

Pui Kiu College School Report (2006/07)

I. Our Mission

In 1946, our first school in Hong Kong, Pui Kiu Middle School, was founded. Our mission is to nurture outstanding young people for the ever improving Hong Kong society, as well as to contribute to China's growth.

The 21st century will see the renaissance of the great Chinese culture and people. China, rooted in its deeply ingrained culture from the previous ages, will move towards a bright and glorious future. With steady progress on the political, economic, technological and cultural fronts and endowed with tremendous national power and vast markets, China will further display her boundless vitality and potential on the international stage. Surely, she will also exert greater impetus towards the development of human civilization.

Hong Kong is the melting-pot where Chinese and Western cultures integrate harmoniously. Geographically and culturally, it is in the best strategic position to play a pivotal role. In this ever-changing world, Hong Kong has found her position and role.

Now is the era for China and the West to work hand in hand to build a new culture. Now is the era with abundant opportunities and challenges. In the past fifty-eight years, we have persisted in maintaining the provision of education in the national viewpoints as well as an appreciation for our Chinese heritage. Whilst we have also made efforts in placing an importance on the all-round development of students, thus nurturing a great number of talents for society. The success of our work is obvious to all. Fully capitalizing on the fusion of Chinese and Western cultures in Hong Kong and the close connections that our school has with Mainland China and overseas, our new "through-train" school, Pui Kiu

College, which comprises strong Chinese and Western cultural characteristics, is committed to providing students with broad learning experiences. We shall cultivate students to achieve proficiency in English and Chinese and encourage them to explore the multi-faceted cultures of the world. Our students are nurtured to become a new generation that is deep-thinking, astute, inquiring and truth-seeking, firm in Chinese cultural foundation and with world cultural qualities and horizons, rich in Chinese sentiments and capable of grasping opportunities to give their best and contribute to China's integration with the world.

II. Our School

We are a direct subsidized “through-train” school incorporating both secondary and primary school sections. We have been established in the Shatin district since 2005. Our school provides instruction in English and Putonghua, and aims to immerse students in both Chinese heritage as well as Western ideas, and hence develop people who, as part of a new generation of outstanding individuals, are able to contribute to the opening up of Hong Kong and China to the outside world. Such students will:

- have a broad international perspective
- have a deep understanding of Chinese culture and a love for China
- be fluent in both English and Chinese
- be sharp, thoughtful, inquisitive, well-balanced, creative, and be willing to take responsibility

Our fully equipped school building provides our teachers and students with an ideal teaching and learning environment. In order to facilitate a flexible and diversified learning experience, in addition to 60 standard-sized classrooms, we have 9 small group teaching rooms, 2 multi function rooms as well as different

kinds of laboratories and special rooms, consisting of 4 multi media computer rooms, 2 science laboratories, 2 art rooms, 2 music rooms, 2 dancing rooms/student activity centres, a physics laboratory, a biology laboratory, a chemistry laboratory, a geography room, a cookery room, a general studies room and a campus TV studio. All necessary facilities, such as air conditioners, over head projectors, visualizers, as well as advanced computers and audio-visual equipment are installed in the classrooms and special rooms. Furthermore, the spacious school campus is a perfect place for outdoor games. We have 3 covered playgrounds, a mini-football field / 2 basketball courts, a basketball court, a tennis court, 4 sixty metre runways, a sand pit, an outdoor theatre, a greenhouse, a nursery garden and a thematic art exhibition hallway. We have also a school hall that can contain 1200 people, a sloped seating small assembly hall, a 2-storey high library, 2 teacher's rooms (accommodates up to 108 teachers), 2 teacher common rooms, 2 large-scale conference rooms, 2 teaching resource rooms, 2 medical rooms, a counseling room, a social worker room, a parent resource room, an interview room, a tuck shop etc. For the enrichment of student's learning experience, we have built a swimming pool complex at our expense in the year 2006 - 2007. On top of it is a 25-metre swimming pool with 6 swimming lanes, on the ground floor are two changing rooms and a school canteen that can serve 250 people at any one time.

In the first year of our school, we had 450 students in four grade levels on the campus. That included 14 classes - 5 grade one classes, 2 grade two classes, 2 grade three classes and 5 grade seven classes. For the enhancement of teaching and learning quality, we had been keeping our classes small, having around 30 students in class. In order to raise the teacher-student ratio, we had 33 teachers and 11 non-teaching staff, which enabled us to provide our students with more effective individual care. In 2006 -2007, we had around 750 students in six grade levels. That included 24 classes - 5 grade one classes, 5 grade two

classes, 2 grade 3 classes, 2 grade 4 classes, 5 grade 7 classes and 5 grade 8 classes. The number of staff also increased to 67; 55 teachers and 12 non-teaching staff. This year (2007 -2008), the number of students has increased to around 1000. We now have 32 classes in eight grade levels - 4 grade one classes, 5 grade two classes, 5 grade three classes, 2 grade four classes, 2 grade five classes, 4 grade seven classes, 5 grade eight classes and 5 grade 9 classes. This year, the grade nine students will be provided with opportunities to study 15 subjects. There will be tutorial groups (around 15 students in each group) in all subjects. Henceforth, the number of staff has rapidly increased to 99 people; this includes 82 teachers and 17 non-teaching staff.

Number of staff

2005 - 2006: 33 teachers, 11 non-teaching staff

2006 - 2007: 55 teachers, 12 non-teaching staff

2007 - 2008: 82 teachers, 17 non-teaching staff

III. School Management

Besides catering for the whole person development of our students, building an ever-improving school in order to pursue excellence in teaching and learning is also one of our main concerns. In the year of 2006 / 2007, working performance assessments were carried out in our school. Information was gathered through a variety of channels - teachers' working conditions and strengths were understood and appreciated. We also aim at helping teachers to reflect and evaluate the effectiveness of teaching, as well as to set goals for future professional development.

In November and December of 2006, students' affective and social performance was assessed by using the 'APASO' (a tool provided by EMB). Self-concept, inter-personal skill, learning attitude, sense of belonging and value

judgment of students from Grade 7 and Grade 8 were assessed, analysed and compared. Together with other figures gathered in school, the actual situation of a student's performance could be reflected. By confirming the areas that need to be improved, learning effectiveness can thus be enhanced. In May and June of 2007, a random sampling interview was carried out with 10 groups of students (approximately 60 secondary students). More information was collected about students' opinion towards the curriculum, teaching and learning, extra-curricular activities and school life. The school developmental plan is established according to these data, so as to keep the teaching and learning in school improving, driving the school towards the mission of offering excellent education opportunities.

In order to further enhance the management standard and facilitate the professional development of teachers, an appraisal system was developed and implemented in 2006/2007. The schedule was as follow:

Date	Event
Early January	Details released to teachers, in preparation for the appraisal procedures.
Mid January	Teachers complete self evaluation forms.
	Teachers complete evaluation form for senior staff in order to assess their performance.
	Members of principal's office and senior staff complete "Teachers daily performance" evaluation form.
26 Feb to 4 April	Teachers observe each other and complete the observation record.
4 April to 17 April	All the self - evaluation and peer observation forms are collected and reviewed by the principal's office.

In 2007, our school imported the e-class system and established a parent's forum at the 'Parents' Centre'. Now, communication network can be built easily between teachers and parents, as well as between parents and parents; so as to deepen the understanding among each other. The functions provided in the e-class system will be opened and strengthened gradually, and become a more important platform for online communication.

IV. Board of Directors

Chairman of our Board of Directors

Mr. Ng Hong Mun (Grand Bauhinia Medalist, Experienced National People's Congress delegate)

Supervisor

Mr. Tsang Yok Sing

Principal

Dr. Law Hing Chung

Board of Directors

Mr. Chan Wing Kee

Mr. Chau Sai Yiu

Prof. Cheng Kai Ming

Mr. Ip Cho Yin

Prof. Kwong Chung Ping

Mr. Lo Tak Lau

Mr. Tai Tak Fung

Ms. Tam Wai Chu, Maria

Mr. Wong Sing To

Mr. Yeung Chi Keung

V. Our Students

No. of classes

Grade levels	G1	G2	G3	G4	G7	G8	Total
No. of classes	5	5	2	2	5	5	24

No. of Students

Grade levels	G1	G2	G3	G4	G7	G8	Total
Boys	74	81	31	35	77	93	391
Girls	79	71	31	31	83	62	357
Total	153	152	62	66	160	155	748

VI. Our Teachers

Principal, assistant principals	3	Doctoral Degree holder: 3.63 (%) Master Degree holder: 27.27 (%)
Senior Teachers	3	
Teachers	49	
Teaching assistant, Laboratory assistant, IT manager	7	
Clerical Staff and Manual Worker	12	

Teacher and Class ratio = 2:1

Teacher and Student ratio = 1:15

VII. Teaching and Learning

A. Comprehensive Enactment and Implementation of School Vision

8 Core Teaching and Learning Principles

1. Student Centred Approach - "Active Learning"
2. Integrated Curriculum - Interdisciplinary Education
3. National and International Perspectives
4. Higher Order Thinking - nurturing creativity
5. Building a Language-rich environment
6. Assessment Policy - Track Learning Progress
7. Reading as the core curriculum
8. 12 years continuity in curriculum, designed according to the psychological and physical development of children and youth.

Subject departments are required to have a deep understanding towards the school's mission and vision, take it as the core of work. All working plans, curriculum design as well as teaching and learning strategies are expected to reflect the core value of the mission and vision of the school. Areas of concern for this year include:

1. Student centred - catering for individual differences

Subject teachers design unique teaching materials, choose appropriate pedagogy and activities according to student's physical and psychological development need (include medium of instruction and student's learning ability). At the same time, interest, potential and personal background of students are highly concerned to cater for individual differences, as well as enhance student's motivation and learning ability.

2. Optimizing 'portfolio-based assessment', clarifying coursework arrangement

a. Coursework and evaluation arrangement

Coursework and evaluation aim to enhance students' understanding and abilities to facilitate learning. Creativity is encouraged and unnecessary drillings are avoided. The assessment framework is conducive to learning. As well as records of examination grades, each subject teacher is expected to report each year on the learning characteristics of each student, such that students, teachers and parents are able to understand the true situation of each student, and are able to undertake reviews of teaching and learning.

b. Portfolios - formative assessment

Portfolios of different subjects are kept for each student, which record the continuous developmental experiences of the student, for the student, while they construct their knowledge at school. This qualitative information provides reference for students, parents, subject teachers as well as for the school, to have a more accurate mastery of student's development in knowledge, ability and affective aspect.

3. Promotion of reading

Reading is a key medium from which students obtain knowledge. Classroom activities and assignments will be designed to guide and strengthen students' thinking, and hence develop students' spirit of self-directed learning through reading.

Through extensive and in-depth reading, it provokes students to think deeply and enquire about the world and relationships, and to become a self-reliant and perceptive person.

Reading is our core curriculum. We aim at building a strong reading culture in our school. Students are exposed to different media texts as a means of appreciating the wider world. Students will be able to develop a strong reading habit in early stages of their learning and continue to enhance this throughout their school life.

Place the development of reading interest and ability as the core of the English and Chinese syllabi, such that students can be led to understand all sorts of different reading strategies, and through reading enables students to learn how to learn, as well as enjoy learning.

4. Integrating moral and civic education into all disciplines

Subject heads and subject teachers are well aware of our school moral and civic education framework. Implementation plans and promotion strategies are worked out and integrated in different learning areas.

5. General studies integrated into different learning areas (Mainly into Chinese and English in Primary levels)

Subject heads select appropriate and related content from the general studies curriculum framework and integrate into each subject. The possible topics for integration are listed out in the working plan. Curriculum development coordinator will review the related plan and coordinate the implementation process.

6. Super achiever and remedial programme

Super achiever programme:

Further develop potential student's interest and strengths, fostering individual needs in different areas.

(Chinese) Prose, Poems Writing Group, Editorial Training Class, Putonghua Recital Training Class.

(English) Super Achiever's program · School Musical · Pui Kiu Radio station · Student reporters · Book Club

(Math) π -Alliance, Junior Mathematician

(Integrated science) Butterfly Explorer, Renewable Energy and Solar Model Car Challenge, Mad science, Young Scientists Club, Robot Challenge, International Students Conference

(Humanities) Starry Night

(Music) Ocarina Band, Percussion Band, Hand Bell Team, Chinese Musical Instrument Team, Choir, Chinese Drum Team, Orchestra, Pop Music Band

(Visual Arts) Children Arts, Chinese Calligraphy, Watercolour painting, Sculpture

(Physical Education) Basketball team, Athletic team, Football team

Remedial Programme:

Targeting at the learning difficulties that individual students encounter, remedial classes are offered in small groups. The group aims to enhance student's learning ability, build up self confidence and catch up with the expectations of the grade level. Some students are arranged to attend a separate class during the lesson, while others attend remedial classes after lessons. For instance, in order to cater for foreign students or students returned from overseas who are very weak in reading and writing Chinese, a tailor made programme is offered

to them. These students attend a specially arranged class during class time; a specific teacher is responsible for taking care of them and promoting their Chinese **level** up to a certain standard before they return to their normal classes. However, they will stay in their original class for Chinese speaking and listening lessons. The programme has been quite successful.

B. Strengthening teaching and learning management, facilitating professional communication

- Subject departments arrange meetings at the beginning of the year; based on the evaluation of the previous year and the actual situation of the current year, they compose a year plan. In addition, a mid-year work reflection / evaluation should be carried out and a report is required. A year-end evaluation is expected by the end of the academic year.
- The school management aims to attain a comprehensive understanding of the school's teaching and learning situation through lesson observations, surveys and frequent sharing sessions.

7. Implementation of Collaborative Lesson Planning

- a. Goals of collaborative lesson planning:
 - To promote school-based curriculum development, improve quality of teaching and learning
 - To enhance teacher communication, build collaborative working habits and teamwork culture; share collective professional knowledge with the view of gradually building up subject knowledge banks

- To endow teachers with self-reflexive work habits and skills to enhance overall staff professional development
- To strengthen our staff's commitment and capacity to bring about educational vision(s)

b. Arrangement for Collaborative Lesson Planning

- The school has set aside the 2:00-4:00p.m. timeslot from Monday to Thursday for collaborative lesson planning. Teachers teaching the same grade level will meet up twice each week to plan for lessons together. If there's no need for lesson planning, each group should still meet together to conduct relevant T & L research or curriculum planning work.
- Before gathering for collaborative lesson planning, subject teachers of the same grade level will decide their main concerns for the planning session, with reference to the curriculum framework, schemes of work, modules, learning activities or co-teaching lesson plans together. Emphasis is also placed on the difficult points and the teaching objectives. Subject teachers are prepared to contribute in the collaborative planning session in response to the main concerns.
- Subject teachers will make use of the collaborative planning time to carry out post lesson evaluation and reflection. Such as discussion and analysis of student's performance, sharing from lesson observation, etc. Follow up action will also be taken place. Subject heads are supposed to be informed about the progress of lesson planning, as well as teaching and learning, and offer support to the subject teachers whenever necessary.

8. Building a Teaching and Learning Knowledge Bank

a. Building teacher's teaching and learning resource bank

Through collaborative lesson planning and resource sharing, each subject will store their teaching plans, teaching resources, work sheets, question banks, test papers etc. in the teachers' server. A subject resource bank is thus created, which shall help to facilitate sharing of teaching resources and improve teaching and learning effectiveness.

b. Building students' learning resource bank

To cater for our students' divergent learning needs and to enhance their learning interest and performance, the school's online learning platform (e-class) is fully utilized. A student learning resource bank is built up for each class, in which students can find learning plans, relevant learning resources, worksheets and other online learning tools easily. Through e-class, parents are able to keep track of the teaching progress; students may also make use of the resources for the purpose of extended learning.

9. Developing Lesson Observation culture with aim of increasing teaching and learning effectiveness

The school requests each subject department to carry out peer observation from time to time, in order to strengthen team work and to broaden teacher's professional horizons. So teachers will be better equipped to reflect upon, investigate and improve upon teaching practices.

- In each school term, teachers will take part in peer observation activity at least once.
- Teachers are supposed to observe and be observed. It can be a single period or double period.

- Before the peer observation session taken place, the teacher being observed will have the lesson plan and materials ready for the observers' reference. A pre-lesson briefing, discussion, post-lesson reflection and sharing activity is also expected.
- After a peer observation session, an observation log will be handed over to the subject head, which is to be handed over to the curriculum coordinator by the end of term.

10. Developing subject-department based professional development programme.

Aside from the school-wide teachers' professional development, each subject department is encouraged to have their own department's 'professional development plan'. Teachers can take part in seminars and trainings offered by the EDB or other institution, as well as in their own department's 'professional development programme'.

Subject heads are responsible for coordinating and recording the attendance of department members for all professional department activities. The relevant information will be handed over to the curriculum coordinator by the end of term.

VIII. Student Support and School Ethos in Our School

A. Moral education is highly emphasized, building up a positive school atmosphere

1. Building up an effective class-teacher system

The work of a class-teacher is highly valued. In both primary (grade 1-6) and secondary classes (grade 7 - 12), the class teacher does not only take care of the routine class affairs. In fact, the class teachers in our school are expected to be a leader of the class, who is responsible for maintaining the class culture, promoting brotherhood and uniting the class to achieve class goals.

a. appointment of class teachers

In our first year, we have one class teacher for each class. Class management strategies such as 'Class Goal Setting' and 'Jobs for everyone in the classroom' are put forward.

In our second year, we have a better understanding about our students. An assistant class teacher is assigned to all grade 1 classes. Such that every student can have more individual care in class.

In our third year, we have a better teacher-student ratio. It creates an excellent opportunity for us to train up high quality class-teachers. In order to expand our team and bring up new teachers, a class teacher and an assistant class teacher is assigned to all classes (including both primary and secondary). When pairing up teachers, we intend to pair up inexperienced teachers with experienced teacher. We encourage them to work together in exploring an efficient way to manage the class and learn from each other.

b. Class teacher meetings

In our second year, class teacher of the same grade level meet once a month and exchange the information about classes, learning from each other's experience. Whenever there is a special situation, the SAO and school social worker will worker together with the related teachers to handle the case.

From the third year onward, besides meeting frequently to share the techniques for handling different cases, successful cases will be placed on the intranet (having all the names and confidential details deleted). Besides that, class teachers will work together to share information and professional skills that is needed for class management, such as to deliberate ADHD symptoms and handling skills, handling bullying cases in class etc.

c. Class teacher period

Class teacher periods are assigned to all grade levels, so that class teachers have abundant time to get along with the classes, exchange and share ideas and to implement moral and civic education.

d. Setting class goal under class teacher's supervision

In the beginning of the school year, class teachers will supervise their classes to set class goals. Students of the class will work together to work out their implementation and assessment plan. Classes who can achieve their class goals will be awarded by the school. The class goal will be revised every two months and make necessary changes if needed.

e. Allocation of class duty

Class teachers will assist students to arrange class duty. Besides class monitor and class committee that most schools would have, class teachers will

discuss with the students about the duties needed to be done in class, so that the 'students can administrate themselves' and 'every student of the class can share the class responsibilities'.

2. A teacher as a mentor is assigned to every student throughout the 12 years school life

In order to cater for the need of individuals, a mentor is allocated to every student. The mentor will meet the mentee from time to time to communicate and offer counseling whenever necessary. Once a month, the school will arrange mentoring group gathering time. Mentors are also encouraged to periodically meet their mentee by individual. In the past two years, we find the outcome of the mentoring scheme more significant in the secondary section, since there are more to talk about between mentors and mentee. Most primary students are more likely to stick to their subject teachers whom they see everyday and are more familiar with. In the third year, in the secondary section (especially the grade 9 students who will soon be selecting their electives for higher secondary studies); the role of mentor will be further strengthened, in order to facilitate the development of individual students. In the primary section, the school encourages mentors to think of creative and flexible method to build up relationship with the mentees, and to communicate with the mentees through different ways. The monthly gathering is thus cancelled.

B. Promoting 'Positive Discipline' as a 'Student-centered Approach'

1. Measures to promote 'Positive Discipline as a Student-centered Approach'

a. Important principles of positive discipline

In order to implement positive discipline as a student-centered approach, teachers work in collaboration with each other in different task groups (e.g. class teacher group, special case handling group, mentoring group, special need catering group and prefect training group), share the concept of Positive Discipline, and discuss some practical implementation plans. The two important principles of Positive Discipline include:

- i. being firm but kind.
- ii. the consequences of students' behavior should incorporate the 3Rs (Respect, related and reasonable) principle.

b. Establishing the related policies

Teachers have worked in collaboration with each other and established some policies as follow:

- i. Code of practice for class teachers and guide for implementation for class management
- ii. Case handling procedures
- iii. Year plan for student development activities (more details are provided in section E)

2. Employing professional consultants, such as psychologists and doctors

Starting from the first year of the school, a clinical psychologist is stationed at our school once a week to cater some special needs of the students and parents. Simultaneously, together with our social worker, professional workshops were held for the teachers regularly.

3. Constructive communication among teachers, parents and the school social worker; planning school activities which suit the need of our students.

During the first year of our school, some competition-based discipline activities and a theme-based event called 'Friendship on the Campus' are launched to suit the different needs of students.

During the second year, whole-school-approach counseling program is launched.

a. 'Life Skills program for Youth' – All grade 7 and grade 8 students take part in the program offered by the government Health Department.

b. School-based Counseling: 'Life planning' and 'Social participation' – One of the social service organizations called "*The Boys' & Girls' Club Association of Hong Kong*" is stationed in our school to design school-based counseling activities for the whole academic year. In the secondary section, two activities, 'Life planning' and 'Social participation', are launched to achieve the theme "*Dedicated to Live an Enthusiastic Life*". Based on the evaluation of the activities, students have actively participated and gained a positive influence to their personal growth.

c. 'Eat Smart Campaign' and 'Be My Own Master' – In the primary section, there are two significant school-based counseling activities. The purposes of the activities are to encourage students to be independent, to be able to take care of themselves in their daily life, and to develop a healthy living style. Students participate actively in different kinds of activity, and positive feedbacks are commented by students, parents and teachers.

d. 'Learning Fun' – In order to cater learning differences and difficulties, such as dyslexia and those who are slower in learning, 2 counseling groups (1 for senior primary and 1 for junior primary) are being run by experienced social worker. The groups help the students to build up essential concepts of Chinese and English word structure and overcome the difficulties of learning words. On the other hand, the social worker also provides counseling service for the parents and explains the difficulties that their children are facing. Purposeful suggestion and follow-up are provided for home practice. Subject teachers are also getting involved in the program so that all parties can cooperate effectively to maximize the learning efficiency. Students have shown a remarkable improvement with the extra assistance. Parents also appreciate the purposeful follow-up practice at home.

e. 'Personal Growth Acceleration Programme' – In order to provide assistance to the students who are less capable in interpersonal skills (especially for the gifted students who are weak at interpersonal skills), 2 counseling groups (1 for senior primary and 1 for junior primary) are being run by experienced social worker. Through making picture books, the social worker observes and analyses the behavior of the students; with the professional recommendation, the students will be able to manage the interpersonal skills gradually. At the same time, the social worker also arranges meeting with the parents regularly to explain the situations of their children. Students who need further assistance will be referred to the social service centre. So far, the participating parents appreciate the service that they have got from the group.

f. 'Creativity Enlightenment Group' – Through puppet games, stories, junior reporter and junior acting star activities, students are enlightened to develop

their sense of creativity. This group is so popular and demanding. Many students who are interested may not be able to join due to the over-enrolment.

g. 'We are a family' Adversity handling family group – the group is designate to the parents who are interested in enhancing their children's ability to handle adversity. Experienced social worker is responsible for the group, in which provides effective measures for parents to analyse and handle different situations. The group is unexpectedly popular and the number of participants exceeds the original quota. Parents reflect that the contents of the course are practical and helpful to handle the adversity in their daily life.

h. 'Peer Mediation' prefect training programme – In order to provide an all-rounded training for the school prefects, beside daily discipline management and leadership skills, the school also provides opportunities for them to participate in 'peer mediation program', so that they can enhance their interpersonal skills.

IX. Student Performance

A. Award gained in the previous two years in the international and inter-schools competitions

Type	Name of competition / organisation	Details of award	
		2005/06	2005/06
Art	2008 Beijing National Children and Youth Calligraphy / Painting / Photographs Fine Works – The 4 th Children and Youth Hong Kong Calligraphy / Painting Fine Works Exhibition	Chinese painting – Outstanding Performance Prize X 4	
	The 5 th Starry National Children and Youth Art / Calligraphy / Photographs Competition	Chinese painting – Outstanding Performance Prize X 1	
	The 4 th Children and Youth Hong Kong Calligraphy / Painting Fine Works Exhibition	Chinese painting (Junior Secondary) – Outstanding Performance Prize X 1	
	The 32 th Hong Kong Youth Art Competition		Chinese painting – 1 st Runner Up X 1 Western painting – Outstanding Performance X 1
	The 5 th Children and Youth Hong Kong Calligraphy / Painting Fine Works Exhibition		Chinese painting (Sen. Pri.) – Silver Award X 1 Chinese painting (Jun. Sec.) – Bronze Award X 1 Chinese painting (Jun. Pri.) – Bronze Award X 1 Chinese calligraphy (Jun.Sec.) – Bronze Award X 1 Chinese calligraphy (Jun.Pri.) – Bronze Award X 1 Chinese painting (Jun. Pri.) – Outstanding A. X 1 Western painting (Jun. Pri.) – Outstanding A. X 1
	'Hong Kong Environmental Protection Festival 06 – 07' - Recycle Paper Greeting Card Encourage		1 st , 2 nd , 3 rd class award

	Environmental Protection		
Music	The 58 th Hong Kong Schools Music Festival (Primary Section)	Grade 3 piano, 2 nd Runner Up	
	The 58 th Hong Kong Schools Music Festival (Secondary Section)	Piano solo, Grade 7, Champion Piano solo: Chinese composer – 1 st runner up Piano solo, Grade 2 – 1 st runner up Bamboo Flute (Jun. Sec.) – 1 st runner up Piano Solo: Grade 5 – 2 nd runner up Flute Solo: Jun. Sec. – 2 nd runner up	
	The 58 th Hong Kong Schools Music Festival (Whole School)	Certificate of Merit X 24 Certificate of Proficiency X 26	
	The 59 th Hong Kong Schools Music Festival (Primary Section)		Guzheng Solo (Beginner) – 2 nd Runner up Grade 2 piano – 2 nd Runner up
	The 59 th Hong Kong Schools Music Festival (Secondary Section)		Piano Grade 8 – Champion Piano Chinese Composer (Inter.) – Champion Piano Grade 6 – 2 nd Runner up Flute Sec. (Inter.) – 2 nd Runner up
	Music Festival (Whole School)		Certificate of Merit X 23 Certificate of Proficiency X 31
	Physical Education	Inter - School Athletics Championships (Shatin & Sai Kung) 2005/2006	Girls' C Grade 4 X 100m 1 st Runner up 200m 1 st Runner up 100m 2 nd Runner up highjump 2 nd Runner up
Hong Kong Age Group Athletics Championships		Girls' C Grade 100m Champion	

		200m Champion	
	Hong Kong Age Group Short Course Swimming Championships 2006	4X50m Medley Relay- Boys 12 Yrs. 2 nd Runner up	
	HKSSF – New Territories Primary Schools Swimming Championships		Boys' C Grade 4 X 50m Freestyle Relay Champion
	HKSSF – Shatin and Sai Kung Primary Schools Swimming Championships		Boys' C Grade 50m Freestyle 4 th Position
	HKSSF – Hong Kong Inter-Schools Gymnastics Competition		Novice Floor Exercise Outstanding Performance Vaulting 2 nd Runner Up
	HKSSF – Inter-Schools Gymnastics Competition (Primary – New Territories)		Novice Floor Exercise Champion Vaulting Champion
	Hong Kong (Age-Group) Latin Competitions		CHA CHA CHA 1 st Runner Up Jive 1 st Runner Up Single Event CHA CHA CHA Champion
	HKSSF – Inter-Schools Swimming Championships (Primary – New Territories)		Girls' C Grade 50m Back Stroke 1 st Runner Up 200m Breast Stroke 2 nd Runner Up Boys' C Grade 50m Breast Stroke 1 st Runner Up 100m Breast Stroke 1 st Runner Up 4 x 50m Freestyle Relay 1 st Runner Up
	Hong Kong Junior Age Group Athletic Meet		Girls' C Grade 60m 1 st Runner Up 100m Champion 200m Champion Long Jump 1 st Runner Up

Chinese			Boys' C Grade Long Jump 2 nd Runner Up
	HKSSF – Shatin and Sai Kung Athletic Meet		Girls' C Grade 100m Hurdles 1 st Runner Up 100m Champion 200m Champion Group 2 nd Runner Up Long Jump 2 nd Runner Up 4 X 400m 2 nd Runner Up Girls' B Grade High Jump 1 st Runner Up 4 X 100m 1 st Runner Up Boys' C Grade High Jump 1 st Runner Up
	Hong Kong Open		Open 400m 2 nd Runner Up
	The 57 th Hong Kong Schools Speech Festival	Putonghua Solo Prose Reading Certificate of Merit X 32 Certificate of Proficiency X 34	
	The 58 th Hong Kong Schools Speech Festival		Grade 1, 2 Solo Verse Speaking / Prose Reading (East New Territories, Putonghua) Champion X 3 1 st Runner Up X 3 2 nd Runner Up X 5 Grade 3, 4 Girls' Solo Prose Reading (East New Territories, Putonghua) 1 st Runner Up X 1 2 nd Runner Up X 1 Grade 3, 4 Girls' Solo Verse Speaking

		(East New Territories, Putonghua) 1 st Runner Up X 1 Certificate of Honours (Scoring over 90) X 2 Certificate of Merit (Scoring 80 – 89) X 105 Cert. of Proficiency (Scoring 75 -79) X 34
National Putonghua Ambassador Election (Finals held in Beijing)		Language event 2 nd class award X 1 Language event 3 rd class award X 3 Language event Outstanding Performance X 7 Talent event Outstanding Performance X 5
The 57 th Hong Kong Schools Speech Festival	Grade 7,8 Boys' Solo Prose Reading Champion X 1	
Hong Kong Mini-Novel Writing Competition	Appreciation Award X 2 Recommendation Award X 1	
RTHK Putonghua Channel DJ Training Prize Giving Carnival and Broadcast Competition		Magazine Category Gold Award X 1
The 58 th Hong Kong Schools Speech Festival		Grade 7,8 Boys' Solo Verse Reading 1 st Runner Up X 1 Grade 7,8 Boys' Solo Prose Reading Champion X 1
The 7 th Hong Kong Schools Putonghua Competition		Verse / Prose (Junior Secondary) Outstanding Performance Award (Heats) X 2
Literature Star of Wing Lung – Hong Kong Secondary Students Writing Competition		Literature Star of Wing Lung – Silver Award

	Hong Kong Baptist University Faculty of Art and Language Centre – University Literature Award 'Youth Writer Award'		Youth Writer Award
	HKSAR Home Affairs Department, Lingnan University & Hong Kong and South China Historical Research Programme - Cultural Heritage Camp and Cultural Heritage Tour		Appreciation Award X 11
English	57th HK Schools Speech Festival	Champion 1 1st runner up 2 2nd runner up 1 Merit Certificate 61 Proficiency Certificate 48	
	58th HK Schools Speech Festival		Champion 3 1st Runner-up 2 2nd Runner-up 3 Merit Certificate 42 Proficiency Certificate 17

In order to develop students' interest and strength, our school has offered a variety of co-curricular curriculum. Please refer to the previous section for more details. The following are what we are doing in visual arts, music and physical education:

B. Visual Arts

We encourage students to participate actively in internal and external school activities and to enrich their learning experience. On December 3, 2006, there was a programme titled 'Mozart Marathon Concert'. Immersing in the master pieces of Mozart, 15 of our students and parents took part in a painting event that was related to the time and life of Mozart. During May of 2007, our students took part in the 'Hong Kong Environmental Protection Festival 06 – 07 - Recycle Paper Greeting Card Encourage Environmental Protection Competition. More than 10 first class, second class and third class awards were obtained.

The department of Visual Arts has been very keen in arranging students to visit the exhibition at the Hong Kong Heritage Museum and at the Hong Kong Museum of Art. Through which students can get to know more about the artist and their style, the themes of the visual art lessons are also designed to go consistently with these exhibitions.

A visual art club 'Art Cream' is established in the secondary section. Interested potential students are gathered together to take part in different kinds of art work design, and an exhibition is held once a year. Chinese calligraphy, water colour painting and sculpture training classes are offered for the high achieving students. Approximately 40 potential students are chosen to involve in these programs which largely enriched their learning experience.

Moreover, our secondary students also have opportunities to visit museums and broaden their horizons. Additionally, students' creative art works are being placed in different corners of the campus as part of the decoration of the school. In August 2007, our students were invited to attend an interview on the radio broadcast to share their learning experience.

C. Music

The orchestra and different kinds of school band play significant roles in the subject of music. In the primary section, we have an ocarina band, school choir, percussion band and Chinese drums ensemble. The out-sorted professional conductors are employed to train the students during lunch time and after school, to organize performances, and to prepare students to enter different competitions. The music co-curricular activities between 2005 -2007 are listed as follow:

Different musical performances by our primary students:

- 4 Dec 05 performance at the Avenue of Star (G1 Ocarina Band)
- 23 Dec 05 performance at the MTR HK Station (G1 Ocarina Band)
- 4 Mar 06 TVB ' ICU After School' Programme (G1 Ocarina Band)
- 29 Oct 06 Pui Kiu 60th Anniversary Variety Show (G2 Ocarina Band)
- 21 Dec 06 School Christmas Celebration (Ocarina Band / Percussion Band)
- 24 Dec 06 Performance at Ma On Shan Sunshine City Plaza (G1 Ocarina Band / Choir Group B / Percussion Band)
- 20 Jan 07 TVB 'Dadadede get to know more' (G1 Ocarina Band)
- 28 Jan 07 Performance at Ocean Part (Ocarina Band)
- 3 Mar 07 In School 'A Celebration for the Lantern Festival' Performance (G2, 4 Chinese Drum Ensemble / Ocarina Band)
- 30 Apr 07 The Grand Opening of Dr. Lee Shau Kee Swimming Pool Complex (G2, 4 Chinese Drum Ensemble)
- 6 May 07 Performance at The Peak Tower (Choir A, Ocarina Band A and Band B)

Music workshops:

30 Dec 05	Demonstration Lesson of Emile Jaques-Dalcroze Pedagogy (G1 students)
30 Jun 06	Demonstration Lesson of HKIEd Choirchime workshop (G3 Cotton Class students)
5 Oct 06	Music Office 'Shuttle between love movements' (Some students from G3 and G4)
Dec 06	Dr. Tim Brimmer Music IT Workshop (G4)
22 Apr 07	Hong Kong Philharmonic Orchestra / Parsons Music 'Percussion Workshop' (Some students from G3)
22 Jun 07	HKIEd Qaozhou String Instrument Seminar (G4)
20-24 Aug 07	Music office creative music workshop (G4, G7, G8)

In-school performance:

Monthly Assembly, Student Music Sharing Concert, Hong Kong Schools Music Festival (pre-competition performance during lunch time)

Hong Kong Schools Music Festival:

The 58th, 59th Schools Music Festival

In the year of 2006 – 2007, there are approximately 300 Grade 7 and Grade 8 students in our secondary section. It is compulsory for the students to choose one instrument to work with in a small group. Students can choose from a variety of Chinese instrument, Western instrument and Pop Music instrument classes according to their personal interest.

The school also provides music theory lessons to the students. In the lessons, students can explore the knowledge about musical instrument in different cultures, musicals, ballet performance pieces, different genres, and famous composers in different eras.

Numbers of ensemble have been established in the past 2 years, including Chinese Orchestra, String Orchestra and Pop Music Band. The first Pop Music Band was established in 2005. Students took the initiative to establish the band and now there are altogether 3 pop music bands. They usually perform in the monthly assembly, school functions, as well as some public shows.

There are around 13 students in the Chinese Orchestra. The musicians in the orchestra are the super achievers chosen by their teachers in particular. They have performed in several significant school events, such as *the 60th Anniversary of Pui Kiu School Foundation* ceremony and the Gala Night.

The String Orchestra is established in the school year of 2006 – 07. We have more than 20 members in the orchestra. The orchestra has participated in *the*

60th Anniversary of Pui Kiu School foundation ceremony. Regular rehearsals are held periodically.

The school encourages students to participate in different kinds of competitions, such as the Asian Piano Contest, the Hong Kong Young Musician of the Year, Shatin Singing Contest, the 10th Anniversary of HKSAR Establishment Day Singing Contest, and the Casio Twinkling Star Singing Competition. Our students have achieved impressive results, and some of them have entered the final of the competitions.

Musical performance of our secondary students:

Dec 05	Tsim Sha Tsui Seaside Performance
Feb – Mar 06	Hong Kong Schools Music Festival
Jun – Aug 06	Shatin Singing Contest
Jun 06	'Fly, Phoenix, Fly' School Function
29 Oct 06	the Pui Kiu 60 th Anniversary Variety Show (G7, 8 Chinese Instrumental Orchestra / G7, 8 String Instruments Orchestra)
21 Dec 06	School Christmas Celebration (G8 Pop Music Band)
28 Jan 07	Performance at Ocean Park (G8 Pop Music Band)
Feb – Mar 07	Hong Kong Schools Music Festival
3 Mar 07	In School 'A Celebration for the Lantern Festival' Performance (G7, 8 Chinese Instrumental Orchestra)
30 Apr 07	The Grand Opening of Dr. Lee Shau Kee Swimming Pool Complex (G7, 8 String Instrument Orchestra)
29 Jun 07	Pui Kiu College Gala Night (Grade 8 students - Winners of Hong Kong Schools Music Festival, G7 / 8 Chinese Instrument Orchestra)
July 07	the Casio Twinkling Star Singing Competition

D. Physical Education

The athletic and basketball school teams meet 2 hours per day, 3 times a week for training.

The football and badminton school team meet 2 hours per day, once a week for training.

During the academic year, the athletic team has participated in three 5-day-training camps in Shenzhen. Moreover, during the summer vacation, the athletic team, the swimming team, the basketball team, the football team, the table tennis team and the badminton team have participated in the 14-day-training camp in Shenzhen.

How do we improve the physical fitness of our students?

Primary

Based on the scientific principles, the PE curriculum is developed specifically according to ages, gender, as well as the actual ability and flexibility in sport. All students are engaged enthusiastically in their PE lesson in order to arouse their motivation to improve their physical fitness as well as their health condition, and to prepare for the upcoming challenges in the future.

Secondary

In secondary section, there are compulsory and elective modules for every student as a new measure. During the first 9 months of the school year, students are allowed to choose one particular sport based on their own interest and strength. This practice can arouse students' learning motivation and maximize their overall performance in a sport. After these 9 months, students are required to attend the compulsory sport event and to pass the required assessment. In this case, students are guaranteed to have all-rounded development.

X. Major Concerns

A. Issue 1: Teaching and Learning

Achievement:

The 'Student-centred' approach has been brought out successfully. The selection of teaching materials, learning activities and assessment processes are all implemented based on the need and development of students. Students' personal growth, developmental stage, personality and interest have been concerned considerably. Plus, their learning motivation and potential are reasonably developed. All subjects are approaching the same direction and principle steadily.

Reflection:

Teachers need to master the concepts and strategies in order to fulfill the idea of 'student-centred approach' successfully. Professional training for teachers is necessary to further develop teachers' ability to carry out the approach.

B. Issue 2: Student Affairs

Achievement:

The 'positive-disciplined approach' has been brought out as the basic principle and direction of the school. Emphasis is being put on student's strength. Through different learning approaches, students can have their mind developed effectively. Students are enlightened to their own potentials and encouraged to further development by themselves. By understanding the importance of moral reflection and virtues that affect one's behavior, students are encouraged to have positive spontaneous adjustments, to master themselves, and to grow healthily.

Reflection:

Although mentoring system among class teachers and assistant class teachers has been set up, we still need to explore how 'student-centred' and 'positive-disciplined' can be implemented effectively. Teachers need to be student-oriented all the time. In other words, teachers should be flexible enough to educate the students as individual and to cater their needs accordingly. Consequently, professional training and development are highly recommended in order to set up a more efficient educational philosophy of the school.

C. Issue 3: School Management

Achievement:

The target groups of the staff appraisal system include the school management and teachers. The culture that favours mutual sharing and learning is established through teacher self-assessment, peer assessment and peer observation. By having the appraisal system, our teachers have a constructive understanding of the strengths and weaknesses of the team. In this case, professional plans for staff development can be designed more accurately and systematically.

Reflection:

As the school grows gradually, the mission and the vision of the school have to be clearly shared and implemented in order to strengthen the educational belief and the growth of the school culture. The school management team should grasp every opportunity, such as through monthly gathering, publishing the teacher edition of e-magazine, and emphasizing on the development of the

leadership in the middle level of management, to assist the team to reach consensus and be motivated.

In the year of 2007-08, our school will most likely focus on the above major issues and ensure the real implementation of them, thus maximize the teaching and learning effectiveness.

XI. Financial Report

Pui Kiu College Balance as on 31 Aug 2006

Previous Year Dollar		Government Subsidies Dollars	Non- Government Subsidies Dollars	Total Dollars
	Income			
	School Fee	-	7,663,950.00	7,663,950.00
	Students Misc. Fee	-	432,350.00	432,350.00
	Minus : Financial Assistance for students	-	(230,700.00)	(230,700.00)
			7,865,600.00	7,865,600.00
	Donation	-	142,000.00	142,000.00
	Income from Renting Premises	-	24,000.00	24,000.00
	Direct Subsidies	10,357,601.72	-	10,357,601.72
	School Development Grants	484,726.00		
	Interest from bank	-	109,991.80	109,991.80
	BOOKMAX Income	-	265,200.00	265,200.00
	Income from registration fee, vending machine electricity Fee	-	283,738.65	283,738.65
	Total Income :	10,842,327.72	8,690,530.45	19,532,858.17
	Expenditure			
	School Development Grants	497,932.80		
	Expenditure			
	Salary			
	—Teaching Staff	10,746,538.65	-	10,746,538.65
	—Non-Teaching Staff	1,672,304.00	-	1,672,304.00
	Accumulation fund or other retirement welfare			
	—Teaching Staff	814,848.00	-	814,848.00
	—Non-Teaching Staff	-	-	-
	MPF or other retirement welfare			
	—Teaching Staff	181,401.30	-	181,401.30
	—Non-Teaching Staff	86,057.90	-	86,057.90

Campus rates and government rent	12.00	-	12.00
Depreciation			
—School Campus	-	372,918.90	372,918.90
—Furniture and Equipment	-	942,783.14	942,783.14
—Computer hardware and software	-	570,796.34	570,796.34
—Air conditioning system	-	236,420.00	236,420.00
—Books	-	28,413.54	28,413.54
Repair and maintenance	19,065.00	-	19,065.00
Advertising	703,907.00	-	703,907.00
Accounting Service	6,000.00	-	6,000.00
Consultation Service	132,000.00	-	132,000.00
Bank Charges	238.70	-	238.70
Cleaning Materials	34,063.10	-	34,063.10
Consumables	24,228.00	-	24,228.00
Curriculum Development	239,780.40	-	239,780.40
Extra-Curricular Activities	116,488.70	-	116,488.70
First-Aid Facilities	7,029.40	-	7,029.40
Fuel and Electricity	704,378.00	-	704,378.00
Fire, robbery, liability insurance and worker's compensation	151,077.24	-	151,077.24
Newspaper and Magazine	4,890.00	-	4,890.00
Printing and Stationery	184,600.59	-	184,600.59
Prizes	10,626.60	-	10,626.60
Mailing fee and stamp duty	10,350.60	-	10,350.60
Staff Training Expenditure	5,364.00	-	5,364.00
Telephone Fee	49,007.00	-	49,007.00
Transporting fee	45,296.46	-	45,296.46
Water Fee	34,088.60	-	34,088.60
Teaching materials expenditure	158,384.25	-	158,384.25
Other misc. expenditure	195,629.15	-	195,629.15
Student Misc. expenditure	-	299,051.32	299,051.32
BOOKMAX expenditure	-	149,775.76	149,775.76
Total expenditure :	16,835,587.44	2,600,159.00	19,435,746.44
Surplus this year / (deficit)	(5,993,259.72)	6,090,371.45	97,111.73

