

External School Review Report

Wa Ying College

Address of School : 8 Sheung Wo Street, Homantin, Kowloon

External Review Period : 29 and 31 March, 1, 6 and 11 April 2011

**Quality Assurance Division
Education Bureau**

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1. Introduction

1.1 External review methodology

- The previous external school review (ESR) was conducted on 12 and 20-25 May 2004.
- The ESR team conducted the review on 29 and 31 March, 1, 6 and 11 April 2011 to evaluate the school performance in school self-evaluation (SSE) and other areas of school work.
- 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;
 - Observation of 50 lessons taught by 50 teachers;
 - Observation of various school activities, including a senior form morning assembly with an alumnus sharing his career experience on performing arts, morning reading time, form teacher periods, English drama and school choir rehearsals, lunchtime and after-school activities;
 - Meetings and interviews with the School Supervisor and members of the School Management Committee (SMC), Principal, Vice Principals (VP), Key Learning Area (KLA) co-ordinators, panel chairs and heads of functional committees, teachers, school social workers, parents and students; and
 - Shadowing of a sample of three students for a half-day period to observe their school life.
- The review findings presented in this report were derived from the corporate judgement of the ESR team based on the information collected through the above methods.

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

- Wa Ying College was first founded by the Methodist Church in Foshan, southern China in 1913, and was closed in 1951. In 1971, the school was re-established in Hong Kong by the alumni and the Chinese Methodist Church. The school's mission is to provide whole-person education based on Christian principles. Through the teaching of the Bible, students are guided to lead an abundant life in Christ. Besides sustaining its core values and well-founded culture, the school strives to provide students with life-long learning experiences that can nurture the important skills and qualities to cope with the challenges of the 21st century.
- The class structure and number of students of the 2010/11 school year are as follows:

Level	S1	S2	S3	S4	S5	S6	S7	Total
Number of classes	5	5	5	5	5	3	3	31
Number of students	180	191	204	194	194	92	86	1141

- For the school's current development, enormous effort has been put in enhancing teaching and learning by providing a well-balanced curriculum, empowering teachers to use diversified teaching strategies to cater for learner diversity and developing students' generic skills to acquire and construct knowledge. A whole-school approach is adopted in providing pastoral care and values education to cater for students' development needs. Students are provided with ample learning opportunities to foster their all-round development and to realise their potential.
- The school has put in place the planning-implementation-evaluation (P-I-E) cycle for continuous school improvement. The School Development Plan (SDP) of the previous cycle and the Annual School Plan (ASP) are evaluated in meetings, which involve the school management, middle managers and all teaching staff. Data from various sources, such as the Assessment Program for Affective and Social Outcomes (APASO), stakeholder surveys and the school-based questionnaires, are analysed and reviewed to inform areas of improvement and to formulate the SDP and ASP of the next cycle. With extensive participation and thorough discussion, a shared vision about school development has been built and that facilitates the implementation of the school policies at different levels. Subject panels and committees formulate their work plans and conduct self-evaluation on an ongoing basis for continuous improvement.
- In response to the recommendations of the previous ESR, monitoring has been strengthened through the new administrative structure and the adoption of the SSE mechanism. The school administrative structure comprising the three boards – the School Administration Board, Academic Board and Student Support and Development Board – helps the school management to define the responsibility and the monitoring role of different managers. Through the SSE mechanism, the school management and middle managers can exercise their monitoring role in a systematic way.
- The planning of school-based professional development has drawn on teachers' training needs identified in the appraisals, evaluation meetings of subjects/committees, as well as the survey findings on the needs of students and teachers. To align with the school development needs, activities are organised in the staff development days. As for the subject needs, subject-based interflows are arranged. The school also encourages teachers to participate in training programmes provided by the Education Bureau (EDB) and tertiary institutes.

2. School Performance

2.1 Continuous Development of the School

- The school's vision and mission are clear, with a strong emphasis on providing students with an all-round education that is infused with Christian values. They are in line with the aims of curriculum reform and the school's aspiration of cultivating students' capacity for life-long and life-wide learning to face the challenges of the 21st century. With the dedicated efforts of the school management and the hardworking and conscientious teaching staff, the school strives to foster the whole-person development of students and provides a supportive environment for enhancing learning and teaching.
- School development planning has been effectively conducted in the two planning cycles (2006/07–2008/09 and 2009/10–2011/12). In the previous SDP, priority was given to the following tasks: i) preparing for a smooth migration to the new academic structure in the school's curriculum, pedagogy and assessment practices; ii) formulating the human resource plan to align with the school's curriculum; iii) adopting a whole-school approach in nurturing positive attitude and values; and iv) creating an environment conducive to the learning of English. The school has evaluated the extent to which its major concerns had been addressed, and some strategies which were evaluated as successful have since been incorporated as routine work, for example, cultivating the four core values of discipline, self-management, respect for others and team spirit in life education. Other key tasks for promoting assessment for learning, enhancing students' learning motivation and teachers' professional development (PD), which have been identified as partially achieved, have been incorporated as key strategies under the first major concern of enhancing teaching and learning in the current SDP. Providing support for whole-person development and enhancing the effectiveness of school management and organisation have been identified as the other two major concerns in the current SDP. On the whole, the current SDP has suitably drawn on the school's analysis of its strengths, weaknesses, opportunities and threats, students' needs and abilities, teachers' readiness and PD needs for implementing the new senior secondary (NSS) curriculum. There is an apparent link between the previous and the current SDP, and the school has capitalised on its successful experience in addressing the major concerns of the previous SDP.
- In the current SDP cycle, with the implementation of the NSS curriculum as one of the key strategies for enhancing teaching and learning, due importance is attached to ongoing review and refinement of curriculum development strategies and pedagogical approaches. The NSS curriculum has been implemented smoothly, including the preparation for the infrastructure, staff deployment and subject combinations. Teachers' PD, which is critical for curriculum development and implementation, has been given due consideration. A good range of staff development programmes have been strategically organised by the Staff Development and New Teachers Induction Unit, with strong support from the School Sponsoring Body, the EDB, external bodies and professionals, including subject interflows and experience sharing on English and Liberal Studies (LS) with other schools. The topics covered are closely aligned with the school plans and teachers' needs, and include assessment for learning, catering for

learner diversity, school-based writing strategies across the curriculum and leading Independent Enquiry Study (IES). Experienced teachers serve as mentors, helping new teachers to adapt to their work in school, and their support is well-appreciated. The school management and middle managers actively promote professional exchange and teachers' reflection on their own work, demonstrating a strong commitment to developing the school as a learning organisation.

- Additional resources, including grants for specific purposes, are effectively deployed in supporting the implementation of school plans and student learning and development. Through the recruitment of additional teachers, space is duly created for teachers to engage in curriculum development in preparation for the NSS curriculum, professional collaboration and PD programmes. The development of a school-based curriculum is well-supported by a group of dedicated teachers who participate actively in training courses and engage themselves in a professional discourse about curriculum issues during subject interflows and staff development days. Timetabled collaborative lesson planning (CLP) periods are arranged for the teachers of core subjects to enhance their professional exchange. The progress made in promotion of peer lesson observation, which is conducted on a voluntary basis, varies among subject panels. To strengthen staff capacity building, the school could explore how to forge a stronger link between CLP and peer lesson observation, with a focus on classroom assessment for learning. The school could further promote cross-KLA and cross-year level peer lesson observation so that good practices may be widely disseminated and collaboration between subject panels strengthened.
- Active steps have been taken to follow up on the key recommendations of the previous ESR report. SSE and self-improvement have been duly promoted and reinforced as the third major concern in the current SDP, enhancing the effectiveness of school management and organisation. Emphasis is placed on building and implementing the self-improvement mechanisms, as well as developing a self-reflective culture across different levels, from the school management, subject panels and functional committees, to individual teachers and students. Sustained efforts and noticeable improvements have been made in the use of the SSE mechanism in the P-I-E cycle for continuous school improvement. The School Policy Committee (SPC), comprising about 20 key players, has taken the lead in coordinating the P-I-E of the school's work. With the School Self-evaluation Unit playing a supportive role in the collection of self-evaluation data, the SPC works collaboratively with the teaching staff to foster an open, transparent and participatory policy-making culture. The SPC serves as a think-tank for school planning and facilitates the smooth implementation of the ASP. Planning is informed by evaluation data and findings that are derived from year-end review meetings, evaluation reports compiled by subject panels and units/committees, and data from assessments and stakeholder surveys. As a result, slight modifications have been made in the next ASP on the focus of work and strategies adopted.
- The school management is taking a sensitive approach to introducing the practice of gathering students' views on classroom learning and teaching, and much has been done to promote students' reflection. The evaluation data generated facilitates teachers' reflection on their teaching practice and the school's analysis of the learning and teaching effectiveness. A coordinated approach is adopted to consolidate in-depth analysis of the questionnaire data to identify teachers' PD needs within and across KLA. Teachers are actively engaged in reflecting on their practice through professional sharing within subject panels. To build on this, teachers could share

more of their good practice in collecting and making use of students' feedback to improve classroom learning and teaching. For further improvement, more in-depth analysis could be conducted of internal and external assessment data to inform curriculum adaptation and pedagogical change.

- In response to the key recommendations in the previous ESR report, a range of strategies has been adopted to strengthen curriculum leadership and succession planning of the middle managers through, for example, restructuring the school administration framework to extend teachers' involvement in curriculum and student development. Several units/committees have been set up to spearhead various curriculum initiatives. For example, the English Language Enhancement Unit takes the lead to coordinate strategies for enhancing the language environment at school, and the Extra-curricular Activities Committee helps to coordinate co-curricular and extra-curricular activities (ECA) to meet students' diverse learning needs, through widening their participation and exposure. The measures adopted are taking effect, as manifested in the steady improvement of students' achievements in these activities and competitions, within and outside school.
- With the implementation of various curriculum initiatives over the years in response to internal and external demands, there is an increasing number of units and committees, in some cases with overlapping functions, under the Academic Board and the Student Support and Development Board (SSDB). A timely review is needed to integrate the functions of related units and committees to strengthen coordination and monitoring for improved planning and staff deployment. There is also room for streamlining administrative documentation, including records of meetings.
- Subject panels and committees, where appropriate, formulate concrete work plans in line with the school development priorities. Reviews are, generally, conducted with rigour but some have been conducted on an event or programme basis, with some success criteria set mainly on task completion. The implementation targets could focus more on desired outcomes, particularly in terms of student learning. To enhance the impact of SSE on school development, the SPC could strengthen its role in monitoring self-evaluation work at subject panel/committee level, with more attention given to setting and evaluating targets related to the overall effectiveness in addressing the school's major concerns.
- Improving the appraisal system is one of the key strategies adopted for addressing the school's major concern of enhancing the effectiveness of school management and organisation. The school has adopted a comprehensive staff appraisal system, covering teaching and non-teaching duties and a component of self-evaluation, and teachers find that it can encourage self-reflection. As the appraisal system has been in place for over ten years, there could be an overall review to refine it, by seeking teachers' feedback and incorporating a formal appraisal for the supporting staff. The appraisal data could be more systematically consolidated for informing planning for staff development.
- The school management values the views and feedback of various stakeholders. School development is strongly supported by the SMC with sub-committees drawing on a range of professional expertise and experience from the School Sponsoring Body, Alumni Association, Parent-Teacher Association (PTA) and teacher representatives, in addition to the Principal. Apart from steering the development of the school, the SMC provides valuable advice on human resource management, financial and educational matters, while maintaining complete confidence in the school leaders.

- The school is well led by committed school leaders who are supported by a team of hardworking and responsible middle managers. The Principal, who has served the school for a long time, is fully committed to the school's vision and mission, and has tremendous drive to lead the school in its pursuit of excellence. He is dedicated and hardworking, displaying a positive, open and supportive attitude towards staff management. He works closely with the two VP to oversee the School Administration Board, the Academic Board and the SSBD respectively. The Principal works in close partnership with the two VP to steer the school's strategic planning, and also works to empower teachers through delegation, succession planning and providing the necessary support and advice. Teachers are deployed in such a manner as to allow their expertise to be fully tapped. To further facilitate pedagogical change in response to the curriculum reform, in addition to observing new and senior teachers, the Principal could arrange for more targeted lesson observation to help teachers develop and use classroom strategies for catering for learner diversity and for promoting assessment for learning.
- The two VP share a common vision for school development with the Principal and, taking advantage of their deep understanding of school culture and traditions, provide strong support in the process of initiating curricular and pedagogical change for enhancing students' all-round development. They are capable, committed, conscientious, well-versed in the areas of work under their purview, and have a strong sense of belonging to the school. The middle managers, in general, also demonstrate a high level of knowledge of, and competence in, curriculum development and supporting student development, and keep themselves updated through continuous professional development. The middle managers perform their coordinating and advisory roles competently and, for further capacity building, they could work to enhance their monitoring roles.

2.2 Learning and Teaching

- The school curriculum is developed in line with the curriculum reform, with due attention paid to the school's mission and students' needs and abilities. A good range of learning experiences is provided, through a balanced and comprehensive curriculum, to foster students' whole-person development based on Christian principles. Religious Studies and the Positive Adolescent Training through Holistic Social (PATHS) programme in the junior forms adequately cover biblical knowledge and values education to cultivate students' positive attitude and values. Service learning programmes in the junior forms also provide students with the necessary skills in organising community service. Through offering a wide range of extended learning experiences in Life-wide Learning Experience Days and Co-curricular Days, which include visits, seminars and forums, and study tours to the Mainland, ample opportunities are provided to enhance students' learning interest and to broaden their horizons.
- Preparing for a smooth migration to the new academic structure was one of the school's major concerns in the previous SDP, while monitoring the NSS curriculum has been adopted as one of the key strategies of the first major concern of enhancing teaching and learning in the current SDP. Planning in this respect is comprehensive and importance is attached to ongoing review and fine-tuning of the curriculum. The

Academic Board and the Curriculum Development Committee (CDC), both led by a VP, oversee the coordination of the school's curriculum, pedagogy and assessment practices. Good progress has been made in the planning and implementation of the NSS curriculum. With reference to the students' and teachers' views solicited through surveys, the school deploys appropriate manpower and provides flexible subject combinations to meet the needs and preferences of students as far as possible. Parents are also well informed of the progress. With the meticulous planning done in the last planning cycle, which also includes teachers' PD, Other Learning Experiences (OLE) and Student Learning Profile (SLP), the NSS curriculum is broad and balanced. Due attention has been given to the articulation between the junior and senior secondary curricula, with curriculum mapping conducted in most KLA to identify gaps between the key stages 3 and 4. Literary texts, drama, and popular culture, such as advertisements, are well used in the junior forms to enrich the Chinese and English curriculum, enhance students' language skills and pave the way for the NSS curriculum. In addition to the humanities subjects, a school-based Foundation Studies (FS) course is offered at the junior levels to equip students with the necessary knowledge, enquiry and thinking skills for meeting the requirements of LS in the NSS curriculum. The implementation of IES also involves non-LS teachers in guiding students' work, with in-service training provided by LS teachers. However, the school could further address the needs of non-LS teachers with regard to the integration of LS knowledge into IES and moderation of student performance in assessment, so as to enhance student learning.

- In response to the recommendations in the previous ESR report, the school has strengthened the coordination of project work in the junior forms through the CDC. Projects are arranged for students to systematically acquire and apply various generic skills. Students demonstrate good skills in project learning and use of information technology (IT) in their work. The school also encourages students to make better use of IT to further extend their learning beyond the classroom. At present, the school's e-classroom contains a variety of online learning resources to help consolidate learning content and promote students' self-directed learning. Due attention has also been paid to enriching students' OLE. Visits, seminars and career talks are appropriately organised to provide students with learning experiences related to aesthetic development, moral and civic education (MCE), community service and career-related experiences. The school uses an online electronic platform to implement the SLP, which is aimed at encouraging students to reflect on their own learning. Students are given training and the responsibility to input data on their participation and achievements, and write self-reflection on their learning experiences.
- Creating an environment conducive to the learning of English was a major concern in the previous SDP. The school's policy on the use of English as the medium of instruction (MOI) is properly implemented in the classroom. A majority of subject teachers have participated in the Development of Language Across the Curriculum for English-medium Education (DOLACEE) programme, which helps to enhance their skills and understanding of the role of language in learning and teaching their subjects. Appropriate language support measures have been adopted to help students make the transition from primary 6 to S1, including a summer bridging programme to help S1 students adapt to the use of English in learning. Good support is also provided by the English Across the Curriculum Committee to coordinate the identification of students' needs and support measures for learning subject-specific language. External resources have been aptly tapped, with a 3-year project on reading strategies supported

by EDB's school-based support services. Good efforts have been made to promote reading strategies across the curriculum, with the collaboration of teachers of English, FS and History, to help students transfer the reading skills to the learning of content subjects. The Reading Promotion Unit collaborates with the Chinese and English subject panels by implementing different reading schemes to teach reading skills and promote online reading, and suitably monitors and reviews the various measures to promote reading to ensure effectiveness. At the school level, reading to learn is promoted through the morning reading time and reading-related activities, such as the 3-minute reading sharing, talks by authors and fund-raising Readathon. The School Librarian plays a key role in promoting reading through providing quality support for subject panels and organising bi-weekly thematic book displays and co-curricular reading activities. All these measures and the joint effort by the parties concerned have helped ensure exposure to a wide range of reading materials and pleasing progress has been made in the cultivation of a reading culture. To further promote the English language environment, the English panel could recruit and train more English Ambassadors to assist in conducting English activities and to encourage fellow students to use English in daily communication, both inside the classrooms and around the school.

- In addition to promoting professional sharing among teachers to improve curriculum and teaching practice, catering for learner diversity is another strategy for addressing the major concern of enhancing teaching and learning. A range of measures has been adopted by various subject panels. These include ability grouping or split-class teaching for S2 Mathematics and S2-S5 English, S1 and S3 Mathematics tutorial classes conducted by the senior form students, and Saturday English remedial classes organised for the academically weaker students. On the other hand, the more able students are encouraged to enroll as English ambassadors to promote peer learning and serve as role models. Students are also recommended to participate in Mathematics Olympiad classes, competitions and programmes for the gifted. However, there could be more emphasis on catering for diverse learning needs in class teaching. More sharing of experience and expertise among teachers could be promoted to address such challenging, but important, issues as catering for learner diversity and developing students as independent learners.
- Curriculum management at both school and subject levels is smooth. The CDC properly coordinates the implementation of new curriculum initiatives, and oversees and monitors the school's curriculum development. Monitoring of the progress of the panels is appropriately conducted through panel meetings, lesson observation and exercise book inspection. Student questionnaires are used to gather evaluative information on teacher's teaching effectiveness, for the reference of subject teachers, panel chairs and CDC. Most of the subject programme plans are aligned with the school's major concerns. However, evaluation mostly focuses on the completion or perceived effectiveness of activities or programmes. In their planning and evaluation, subject panels could sharpen their focus on students' learning outcomes and devise follow-up measures to inform future planning on curriculum and pedagogical approaches.
- The school has a clear assessment policy. In addition to summative assessment in the form of tests and examinations, continuous assessment is adopted to encourage students' daily effort. It includes quizzes, project work, reading reports and class participation. The samples of assignments scrutinised are well designed with clear

learning objectives. They provide ample opportunities for students to consolidate and apply prior knowledge and develop generic skills, including those of creativity and communication. The school-based FS projects also provide opportunities to develop students' skills of inquiry, critical thinking, self-directed learning and collaboration. For some assignments, self and peer assessments are included to develop students' reflective learning. The assessment criteria set are clearly presented and teachers' feedback, which is constructive and specific, is able to facilitate students' improvement.

- Assessment data are analysed and students' performance is discussed in panel meetings. Individual subjects make good use of in-depth analysis of assessment data to identify students' learning difficulties and to make specific suggestions, so as to inform curriculum planning and refine learning and teaching strategies. Such good practices could be further promoted across KLA. The school places emphasis on assessment of knowledge, skills and attitudes. Reporting of students' performance is comprehensive. The School Report, together with a separate OLE & Achievement Report, covers students' performance in examinations, conduct, extended learning activities and achievements. The Personal Qualities Assessment Report includes student's generic skills and learning attitude at junior levels. Students' reflection on their participation in OLE is also incorporated into the SLP.
- Teachers display sound subject knowledge and a professional and responsible attitude towards teaching. They are friendly, supportive and committed. They have a good rapport with students and have established a harmonious and supportive learning atmosphere in lessons. Effective classroom routines have been set up to facilitate students' individual and group presentations and collaborative learning. Students mostly show a keen interest in learning and are self-disciplined. They are attentive, spontaneous in answering questions and take an active part in learning activities.
- Most lessons are effectively organised with clear objectives, activities and lesson content matching students' needs and abilities. Teachers' instructions and explanations are clear and systematic. A range of resources, including PowerPoint slides, online resources, video clips and visualisers, are appropriately used to stimulate students' interest and enhance their understanding. In general, the blackboard is also well used to facilitate teachers' illustration and explanation. In some cases, teachers consolidate students' learning with an end-of-lesson summary of the main learning points.
- With regard to the school's major concern of enhancing teaching and learning, questioning techniques, interactive teaching methods and assessment for learning are promoted in professional development activities. The commonly adopted teaching mode is a combination of direct instruction and questioning, supplemented with discussion tasks and, occasionally, student presentations. Questioning is frequently used to check students' understanding and prior knowledge. Feedback is mostly positive, timely and conducive to students' learning and improvement. Most students are able to use English in answering questions, and have a good grasp of the lesson content. They, generally, possess good communication skills in both Chinese and English. When opportunities for discussion and presentation are provided, students demonstrate a high level of participation and enthusiasm. Most students are capable of organising their ideas logically and presenting them confidently in front of the class. For further improvement, more pre-task guidance and teacher support could be given to encourage students to use English for communication and interaction in group

activities and discussion. Students could also be assigned roles with different responsibilities for group activities to enhance cooperative learning.

- In some lessons, where the learning and teaching effectiveness is particularly high, teachers successfully create an active and engaging learning atmosphere, with good teacher-student and student-student interactions. Teachers use a greater variety of questions and interactive teaching strategies. Prompting, probing, rephrasing and graded questions are used to provoke students to think and to develop their critical thinking skills. By conducting peer assessment, paraphrasing students' responses and providing concrete feedback on their performance, these teachers show a good grasp of students' learning progress and needs, and provide quality support to help students improve their learning. Some students make good use of pre-lesson preparation and note-taking to support their learning. They are encouraged and are able to explore topics from different points of view in discussion, which effectively promotes active learning, critical thinking and creativity. Most students display good thinking and analytical skills. The best performing students not only show the ability to apply knowledge and skills, but also take the initiative to express their own views, challenge others' ideas and raise questions to clarify doubts.
- Learner diversity is mainly addressed through providing opportunities for different students to participate in learning activities and giving appropriate support to students during individual work or group activities. Some teachers closely monitor the learning progress and make timely adjustment to the pace of teaching according to students' performance. To better cater for learner diversity, assessment for learning could be further promoted in the classroom. A wider range of questions could be used and more concrete feedback on students' strengths and areas for improvement could be provided. More graded tasks could be offered to stretch students' learning, especially of the more able students. To further develop students' independent learning attitude and ability, pre-lesson preparation tasks, such as home reading, information search activities and forming questions that help explore a given topic, could be arranged more widely across different KLA. Students could be taught and encouraged to apply learning strategies, such as note-taking and the use of graphic organisers, to consolidate and extend their learning.

2.3 Student Support and School Ethos

- The school adopts a whole-school approach to fostering the whole-person development of students, with a strong emphasis on values education based on Christian principles and widening of their life-wide learning experiences. This is manifested in the school's major concerns of adopting a whole-school approach in nurturing positive attitude and values and providing support for whole-person development, in its previous and current SDP respectively. With the concerted effort of the SSDB under the leadership of a VP, the coordination and collaboration among student support teams have been strengthened. Good efforts have been made by the members of the SSDB to identify students in need and to improve the provision of support services and the development of a school-based life education programme. The annual plans of the functional units/committees are appropriately linked with the school's major concerns. Monitoring is conducted by the SSDB and the teachers-in-charge of various student support units/committees and the year level co-coordinators. Regular

Board and Unit/Committee meetings, form-teachers' meeting and subject teachers' meetings are held to review the implementation progress of their plans and identify students' developmental needs. However, the success criteria adopted in the plans are mostly focusing on progress or completion of programmes. They could be adjusted to better evaluate the students' learning outcomes and the attainment of the objectives set for addressing the school's major concerns.

- Considerable success has been attained in raising students' self-esteem, and fostering positive attitudes and values, through formal lessons such as life education and religious education. Successful informal occasions include forums, Christian fellowships and various ambassador schemes, especially in the four core values espoused by the school – discipline, self-management, respect for others and team spirit. Keeping pace with the latest development of the NSS curriculum and making due reference to the school-based evaluation data, the school has identified the need to enhance students' social, national and global awareness, which is cultivated by incorporating related issues in FS. The other two strategies include developing a more systematic and comprehensive integrative programme to enhance students' growth at various stages of their development and strengthening their life-wide learning experiences. In this respect, the work of the SSDB could be further improved if related units and committees, such as the PATHS Units (Tier 1 & Tier 2) and the MCE Committee, are integrated to strengthen holistic planning of the MCE curriculum framework and to avoid duplication of teachers' work in administrative planning and documentation.
- To foster students' spirit of serving others, a systematic plan is devised to provide ample opportunities for students to participate in, and learn through, serving the school community. These include arousing students' interest in social services, encouraging students to actively seek service opportunities, and empowering them in organising community services. To enhance students' service learning, the school could define the learning objectives for the various community services and provide students with more opportunities for reflecting on learning experiences. The school could also review the nature of service opportunities to ensure that students widen their exposure to various settings.
- The school is keen to cultivate a caring culture. 'Harmony in Diversity' is actively adopted to promote inclusion and acceptance, including students with special educational needs (SEN). A whole-school approach is adopted and adequate resources are deployed to support its implementation. A professional development plan is in place to equip teachers with the necessary skills to help students with SEN. S1 students have been effectively supported in making their adjustment to secondary schooling, through programmes such as the S1 orientation and bridging programme, a 'co-form teachers' system, and various support schemes, including Life Ambassador and Peer Counselling and Tutoring Schemes. There are also adventure-based counselling programmes which serve well to enhance the self-confidence and sense of efficacy of the students with support needs.
- The school seeks to widen students' horizons by providing diversified and balanced co-curricular and ECA to cultivate their interest and maximise their potential in various areas, including academic, aesthetic and cultural. The school has, in recent years, enriched students' aesthetic development through workshops and performances conducted by artists of different art forms and cultures, both Western and Asian. Concerted effort has been made by teachers of all KLA to provide ample opportunities,

such as inter-school or territory-wide competitions, exchanges and study tours to the Mainland, to extend students' learning experiences outside the classroom. Their school life and sense of belonging are also fostered by the activities organised by the Student Union, together with the four Houses. The school works to promote the spirit of 'servant leadership', and appropriate leadership training programmes are also provided for the student leaders. Clear guidelines on the planning, organising and evaluation of activities are given to student leaders to enhance their organisational skills. Student leaders are given adequate autonomy in organising school activities but could be given more opportunities to reflect on their own performance and room for improvement. On the whole, student leaders are effective in planning activities and discharging their duties. In addition to providing opportunities for the able and willing students to excel, the less active ones could also be encouraged to participate in, and contribute to, various activities to enhance their self-confidence and realise their potential.

- In enhancing students' career-related experiences, appropriate career guidance programmes are organised from S3 onwards to help students understand their aspirations and the range of academic and career opportunities available to them. Appropriate individual counselling on further studies is also offered to all school leavers. Good attempts have been made in recent years to widen students' career-related exposure, such as career visits and the piloting of the job-shadowing scheme. For further development, such programmes could be extended to allow more students to benefit from the career visits and the job-shadowing scheme. To facilitate students' access to career information, the school may consider setting up a Career Corner.
- The school has actively tapped external resources to enhance student learning, support student development, and facilitate teacher development and parent education. The use of external resources has relieved teachers' workload and contributes much to the development of the school. Taking advantage of the network of the eight secondary schools under the same School Sponsoring Body, the Supervisors and Principals of these schools, including Wa Ying College, engage in experience sharing on a regular basis. The Alumni Association (AA) has provided strong support to the school, and is the school's major source of donations. Besides sponsoring scholarships, members of the AA actively contribute their experience and expertise as speakers in assemblies, workshops and sharing sessions on career development. They also provide their professional expertise in the repair and maintenance of the school premises. The PTA is well-run by enthusiastic parents and committed teachers, and serves well to enhance communication between the school and parents. The PTA provides generous support in such areas as students' service learning, scholarships, subsidies for students' activities and parent education. To sustain parental support for school development, parents of graduates are also welcome to join the PTA executive committee as 'Parent Advisors'. The Parent Volunteer Team, which consists of over 100 members, also serves well to mobilise parents as volunteers and maintain a good network among parents. Given the wealth of expertise and experience available among alumni and parents, ways could be found to further capitalise on this resource to enrich students' exposure and learning experiences related to their career planning.
- In line with the school's motto – 'We work together. We care. We serve.' there is a caring and co-operative culture in school, and the spirit of service is evident among students. Both students and teachers strive to uphold the school's traditions and

identify themselves strongly with the school, living by the principle of ‘Once a Wa Ying mate, a Wa Ying mate for life’. Peer relationships are harmonious, with a strong support network among students. They generally have a positive learning attitude and are serious about their studies. Mutual respect is evident among students as well as between students and teachers. Staff relationships are close and a culture of professional sharing is emerging. Parents and alumni care about, and actively support, school development. A strong sense of affiliation and belonging prevails among the teachers, students, parents and alumni.

2.4 Student Performance

- The students are courteous, considerate and self-disciplined. They hold positive values and are supportive of their peers, and senior students are willing to help their junior counterparts. They show great care and respect for their teachers and fellow students, and display a strong sense of affiliation to the school. Students are motivated to learn, committed to their studies and receptive to teachers’ guidance. They participate actively in various life-wide learning activities. Student leaders display a good sense of responsibility and are ready to collect views from fellow students and make recommendations to the school management for improvement. With students demonstrating strong interest and motivation in learning, they could be more systematically equipped with the skills and strategies for self-directed learning, and be given more opportunities to widen their exposure to global perspectives and issues.
- In the past three years, the percentages of students with 14 or more points in the best six subjects in the Hong Kong Certificate of Education Examination (HKCEE) were well above the territory averages for day-school students. In comparison with schools with similar S1 intake, the school performed satisfactorily in the HKCEE for the past three years and the performance met the expected level. In the Hong Kong Advanced Level Examination, the percentage of students in the school meeting the minimum admission requirements for local degree courses were well above the territory averages for day-school students over the past three years.
- Students demonstrate a strong interest in taking part in a wide range of academic, physical and aesthetic activities, and life-wide learning activities and competitions, within and outside school. Their performance in sports is particularly outstanding and the school achieved the 2nd runner-up position in the Bauhinia Bowl Award for Co-educational Schools in Hong Kong and Kowloon Region last year. Students also perform very well in music, debate and speech competitions, with numerous group and individual awards obtained. Some students also participated in various international science competitions and, because of their commendable performance, individual students were awarded different prizes.

3. Concluding Remarks

Wa Ying College provides good quality all-round education and, with its emphasis on values education, the school has developed a warm culture grounded in Christianity, and laid a firm foundation for developing students' positive values and attitudes. The school is capably led by committed school leaders who are supported by a hardworking and conscientious teaching staff. The school has cultivated a self-reflective culture among teachers. In general, they contribute their best efforts to working together for the school's development. In its pursuit of excellence, the school management has initiated curriculum and pedagogical change in line with the curriculum reform. A broad and balanced curriculum is offered through a good variety of academic subjects and co-curricular and extended learning experiences, which contribute strongly to students' all-round development. A whole-school approach, well implemented by various committees, has been adopted in the provision of support for student development, which helps to develop a close, caring and harmonious relationship among students and between teachers and students. Teachers are responsible, dedicated and supportive, and they have developed a good rapport with students and colleagues. Students are highly motivated in learning, well-mannered and disciplined, and are willing to collaborate and share their views with classmates. Student leaders are responsible and a strong peer relationship has been established. Students enjoy school life and have a strong sense of belonging to the school. The school has developed and benefited from a close partnership with parents, alumni, external agencies and schools under the same School Sponsoring Body. A range of external resources has been well utilised for supporting school development, enhancing teacher capacity and enriching students' learning experiences.

Building on its current strengths, the school could direct more attention and efforts to the following areas:

3.1 Streamlining school administrative structure and maximising the impact of SSE for continuous school development

- With sustained efforts made in reinforcing the SSE mechanism, the school development planning process has become more informed, open and participatory. There is room for streamlining the school administrative structure and the process of documentation and evaluation. To further enhance the impact of SSE for continuous development, the school could review and refine the current evaluation practices and success criteria to focus more on target-oriented evaluation of the overall effectiveness of its development priorities and the impact on student learning. More in-depth analysis of various sources of evaluation data could be conducted to inform subsequent review and planning.

3.2 Sustaining pedagogical change to make continuous improvements in learning and teaching

- To strengthen staff capacity for continuous curriculum development and pedagogical change, the school could explore how to forge a stronger link between collaborative lesson planning (CLP) and peer lesson observation (PLO), and conduct cross-KLA and cross-year level peer lesson observation to step up sharing of good practice. With the implementation

of the NSS curriculum, the foci of CLP and PLO could be on strategies for catering for learner diversity and promotion of classroom assessment for learning.

- At present, the pedagogy which supports and develops active and independent learning is found in some lessons. Students, on the whole, could be given more challenge to realise their full potential. To help promote independent learning, purposeful pre-lesson preparation tasks could be assigned more widely across the curriculum and could be further utilised to form a more integral part of the learning tasks. While active steps are being taken to initiate pedagogical change to promote interactive learning, there is a need to explore and adopt a repertoire of classroom strategies for addressing students' diverse learning needs and styles. There could be more use of classroom assessment strategies, in the form of effective questioning coupled with specific, formative feedback, and observation of student performance in learning tasks, to check their grasp and progress so as to inform the necessary adaptation of teaching strategies, pace and content.

4. Appendix

Appendix I

School Response

The school response on the draft ESR report received on 1st August 2011 is attached below:

華英中學 WA YING COLLEGE

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26th July, 2011

School Response to ESR Report

The school is thankful for the ESR team's positive remarks on our performance in the domains of management and organization, learning and teaching, student support and school ethos and student performance. It is undoubtedly a recognition of the concerted effort of the whole staff and all stakeholders in achieving the shared vision of providing quality all-round education to our students. We would strive to ensure these strengths could sustain.

During the process of ESR, we appreciated the hard work and professionalism demonstrated by every member of the team. Their constructive advice could enlighten the school in future development.

The following is our response to the concluding remarks:

1. Streamlining school administrative structure and maximizing the impact of SSE for continuous school development


For the school's own developmental needs and for meeting the new external requirements, a number of small units were set up in recent years to nurture more staff with administrative experience. These units had a clearly defined focus of work and were under the guidance of senior staff. As we observe that the objectives have been largely achieved and the work developed is sustained, we agree that these units can be integrated into the school administrative structure and the process of documentation can be streamlined.

Reviewing the development of our SSE, we believe the culture has been cultivated. To sustain the impact, our evaluation practice will focus more on the overall effectiveness of the development priorities and their impact on student learning. In-depth analysis on various sources of evaluation data will be conducted to inform subsequent review and planning.

2. Sustaining pedagogical change to make continuous improvements in learning and teaching

With the implementation of the NSS curriculum, the school has taken active

steps to initiate pedagogical change to promote assessment for learning and cater for learner diversity. Workshops and sharing of good practices were organized. Teachers' awareness and the strategies in these respects were strengthened. However, we do agree more could be done to sustain the change and make continuous improvement. The school management and subject departments would further investigate the specific suggestions made by the ESR team and explore ways to implement them.



Rev. YUEN Tin Yau
School Supervisor