

Comprehensive Review Report

Ying Wa Primary School and Ying Wa College

School Address: 1 & 3 Ying Wa Street, Shamshuipo, Kowloon

Review Period: 17, 18, 20, 21, 25, 26 and 28 March 2014

**Quality Assurance and School-based Support Division
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1. Introduction

1.1 Basic Information about the School (Text provided by the school)

- Founded by Rev. Robert Morrison of the London Missionary Society in 1818, with a strong foundation in Christian education, Ying Wa aims at providing whole-person quality education through a balanced educational programme which recognises the needs of boys in all areas of development covering spiritual development, ethics, intellect, physique, social skills and aesthetics. With the school motto "Steadfast Faith, Beneficent Deeds", Ying Wa promotes the sense of belonging to the "Home of Our Youth" and at the same time encourages students to live a meaningful life through contributing to society. Nowadays, the sponsoring body of both Ying Wa College and Ying Wa Primary School is the Hong Kong Council of the Church of Christ in China.
- Since September 2007, the Ying Wa Through-train has been carrying Primary 6 students of Ying Wa Primary School towards the New Senior Secondary Curriculum in Ying Wa College. With school autonomy and resource flexibility brought about by the Direct Subsidy Scheme (DSS), Ying Wa had entered a new era in September 2008.
- Under the name of Ying Wa, the College and Primary School walk hand-in-hand to serve as a life-building platform. While different stages of boys' development require different educational settings, the College and Primary School have different focuses complementing each other.
- In Primary School, the objectives and strategies are:
 1. Promoting moral education and healthy character building through a caring culture in campus, with emphases on students' responsibility, self-discipline, positive values and learning attitude
 2. Optimising learning and teaching effectiveness through subject-specialized teaching, collaborative culture and life-wide learning, with emphases on students' language competence and reading
 3. Implementing school-based curriculum for boys through whole-school theme-based programmes such as Mission Invaluable: Life Education Scheme (MILES), multifaceted assessment modes and effective strategies such as "Reading Strategies Training Scheme for English", "Teaching Chinese in Putonghua", "Teaching for Mathematising" and "Collaborative Science Exploratory Curriculum".
- In College, the objectives and strategies are:
 1. Enhancing learning and teaching effectiveness through promoting learning atmosphere, developing teachers' professionalism, implementing peer observation

and lesson collaboration, catering for learning diversity and strengthening the role of personnel in middle management

2. Enhancing student support and development through a school-based student support curriculum for S1 to S6 with clear themes across the whole year, accompanied by a whole-school student support framework

3. Strengthening through-train development through enhanced collaboration between College and Primary School, with emphases on curriculum development in the ele-middle stage (P5 to S2) and mutual participation in various activities

- The class structure approved by the Education Bureau and the number of students are listed as follows:

Level	P1	P2	P3	P4	P5	P6	Total
Number of classes	5	5	5	5	5	5	30
Number of students	156	157	154	152	159	148	926
Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	5	5	5	5	5	5	30
Number of students	205	203	197	196	173	159	1133

- Under the School Management Committee, the 4 Sub-committees in the areas of school management, finance, academic and non-academic development are responsible for guidance to and supervision of Ying Wa College and Ying Wa Primary School. In addition, the Through-train Steering Committee under SMC also sets the tone for and enhances the through-train development and collaboration in both the College and Primary School.
- Both the College and Primary School emphasise effective learning and teaching. With more resources due to the DSS mode, numerous local and worldwide co-curricular activities are provided in order to arouse students' interest and widen their horizons. Manpower deployment, teachers' professional development and exposure to outside educational settings are also emphasised. There are also special measures to cater for learner diversity inside and outside classroom.
- Both the College and Primary School focus on providing a life-building platform specific for boys. Different themes of learning activities at different developmental stages are provided to cater for the needs of boys at different ages. From character building in Primary School to career planning and community services in College. In addition, the Parent-Teacher Associations and Old Boys' Association are also close partners and supporters to Ying Wa in every aspect.

1.2 Comprehensive Review Methodology

- The previous External School Review (ESR) for Ying Wa College was conducted on 25 Sep, 3, 4, 5 and 9 Oct 2007. The previous ESR for Ying Wa Primary School was conducted on 22, 26, 28, 29 Feb and 4 Mar 2008.
- The comprehensive review (CR) was conducted on 17, 18, 20, 21, 25, 26 and 28 March 2014 to evaluate the schools' performances in four domains of work, viz., Management and Organisation, Learning and Teaching, Student Support and School Ethos, as well as Student Performance. The CR Team comprised 15 inspectors and a lay member.
- A preparatory visit to the schools was made on 3 March 2014 to explain the objectives and operation of CR to the teaching staff and clarify their queries about the review. A meeting was also held with the school supervisors and representatives of the Board of Directors cum School Management Committees to learn about their views on the development of the school. The Principals also took the opportunity to brief the CR Team on the strengths and development priorities of their schools.
- Meetings with the students' parents of Ying Wa Primary School and Ying Wa College were both held on 3 March 2014 to solicit their views on the schools. More than 330 parents in total attended the meetings.
- The CR Team employed the following methods to review the performances of the two schools:
 - Scrutiny of documents and data provided by the schools before and during the school visit;
 - Observation of 51 lessons taught by 51 teachers of Ying Wa Primary School covering the following subjects under the eight Key Learning Areas (KLAs):

KLA	Chinese Language Education	English Language Education	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Arts Education	Physical Education
Subjects inspected	Chinese Language	English Language	Mathematics	General Studies			Visual Arts	Physical Education

- Observation of 67 lessons taught by 64 teachers of Ying Wa College covering Liberal Studies in the senior secondary curriculum and the following subjects under the eight KLAs:

KLA	Chinese Language Education	English Language Education	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Arts Education	Physical Education
Subjects inspected	Chinese Language	English Language	Mathematics	Integrated Humanities, Chinese History	Integrated Science, Physics	Computer Literacy, Information and Communication Technology	Visual Arts	Physical Education

- Observation of certain subjects and school-based curriculum development programmes to gain a general understanding of how students learnt though the lessons are not covered in this report. The lessons observed in the Primary School were Music, Putonghua, Reading, Religious Education, Technology and Drama. The lessons observed in the College were Business, Accounting and Financial Studies, Design and Technology, Economics, Geography, History, Music and Religious Education.
 - Observation of various school activities, including assemblies, 'morning physical exercises', class teacher periods, 'reading time', lunchtime activities related to English, Science, Visual Arts and sports; afterschool enhancement classes and remedial classes; musical rehearsal and co-curricular activities;
 - Meetings and interviews with members of the Board of Directors, School Supervisors, Principals, Vice Principals, panel chairpersons, heads of functional committees, teachers, school social workers, parents and students; and
 - Scrutiny of samples of students' work and examination papers.
- The findings presented in this report were derived from the corporate judgment of the CR Team based on the information collected through the above-mentioned methods.

2. School Performance

2.1 Continuous Development of the School

- Envisioning a new phase of school development in pursuit of excellence, both Ying Wa Primary School (the Primary School) and Ying Wa College (the College) joined the Direct Subsidy Scheme (DSS) in 2008. Linked together by the same school sponsoring body, the schools operated under the through-train mode share the same vision and school motto that are grounded on Christian value education for youths. Each school still has its own school supervisor and principal who oversee the school development, student and staff matters as well as the daily operation of the school.
- Since the 2008/09 school year, the schools have started admitting a portion of students at their own discretion as such autonomy is granted under the DSS mode. Over the years, the schools face the prevailing challenge of having consecutive cohorts of students with huge diversity in their learning abilities. With these cohorts of students gradually promoted from the primary to the secondary level, the issue of learner diversity has become a more prominent concern for the College in recent years.
- Good effort and progress have been made by both schools to follow up with the recommendations of the previous ESR reports. For instance, ‘enhancing the effectiveness of learning and teaching’ was specified as one of the major concerns in the five-year (2008/09 to 2012/13) School Development Plan (SDP) of the Primary School. Professional capabilities of teachers were strengthened to facilitate their effective use of learning and teaching strategies to enhance the quality of student learning in classrooms. As for the College, appropriate strategies have been adopted to strengthen the school self-evaluation (SSE) mechanism as well as cross-level alignment at school, subject and committee levels. In building consensus, all teachers have been actively engaged in carrying out the ‘Strengths, Weaknesses, Opportunities and Threats’ (SWOT) analysis, discussing school’s core values, challenges and improvement strategies in the process of formulating the previous SDP.
- The planning-implementation-evaluation (P-I-E) cycle of SSE is well-embedded in the schools’ operation mechanisms. Both schools adopted a five-year (2008/09 to 2012/13) planning cycle for formulating their first SDPs under the DSS mode. The three major concerns in the SDP of the Primary School were: (i) ‘promotion of moral education, nurturing good character and self-discipline in students and enhancing their civic awareness

and national identity'; (ii) 'enhancing the effectiveness of learning and teaching'; and (iii) 'promotion of having one sport or art for life to nurture whole person development'. As for the College, the three major concerns were: (i) 'maintenance of student performance under Through-train with Ying Wa Primary School'; (ii) 'smooth transition and operation of DSS'; and (iii) effective implementation of the New Senior Secondary Curriculum (NSSC)'. The two SDPs aligned well with the schools' vision, students' needs and interest, as well as the schools' initial proposals for joining the DSS.

- Both schools were able to set clear targets for each of the major concerns in the Annual School Plans (ASP). Many of the specified implementation strategies and success criteria were appropriate. Implementation work was carefully planned and carried out at subject, committee and classroom levels. Monitoring by the school management and the middle managers was in place. The schools were also able to make appropriate use of both quantitative and qualitative data such as findings from student and teacher surveys, observation of student behavior and performance during lessons, in evaluating the extent of targets achieved against the success criteria. With effective leadership and systematic monitoring at the school management level as well as concerted effort of the middle managers and the teaching staff, the targets of the previous SDPs were, in general, achieved with pleasing outcomes. The major tasks involved in the joining of the DSS and the planned implementation work of the NSSC were, in particular, well accomplished. Student achievements in academic areas, music and sports were particularly remarkable in both schools.
- Similar SSE practices are applied in formulating the current SDPs of the schools though the duration of their SDPs differs. The three major concerns adopted by the Primary School in the current three-year (2013/14 to 2015/16) SDP remain the same as those of the last SDP. As for the College, 'academic development', 'student support', 'through-train development' as well as 'strengthening school administration, management and leadership' are all identified as the major concerns in the current five-year SDP (2013/14 – 2018/19). The linkage of the schools' SDPs with previous SDPs is apparent as student support, learning and teaching are the schools' common foci. Most of the targets set out under the major concerns suitably address the needs of the students. For instance, values education continues to be accorded as the top priority in the current SDP of the primary school to nurture and sustain the character development of students. Similarly, taking into account of the challenge of the learner diversity issue, 'catering for learning diversity' is accorded the top priority under the first major concern of 'enhancement of learning and teaching' in the current ASP of the College. However, the school management needs to be cautious of the backwash effect of setting such target as 'excellence in public examination' under the major concern of

academic development. Approaches or pedagogies geared to 'teaching to the test' are to be discouraged. Students need to be guided to develop a positive attitude towards learning.

- The two schools are governed by a 'combined Board of Directors' (BoD) in addition to its own School Management Committee (SMC). The Chairperson of the BoD is a representative of the School Sponsoring Body. Some of the board members are appointed by the School Sponsoring Body while some of them are alumni representatives or independent persons. As the BoD and SMCs work together as a whole in steering the direction of development of both schools, majority of the members in the BoD overlaps with that of the SMCs, including the school supervisors, principals and teacher representatives of both schools. All the meetings of the BoD and SMCs of both schools are held together. Such arrangement meets the purpose of enhancing effective governance of the schools as a whole and steering through-train collaboration at the top school management level. In terms of monitoring, four sub-committees in the areas of school management, finance, academic and non-academic development and a Through-train Steering Committee have been set up under the SMCs. This also facilitates the SMCs to have a good understanding of the development needs of the schools and leading the schools to excel. The BoD and SMCs are proactive and highly committed to offer manpower and resources in supporting and advancing the development of both schools. For instance, a consultant has been engaged to provide mentorship for the College Principal when he was first appointed. SMC members are also keen to provide their expert advice in managing school administrative matters such as building of a swimming pool. All these strategic planning and support contribute significantly to the continued successes of the schools.
- The Primary School Principal is well-experienced and devoted to her work. As a visionary, passionate and charismatic educator, she is most successful in leading the teachers to cultivate a caring school culture and create a vibrant learning environment conducive to aspiring students as self-directed learners and developing the potential of every individual student to the full. She is well supported by the three experienced Vice Principals (VPs) who work competently with good professional knowledge. They are committed and work collaboratively with a team of middle managers who also perform capably and effectively in guiding the teachers in implementing the school curriculum and various programmes for school development. All the teaching staff are fully aware of the high expectations from the Principal on their quality of work. They work conscientiously and strive to provide prime quality learning and teaching for students.
- The College Principal and the VPs understand very well the culture and operation of the school. Two of them were graduates of the College and all

have been serving as teachers in the College for quite a long period of time before taking up the current posts in recent years. The Principal is committed and conscientious to his work. Under his effective leadership, the College continues to operate smoothly and maintains a high level of performance. Various school administrative tasks are well-managed and efficiently coordinated. Systematic management is further enhanced with comprehensive documentation. Procedural Manual, guidelines and record forms for teachers are updated or refined with more details with a view to communicate more explicitly the expectations, standard and quality of work required. The VPs are capable and supportive. They contribute useful ideas and perform their duties well in assisting the Principal and guiding the middle managers in various school administrative and professional tasks. They serve well as a bridge between the senior management and the teachers. Much autonomy has been given to the middle managers in leading and managing subject panels and committees. In general, they possess good subject knowledge and work responsibly. They also share the mission of leading the secondary students to excel in their academic studies.

- In terms of professional development, both schools are keen to provide ample opportunities for teachers to enrich their professional knowledge in both local and overseas context. The knowledge enrichment programmes organised by both schools are in line with the major concerns of their school development plans. Teachers are also encouraged to apply for the Quality Education Fund related to learning and participate in education-related committees or work. Some teachers are able to apply what they have learnt from the professional development programmes to enhance the quality of student learning and share the good practices. In addition, the Primary School has been serving very well as one of the schools under the Professional Development Schools Scheme for taking the lead in the professional sharing of their good practices and expertise since 2011. As for the College, development of teachers' professionalism is suitably identified as one of the targets of the major concern on 'enhancement of learning and teaching' in the current SDP. A progressive approach has been adopted to encourage subject panels to make use of collaborative lesson planning and peer lesson observation for professional exchange since the last development cycle. Teachers are willing to share their teaching resources through the use of the school's electronic platform. In a small number of subjects, professional learning communities have taken shape and good practices have been observed. More sharing of such practices on pedagogies could be arranged in other subject panels in enhancing the quality of learning and teaching.
- The annual appraisal exercise is conducted effectively in the Primary School for all teachers to reflect and identify their strengths and areas for improvement, and for the management to evaluate and monitor the

performance of teachers by providing qualitative feedback and signposting their professional development at different career stages. In the College, annual appraisals are targeted at new recruits. The related appraisal interviews are effectively used to inform the new teachers how to improve on. Appraisals for other teachers are conducted every two years or so. The frequency of such practice could be reviewed as timely feedback and monitoring could further enhance professional capabilities of the teachers.

2.2 Learning and Teaching

- Aligning with the aims of education in Hong Kong, as well as the vision and mission of the schools, a broad and generally balanced primary and secondary curriculum is offered. The subject aims and contents are based on the curriculum framework as recommended by the Hong Kong Curriculum Development Council (CDC). In general, curriculum planning is effective in fostering whole person development of students and catering for the different learning needs and interests of primary and junior secondary students. However, there is a need to review the lesson time allocated to the subjects P1-P6 Visual Arts and S1-3 Computer Literacy to ensure the provision of sufficient lesson time for students to build up the foundation knowledge and develop the related skills.
- A rich variety of local and overseas co-curricular activities and life-wide learning programmes are thoughtfully planned and implemented. They are effective in strengthening the generic skills among students and enriching their learning experiences to a global extent. It is good to offer a wide selection of elective subjects with flexible combinations to cater for the varied aspirations of the senior secondary students. Timely review of these subject combinations is also conducted. Adjustments are made in the combinations to provide more choices in addressing the changing learning interests of each cohort of students. As an additional means to cater for the diverse needs and interests of senior secondary students, Applied Learning Programmes that offer multiple pathways could also be considered. Commendable efforts have also been made by the schools to cater for the needs of gifted students and the more-able ones. For instance, experienced tutors are employed to design some teaching modules for Mathematics and Science enhancement classes at the primary level. Secondary students are also encouraged to enroll in advancement courses offered by tertiary institutions.
- With an in-depth understanding of the developmental and learning needs of boys, the primary curriculum is tailor-made with enriched school-based elements. Under the leadership of the Principal and the middle managers, the implementation of the primary curriculum and school-based initiatives is successful and commendable. For instance, the provision of additional

Physical Education lessons at P1 and P2 addresses the physical growth needs of students and helps them to form a habit of taking regular exercise for building up good physical health at an early stage. The bi-weekly school-based Technology lessons for P3-6 students provide a learning platform to challenge students and satisfy their curiosity through hands-on experiences of assembling and disassembling mechanical items. This also facilitates their understanding of some basic scientific principles for their further exploration. The monthly Drama lessons provide opportunities for students to learn how to present with confidence and express fluently.

- Annual cross-curricular theme-based learning programmes emphasising multi-dimensional learning experiences are designed to broaden primary students' knowledge and skills and nurture their values and attitude. In facilitating interactive learning in special rooms such as the 'iLAB' and 'Technology Studio', specific learning tasks, often involving hands-on activities are appropriately designed. Students' interests and motivation have been effectively enhanced as ample opportunities have been provided for them to explore and experiment novice ideas in relation to their learning interests.
- Due efforts have been made to provide secondary students, in general, with the opportunities to develop their generic skills, as well as to reflect on their learning. Students are encouraged to make use of the self-access learning resources available in the school library. For instance, good efforts have been made by the English Language Department to encourage students to complete additional exercises to facilitate their language development and foster their self-learning habit.
- A clear language policy emphasising bi-literacy and tri-lingualism is implemented in both schools in alignment with their major concerns and tradition. Putonghua (PTH) is used as the medium of instruction (MOI) for teaching Chinese Language from P1 to S2 while Chinese is used as the MOI for teaching other subjects. At the secondary level, English is used as the MOI for teaching most of the non-language subjects from S1 to S6.
- A favourable language learning environment has been created and sustained to promote the learning of Chinese, English and Putonghua. As a whole, the strategies used are effective in enhancing the quality of language learning among students. Students, in general, are confident and proficient in using different languages for verbal communication. Their good written work is also displayed in classrooms or published in school publications such as 'FLAME' and 'Torch' in the College. Many language-related co-curricular activities, such as the English Fiesta, story-telling competition in PTH, 'Joint School Treasure Hunt Day' and Inter-house Story Telling Contest in English are organised. The 'Wa Tour' with primary student ambassadors guiding local, Mainland or overseas visitors to tour around the school, is particularly

successful as these tours provide authentic opportunities for students to practise and use the language in a meaningful context. Students are also encouraged to participate in competitions such as the Hong Kong Schools Speech Festival and Inter-school Debate to broaden their exposure. With strong emphases on reading during language lessons and outside lesson time as well as the coordinated effort of teachers concerned and the school librarians, a reading habit is established among primary and secondary students. They show interests in reading during reading periods. Many primary students also enjoy more reading after school to quench their thirst for knowledge. As a step further, closer collaboration among subject panels and the librarian at the secondary level could promote the reading culture through reading across the curriculum. A wider range of reading topics could be introduced to broaden students' perspectives.

- Through the co-ordination work of the College's Through-train Development Committee (TTDC), steady progress has been made at subject and committee levels to facilitate a smoother transfer for students being promoted from primary to secondary levels. Communication and collaboration between some teachers of both schools are strengthened through organising a number of joint school activities for music and sports and alignment of some administrative practices. Strengths and areas for improvement of P6 students are generally shared with the College teachers. In terms of curriculum planning, the interface is aimed at P5 to S2 students. Through joint meetings between respective subject panels and teachers of the schools, curriculum materials, teaching schemes and worksheets for students are exchanged. This helps them to grasp a clearer idea of the objectives of the planned curriculum, pedagogies to be used and the expected level of student attainment. The lesson observation conducted at P6 and S1 levels also facilitate understanding of the actual implementation in classroom context. Nevertheless, there are still some gaps and varied views on the purposes, expectation and approaches to be adopted for the interface between the primary and secondary curricula. In this connection, the current mode of collaboration between the schools could also be strengthened with a view to deepening teachers' reflection on classroom practices. Various forms of professional sharing could be stepped up. Guiding principles for curriculum planning should be set with regard to the specific needs and interests of the students under the 'ele-middle' curriculum instead of merely discussing what lesson topics in the secondary curriculum are to be added to the P5 and P6 curricula. Capitalising on the impressive learning abilities and generic skills acquired by primary students in recent years, it is also worth exploring how the junior secondary curriculum could be refined. Overarching guiding principles could also be developed at the top management level for facilitating consensus building among the stakeholders concerned. There is a need to give due consideration to the aims of education when developing

these guiding principles.

- In catering for learner diversity, a variety of support measures such as enhancement and remedial classes are provided to the less-able students. Streaming based on students' academic abilities is used at junior secondary levels. More attention should be paid to improve pedagogies in class teaching. There is also a need to design a wider variety of activities to stimulate students' interest and motivation. In some cases, more scaffolding should also be provided in class teaching to help the less-able students to catch up with their learning progress.
- The schools' annual subject plans and implementation strategies are appropriately formulated. For some subjects, there is still a need to include measures to better address the schools' major concerns. Timely evaluations, in the form of panel meetings and evaluation reports, have been conducted. While some subject panels have been more adept at using evaluation findings to adjust learning and teaching practices, there is a need for other subject panels to devise more specific success criteria for conducting evaluation on the effectiveness of different strategies implemented and use those findings to further inform curriculum planning at the subject level.
- A systematic mechanism is well in place to monitor the quality of curriculum implementation in both schools. Subject procedural manuals, in general, are appropriately drawn up to facilitate subject panel management and provide good reference for teachers on the implementation of different measures. Regular panel meetings are convened and assignment inspection is in place as a means of monitoring of learning and teaching. Some of the subjects teaching schemes are well-written with highlights of the learning objectives, teaching points and teaching strategies. These items provide sufficient details for panel teachers to follow but some of the schemes are very brief with only dates and lesson topics. More details are needed to facilitate curriculum monitoring and evaluation.
- The Principal, VPs and the subject panel heads are all involved in leading and overseeing the development of the whole school curriculum at primary level. There is effective monitoring of the progress and quality of work by the panel heads and VPs concerned. Similarly, the Academic Committee, including the Principal, VPs and heads of some KLAs and sub-committees formulates strategies for curriculum development at the secondary level. Coordination meetings are conducted among KLA Coordinators and subject panels are conducted to align practices with reference to the school's major concerns. Subject panel heads also report the progress of work. While most subject panels have been effective in their monitoring work in general, they could still make better use of various data and information collected among teachers and students to inform future planning of the curriculum.
- The schools' assessment policies and guidelines on assignments are well

formulated and clearly laid down with sufficient details for subject panels and teachers to follow. Both summative assessment and formative assessment are included in the right proportion. Flexibility is given to the subject panels to adjust the weighting and frequency if necessary based on the subject nature. Self and peer assessments are also conducted to encourage students to reflect on their learning. Proper arrangements of School-based Assessments (SBA) with clear assessment criteria and procedures are in place for senior secondary students. The assessment papers are carefully scrutinized by the subject panels to check the coverage and to monitor the level of difficulty and the quality. Challenging questions and bonus mark questions for the more-able students are also provided in individual subjects. In analysing students' performance, summative and quantitative assessment data are used extensively by many subject panels. While the analyses of students' performance data are commonly conducted, it is commendable that some subject panels even carry out in-depth analysis of qualitative data such as students' answer scripts in assignments or assessment to identify students' learning difficulties. Such good practices could be further promoted to other panels.

- In general, a fairly rich variety of assignments, such as pre-lesson reading, worksheets and on-line information search are assigned to students. The assignments serve well to consolidate or extend student learning of subject knowledge, develop their generic skills. In individual subjects, the assignments for S1-S3 could be further differentiated with different level of difficulties to cater for the needs of the more-able students. Students are able to reflect and improve further when their assignments are marked carefully with positive, specific and constructive feedback. In this connection, some subject panels could further enhance their marking work towards this direction.
- From the lessons observed, teachers are friendly, approachable and supportive. Their rapport with students is very good. In general, teachers possess sound subject knowledge. Their instructions, explanation and demonstrations are clear and systematic. In lessons that are conducted in English, most of the teachers are proficient in using English as the medium of instruction. Most of the lessons are well-prepared and appropriately organised with clear objectives. Teachers could build on students' previous learning and relate the teaching points to their daily-life experiences. In some lessons, a good range of audio-visual resources, such as video clips, tailor-made presentation slides and real objects, is appropriately used to stimulate students' interest and facilitate their understanding of the learning content. In helping students to consolidate their learning, teachers could conclude the lessons by recapitulating the major learning objectives or asking students to summarise what they have learnt.

- Students are generally attentive and they participate actively in learning activities, showing readiness to learn and a conscientious learning attitude. In most lessons, students can grasp the lesson content well. Some students have strong motivation in learning and make good use of learning strategies, such as note-taking and pre-lesson preparation, to support their learning. The best performing students show the ability to apply knowledge and skills. They also take the initiative to express their own views and raise questions with a view to developing a deeper understanding of the topic being studied. Self-learning skills and habits could be further developed among some secondary students. More guidance and chances could be provided to secondary students in terms of pre-lesson preparation and reflection on learning.
- The most common teaching mode adopted is a combination of lecturing and questioning, supplemented occasionally with pair or group work and presentations by students. In many primary lessons and some secondary lessons, a broad range of questions is asked. This helps to enhance class interaction, check students' understanding and provoke their thinking. Students, especially primary students, are eager and confident to answer teachers' questions and share ideas with classmates. Most of them are fluent in spoken English and Putonghua. They are capable of using suitable vocabulary and subject-specific language to communicate with their teachers and peers. Some teachers can direct suitable questions to students with different abilities and adopt effective feedback strategies, such as paraphrasing students' responses and suggesting specific ways of improvement. However, there is the need for other teachers to use more questioning techniques, such as prompting, probing, or rephrasing questions to guide students to think more deeply and elaborate their answers.
- For lessons with effective practices, teachers have a good grasp of students' learning needs and can design interesting activities with appropriate expectation, for instance, group work routines are well-established. Students demonstrate a high level of participation and enthusiasm. They generally collaborate well with their peers by taking an active role in discussion and respecting their classmates' views. Students demonstrate proficiency in using English for discussion and are capable of presenting their ideas confidently in front of their classmates. They are creative and exhibit good problem-solving and critical thinking skills during group tasks and peer feedback. In a number of lessons, the design of the group activities should be further improved by stating the expectations explicitly, providing clearer discussion guidelines and more room for collaboration.
- Given the positive learning attitude and good learning abilities of the primary students, more opportunities for peer learning and more challenging tasks to develop students' potential to the full could be used, especially for senior primary students. In enhancing student interaction and encouraging

knowledge co-construction, more pair work and group work could be provided. Peer assessment with scoring rubrics could also be given to encourage students to reflect on their learning and learn how to improve from their peers.

- In some secondary lessons, some challenging learning tasks are suitably assigned to the more-able students. However, a wider range of strategies could still be explored and adopted, especially those to cater for secondary students who are rather passive and with more noticeable support needs. More scaffolding and adjustments of the teaching content should be adopted to address students' learning difficulties. A more participatory learning atmosphere is to be created. More opportunities should be provided for students to interact, contribute their ideas and offer comments to their peers.

2.3 Student Support and School Ethos

- Excellent effort and support are consistently given to primary students throughout the years in addressing their growth and development needs as well as for their whole person development. The sophisticated student support mechanism set up at school, class and student levels continues to run very effectively, enabling the school management and various student support teams to review, fine tune or design new pastoral care service or support programmes that fully cater for student needs as individuals and as a whole.
- Evaluation tools such as stakeholders survey and Assessment Program for Affective and Social Outcomes (APASO) are effectively used to analyse student needs and to inform future planning. Life events at home and in school as well as current health and social issues are well utilised as a platform or context for students to learn, participate, discuss, reflect, set personal goals, cope with challenges or adversity and change their behavior for good, as well as to heighten their awareness, articulate their values and carry out their social responsibilities.
- Valuing that moral, civic and national education are fundamental for nurturing students as responsible and global citizens with good characters, which is even more important than achieving good academic results, the school is commendable for purposefully setting it out as the first priority of the school's major concerns in the previous and the current SDP for their primary students. This carries a positive and explicit message to students and parents that good character building and good citizenship are foremost important throughout their primary school life. Emphasis has been put on enhancing students' positive attitude, self-discipline and responsibility in this school development cycle.
- All teachers contribute whole-heartedly in realizing the advocated values and

aims behind the services and programmes that are primarily developmental and preventive in nature. Believing that every student is unique, there is a strong consensus among teachers that every teacher shares the responsibility to take care and observe the needs and behavior of individual students in their daily school life. In sustaining a warm and caring culture, the Principal and teachers often chat with students before lessons, during recess, lunch time or after school. Students are welcome to write directly to the Principal and put the letters in the letter box placed outside the school's office for their easy access. It is impressive as these measures remain a consistent practice throughout the years. Students like to express their views, share their feelings, and make suggestions which are then well used as food for thought for the school management and provide insights for the school to change and excel from students' perspective. Students, in particular, the lower primary ones, love to attend school as they have a strong sense of belonging and satisfaction in their learning where they find much fun and interests.

- In terms of values education, the life-event approach is adopted. A good variety of meaningful and interesting programmes such as the annual school-based curriculum programme on 'Mission Invaluable: Life Education Scheme' (MILES) are holistically planned and very effectively implemented to cultivate positive attitude among primary students. Students learn to appreciate the attributes for good characters and model on the positive attributes of aircraft pilots. Verbal praises and specially designed awards in the form of 'flash cards' showing pictures of different types of airplane models are given as awards to recognize their effort, attitude and behavior rather than academic attainment. In nurturing students as self-disciplined and responsible citizens, messages of environmental protection are emphasised to heighten their awareness. Related Programmes such as 'green ambassadors' and low carbon lunches are useful in cultivating students' habits of protecting the environment in their everyday life. Students learn to carry out their duties in a responsible manner under the year-long 'One Student, One Post' programme. In promoting national education, holding national flag hoisting ceremonies, briefing of the Mainland current issues and visits to related exhibitions are organized. Programmes such as 'Knowing our own hometown' and voluntary services in the Mainland help students understand about their motherland through life experiences. Health education is aptly promoted through curriculum planning and put in real practice by students during lessons and lunch arrangements. In gist, the implemented programmes and activities are, to different extent, highly effective in enhancing students' positive attitude, self-discipline and responsibility.
- A whole-school policy is suitably adopted to support growth and development needs of secondary students in general. The Student Development and Support Committee, as led by one of the VPs, have been set up to oversee and coordinate the work of various student support teams.

Under a whole-school student support framework, related policies and programmes are properly devised at multi-levels and there is increasing co-ordination among the student support teams. The school's continuous effort to promote core values is appreciative. Self-discipline, positive thinking and appreciation, brotherhood and peer support, healthy self-image and goal-driven life are promoted through mass programmes, workshops, assemblies and religious related activities. Sports games such as the Ying Wa Basketball All-star Tournament and the Ying Wa Premier League organised by the Student Council to foster brotherhood among students and class spirit are some of the vivid examples.

- Support for students with special educational needs (SEN) is one of the school's major targets specified under the College's major concern of student support. Teachers are thus encouraged to enroll related professional training programmes organised by the EDB or external organisations. As it is just the first year of this school development cycle, there is room for SEN student support services to be further enhanced if more teachers could be trained and more professional sharing among teachers is encouraged.
- When planning for more effective evaluation of implementation strategies, data should be collected from the stakeholders concerned, for instance, secondary students and their parents. Timely review concerning the affective development of students, such as using APASO to collect related data, is necessary for more in-depth analysis and addressing their development needs at different growth stages. A stakeholder survey targeting at parents should also be conducted as they are partners of the schools in supporting student development.
- For whole person development of secondary students, the good practice of providing a broad range of co-curricular activities including interest groups, religious and social services, sports, arts and academic areas continued. In promoting aesthetic development and healthy lifestyle, all S1 students are required to learn a musical instrument or a sport and attend related classes regularly. Exchange programmes and study tours to the Mainland and overseas are organised for junior and senior secondary students to widen their horizons. Students' talents are further developed through participating in many inter-school and external competitions.
- Sustaining the College's tradition, much autonomy is given to senior secondary students to plan and organise student council and various club activities to develop their leadership potential. Leadership training programmes and workshops organised for both junior and senior secondary students are effective. Junior secondary students are groomed for their future leadership roles progressively by serving as committee members in various sub-committees of houses and clubs. Senior secondary students also serve as mentors in supporting their junior counterparts in carrying out the duties of

the service posts. Student leaders demonstrate good communication and problem solving skills in planning and organising activities. On the whole, students enjoy participation in activities, in particular, inter-house competitions, which helps foster strong links among schoolmates and cultivates a strong sense of belonging. Outstanding students are also encouraged to participate in international competitions and study programmes. Apart from providing opportunities for the more-able and willing students to excel, it would be beneficial to the less active students if they could also be given more encouragement to contribute their service in enhancing their self-confidence and develop their potential. To take a step further in enhancing pastoral care, a wider variety of opportunities in the form of reward schemes or programmes should also be designed for the average or less-able students to demonstrate their efforts and to gain more successful or rewarding experiences and achievements in their daily school life. Positive feedback and more praises should be given where appropriate.

- A good variety of career education programmes are thoughtfully planned and systematically organised for S3 to S6 students and sometimes their parents. Some examples are talks on selection of S4-S6 elective subjects, 'mentorship programme for S5 students', talks by alumni and career mapping workshops. Latest information about academic and career opportunities is given to S6 students through electronic means. Useful advice on choices of university degree programmes are given by class teachers or career guidance teachers. In addition, universities and workplace visits and job-shadowing programmes are arranged for students to enrich their understanding of career prospects. As a step further, the school could consider extending the target group to include S1 and S2 students. The focus could be more on helping them to understand their own interests and abilities to facilitate their goal setting for further studies and career mapping in future.
- The Guidance Committee organized various school-based prevention and development programmes to cater for the needs of secondary students. For instance, the Orientation Camp and summer bridging programmes, together with the support of the teachers and senior secondary students as 'big brothers', help S1 students adjust and adapt to their secondary school life smoothly. Peer support programmes are provided to help the less-able students. The co-operation between the Discipline Committee and Guidance Committee is close with a clear referral system. There is a strong emphasis on enforcing students' self-discipline though students are, in general, well-behaved and self-disciplined. Regular 'form-teacher' meetings at all levels and the dual class-teacher system provided for S1-3 classes are in place to enhance teachers' understanding of the students' problems and to render timely support.
- The Parent Teacher Associations (PTAs) of both schools are supportive to

the schools. They play an important role by serving as a bridge of communication between the schools and the parents. Activities such as picnics, talks and interests classes organised by the PTAs are well-received with high attendance rate. Appropriate parent education programmes such as talks and workshops on parenting skills and communication skills are jointly organised by the school social workers and other professionals. Parents are well informed of the schools' latest developments and their children's learning progress through various communication channels, such as students' handbooks, phone calls from class teachers and the school website. Many parents are willing to offer assistance such as undertaking voluntary work in the school libraries, serving as the leaders of the Scouts. In general, parents have goodwill on both schools. However, some parents have different views on the school's student support practices for the less-able secondary students. In strengthening and facilitating better understanding of the school's rationale and policies for student support, continual open and frank communication with parents to acknowledge, understand their concerns and win their support is necessary.

- The Old Boys Association provide strong resource and manpower support to the schools in the form of donations, scholarships, serving as guest speakers, offering job shadowing opportunities and conducting after-school tutorial classes for students. The Committee Members are well informed of the progress of the schools' latest developments through regular meetings with the school heads. The two schools have also established an extensive network with the community and external organizations in local and international context. They make good use of such network to facilitate continuous school development.
- The primary students have a very strong sense of belonging to the school as the school climate is warm, cheerful and aspiring. Students show genuine interests in their learning as school life is meaningful and exciting to them. They also have a close and friendly relationship with the Principal and the teachers. Many students are willing to share their concerns, worries, ideas and thoughts with the Principal through various communication channels. They are confident that the Principal will take their 'wild' ideas into serious consideration and provide good advice or support to them. The space of learning is wide as there are various channels and support in the school that encourage students to broaden their horizons, explore and dream for their future. Students engage themselves actively in the dynamic and challenging school life. Teachers work collaboratively and diligently in enhancing the effectiveness of learning and teaching.
- Most secondary students also have a strong sense of belonging to the College and the school climate is harmonious. The school management is supportive to teachers. Teachers work conscientiously to enhance student learning.

Teacher-student rapport is good. Students are hard-working and strive for excellence in their studies. They also participate actively in various school activities and community service. Senior secondary students are willing to serve their junior counterparts.

2.4 Student Performance

- Primary students are polite, cheerful and confident. They speak fluently in Chinese, English and Putonghua. They possess very good learning abilities and are keen to learn. They respect their teachers and behave well in school. Secondary students are responsible and well-disciplined. They display positive attitude in learning and possess commendable learning abilities and language skills. Student leaders are committed to serving as Chairpersons or Executive Committee Members of the Student Council, 'Houses' and various clubs. They demonstrate good leadership skills and serve as role models for their peers.
- In terms of academic performance, primary students attained very good results in Chinese, English and Mathematics. In 2012 and 2013, the percentages of secondary students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses in the Hong Kong Diploma of Secondary Education (HKDSE) Examinations were above the territory averages of day school students. In comparison with schools having a similar S1 intake, the school also performed well in the HKDSE Examinations in 2012 and 2013.
- Students of both schools participate actively in a broad range of extra-curricular activities, including local and overseas competitions. Their achievements are outstanding as they have won numerous individual and group awards in many inter-school or international competitions, in particular, in the areas of music and sports. Some students have been invited to perform at international musical events and some have been selected to represent Hong Kong to play at international handball and football competitions.

3. Concluding Remarks

Both schools are committed to striving for excellence and providing top quality education to students for their all-round development. A good range of subjects is provided in the school curricula with a rich variety of co-curricular activities to cater for the different needs and interests of students. The BoD and SMCs have a good understanding of the development needs of the schools. The Old Boys Association and Parent Teacher Associations are supportive of the development of the schools and offer their assistance readily. Praiseworthy efforts have been made by the schools' management in overseeing and steering the development of both schools. The Principals, VPs, middle managers and teachers share the school vision and mission. They work conscientiously in achieving the goals set out in their SDPs. A positive and stimulating learning environment is sustained and students' academic and non-academic achievements are excellent especially in languages, sports and music. With holistic and coherent planning, the Primary School has made admirable achievements to realise the aims of education through fostering students with positive values, attitude as well as developing their learning abilities and potential to the full. Capitalising on its well-developed management mechanism and concerted effort of the management and the teaching staff, the College is highly commended for accomplishing the major tasks associated with joining the DSS and smooth implementation of the senior secondary curriculum. On the whole, both schools are delivering the quality of educational experience and student achievement commensurate with their initial proposals to secure the DSS status.

In sustaining their continuing successes, both schools could explore further the following and surpass what they have already accomplished:

- **Enhancing a collaborative culture of professional sharing for supremacy in school development**

Capitalising on the impressive learning abilities and generic skills acquired by the primary students, it is worthwhile for both schools to further explore the direction and development of the curriculum for P5-S2 students under the through-train mode. There are varied views on the purposes, expectations and approaches to be adopted for the interface between the primary and secondary curricula among the school management, middle managers and the teachers. Various forms of professional sharing could be stepped up for all teachers to have a mutual understanding of the concerns and issues. Overarching guiding principles could be developed for facilitating consensus building among the stakeholders concerned. There is a need to give due consideration to the aims of education when developing these guiding principles. The current mode of collaboration between the schools could also be strengthened with a view to deepening teachers' reflection on classroom practices.

- **Enriching pastoral care and refining pedagogical practices to cater for learner diversity**

While good efforts have been made to cater for the needs and interests of the gifted and more-able students, pastoral care for the average and less-able students could be further enriched in the direction of strengthening their self-esteem and sense of achievement in their secondary school life. On-going dialogues with parents to understand their concerns and garner their support would be necessary. In classroom teaching, secondary teachers' role as facilitators and pedagogies to cater for the different learning needs of secondary students could be strengthened. A more participatory approach for students to interact with each other, contribute their ideas and offer comments to their peers could be encouraged.