year.

Students also recognized our effort, as evidenced by positive feedback from over 70% of our students who supported the diversified content in our PE lessons. Additionally, 85% and 94% of students passed their PE skill and fitness assessments respectively.

261 students joined the Sports teams and achieved remarkable performance in inter-school sports competitions. Notably, the Basketball Team (Girls Grade B) and the Soccer Team (U19) both secured the 1st runner-up positions in inter-school competitions. Our students' notable achievements include 3G Ho Ching Hin being elected as one of the 2022 Hong Kong Sports Stars and receiving the HKSI – Outstanding Junior Athlete Awards 2022 along with 2J Tong Hoi Kiu.

To further encourage a sports culture, the Sports Association and Four Houses organized inter-house soccer, basketball, volleyball, and badminton competitions, along with a World Cup Challenge. The school is also honoured to have the world champion cyclist Mr. Wong Kam Po share his inspiring story and promote the PERMA lifestyle with our students at the Leaders' Forum.

## **Reflection**

### **a) Facilitating Factors**

The school has implemented several strategies to foster Positive Education, and certain facilitating factors have contributed significantly to the success of these efforts.

**The Well-structured Programmes:** The school has well-structured programmes that promote Positive Education. These programmes include the Growth Mindset Forms, PERMA+H integration in subjects and school activities, and character strength promotion programs like Love@SPKC Award Scheme.

**Student Engagement:** High level of student engagement is evident in the various activities. For example, the Year-end Survey revealed that 90.6% of students were satisfied with their House Committee's performance, reflecting high student engagement in house activities. There was also a high percentage of student participation or satisfaction in the activities in Class Time and LEWOWA.

**Teacher Participation and Dedication:** Teachers across various subjects play a key role in promoting Positive Education. They create a positive classroom atmosphere, follow up with students' post-UTs/exams reflections, and integrate Positive Education into their curriculum.

**Multifaceted Approach:** The school has employed a multifaceted approach to promote Positive Education, from classroom learning to LWL, field trips, assemblies, and House activities. The School has also promoted physical fitness through various activities and competitions, contributing to students' overall well-being. Christian Education played a pivotal role in promoting life's meaning, adding a spiritual dimension to the overall well-being of students.

**Recognition and Reward System:** The school has established various awards to recognize and celebrate students' efforts and successes. Positive reinforcement is a significant motivational factor.

**Positive School Environment:** The school has a positive and caring environment that promotes harmonious culture, as recognized by external bodies such as the Caring School Award and Hi-Five Student Engagement Award Scheme.

**Parental Involvement and External Support:** Parents are involved through education talks, information sessions, and workshops that help them understand and support their children's growth mindset and overall development. Importantly, the school's long-term partner church has provided invaluable support to the school's positive parenting education. This close collaboration enhances the support network for parents and contributes significantly to the holistic well-being of students.

**Inclusion of Servant Leadership:** The inclusion of servant leadership in the curriculum adds an important aspect of character development and positive societal engagement. According to the APASO, scores of the students' leadership are far higher than Hong Kong's norms.

## **b) Hindering Factors**

Despite effective strategies implemented to promote a growth mindset and Positive Education, there are areas for improvement and challenges that hinder progress.

**Awards Favouring High-achieving Students:** While the school has various award systems to recognize students' accomplishments and encourage a growth mindset and positive lifestyle, these schemes may inadvertently favour highly motivated, high-achieving students. Some students find the Love@SPKC Award and service learning scheme overly complex and demanding, suggesting these initiatives may not be as effective for those lacking self-motivation or self-discipline.

**Passivity in Goal Setting and Self-review:** The SHS indicates a need for improvement in students' ability to set their own learning goals and reflect on their performance. Fewer than 65% of students feel capable of conducting self-assessment and problem-solving when they encounter difficulties in the L-T questionnaire. Many students exhibit passivity in setting learning goals and regularly reviewing their learning strategies. They tend to follow instructions rather than proactively embrace a growth mindset and positive lifestyle. For example, although most students completed the Growth Mindset Forms as instructed, only half did so wholeheartedly. There is a need to address student expectations for a more user-friendly way to record their progress and reflect on their learning.

**Student Well-being:** The APASO reveals low scores in areas related to mental health, physical exercise, and sleeping habits compared to Hong Kong norms. Junior boys, in particular, display lower scores in psychological health, often feeling lonely. This highlights the need for more support and attention in this area. Additionally, participation in Fit Friday sports activities and the PERMA+H-Run is basically limited to mainly to sports lovers, with less participation from students lacking exercise habits.

**Discrepancies in Perceptions:** There are discrepancies in the views among teachers, parents, and students regarding the effectiveness of the work of student growth. The SHS reveals differing agreement rates on questions related to student support and school ethos, including resolving growth problems, leadership development, social skills, moral character, and life skills.

**Integration of Positive Education into Curriculum:** Despite the broad curriculum, integrating Positive Education poses a challenge due to the primary focus on subject knowledge and skills. Teachers have found that students' lack of persistence can hinder the cultivation of a growth mindset and positive thinking.

### **Feedback and Follow-Up**

The school has made significant strides in promoting Positive Education, and there are several areas for further improvement and potential growth in the coming year.

**Nurture Positive Thinkers:** The school should further nurture students to be Positive Thinkers. To encourage students to proactively take ownership of healthy lifestyles and to strengthen students' perseverance challenges.

**Simplify Award Systems:** Consider simplifying the Love@SPKC Award and service learning scheme to make them more accessible to all students, not just those who are highly motivated. This

could involve providing clearer guidelines, reducing complexity, or offering training sessions to help students understand the process better.

**Further Promote Active Learning:** Develop programmes that encourage students to take an active role in their learning. This could involve teaching goal-setting skills, providing tools for self-reflection, or promoting habits that foster autonomy and self-discipline.

**Integrate Growth Mindset into Learning:** More emphasis could be placed on helping students understand how to apply the growth mindset to their studies. This could involve workshops on goal setting, self-assessment, and self-improvement, as well as teacher guidance on how to apply these skills in the context of their coursework.

**Enhance Well-being Support:** Increase support for student Well-being, particularly for junior boys who are often feeling lonely. This could involve more regular check-ins with students, mental health workshops, and counselling services. Physical fitness programmes could also be made more inclusive to engage students who are not typically interested in sports.

**Align Perceptions:** Facilitate more open communication among teachers, parents, and students to align their perceptions on student support and school ethos. Regular discussions or forums could be held where all parties can share their views and work together to enhance the effectiveness of work of student growth.

**Integrate Positive Education into Curriculum:** Provide additional training and resources for teachers to help them integrate Positive Education into their curriculum. This could include workshops, shared resources, or collaboration sessions where teachers can share strategies and learn from each other.

**Further Promote Physical Fitness:** There could be more encouragement for all students, not just sports lovers, to participate in fitness activities like Fit Friday sports activities and the PERMA-Run. This could be achieved through offering a wider variety of activities to cater to different interests or designing programmes that gradually build fitness levels to make them more accessible for beginners.

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

**Achievements:** Targets set for the school's **Major Concern 3 (MC3): to develop a professional learning community were mostly achieved.** In the following, the achievements evaluation of the 2 targets under MC3 is detailed.

**Target 3.1: to promote professional interflow was mostly achieved.**

This year, the school has continued to prioritize the professional development of our teachers, ensuring that teachers were kept informed of the latest educational trends and had access to relevant training opportunities (3.1.2). To achieve this, the school sends the EDB training calendar to all teachers on a weekly basis, and our Staff Professional Development Committee provides additional training information to panel heads in a timely manner. Subsequently, panel heads then recommend their panel members to attend training based on their specific needs, as evidenced by our records that over 90% of teachers have met their subject and committee-specific training requirements. We are pleased to report that all panel heads have provided training recommendations to their respective panel members, demonstrating our commitment to fostering a culture of continuous learning and professional growth among our teaching staff.

In order to continuously support the professional interflow on increasing platforms for sharing of best educational practices as well as enhanced professional capacity building among teachers (strategy 3.1.3), as part of our ongoing efforts to foster a culture of continuous learning and professional growth among our teaching staff, we implemented a more systematic version of "Growth Wednesday". 83.9% of teachers agreed that the workshops offered on "Growth Wednesday" helped to build a professional learning community in our school (SPKC). One of the key goals of this initiative was to enable newly-joined teachers to become fully effective members of our school community, and we are pleased to report that this goal was successfully achieved. Our newly-refined staff induction programmes provided tailored training and support specific to the varying needs of beginning teachers, experienced teachers, and middle managers who joined us in the 2022-23 academic year. As a result, our newly-joined teachers were equipped with a sound understanding of SPKC, as well as administrative and educational technology skills to adapt to teaching in our school. According to empirical data from SDC's evaluation report, 88.3% of newly-joined teachers found the workshops conducted for them to be useful, further demonstrating the effectiveness and value of our "Growth Wednesday" initiative. 79.3% of teachers agreed in the SHS that the school had developed an ambience of professional interflow. This is the second-highest percentage of agreement recorded over the past decade, showcasing our continued commitment to creating a supportive and collaborative working environment for our teachers.

This year, the School has continued to build upon its existing strengths in promoting professional interflow and enhancing the quality of learning and teaching through the effective use of common learning periods (CLP), lesson observation, and peer collaboration (Strategies 3.1.4 and 3.1.5). To ensure that our teachers share a common goal in their implementation of CLP and lesson observation, we provided support from Dr. Maxwell Ho of EduHK to deliver training on catering for learning diversity and QSIP CUHK on assessment literacy. Over 95% of teachers agreed that these workshops were useful. In the evaluation reports, all panel heads agreed that the main focus of CLP was on addressing students' learning difficulties, and they had placed a particular emphasis on lesson

observation. Through the active participation and input of subject panel heads in CLP sessions, 87.9% of teachers in the 2022-23 SHS agreed that their respective panel heads effectively promoted professional interflow and collaboration among teachers. This figure represents a 0.7% increase from the previous year and demonstrates our continued commitment to fostering a culture of collaboration and shared learning among our teaching staff.

Our Staff Professional Development Committee has continued to promote cross-curricular lesson observation and professional sharing (Strategy 3.1.6). To facilitate this, the committee has collaborated with different KLAs to encourage teachers from various subjects, including English, Chinese, Mathematics, CS, Visual Arts, Music, Biology, and IH, to open their lessons for observation by all teaching staff, regardless of their subject expertise. We are pleased to report that the response from teachers to sign up for observing these lessons, as well as participating in post-lesson discussions, has been overwhelmingly positive, to the point where a maximum number of observers had to be set. Approximately one-third of our teachers have participated in these open lessons, and we are proud to report that 83.9% of those who participated agreed that the cross-curricular lesson observation inspired them to conduct more efficient and effective lessons. This initiative has further demonstrated our commitment to fostering a culture of collaboration and knowledge-sharing among our teaching staff, and we look forward to continuing to build on its success in the future.

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

As part of our ongoing efforts to support our teachers' professional development and growth, we recognize the importance of investing in staff appraisal training (Strategy 3.2.2) in order to ensure that our appraisal process is effective, fair, and aligned with our school's goals and objectives. To this end, we organized two training sessions as part of our "Growth Wednesday" initiative.

The first session was designed for Class Faith, which consists of our middle managers, who play a key role in overseeing the appraisal process of their colleagues. The training focused on enhancing their appraisal skills and understanding the purpose of the appraisal process. The session covered topics such as setting clear goals and expectations, providing constructive feedback, and recognizing and addressing areas for improvement. 89.19% of Class Faith teachers overwhelmingly agreed that the workshops provided in "Growth Wednesday" were effective in enhancing their knowledge and skills in this area. The appraisal skills training is one of the top three most useful training sessions they received.

The second session was aimed at Class Hope, which consists of newly joined teachers in the 2022-2023 academic year. The session provided an introduction to our appraisal system, including the criteria used for evaluation, the process for setting goals and objectives, and the methods used for providing feedback. We are pleased to report that the Class Hope teachers voted the appraisal system training as one of the top five most useful training sessions they received.

The school strongly believes that investing in staff appraisal training is a key component of our commitment to fostering a culture of continuous learning and professional growth among our teaching staff. By providing our teachers with the knowledge and skills they need to effectively appraise their colleagues and themselves, we can ensure that our appraisal process is aligned with our school's goals and objectives, and that our teachers are equipped to deliver high-quality education to our students. The school will continue to prioritize this area of professional development in the future, and look forward to seeing the positive impact it has on our learning community.



## **Reflection**

### **a) Facilitating factors**

The school has implemented several strategies to develop a professional learning community, and certain facilitating factors have contributed significantly to the success of these efforts.

**Different External Support and Training:** The Education Bureau (EDB) and other organizations have provided numerous training programmes and workshops for our teachers, ranging from basic pedagogy for newly joined teachers to enrichment knowledge for our elite students. These training programmes and workshops have allowed our teachers to continuously upgrade their skills and knowledge, and to stay up-to-date with the latest pedagogical trends and best practices. They have also provided opportunities for our teachers to network and collaborate with other professionals in the field, and to learn from their experiences and expertise. These opportunities enable our teachers to stay informed about the latest developments in their subject areas and to engage in ongoing learning and growth.

**School Support:** The school has implemented regular practices to ensure that teachers have access to ongoing training and development opportunities. For example, the school regularly sends teachers to attend training programs and workshops organized by the Education Bureau (EDB) and other organizations. By doing so, teachers are able to stay up-to-date with the latest pedagogical trends and best practices, and to continuously upgrade their skills and knowledge. In addition, the school provides weekly reminders to teachers to apply what they have learned in these training programs and workshops to their teaching practices. Furthermore, the school provides financial support to initiatives such as the Education University of Hong Kong (EduHK) and Quality School Improvement Project (QSIP) so that more education experts can have a professional interflow with our teachers.

### **b) Hindering factors**

Despite effective strategies implemented to develop a professional learning community, there are areas for improvement and challenges that hinder progress.

**Time constraints:** Teachers often have very busy schedules, with many demands on their time both inside and outside of the classroom. When the training clashes with the school work, teachers often choose to prioritise the latter. This can make it difficult for them to find the time to attend training programmes and workshops, or to engage in other professional development activities.

**Limited quota:** Another factor that can make it difficult for teachers to engage in professional development activities is the limited quota for some training programmes. Some training programmes, such as basic SEN courses or compulsory training for newly-joined teachers, may have a limited number of spaces available. This can make it difficult for all teachers who need to attend these programmes to do so.

## **Feedback on Follow-up**

With reference to the afore-mentioned evaluation, the following provide some follow-up measures so as to inform the planning of the work of the school in the next year:

**More peer-to-peer sharing:** Peer-to-peer sharing can be a great way for teachers to learn from one another and develop their skills and knowledge. The school should consider providing more opportunities or convenient platforms for teachers to share what they learned in the training, such as through CLP or Panel meetings regularly.

**Participated more in online courses:** Online courses can be a convenient and flexible way for teachers to engage in professional development activities. Panel heads can encourage their members to participate in these courses at their own pace and on their own schedule.

By implementing these additional suggestions, teachers with a variety of options for engaging in professional development activities can help to create a culture of continuous learning and growth within the school.

## 10. Financial Summary for 2021/2022 School Year (audited)

### Reporting DSS Schools' Annual Financial Position Financial Summary for the 2021/2022 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	74.33%	N.A.
School Fees	N.A.	23.89%
Donations	N.A.	0.08%
Other Income	0.85%	0.85%
<b>Total</b>	<b>75.18%</b>	<b>24.82%</b>
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	84.50%	
Operational Expenses (including those for Learning and Teaching)	8.92%	
Fee Remission / Scholarship <sup>1</sup>	2.60%	
Repairs and Maintenance	1.56%	
Depreciation	2.42%	
Miscellaneous	0.00%	
<b>Total</b>	<b>100.00%</b>	
<b>Surplus / (Deficit) for the school year<sup>#</sup></b>	1.03	months of the annual expenditure
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year<sup>#</sup></b>	10.09	months of the annual expenditure
# in terms of equivalent months of annual overall expenditure		

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

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

## 11. Reports on the Use of Grants for the 2022/2023 School Year

### 11.1 Report on the Learning Support Grant

Stewards Pooi Kei College  
2022/23 Academic Year- Learning Support Grant Financial Report

Date : 29/9/2023

2021/22 Retained surplus: \$ 37,099.34 (a) 本學年總撥款 2022/2023 Total Allotment: \$ 788, 886 (1st Installment) (b) + \$ 544,707(2nd Installment)(c)  
= \$ 1,333,593

2022/23 Available Funds (Total Allotment): \$ 1,370,692.34 (d) [(a)+(b)+(c)]

2022/23 Total Expenditure: \$ 1,350,912.47(e) Accumulated Surplus by the end of 2022/23: \$ 19,779.87 [(d)-(e)]

1.	Item	Types of Service	Outsourcing Services (Name of Service Provider)	Time of Implementation (Total Fee or Hourly Fee of Activity/ Session)	Target Group (e.g. No./ Types of SEN Students, Parents)	Performance Indicators Evaluation Methods (If applicable)	Evaluation of Effectiveness (If applicable)	Actual/ Average Expenditure
2.	2 Part Time teacher		Open recruitment	Whole Year	/	/	/	(Salary+MPF) \$521632.875 +26081.64375 =\$547,714.52
3.	2 Full-time counselors		Open recruitment	Whole year	/	/	/	(Salary+MPF) \$487665 +\$24383.25 = \$512,048.25
4.	Clinical psychologist	Counseling services	Edge Development Centre  and Omni Mind Gym	Sessions: 17 Duration: 8 hrs Total time: 136 hrs	No./ Types of SEN Students: 12 (MI students)	➤ Handle more than 95% cases referred by teachers/ parents.	➤ 12 students who were referred to CP received regular counseling support ➤ Around 60% of students had some improvements after receiving counseling services on a regular basis.	Total fee: \$173,000
5.	Learning Skill Workshop	Attention and Executive skills	Excellent Education Company Limited	Sessions: 10 Duration: 1.5 hrs Total time: 15 hrs	No./ Types of SEN Students: 6 (ADHD / Suspected)	➤ Recruit more than 70% target students. (Students with	➤ More than 70% of target students were recruited in the developmental	Total fee: \$9,980

		training			ADHD students)	<p>low learning motivation/ less able in academic/ lack of interpersonal skills)</p> <p><u>Student questionnaire</u></p> <ul style="list-style-type: none"> <li>➤ Over 70% students who received individual support/ participated in learning workshops agreed that the supporting works are beneficial to them.</li> </ul>	<p>program.</p> <p><u>Student questionnaire</u></p> <ul style="list-style-type: none"> <li>➤ Only 60 % students agreed that the Learning Skill Workshop (ADHD) taught them exam skills or other teaching strategies that they could use in daily lives.</li> <li>➤ Only 60 % of students were overall satisfied with the workshop.</li> </ul> <p><u>Trainer's observation</u></p> <ul style="list-style-type: none"> <li>➤ Although students could not fully understand the lesson materials, they were still willing to try. Students are suggested to improve their attention skills and self-management skills first.</li> </ul>	
6.	Chinese Learning Workshop	Learning Support (Chinese)	Excellent Education Company Limited	Sessions : 10 Duration : 1.5 hrs Total time:15 hrs	No./ Types of SEN Students: 6 (S1 and S2 students with SpLD or who are less able in	<ul style="list-style-type: none"> <li>➤ Recruit more than 70% target students. (Students with low learning motivation/ less</li> </ul>	<ul style="list-style-type: none"> <li>➤ More than 70% of target students were recruited in the developmental program.</li> </ul>	Total fee: \$9,980

					academics )	able in academic/ lack of interpersonal skills)	<u>Student questionnaire</u> ➤ 88% of students agreed that their reading and writing skills improved in the Chinese Learning group. ➤ 83% of students were overall satisfied with the workshop.	
						<u>Student questionnaire</u> ➤ Over 70% students who received individual support/ participated in learning workshops agreed that the supporting works are beneficial to them.	<u>Trainer's observation</u> ➤ Students could understand the lesson materials. They tried to apply the learning skills. The students should do more practice to improve their grammar, vocab and handwriting.	
7.	Alpha Element Programme	Attention skills, Communication skills and Self-confidence training	Upward Horizons Limited	Term 1 Total hours: 50 (Regular sessions)	No./ Types of SEN Students: SEN students or Less able students	➤ Recruit more than 70% target students. (SEN students or Less able students) ➤ More than 80% of participants attended above 90% of the activity hours. ➤ Over 80% of participants, participants'	➤ More than 70% of target students were recruited in the developmental program. ➤ Only 30% of the students attended above 90% of the activity hours. ➤ Only 65% of students agreed that their concentration improved.	Total fee: \$14,200

						parent and teachers agree that the programme is helpful to enhance participants' positive values and reflective ability.	<ul style="list-style-type: none"> <li>➤ Only 74% parents agreed that the students can actively find solutions to deal with difficulties.</li> <li>➤ Only 57% of parents agreed that the students were confident in dealing with difficulties.</li> <li>➤ Over 80% of parents agreed that the Parent-child activities help to communicate with family members.</li> </ul>	
8.	Joyful Moment Campaign	Inclusive activities	Nil	Whole year	S1 - S6 Students	<u>Statistics:</u> <ul style="list-style-type: none"> <li>➤ Each class submitted at least one joyful moment record form in one term.</li> <li>➤ Over 70% of the teachers agree that the competition helps to enhance the positive atmosphere in their class.</li> </ul>	<u>Statistics:</u> <ul style="list-style-type: none"> <li>➤ Only 24 classes (80%) (S1-5) submitted at least one Joyful Moment Record forms.</li> <li>➤ 74 % of the teacher agreed that the Joyful Moment Campaign helped enhance the positive atmosphere in their class.</li> </ul>	Total fee: \$703.5

9.	Insert students orientation (5/9/2022)	Inclusive activities	Nil	First Term	S1-S4 inserting students	<ul style="list-style-type: none"> <li>➤ Over 70% of the students agree that the activities help them understand the school.</li> <li>➤ Over 70 % of the students agree that the activities helps increase their sense of belongings to the school.</li> <li>➤ At least one activity/session is arranged for insert students in the First Term.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Orientation activities were held in Sept for insert students to help them to know more about the School.</li> <li>➤ 100% of the insert students agreed that they have a better sense of belongings after the activity, and they understand more about the school's facilities and activities.</li> <li>➤ Two form-based follow up activities were arranged to provide further support after the beginning of the school year.</li> </ul>	\$ 57.0
10.	S.1 Parent-Child Day (17/9/20123)	Help promote students' wellbeing with their families	Jumpstart Training Consultant Ltd.	Sessions: 2 Duration: 3 hrs Total time: 6 hrs	No. of students: 205 (S1 Students)	<u>Parent questionnaire</u> <ul style="list-style-type: none"> <li>➤ Over 75% of the families agree that the Parents-child Day help them understand the roles of families in students' holistic development</li> </ul>	<u>Parent questionnaire</u> <ul style="list-style-type: none"> <li>➤ 93% of the parents agreed that the activities in the Parent-child Day inspired them.</li> <li>➤ 97 % of the parents felt being welcomed.</li> <li>➤ 100% of the parents were willing to commit to support the growth of their children.</li> </ul>	Total fee: \$19,800+\$1,019.8 =\$20,819.8



11.	S1 anti bullying (21/10/2022)	Class-based inclusive activities	The Education University of Hong Kong	Sessions: 1 Duration: 3 hrs Total time: 3 hrs	S.1 students	<ul style="list-style-type: none"> <li>➤ Over 75% of the students agree that the activity helps them to understand the importance of anti-bullying, and help facilitate their class spirits.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 96% of S1 students agreed that the activity helped raise their awareness towards bullying.</li> <li>➤ 89% of the S1 students agreed that the 'Inter-class activities' helped lift up their class spirits.</li> <li>➤ 84% of students agreed that the activities helped them to know more about their classmates.</li> </ul>	Total fee: \$6,500
12.	Mental Health Talks (Zoom) (24/11/2022 and 1/12/2023)	Preventive educational; talks	Take Your Way Clubhouse (Ma On Shan)	Session : 2 Hours : 0.5 hrs Total hours: 1 hrs	All students	<ul style="list-style-type: none"> <li>➤ Over 70% of students agree the activity can help raise their awareness of mental health issues.</li> <li>➤ Over 70% of students agree the activity can learn new ways to release their pressure.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Only 69% of students agreed that the activity could help raise the awareness of mental health.</li> <li>➤ Only 62% of students agreed that the activity could help enhance their skills in their stress management.</li> </ul>	Total fee: \$2,000
13.	Energy Booster Sessions (25/11/2022 and 24/2/2023)	Mental Health promotion	Yang Memorial Methodist Social Service	Session : 1 Hours : 2 hrs Total hours: 2 hrs	All S6 students	<ul style="list-style-type: none"> <li>➤ Over 70% of students agree the activity can learn new ways to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makura-nage, rifle shooting, relaxation exercise, Nagomi art, herbarium</li> </ul>	Total fee: \$26,403.6 (16,000+ 9,000 and

			and Stewards Life Education Project	Session : 1 Hours : 1.25 hrs Total hours:1.25 hrs		release their pressure.	bottle making, Zentagle and many other workshops were provided for students to participate. ➤ 93% of student agreed that the activities helped release their stress.	other expenses)
14.	Afterschool Homework Class	Self- managemen t training	SPKC Alumni	Sessions : 10 Duration : 1.5 hrs Total time : 15 hrs	No./ Types of SEN Students: 13 (Students with Missing homework problems)	<u>Student questionnaire</u> ➤ More than 80% of programme participants agreed that the programme enhanced participants’ confidence, collaboration skills, communication skills, problem solving skills, self-management skills and study skills.	<u>Student questionnaire</u> ➤ Over 80% of students agreed that they have improvements in organising, prioritizing and finishing their homework according to their planning. ➤ Over 50% of students showed significant improvements in the no. of missing hw in Term 2 compared to Term 1.	Total fee: \$4,717.5

15.	Harmonious School Activities(19/6/2023 and 20/6/2023)	Form-based (S1) and class-based activities (S2) to promote mutual respect and inclusion	Yang Memorial Methodist Social Service	Session : 2 Hours : 1.25 hrs Total hours: 2.5 hrs	S1-S2 students	<ul style="list-style-type: none"> <li>➤ Over 75% of the students agree that the activity helps them to understand the importance of anti-bullying, and help facilitate their class spirits.</li> </ul>	<u>Student questionnaire</u> <ul style="list-style-type: none"> <li>➤ 75% S1 students and 84% S2 students agreed that the activity could help enhance mutual respect and healthy communication among the peers.</li> <li>➤ 75% S1 students and 84% S2 students agreed the activity could help develop their habits in having positive communication with others.</li> </ul>	\$2500 + \$5800  Total fee: \$8,300
16.	Mental Connection Activities (3/7/2023 and 4/7/2023)	Form-based activities to raise students' awareness towards mental wellness	Stewards - Youth Outlook	Sessions: 2 Duration: 1.25 hrs Total time: 2.5hrs	S1 - S2 students	<ul style="list-style-type: none"> <li>➤ Over 70% of students agree the activity can help raise their awareness of mental health issues.</li> <li>➤ Over 70% of students agree the activity can learn new ways to release their pressure.</li> </ul>	<u>Student questionnaire</u> <ul style="list-style-type: none"> <li>➤ 86% S2 and 84% S1 students agreed that they have more understanding and awareness towards mental health.</li> <li>➤ 82% S2 and 84% S1 students agreed that they learnt skills to manage their stress and emotions from the workshop.</li> </ul>	Total fee: \$4000
17.	Counselors' activities	To create and promote	Nil	Whole year	Whole school	<ul style="list-style-type: none"> <li>➤ Over 85% of students agree</li> </ul>	<u>Teachers' observation</u> <ul style="list-style-type: none"> <li>➤ Over 80% of the</li> </ul>	Total fee: \$2,388.3

	<ul style="list-style-type: none"> <li>➤ Flashmob activities</li> <li>➤ Afterschool interest group</li> <li>➤ Lunch time board game</li> </ul>	a caring and inclusive culture by different activities				the activity can improve their social skills	students agreed the activities helped improve their social skills, release their stress and facilitate their personal growth.	
18.	S.1 Bridging Programme (23/24)	To create and promote a caring and inclusive culture	Nil	Sessions: 6 Duration: 1.15 Total time: 6.9hrs	S1 students	<ul style="list-style-type: none"> <li>➤ Over 80 % of students agree that the activity helps enhance their personal growth (e.g. problem solving skills)</li> <li>➤ Over 80% of students agree that the activity helps with their social development (e.g. respect, social skills)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 91% of the students agree that the activity helps enhance their personal growth (e.g. problem solving skills)</li> <li>➤ 89% of students agree that the activity helps with their social development (e.g. respect, social skills)</li> </ul>	Total fee: \$8,100
19.	Dare to Dream (Befriend with emotions)	Support for students with emotional needs	Nil	Sessions: 4 Duration: 1.25 hrs Total time: 5 hrs	No./ Types of SEN Students: 4 (Student with mental illness(MI) / poor mental health) No. of teacher: 1	<u>Student questionnaire</u> <ul style="list-style-type: none"> <li>➤ Over 85% of participants attended above 90% of the activity hours.</li> <li>➤ Over 80% of students agreed the workshop helped to improve their positive values (focus: optimistic,</li> </ul>	<u>Student questionnaire</u> <ul style="list-style-type: none"> <li>➤ Over 85% of participants attended above 90% of the activity hours.</li> <li>➤ Over 90% of the participants agreed the workshop helped improve their social skills and facilitate their personal growth.</li> </ul>	Nil

						<p>responsible, self-discipline and respectful.</p> <ul style="list-style-type: none"> <li>➤ 100% of students agreed that the workshops improved their confidence in expressing their emotions and skills.</li> </ul>		
20.	Dare to Dream (Be a positive thinker)	Support for students with emotional needs	Nil	<p>Sessions: 4 Duration: 1.25 hrs Total time: 5 hrs</p>	<p>No./ Types of SEN Students: 4 (Student with mental illness(MI) / poor mental health) No. of teacher: 1</p>	<p><u>Student questionnaire</u></p> <ul style="list-style-type: none"> <li>➤ Over 85% of participants attended above 90% of the activity hours.</li> <li>➤ Over 90% of the participants agreed the workshop helped improve their social skills and facilitate their personal growth.</li> <li>➤ Over 90% of the participants agreed the workshop helped with their self-appreciation.</li> </ul>	<p><u>Student questionnaire</u></p> <ul style="list-style-type: none"> <li>➤ Over 90% of participants attended above 90% of the activity hours.</li> <li>➤ Over 95% of the participants agreed the workshop helped improve their holistic wellness.</li> </ul> <p><u>Teacher report</u></p> <ul style="list-style-type: none"> <li>➤ According to the SSW, the activities helped students to understand their origin of stress. The group also helped them establish a mutual support network, which might further enhance their self control and stress</li> </ul>	Nil

							management in the future.	
21.	Social Skills Enhancement Workshop (Group A)	Social skills training	Caritas Hong Kong (AIM by EDB)	Sessions : 13 Duration : 1.5 hrs Total time : 19.5 hrs	No./ Types of SEN Students: 5 ( ASD /Suspected ASD students ) No. of teachers : 4	<u>Student questionnaire</u> ➤ More than 70% of the students agree that the programme help them to have a more positive insight in life.	<u>Student questionnaire</u> ➤ 100% of the students agreed that they will use the skills learnt in in the group in real lives. ➤ 100% students agreed that they receive more support when they encounter difficulties at school.  <u>Teachers' observation</u> ➤ Students' communication skills and collaboration skills have improved throughout the programme. For example, they are willing to compromise during the discussion of the outing activity.	Nil
22.	Social Skills Enhancement Workshop (Group B)	Social skills training	Caritas Hong Kong (AIM by EDB)	Sessions : 13 Duration : 1.5 hrs Total time : 19.5 hrs	No./ Types of SEN Students: 5 ( ASD /Suspected ASD students ) No. of	<u>Student questionnaire</u> ➤ More than 70% of the students agree that the programme help	<u>Student questionnaire</u> ➤ 100% of the students agreed that they will use the skills learnt in in the group in real	Nil

					teachers : 4	them to have a more positive insight in life.	<p>lives.</p> <ul style="list-style-type: none"> <li>➤ 100% students agreed that they receive more support when they encounter difficulties at school.</li> </ul> <p><u>Teachers' observation</u></p> <ul style="list-style-type: none"> <li>➤ Students' communication skills and collaboration skills have improved throughout the programme. For example, they are willing to compromise during the discussion of the outing activity.</li> </ul>	
23.	'Open Up Gatekeeper Service' Parents' Workshop	Parents' Workshop	Open Up, The Hong Kong Jockey Club Charities Trust	Sessions : 1 Duration : 1.5 hrs Total time : 1.5 hrs	No. of Parents: 26	<p><u>Parents questionnaire</u></p> <ul style="list-style-type: none"> <li>➤ Over 85% of parents agree the activity can help raise their awareness of mental health issue.</li> </ul>	<p><u>Parents questionnaire</u></p> <ul style="list-style-type: none"> <li>➤ 100% of parents agreed that the workshop helped them understand more about negative emotions and increase their confidence to respond to these emotions.</li> </ul>	Nil
24.	'Open Up Gatekeeper Service' Students'	Students' Workshop	Open Up, The Hong Kong Jockey Club Charities Trust	Sessions : 1 Duration : 1.5 hrs Total time : 1.5 hrs	No. of Students: 37	<p><u>Students questionnaire</u></p> <ul style="list-style-type: none"> <li>➤ Over 70% of students agree the activity can help</li> </ul>	<p><u>Students questionnaire</u></p> <ul style="list-style-type: none"> <li>➤ 87% of students agreed that the workshop helped</li> </ul>	Nil

	Workshop					<p>raise their awareness of mental health issue.</p> <ul style="list-style-type: none"> <li>➤ Over 70% of students agree the activity can learn new ways to release their pressure.</li> </ul>	<p>them understand more about negative emotions.</p> <ul style="list-style-type: none"> <li>➤ 77% of them agreed that they have more confidence to respond to these emotions.</li> </ul>	
25.	Lunchtime focus group - Career planning	Group intervention	Nil	<p>Sessions : 4 Duration : 50 mins Total time : 3.20 hrs</p>	<p>No. of Students: 4</p>	<p><u>Students questionnaire</u></p> <ul style="list-style-type: none"> <li>➤ 80% of participants agreed the group facilitate their future planning.</li> </ul>	<p><u>Students questionnaire</u></p> <ul style="list-style-type: none"> <li>➤ 100% of the participants in the strength- based group agreed that the group facilitate their self- understanding and confidence when facing adversity.</li> </ul>	
							<b>Total</b>	<b>S1, 350912.5</b>



## 11.2 Use of Life-wide Learning Grant (2022/23)

### Report on the Use of the Life-wide Learning Grant 2022/2023 School Year

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	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	<b>Local Activities:</b> 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)	Oct 2022 – July 2023	S1-S6	998	296,175.40	296.77	To nurture students as servant leaders, positive thinkers, keen learners and confident explorers through co-curricular activities.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Achievements of the teams / clubs	✓	✓	✓	✓	✓
2	Life-wide Learning Day	Oct 2022	S1-S6	998	139,894.50	140.17	To provide students life-wide learning experience for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Evaluation meeting conducted by LWL committee	✓	✓	✓		✓
3	Learning Without Walls (LEWOWA) Programmes	Jul-23	S1-S5	998	226,472.66	226.93	To grow students as globalized Christian leaders through offering various life-changing experiences outside classrooms under experiential learning approach.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by GELC committee	✓	✓	✓	✓	✓
4	Multi-intelligence Development (MID) Programmes	Oct 2022	S4-S5	327	285,779.00	873.94	To provide students multi-intelligence learning experience for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Achievements / Assignments	✓	✓	✓		✓
5	S1 Solo Verse Experience	Nov – Dec 2022	S1	204	20,500.00	100.49	All S1 students are enrolled in the speech festival to complement the Poetry unit of the S1 curriculum and to supplement speaking skills required. Students are expected to be able to appreciate poems by performing and practise pronunciation and delivery as a learning community.	English Language	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Achievements	✓	✓	✓		✓
6	Post-exam Learning Programmes	Oct 2022	S1-S5	892	10,533.70	57.17	To provide students life-wide learning experience for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students) 3) Evaluation meeting conducted by LWL committee	✓	✓	✓		✓
7	Subject-based experiential Learning Activities (e.g. Living experience and workshop)	Feb - Mar 2023	S2	184	33,071.20	57.17	To provide students life-wide learning experience for living experience and workshop	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by Character Building Committee	✓	✓	✓		✓

8	Subject-based experiential Learning Activities (e.g. STEM workshop)	Sep 2022 - Jun 2023	S1	204	270,900.00	57.17	To provide students experiential learning for whole person development.	Design and Thinking and Learning	1) Teachers' observation and feedback 2) Students' presentation / interview 3) Evaluation meeting conducted by STEM Education	✓		✓		✓
9	Experiential Learning Activities (e.g. Visit Life-education centre, community service)	Oct 2022 – July 2023	S1-S6	998	73,337.89	73.48	To provide students experiential learning for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓	✓	✓
10	Subject-based experiential Learning Activities (e.g. Culture immersion workshop)	Oct 2022 – July 2023	S1-S6	998	23,094.00	23.14	To provide students subject-based experiential learning experience.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓		✓
11	Activity for promoting positive education or well-being (e.g. Positive Education lunchtime concert, PERMA-run, PERMA Dream)	Oct 2022 – July 2023	S1-S6	998	26,149.90	26.20	To provide students positive education or mental health for whole person development.	Cross-Disciplinary (Others)	1) Teachers' observation and feedback 2) Post-activity questionnaire (Teachers and Students)	✓	✓	✓	✓	✓
<b>(Please insert rows above if the space provided is insufficient.)</b>														
<b>Sub-total of Item 1.1</b>				<b>7,799</b>	<b>\$1,405,908.25</b>									

1.2	<b>Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons</b>													
1														
2														
3														
4														
<b>(Please insert rows above if the space provided is insufficient.)</b>														
<b>Sub-total of Item 1.2</b>				<b>0</b>	<b>\$0.00</b>									
<b>Expenses for Category 1</b>				<b>7,799</b>	<b>\$1,405,908.25</b>									

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

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
<b>(Please insert rows above if the space provided is insufficient.)</b>			
<b>Expenses for Category 2</b>			<b>\$0.00</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>\$1,405,908.25</b>

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	998
Number of student beneficiaries:	998
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Ng Chak Ho
Post of Contact Person for LWL:	Head of LWL Committee

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

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

### 11.3 Report on the Use of Diversity Learning Grant (2022/23)

PIC (Initial)	Subject/ Team	Activity	Objective(s)	Budget	Expenses	Evaluation
YTang	---	Other languages programmes: (1) Spanish (2) Japanese (3) French (4) Korean	To strengthen students' competence in Spanish, Korean, French & Japanese	\$107,500	\$107,500	Most of the students attended the courses on time and had generally good results. However, S4 students could not handle 4 elective subjects and half of them decided to drop the courses on S4 2 <sup>nd</sup> term or S5.  Students should be reminded to think twice before applying for the language courses.
SLui	Music	1) Network DSE programme (regular lessons) 2) Supplementary Lesson for the HKDSE music network programme	To offer a programme jointly organised by schools for music students to enhance their musical talents	\$32,120  \$10,000	\$32,120  \$0	100% students agreed they had enhanced their musical talents.
GAu	Mathematics	Senior Mathematics Team Programme	Broaden student's horizons and learn to appreciate the beauty of Mathematics	\$8,000	\$8,000	90% of students agree they could learn different high order Maths concepts.
ALau	History	S6 History Enhancement tutorial	To provide small group drilling in higher order thinking skills To increase students' abilities in tackling essay questions	\$6,000	\$2,152.5	Over 90% of students agreed that their abilities in tackling essay questions had increased.

SLeung	BAFS	Business Elite Learning Programme	To enrich students' exposure in real business world, business ethics and sustainability	\$12,000	\$12,000	The program will be held in late July and early August. Evaluation will be updated on 15 Aug.
JNg	CDC (Gifted Education )	School-based gifted programme	To strengthen high order thinking skills and creativity skills	\$13,000	\$4,800	Over 90% students agreed this programme strengthened high order thinking skills and creativity skills through two workshops.
WKYum	CBC (Prefect team)	Summer Prefect Training	To equip the new badge of prefects for service in the next academic year	\$7,500	\$7,500	<ol style="list-style-type: none"> <li>1. The fee was used up for subsidizing the Summer Prefect Training 2023.</li> <li>2. The amount of subsidy will have to be increased in 2023/24 owing to the duration of training camp from day-camp to over-night camp.</li> <li>3. 95% students agreed that the training was useful to develop their leadership ability.</li> </ol>
CWong	LWLC	Students Leadership Training Session	To nurture leader qualities and cultivate leadership skills	\$7,200	\$7,200	<ol style="list-style-type: none"> <li>1. The students definitely learnt about leadership skills.</li> <li>2. The amount of subsidy will have to be increased in 2023/24.</li> <li>3. From the survey, students agreed they <ol style="list-style-type: none"> <li>a) knew each committee member more (4.02/5 marks) ;</li> <li>b) gained teamwork (4.10/5 marks) ;</li> <li>c) improved communication skills (3.86/5 marks) ;</li> <li>d) improved problem-solving skills (3.98/5 marks).</li> </ol> </li> </ol>

## 11.4 Report on the Use of Sister School Scheme Grant (2022/23)

### 姊妹學校交流報告書 2022 /2023 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：	麥浩恩

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
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

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	✓	描述	編號	✓	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 type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input 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	✓	描述	編號	✓	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 checked="" 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
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丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)  
 (註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	✓	描述	編號	✓	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
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

監察/評估方法如下:

編號	✓	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input 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	✓	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\$150,000(預計數目)
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$150,000
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	✓	內容
O1	✓	<p>有關交流活動的層面 [如適用，請註明]</p> <p>反思：三次活動交流涵蓋初中及高中生，通過視象會議進行線上交流活動，兩地一共超過 20 人參與，包括兩校的副校長、負責對外交流聯繫的老師等。</p> <p>跟進：可以發掘更多貼近學生日常生活的話題進行交流，提高學生興趣，促進兩地學生交流分享。</p>
O2	✓	<p>有關交流活動的形式/內容 [如適用，請註明]</p> <p>反思：三次活動由學生自行報名，交流學習、閱讀、兩地的流行文化及個人興趣發展等。與惠景中學的交流中進行了硬筆書法的教學，學生反應熱烈；另外，與潞河中學的交流中，我們聯同高年級的學生圖書館管理員進行閱書分享，分享內容有反思意義，拓寬交流層面，此類型跨課程活動可以再辦。</p> <p>跟進：日後可以積極實行實體交流活動。</p>
O3	✓	<p>有關交流活動的時間安排 [如適用，請註明]</p> <p>反思：活動日子選取恰當，於考試後及長假期後進行，方便兩地老師及學生安排，學生亦有充足時間預備及深化內容。</p>
O4	✓	<p>有關交流活動的津貼安排 [如適用，請註明]</p> <p>津貼用於添置課室的視像交流設備，以作遠程視像交流。</p>
O5	<input type="checkbox"/>	有關承辦機構的組織安排[如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	✓	層面	交流參與人次
P1	✓	本校學生在香港與姊妹學校交流的人次	21 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	✓	本校學生參與交流的總人次	21 總人次
P4	✓	本校教師參與交流的總人次	5 總人次
P5	✓	本校學校管理人員參與交流的總人次	1 總人次



學年	結餘承上 \$	收入 \$	支出 \$	結餘 \$
2021/2022	121,245.00	157,127.00	161,499.00	116,873.00
2022/2023	116,873.00	79,977.00 79,978.00	137,850.00	138,978.00
備註: 學校可保留的津貼餘款，上限為 12 個月的津貼撥款額。				
備註：				

## 11.5 Report on the Use of Promotion Reading Grant (2022/23)

### 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 best suited our students' needs, abilities, and interests.
  - A. Some of the books were eligible for S1-3 students to complete Chinese Reading Scheme. More than 250 junior forms students were getting Gold, Silver and Bronze reading awards.
  - B. All Key Learning Areas (KLAs) selected some books which align with their curriculum for students' needs.
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 for the Class Library, so that students have access to quality books recommended by teachers in their own classroom.
4. The Grant was used to purchase books recommended by all subjects/ committees to broaden students' horizon.
5. The Grant was used to hold face-to-face "Meet the Author Talk" for the students. The writer has a psychology background and care about the mental health in our society. More than 80% of students understood the more on the message that the writer want them to know while more than 80% of students agreed that the theme and the message from the writer could help maintain their mental health.

### Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	\$37746
	<input checked="" type="checkbox"/> Printed books (including student books purchased by different subjects/teams)	
	<input checked="" type="checkbox"/> e-Books (eRead Scheme in HKEdCity)	\$33900
2.	Reading Activities	\$3000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<b>Total</b>	\$74646
	<b>Unspent Balance</b>	\$0

## 11.6 Report on the Use of Student Activities Support Grant (2022/23)

(Template)

Jun 2022 ver.

### Report on the Use of the Student Activities Support Grant 2022/2023 School Year

#### I. Financial Overview

A	Allocation in the Current School Year:	\$33,150.00
B	Expenditure in the Current School Year:	
C	Unspent Amount to be Returned to the EDB (A – B):	\$33,150.00

#### II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	8	\$8,173.00
Full-grant under the School Textbook Assistance Scheme	57	\$49,119.00
Meeting the school-based financially needy criteria	0	\$0.00 (capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>65</b>	<b>\$57,292.00</b>

(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 <sup>1</sup> 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
<b>I. Local activities:</b> 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	Athletics Team		2	\$1,300.00			✓		
2	Badminton Team (Boys and Girls)		2	\$1,300.00			✓		
3	Basketball Team (Boys and Girls)		4	\$2,600.00			✓		
4	Soccer Team		2	\$1,300.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> 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
5	Table-tennis Team (Boys and Girls)		2	\$1,300.00			✓		
6	Volleyball Team (Boys and Girls)		4	\$2,055.00			✓		
7	Choir		1	\$650.00			✓		
8	Instrumental Class		2	\$1,300.00			✓		
9	String Ensemble		1	\$650.00			✓		
10	Symphonic Band		2	\$1,300.00			✓		
11	Dance Club		1	\$650.00			✓		
12	Board Game Club		2	\$40.00			✓		
13	Calligraphy Club		1	\$500.00		✓	✓		
14	Chinese Debate Team		1	\$600.00	✓	✓	✓		
15	Hands On X DIY Club		1	\$150.00	✓	✓	✓		
16	Senior Mathematics Team		1	\$50.00	✓	✓	✓		
17	Alpha Element Programme		1	\$650.00	✓	✓	✓		
18	Leadership Training Camp		1	\$40.00	✓	✓	✓		
19	Parents-child Day		7	\$1,050.00	✓	✓	✓		
20	Ocean Park-Nature Experience Class		3	\$420.00	✓	✓	✓		
21	Hostel Experience Prog		11	\$7,150.00	✓	✓	✓	✓	
22	Preserved Flower Workshop		4	\$160.00		✓	✓		
23	Life-wide Learning Day		47	\$3,477.00	✓	✓	✓	✓	
24	LEWOWA		42	\$27,300.00	✓	✓	✓	✓	✓
25	Foreign Language Prog		3	\$1,950.00			✓		
(Please insert rows above if the space provided is insufficient.)									
<b>Expenses for Category 1</b>			<b>148</b>	<b>\$57,942.00</b>					

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> 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
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
<i>(Please insert rows above if the space provided is insufficient.)</i>									
<b>Expenses for Category 2</b>			<b>0</b>	<b>\$0.00</b>					
<b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>									
1									
2									
3									
<i>(Please insert rows above if the space provided is insufficient.)</i>									
<b>Expenses for Category 3</b>			<b>0</b>	<b>\$0.00</b>					
<b>Total</b>			<b>148</b>	<b>\$57,942.00</b>					

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, Teacher
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## 11.7 Report on the Use of After-school Learning and Support Programme School-based Grant

### School-based After-school Learning and Support Programmes 2022/23 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 74 (including A. 7 CSSA recipients, B. 67 SFAS full-grant recipients and C. 0 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 Prog	✓			100%	Sep 2022 to Jul 2023	600.-	1. Teachers' observation and feedback 2. Post-activity questionnaire (Teachers and Students)	Upward Horizons Ltd.	
CCA Various Prog	✓	✓		99%	Sep 2022 to Aug 2023	23,751.-	1. Teachers' observation and feedback 2. Post-activity questionnaire (Teachers and Students)	Over 10 various service Providers	
Life-wide Learning Prog	✓	✓		99%	Sep 2022 to Aug 2023	28,882.-	1. Teachers' observation and feedback 2. Students' presentation/ interview 3. Post-activity questionnaire (Teachers and Students)	Over 30 various service Providers	
Summer Leadership Training Prog	✓	✓		100%	Sep 2022 to Aug 2023	6,420.-	1. Teachers' observation and feedback 2. Students' presentation/ interview 3. Post-activity questionnaire (Teachers and Students)	Ocean Dynamic Adventure Association Ltd.	
<b>Total no. of activities:</b>									
<b>@No. of man-times</b>	7	67	0						
<b>**Total no. of man-times</b>	74								
					<b>Total Expenses</b>	59,653.-			

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 benefitted eligible students?*

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
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		✓				
<b>Personal and Social Development</b>						
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		✓				
<b>Community Involvement</b>						
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)**

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## 11.8 Report on the Use of Citizenship & Social Development Grant (2022/23)

### Stewards Pooi Kei College 2022-23

Our school has spent the Citizenship & Social Development Grant (CS Grant) 22-23 for the following use:

Area	Activity	Expense Items	Actual Expenses	Evaluation
To organize Chinese cultural experience like visits or workshops for both S4 & S5 CS students	Chinese Movie Appreciation	a) Ticket fee	\$25,750	From students' reflection, they could learn from the good morals of the movie characters and the achievements of China.
		b) Coach fee to the cinema	\$3200	
	S5 Poster design competition	c) Prizes for S5 Greater Bay Area poster design competition	\$278.7	The students showed great interest in the activity. They could relate the activity to the topic of China' achievements they had learnt.
To organize a visit to a media institution and a workshop on media literacy	Tour to HK News Expo	a) Tour fee	\$6,000	From teachers' observation, students' response in the visit was positive. It was found that the activity could enhance their understanding of the media industry and media literacy.
		b) Coach fee to HK News Expo	\$1,380	
To purchase teaching materials including publishers' online teaching materials' fee, books, videos or teaching objects	Purchase of teaching materials	a) Fee for using the online resources of Aristo Educational Press Ltd	\$500	Teachers agreed that the online resources of the publishers were useful to enhance the teaching effectiveness
		b) Fee for using the	\$600	

		online resources of Hong Kong Educational Publishing Co. Ltd.		
		c) Fee for using the online resources of Ming Pao Education Publications Ltd.	\$4,999	
		d) Fee for using the online resources of Ling Kee Publications Ltd.	\$3,000	
		e) Fee for SingTao e-paper	\$68	
	Organising cultural Heritage Activity	Purchasing lanterns	\$90	
	Facilitating classroom teaching	a) Purchasing models of non-tangible cultural heritage	\$756	The models have not been used in teaching will be used in the 1 <sup>st</sup> term teaching of S5 in 23-24.
		b) Purchasing library teachers' resources	\$86.4	/
To purchase students	Model-making	a) Purchasing paper	\$1,920.11	The students showed great interest in the

books, videos or learning objects	competition	models		activity. They could relate the activity to the topic of China' achievements they had learnt.
		b) Toothpicks for model-making	\$12	
	Enriching library resources	c) Purchasing library students' resources	\$1597.14	/
To subscribe newspaper to help CS students understand more about the social development	Subscribing newspaper for students	Subscribing "智學公民"/"公民學堂" from Ming Pao Education Publications Ltd	\$7,064	S5 students showed interest in the quiz on the newspaper. However, there was not enough lesson time for teachers to go through the news with the students and organise the follow-up activities frequently. When students lacked the initiative to read the newspaper on their own, S4 students did not agree that the newspaper could broaden their understanding of the contemporary issues. They preferred e-newspaper.
To help organize the Mainland Study Tour	Mainland Study Tour	Purchasing data card for the Mainland Study Tour	\$471.42	The Tour was completed smoothly and the data card enhanced communication among teachers during the Tour.
			Total: \$57772.77	

## 11.9 Report on the Use of Supporting Non-Chinese Speaking Students with Special Educational Needs Grant (2022/23)

Stewards Pooi Kei College  
2022/23 Academic Year 「 NCS-SEN Grant 」 Financial Report      Date : 29/9/2023

2021/22 Retained surplus (a): \$0 + 2022/2023 Total NCS-SEN Allotment (b): \$ 103,230.00 =

2022/23 Available Funds (Total Allotment) (c)= (b)+ (a) : \$103,230.00

2022/23 Total Expenditure(d) : \$104,724.64

Accumulated Surplus by the end of 2022/23 (e) = (c) - (d) : -\$1,494.64

	Item	Types of Service	Support Scope *(you may choose more than one option)	Support Levels *(you may choose more than one option)	Service Objectives	Target Group (e.g. No./ Types of SEN Students, Parents)	Performance Indicators Evaluation Methods (If applicable)	Evaluation of Effectiveness (If applicable)	Actual/ Average Expenditure	
<b>Recruitment information</b>										
1	1 Teaching Assistant <input type="checkbox"/> 1. Full-time <input checked="" type="checkbox"/> 2. Part-time <input type="checkbox"/> 3. Chinese speakers <input type="checkbox"/> 4. Non-chinese speakers	Not applicable	Academic support	<input checked="" type="checkbox"/> 1. Students aspect <input type="checkbox"/> 2. Teachers aspect <input type="checkbox"/> 3. Parents aspect	To provide in-class academic support, preparation of teaching material, support for outsourcing services, provision of clerical and administrative support, etc. /	Students with SpLD All students	School-based staff evaluation	Teaching assistant can support curriculum adjustments and provide in-class teaching adjustments to students in need.	Total:	\$104,724.64
									<b>Total:</b>	\$104,724.64

## 12. School Contact Information

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