

External School Review Report

Kwok Tak Seng Catholic Secondary School

Address of School: Area 29A, Chun Shek Estate, Shatin

External Review Period: on 4 and from 11 to 17 May 2005

**Quality Assurance Division
Education and Manpower Bureau**

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1. Introduction

1.1 External review methodology

- ✧ The External School Review (ESR) team conducted the review during 11 - 13 and 17 May 2005 to evaluate the school performance in school self-evaluation (SSE) and various domains.
- ✧ The ESR team employed the following methods to understand the situation of the school:
 - Scrutiny of documents and data provided by the school before and during the school visit;
 - A total of 54 lessons of full periods were observed while a total of 50 teachers were observed;
 - Observation of various school activities, including morning assemblies, form-teacher period, and some students' gatherings;
 - Meetings and interviews with the Supervisor, members of the School Management Committee, Principal, Vice Principals, panel chairpersons, heads of functional committees, teachers, school social worker, parents and students; and
 - Shadowing of a sample of five students for a whole-day period to observe their school life.
- ✧ The review findings presented in this report were derived from the corporate judgment of the ESR team based on the information collected through the above mentioned methods during the review period.

1.2 Basic information about the school (original text provided by the school)

- ✧ Kwok Tak Seng Catholic Secondary School, founded in 1987, is a subsidized co-educational secondary school under the direct sponsorship of The Catholic

Diocese of Hong Kong. Sharing the universal mission of Catholic schools in providing a well-round education for the development of a whole person, the School strives to make the school a place filled with the spirit of the Gospel and charity and to spread the teaching of Christ to Society. In consonance with the school motto 'Faithfulness, Forgiveness, Sincerity and Intelligence', which derives from Chinese traditional virtues, the school helps students build their character, develops their potentials, promotes their strong sense of commitment towards community and guides them to persevere in their quest for knowledge. It is the hope of the School that all students and staff members experience the spirit of love, gratitude and service through the curriculum and school life.

- ✧ The School adopts English as the Medium. of Instruction. Its class organization and population at the beginning of the school year 2004-2005 are as follows:

Level.	S1	S2.	S3	S4	S5	S6	S7	Total
No. of classes	5	5	5	5	5	2	2	29
No. of students	201	196	199	179	200	60	62	1,097

- ✧ To foster a culture of self-learning and to search for continuous self-improvement, the School has set up a SSE mechanism to review the progress of implementation of school plans and their effectiveness since 2002. Performance indicators and school-based criteria are set for evaluation of all programmes scheduled. The SSE process is continuously performed at levels of teachers, committees, key learning areas and school according to specified time. Focusing on accountability and staff development, a 2 year cycle staff appraisal system is established to monitor, evaluate and work on staff's professional advancement. Various evaluation tools such as internal and external assessment results, value added data, stakeholders' surveys, APASO, interviews, lesson observation, staff appraisals.....etc are employed to assess the results, to provide information for making decisions and to devise staff development programmes. A School Development Team has been in operation to actively lead and coordinate the SSE process and to arrange appropriate training for all teachers. Finding of self-evaluation are carefully analyzed and made known to all stakeholders. Follow-up measures and recommendations are initiated for future improvement.

2. School Work on Self-evaluation

- ✧ Being faithful to the belief that self-learning and self-improvement could be achieved through self-evaluation, the school set up the School Development Team (SDT) to steer and co-ordinate its development and advise on its proceedings in taking forward school self-evaluation (SSE) exercise for self-improvement since 2002 with the support and blessing of the School Management Committee (SMC) which was fully appreciative and supportive of the spirit of continuous improvement of the school. A clear SSE framework and systematic SSE procedures were established in a whole-school perspective and put into practice at different levels of the school management hierarchy according to a specific timeframe that encompassed planning, implementation, monitoring, and evaluation (PIME). In fact, the whole-school SSE system reflected the participative effort and the shared vision of the staff members, the deliberations of the School Council (SC) and the blessing of the SMC.

- ✧ With a clear, thorough and accurate grasp of its strengths and weaknesses, the school drew up its 3-year development plan through a participatory process with its staff members and aligned its development priorities, detailed below, in the best interest of the school as well as the students:
 - to implement innovative curriculum design and changes to make teaching and learning more inspiring, interesting and efficacious;
 - to instill an atmosphere of care and concern among all staff and students to achieve growing spiritual development; and
 - to simplify the administrative structure to allow further effectiveness, efficiency and accountability.

- ✧ The plan befitted the school's developmental needs in the light of its mission and goals, and had been proven to bring forth fruitful results in the intended directions, thanks to the strategic implementation plan that served to orchestrate concerted effort of the teachers and supporting staff for whom some school-based SSE workshops and sharing sessions were organized to deepen their understanding, sharpen their awareness, and empower them to make use of the tools and procedures, some of which were devised at the school-based level in addition to those provided by the EMB.

- ✧ The school's SSE framework was an applaudable one which embodied an on-going reflective cycle of PIME permeating the operands of individual subject committees and functional groups under the auspices of the SDT with the consensual support of staff members through consultation made at the SC, the mastermind of the school chaired by the principal, comprising about 20 key players representative of different subject panels and functional groups. Wide consultation and collaborative decision-making were thus enabled.
- ✧ With full recognition of the importance of being evidence-based, data-driven, reflective and sustainable development, the school devised and positioned its evaluation framework at four levels, namely, School, Key Learning Area, Committee and Teacher levels. The orchestration, monitoring and review of works carried out at respective levels were closely overseen by the SDT in collaboration with the key players concerned. Through such interface, close monitoring and evaluation were done to gauge the school performance in the light of evaluation data collected and a recurring working cycle was effectively adopted.
- ✧ In line with this practice, the school, individual subject panels and functional groups all prepared their development plan and evaluation report with elaboration on the strategies and tasks engaged, implementation timelines, success criteria, evaluation methods, and budget required arrayed in perspective with priority accorded under the captions of the major concerns pertaining to their 3-year and /or annual development plans. In particular, the success criteria were appropriately drawn up in their specific context with specific relevance to their targets set. Above all, the procedures were in general closely followed while the annual evaluation reports prepared by individual panels and functional groups were well written, incorporating reflection on their achievements and shortfalls against their success criteria relative to their major concerns and development aims. Also, items to be followed up were duly brought up and addressed in the subsequent planning process.
- ✧ Led by the SDT, staff members were fully involved in the school self-assessment (SSA) activities like meetings, workshops and sharing sessions before consensus and judgments on school's performance in the various domains were reached. Staff members were also required to cite evidence with reference to the evaluation data to support their judgments. All in all, the school has succeeded in institutionalizing a clear and comprehensive SSE framework and procedures which embodied a well-thought monitoring and review component with emphasis on the use of

evidence and data in the context of student outcomes in conjunction with the targets set apart from the regular observations and self-reflection of the teachers concerned. Such an open and mature self-reflective culture was conducive to sustainable school improvement.

- ✧ For further enhancement, the school could consider building on its strengths through seeking to enrich and refine its implementation strategies and monitoring mechanism with more specific measures that facilitate in-depth follow-on evaluation in terms of the learning outcomes of the students. In fact, the school did echo its similar concern for reinforcing the awareness of “Plan - Do - Check - Act” amongst all staff members.

3. School Performance

3.1 Management & Organisation

- ✧ The school goal and mission offered clear directives for school development with highlights on the all-round education and balanced development of the students. The school's 3-year development plan and the major concerns were closely aligned with its goal and mission to facilitate its long term development. There was a clear, well-defined hierarchical structure overseeing the operation and development of respective subject panels and functional groups. Given the need to simplify the administrative structure of the school so as to create space for the staff members to refocus on their professional undertakings, the school succeeded in streamlining the administrative hustle through setting up the School Executive Committee (SEC) to take over a great deal of the administrative work formerly assigned to teachers. The 'one role for one post' policy aiming at reducing teachers' non-teaching duties was another well-thought arrangement that helped promote teachers' professional capacity for student support, and for learning and teaching.
- ✧ The SMC, comprising membership of parents, teachers, and alumni, was cognizant and well informed of the school operation and development through regular meetings, visits and informal contacts with the school. Aside from discussing and advising on the issues and concerns raised by the school, the SMC received report on the operation and performance of the school presented by the principal. Members of the SMC were committed and enthusiastic about school's development and were capable of guiding and leading the school for sustainable development with shared vision.
- ✧ The School Council (SC) positioned as the mastermind of school management and development worked collaboratively with staff members to foster an open and transparent policy-making culture within the school. With adequate discussion and consultation, a 3-year development plan was rightly formulated and put in place since 2002 with its major concerns reflected not only the vision and values upheld and treasured by the school, but also the strategic steps, as detailed in the associated programme plans, specifically designed to facilitate the launching of a series of improvement measures including the effectiveness review of the initiatives undertaken and the effective use of evaluation tools for reflective practice to support

school's sustainable development. Along with clear articulation of the programme plans to yield the understanding and support of the key players and stakeholders, the school also made appropriate arrangement to dovetail the programmes with other related initiatives. The SEC was also meant to assist in this direction. Such observations were particularly evident in its endeavour to cultivate the reading culture of the school and in strengthening the support to students to instill an atmosphere of care and concern as pledged in the annual plan. Regular coordination meetings were held amongst the key players to closely monitor the progress made and issues identified while a number of associated movements like seminar and workshops on quality parenting for example were organized as supportive measures. The SC also undertook to host thematic workshops and sharing sessions on SSE for the teachers in addition to a staff development day for drawing up the school's 3-year development framework.

- ✧ The school had a well-established administrative system that attended to its daily operations with clarity and efficiency. There was a comprehensive procedural manual covering teaching and non-teaching duties with clear delineation of responsibilities, providing clear guidelines for the staff members in discharging their duties. In particular, procedures for crisis management and other associated safety measures were also prepared and made known to the staff members.
- ✧ Under the auspices of a well-informed SMC, the principal joined hands with her vice-principals, middle managers, teachers and other staff to instill a positive, caring and collaborative work culture built upon mutual trust and shared vision. Being committed, visionary and knowledgeable of the current educational trends and reforms, the principal was well accepted by the staff whose views and support were enlisted through a consultative and participatory policy-making process that contributed to reinforcing the strong common consensus beneath the values the school upheld. In summary, the principal was capable of canvassing the support of the staff to spearheading efforts for school's major concerns, and of giving clear and pertinent strategic directives to facilitate and manage the implementation cum monitoring process.
- ✧ The vice-principals and the middle managers were competent, demonstrating a high level of administrative ability and professional capacity, and above all, the ability to articulate the developmental priorities of the school for the teachers concerned. Their harmonious and collaborative working relationships added to supporting the smooth implementation of the development plans.

- ✧ The school appreciated and upheld the importance of continuous professional development for its staff. Apart from sourcing those regular seminars and workshops organized by outside bodies, the school hosted its school-based staff development programmes. Amongst the various endeavours, the QEF Project, *Quality Teaching through Lesson Study*, served a dual purpose of brushing up and strengthening lesson planning capacity of the teachers. Through presenting itself as a learning organization, the school demonstrated its mindset of achieving self-improvement through self-learning in the light of self-evaluation. For improvement, the school could consider furthering and refining its monitoring and coordination role in the pursuit of excellence.
- ✧ In close alignment with its major concerns of the year, the school succeeded in establishing the 'one post one role' mechanism through which the non-teaching duties of teachers were assigned according to their ranks and preference with a view to creating more room for teachers for professional undertakings as a means to enhance the effectiveness of learning and teaching. The policy was well received and found to be effective. Strong support was given to teachers through close liaison and collaboration, especially to those being assigned with students with special educational needs. Orientation programmes and mentorship were arranged for new teachers, and were well regarded.
- ✧ Through effective deployment of the Capacity Enhancement Grant (CEG), the school employed a number of teaching assistants, and supporting staff to provide further support to teachers. The support of alumni was also solicited in a range of school activities with encouraging results. To enhance the professional expertise of the teachers and to promote their sense of ownership of the school's development imperatives, the school staged a series of well-deliberated school-based professional development programmes and regular sharing sessions on Project Learning, self-evaluation and other key issues for the teachers who were also encouraged to participate in other relevant professional development activities organized by outside bodies. Such arrangements were in line with the developmental needs of the school and the teachers as well. In the process of taking forward the QEF project on lesson study, a good number of teachers received specialized training on developing learning and teaching resources provided by tertiary institutions and meritorious performance of the teachers was observed.
- ✧ There was a clear appraisal policy with well-defined objective and procedure in place, which was well endorsed by the staff. Serving a dual purpose of appraising

teachers' performance in teaching and non-teaching duties, and developing their professional capacity, a 2-year appraisal cycle was devised and put into practice with the support of teachers while a harmonious relationship between the appraisers and the appraisees was maintained with mutual trust. The appraisal system incorporated a wide coverage of assessment items including self-appraisal, self-reflection and students' feedback in respect of teachers' performance. At the initial stage, students' feedback was meant for teachers' reference and reflection, which would then be incorporated into the mainstream appraisal system. The system was well recognized by the staff as it helped develop better understanding of their strengths and weaknesses as well as their training needs. However, more coherent effort could be made to align and to advise on teachers' individual professional development needs in support of school development.

- ✧ There was a sound and transparent financial management system in practice covering budgeting, monitoring and reviewing of expenses under the purview of the School's Management Committee. Clear and detailed guidelines and regulations on fund raising, donation, procurement of stores, inventory keeping, tendering and expenditure were drawn up for staff's reference. Also, a flexible funding mechanism was in place to secure and to deploy extra financial resources. The school provided adequate teaching resources in accordance with the needs of enhancing learning and teaching, in line with the major concerns of the school. A system was devised to effectively regulate the loan of IT equipment with the full support of the menial staff and the cooperation among teachers, bringing about satisfactory results despite substantial demand for the equipment. An E-platform along with a range of self-learning packages were developed, making learning and teaching more inspiring and interesting. The school made effort to tap resources from the community, including the QEF, the alumni and the Parent-Teacher Association (PTA) to facilitate the implementation of a number of meaningful projects and initiatives including social service practicum. The school library kept a reasonable stock of library books, however, the library book loan records were not as encouraging, revealing a need to further strengthen students' reading habit, and widen their scope of interest. Likewise, more resources could be deployed to enhancing students' English abilities and creating a richer English inducible environment.

3.2 Learning & Teaching

- ✧ A comprehensive curriculum framework catering for the needs of the students, giving heed to curriculum reform imperatives in conjunction with the major concerns of the school was in practice with the understanding and support of respective KLA-based committees coupled with the coordination of the Academic Committee. With a clear grasp of strength and weakness analysis, the Academic Committee and subject panels drew up their-development plans in close alignment with the school's major concerns, highlighting (i) enhancing learning interest; (ii) promoting self-learning; and (iii) preparing for the new senior secondary curriculum.
- ✧ The school exercised focused effort at developing students' generic skills including high order thinking skills, while self-learning elements and a wide range of co-curricular activities were rightly incorporated in most of the subject curricula. To echo school's major concern "*To implement innovative curriculum design and changes to make teaching and learning more inspiring, interesting and efficacious*" as one of the means to further brush up students' attitude and capacity for learning, the school placed due emphasis on implementing the four key tasks, which was in line with the curriculum reform measures and relevant to students' need as reflected in the self-evaluation data. A reading promotion team was set up to coordinate and step up the support and collaborations among subject panels. The Sustained Silent Reading Scheme was administered at all class levels, while post-reading sharing activities were organized regularly during library periods at SI and S2, contributing to strengthening the reading culture of the students, which contributed to enhancing learning interest and promoting self-learning. The school made commendable efforts at promoting Reading to Learn through a whole-school approach. However, more strategic efforts could be made to further foster an English-rich environment for the students.
- ✧ Starting with some small scale projects in a number of subjects, the school took forward Project Learning through a cross-disciplinary approach with highlights on Humanities subjects at S2 level forming the core of project-based learning for the current school year. Supportive effort was also made by other subject panels through teaching the associated skills pertinent to project learning. Close monitoring was achieved with a detailed set of guidelines and procedures for the teachers. Feedback and observations were recorded in their interim reports for follow-up

actions. Students' collaboration and communication skills were enhanced. In sum, project learning was properly addressed with suitable disposition. For further improvement, the development of the various generic skills for Project Learning at different levels could be structured in a more focused and progressive manner. The school-based Integrated Humanities curriculum for junior secondary levels was implemented in good progress, which also served to provide an experiential basis for developing the Liberal Studies of the new senior secondary curriculum. Elements of Moral and Civic Education proliferated into the school curriculum with keynote emphasis on subjects like Religious Studies and Ethics, and Integrated Humanities. Such elements were also found in the Form-master periods and in the programmes organized by the Pastoral Care Committee. An E-learning platform incorporating self-learning materials was developed together with a discussion forum to facilitate learning and teaching. The platform also sought to promote self-learning through facilitating sharing amongst students, and the interactions between students and teachers, which were heightened significantly.

- ✧ A variety of cross-curricular activities and life-wide learning opportunities including community service practicum were organized through the collaborative efforts of different KLAs, making learning more interesting. The school adopted a "No streaming" policy, and remedial teaching was offered in Chinese and English for some of the classes at S2 and S3 with learning materials designed against their weaknesses with a focus on strengthening learning motivation and self-initiative. Tutorial Classes and enrichment programmes for purposes of remediation and enhancement in various subjects were also conducted for selected students outside school hours. However, the support for high-achievers needed to be stepped up in a more structured manner.
- ✧ In terms of pedagogical development, the school made noteworthy achievement by implementing the QEF Lesson Study Project in the 3 core subjects at S1, through which collaborative lesson preparations and peer lesson observations were arranged, affording more professional sharing opportunities amongst the teachers. Homework inspections and lesson observations by panel heads were appropriately arranged while review and monitoring of curriculum implementation was made with an appropriate focus on students' strengths and weaknesses.
- ✧ Regarding class teaching, teachers were friendly and approachable with a good rapport established with the students. They displayed good professional attitude and sound subject expertise. Lessons were, in general, well prepared with clear

objectives. Instructions were clear and, systematic, while English was in general proficiently used as the medium of instruction. Their effective classroom management contributed to fostering a pleasurable learning atmosphere that facilitated student learning. On the whole, lesson time was flexibly organized with a variety of learning activities. Teaching resources and IT were suitably made use of to arouse students' interest and facilitate their learning. Some teachers could develop students' self-learning initiative and actively involve them in learning by assigning them pre-lesson preparation work, including searching for information via IT. In catering for learner diversity, most teachers could closely monitor students' progress and performance, and provide individual support where necessary.

- ✧ Teachers with outstanding performance tended to adopt a highly student-centred approach. Graded questions were used to stretch students' thinking ability and assist them in constructing knowledge. They acted effectively as a facilitator while maintaining adequate teacher-student and student-student interactions in a good variety of learning activities organized. They also made praiseworthy efforts to provide timely and quality feedback on students' performance. A lively and active learning atmosphere was successfully fostered throughout the lessons observed. Overall, there was room for improvement in giving adequate positive encouragement to boost students' confidence and reinforce their good behaviour.
- ✧ As for student learning, most of the students displayed a positive and serious attitude towards learning. They were attentive, well disciplined, and responsive to teachers' questions. Most students jotted down notes on their own and some displayed good lesson preparation work, including the use of IT to search for information. The overall comprehension power of the students was good. Most students demonstrated a high level of participation and enthusiasm when opportunities for discussions and interactions were provided, and were able to collaborate well with one another. The more able students could engage themselves in in-depth discussion and reached sound judgments and/or conclusions.
- ✧ Students generally demonstrated good proficiency in spoken Chinese and presented their views in a clear and organized manner with sound arguments. With reading being prioritized as one of the school's major concerns, students could make good use of the whole-school morning reading time. However, most students lacked confidence in using English to communicate with teachers and peers. They seldom raised questions or sought clarification in English, thus affecting the learning effectiveness.

- ✧ The school established a broad and comprehensive guideline on assessment and set up a homework policy under which subject panels formulated their respective subject-based homework policies and guidelines. On the whole, most of the subject panels observed the guidelines closely, and arranged assignments and assessments accordingly in the school's context. Most of the student assignments scrutinized aimed at developing students' generic skills, exhibiting a close connection with students' daily life and providing opportunities for students to apply their learning in authentic situations. Sufficient guidance was usually given to students while teacher's feedback was concrete and specific at times, and could help students reflect on their learning. In particular, many of the cross-disciplinary projects contributed to developing students' self-learning as well as collaborative skills.
- ✧ Most of the test/examination papers were carefully designed with clear instructions, appropriate coverage of learning contents and a variety of question types. In addition to the self and peer assessments adopted in project-based learning, learning portfolios were satisfactorily adopted in some KLAs. Continuous assessment was duly implemented in each subject. However, in some subjects, there was still much emphasis on the pen and paper mode. The school should give due recognition and weighting to other modes of assessment and the feedback to the students so as to keep them informed of their performance. The design of the students' report card was clear and concise covering students' academic and non-academic performance, including prizes and awards won, ECA as well as social service participated. Subject-based post-examination evaluations were made with the usual focus on comparing the passing rates, average marks as well as the general performance of students. There were, however, cases that some subject panels could make good use of the assessment information to identify students' strengths and weaknesses in their studies.

3.3 Student Support & School Ethos

- ✧ The school placed paramount importance on instilling an atmosphere of care and concern under which all members, staff and students, were to be respected and taken care of. Undoubtedly, the school goal had been realized, which was vividly demonstrated in the development of the students, in particular, the small number of students with special educational needs. Commendable efforts had been made in the provision of support service for such students, which covered a wide range of support initiatives like self-enhancement schemes “行為躍進計劃、提升自我計劃”.

A comprehensive Individualized Education Plan had been carefully devised for each student to facilitate his / her learning and social integration. Under the concerted effort of all parties concerned, good progress had been observed in the students and a school atmosphere of mutual respect and acceptance had been successfully cultivated. The Pastoral Care Committee, a merger of the Discipline and Guidance committees, adopted a positive approach to nurture the whole-person development of students, with great emphasis on counselling and guidance. Pastoral work and value education complemented each other in the process of instilling positive values in the students.

- ✧ Value education was effectively delivered through the formal curricula of Religion and Ethics, Liberal Studies, Life Education programme and other affiliated activities. Daily life events and current social issues were made use of appropriately to enhance students' interest, ownership and participation, which were well received and valued by the students. Supported by the School Social Worker, the school conducted a range of well-deliberated guidance programmes to cater for the needs of students at their different developmental stages. The comprehensive orientation programme for S 1 students with follow-up services was effective in assisting them in adapting to secondary school education. The Tutorial Group and Sharing Group run by the Prefect Team were particularly highly regarded by the S1 students. The school gave timely and suitable encouragement and recognition to students to reinforce their good conduct and performance. The "I am Smart 我至醒" and "Star of the Month 每月一星" programmes were effective in motivating the students, in particular the junior form students, to strive for progress. In line with the spirit of love and concern, students took part actively in the services for the school and the community.
- ✧ To further extend the caring spirit to the needy, the students and parents had been taking part in a sponsorship scheme for a considerable number of needy children in the Mainland China. Through visiting the sponsored children, the students were given the opportunity to experience the livelihood of the needy, which helped broaden their perspective and impelled them for self-reflection.
- ✧ The school provided a good variety of extra-curricular activities to cater for the interest of students and facilitate their life-wide learning. Students were interested in joining the activities. However, further effort could be made to encourage the less motivated students to take an active part in the activities so that they could have a more timely and balanced development.

- ✧ The school treasured the support and participation of parents in school activities in support of students' learning. Parents were kept informed of the school news, school policies and their children's performance through diversified channels of communication which were also meant to seek parents' views and opinions. The majority of parents were supportive of school development. They took part in school activities, volunteered for community service, and contributed to hosting various activities including talks and fund raising. The PTA also served as an effective bridge facilitating communication and collaborations between the school and parents. The school maintained harmonious relationship with the alumni who were concerned with the school development and were ready to offer assistance in school activities. The school maintained appropriate links with the community and various organizations and enlisted their support in a number of activities like the partnership project with HKIEd, the 'Yellow House Project' (土房子), and the Parents and Kids Volunteer Services.
- ✧ The school community was filled with a pervasive spirit of harmony, friendship and warmth. Teachers were approachable and friendly. They were concerned about the well-being of students and valued their experience and feelings. Students got along well with their classmates and supported one another. The caring culture was best manifested in the care and concern shown to the small number of students with special educational needs. Senior students were active in guiding and assisting their junior counterparts through, for example, peer tutoring.
- ✧ The school was equipped with a team of dedicated teachers who fully understood and identified with the school goals. They were active in taking part in school affairs and activities, thereby demonstrating the spirit of team collaboration. With a strong sense of belonging, the students liked the school and were eager to participate in school activities. Student leaders were keen to serve their fellow students and the Student Union could act effectively as a bridge of communication between the school and the students. The school management was committed to leading the school for improvement. Teachers valued professional growth and were eager to equip themselves in order that the school could respond proactively to education reform measures. Students were diligent and willing to work hard to make progress in learning though there was still room for improvement in their learning motivation and self-initiative. The school could further step up its effort at stretching students' potentials and motivating them to strive for excellence.

3.4 Student Performance

- ✧ Students were well-mannered, highly disciplined and accommodating. They had developed positive values and the spirit of serving others. Most students exhibited good social skills and interpersonal relationship. Students showed interest in learning and were serious in their studies. They were attentive in class and participated conscientiously in the learning activities assigned. Students were eager to participate in discussion and express their views. Student leaders were devoted and capable of displaying leadership qualities. They were able to initiate, plan and organize extra-curricular activities for their schoolmates independently. On the whole, students were active in participating in school activities and enjoyed their school life. However, their self-initiative and self-confidence could be further enhanced.

- ✧ The percentages of students attaining Grade E or above in five or more subjects in the Hong Kong Certificate of Education Examination (HKCEE) were consistently well above the territory average in the past three years. The percentages of students getting 14 points or more from the best six subjects were also above the territory average in the past three years during which a moderate rising trend was noted. Given the ability of the S1 student intake, student performance in the HKCEE was acceptable during the said period. As for student performance in the Hong Kong Advanced level Examination in the past three years, the percentage of students meeting the minimum entry requirements for local degree courses were also consistently well above the territory average. In the non-academic aspect, there was a balanced range of extra-curricular activities organised by the school and students showed enthusiasm in joining them. Students' spirit of serving others was evident at both the school and community levels, and was particularly praiseworthy in their achievement of accepting and caring for schoolmates with special educational needs. In the inter-school competitions, students obtained significant achievements in the fields of sports, music, debate and choral speaking.

4. Concluding Remarks

With a hard-earned and well-earned collaborative tradition mingled with a caring, respectful and learning culture, the school had been making progress in the right direction in line with its developmental needs. Fueled by an arsenal of dedicated professional staff who were identified with the school based on commonly accepted values of mutual trust and self-improvement, the school demonstrated a high level of performance in synergizing the efforts of individual staff members, teaching and non-teaching, to contribute to enhancing learning and teaching effectiveness, and to developing a positive and conducive environment for the provision of all-round education for the students. To further enhance its effectiveness at different fronts of works, the school could build on its strengths through addressing the following issues:-

- ✧ **Curriculum Leadership** The school could capitalize on the experience gained through the QEF project.- *Quality Teaching Through Lesson Study* to strengthen the curriculum leadership of the middle managers through encouraging professional dialogue between staff members, and refining the monitoring procedure with more specific measures geared to the major concerns of the school in the context of pedagogical planning and learning outcomes of the students.
- ✧ **Learning and Teaching** The school could capitalize on its handsome teaching force
 - to make wider and effective application of IT for interactive learning;
 - to further enrich teachers' repertoire for questioning, and catering for learner diversity including the support for the more able;
 - to further reinforce an English-rich environment; and
 - to further refine the use of evaluation and assessment data as feedback to reciprocate pedagogical planning

Performance in Classroom Teaching

No. of Lessons Observed	Performance in Classroom Teaching			
	Excellent	Good	Acceptable	Unsatisfactory
54	13%	64.8%	22.2%	0%

**Summary Table of Overall Performance –
Rating of the 14 PI-based Areas**

Domain Performance	Management and Organisation	Learning and Teaching	Student Support and School Ethos	Student Performance
Excellent	<ul style="list-style-type: none"> ■ Planning and Administration ■ Self-evaluation 		<ul style="list-style-type: none"> ■ Support for Student Development 	
Good	<ul style="list-style-type: none"> ■ Professional Leadership ■ Staff Management ■ Planning and Management of Resources 	<ul style="list-style-type: none"> ■ Curriculum ■ Teaching ■ Student Learning ■ Performance Assessment 	<ul style="list-style-type: none"> ■ Links with Parents and External Organisations ■ School Culture 	<ul style="list-style-type: none"> ■ Attitude and Behaviour ■ Participation and Achievement
Acceptable				
Unsatisfactory				