

# **External School Review Report**

## **Hong Kong Taoist Association Tang Hin Memorial Secondary School**

**Address of School : Choi Yuen Estate, Sheung Shui, NT**

**External Review Period : on 3, 5, 6, 9 and 12 May 2011**

**Quality Assurance Division  
Education Bureau**

**October 2011**



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The Government of the Hong Kong  
Special Administrative Region (2011)**

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# 1. Introduction

## 1.1 External review methodology

- The previous Quality Assurance Inspection (QAI) was conducted at the school on 2 - 9 December 2002.
- The ESR team conducted the review on 3, 5, 6, 9 and 12 May 2011 to evaluate the school performance in school self-evaluation (SSE) and various domains.
- The ESR team employed the following methods to understand the situation of the school:
  - Scrutiny of documents and data provided by the school before and during the school visit;
  - Observation of 44 lessons taught by 44 teachers;
  - Observation of various school activities, including morning assemblies, reading periods, lunch time activities and project learning presentations by students;
  - Meetings and interviews with members of the Incorporated Management Committee (IMC), Principal, Vice Principal, panel chairpersons, heads of functional committees, teachers, school social worker, 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 judgment of the ESR team based on the information collected through the above-mentioned methods during the review period.

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

- Tang Hin Memorial Secondary School is an Estate Co-educational Secondary School founded by the Hong Kong Taoist Association in 1982. All subjects in the school are taught using English as the Medium of Instruction except Chinese Language, Chinese History, Putonghua, Chinese Literature, Life Education, Physical Education and senior form Liberal Studies.
- The school's mission is to provide, with devotion, an all-round education for its students, laying equal emphasis on five aspects of development: moral, intellectual, physical, social and aesthetic. It expects all its graduates to be leaders of tomorrow, each possessing profound knowledge and a noble character.
- In line with the school's mission, its current development priorities have been formulated with special emphasis on students' personal growth and cognitive

development. It has developed a personal growth programme to help students acquire holistic growth with a purpose in life. In the programme, positive moral values are cultivated through Life Education and monthly moral programmes. Students are also encouraged to participate in the five areas of the “Other Learning Experiences” programme, namely Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development, that join to ensure a favourable environment for a balanced, whole-person development. Through the running of extra-curricular activities, Outward Bound courses and leadership training courses, students are endowed with a greater sense of commitment and leadership. In response to the QAI report in 2003, the school has reviewed the arrangements of after-school extra-curricular activities to further provide for the all-round development of students through the informal curriculum.

- To pursue academic excellence, the school has devised an effective learning programme. It enhances students’ preparation for life-long learning and helps them to give full play to their academic potential. Through this programme, the school’s curriculum has been refined to prepare for the NSS. Effective teaching and learning strategies are employed to hone students’ thinking skills. Independent learning is promoted to develop students’ life-long learning skills. Various strategies are adopted to cater for students of diverse learning abilities and to help them explore their full academic potential.
- The class structure and number of students in 2010/2011 are as follows:

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Class	5	5	5	5	5	3	3	31
No. of students	180	191	205	199	182	98	83	1138

- Since the QAI in 2003, the school has improved its self-evaluation process and adopted the “ Planning-Implementation-Evaluation” cycle as a whole school routine practice. Working with the Incorporated Management Committee and teachers, the School Improvement Committee/ Executive Committee starts the whole process by planning major concerns with reference to the holistic review, the Strengths, Weaknesses, Opportunities and Threats (SWOT) analyses and the yearly comprehensive reviews of plans and reports. Student data obtained from various surveys such as the Stakeholders’ Survey, the Assessment Program for Affective and Social Outcomes (APASO), the school-based student survey, as well as analysis of data from examinations, the Territory-wide System Assessment (TSA), Schools Value-added Information System (SVAIS), etc. are carefully studied and applied in formulating the School Development Plan and Annual School Plans. Different suggestions are further discussed and final decisions made in the IMC meetings and staff meetings. Subject panels and functional units then formulate operational plans to go with the school’s major concerns. Panel and unit heads discuss frequently with their members and make timely adjustments to strategies and resources deployment. They regularly report work progress by submitting their minutes and reports to the School Principal. With such a mechanism, the school is able to pursue continuous improvement in concordance with the current education trends and students’ needs.

## 2. School Performance

### 2.1 Continuous Development of the School

- The school is dedicated to providing students with an all-round education. It has developed a personal growth programme and a learning programme to help students acquire holistic growth with a purpose in life, as well as to pursue academic excellence. With the concerted efforts put in by the school, students have attained very high academic achievements. They show confidence and good ability to learn. A caring, family-like and harmonious atmosphere in the campus is also successfully cultivated. Students enjoy their school life and are very proud of being a “Tanghinian”.
- Since the conduct of the previous QA inspection, the school has followed up the recommendations of the QAI report (2003) to further strengthen its SSE mechanism and to provide a good range of extra-curricular activities (ECA) for students’ all-round development. The school attaches importance to SSE for continuous improvement and SSE has been in good progress for some years. Annual SSE at school level is conducted with appropriate analysis of, and reference to, evaluation results obtained from various subject departments, functional groups and different stakeholders, including students and parents. A whole-school approach to SSE is led by the Executive Committee (EC) with active participation of various subject departments and functional groups.
- The school is committed to developing a caring environment for its students. The 2009-12 school development plan (SDP) is clear and it appropriately addresses students’ needs. The two major concerns of both the SDP and annual plan (AP) stress the all round development of students, with key tasks covered under (i) a personal growth programme and (ii) an effective learning programme. The major concerns of the SDP are geared to the developmental needs of the students. In formulating the current SDP, a holistic review of the effectiveness of the previous SDP had been strategically conducted to evaluate the work on the major concerns, as well as the four domains of school work, where strengths and areas for improvement were identified to inform planning.
- While most of the key tasks under the ‘personal growth programme’ and ‘effective learning programme’ are implemented at all levels, covering various programmes and subject developments, the success criteria could be focused more on the development priorities, such as catering for students’ learning abilities, to enable various subject departments / committees to formulate strategic programme plans for implementation. Clearer and specific success criteria would help assess, more concisely, achievement of the annual targets at school level. Most subject / committee plans align with the school’s major concerns and policy. Mid-year and annual reviews are also, rightly, conducted for reflection and improvement.
- The IMC has a clear vision for the school’s development. Members of the IMC, including a former principal of the school, are devoted to promoting and sustaining a caring attitude and to enhancing students’ learning effectiveness.

Members are very familiar with the progress of the school in achieving its targets and aspirations. They trust the Principal and the school staff and are very proud of their students' achievements, including in both academic and non-academic performance.

- The Principal is a very dedicated and experienced professional. He has set a clear direction that guides school development and he supports the curriculum reforms and implements initiatives for the all-round development of students through the formal and informal curricula. He sees the need to sustain students' all round development by implementing various support programmes. The Principal leads and coordinates various subject departments and committees towards school annual targets, and strong leadership is evident.
- Both the Vice-principal (VP) and the Assistant Principal (AP) are capable of assisting the Principal in implementing various tasks for school development. Being experienced, and with professional knowledge, they are clear about school targets and effectively lead middle managers in formulating appropriate programme plans that support school development. The middle managers can also lead subject departments and functional groups' development with good collaboration among them. Common time slots are set for the Executive Committee members to facilitate the conduct of meetings to address issues and to further align tasks among departments and committees in a timely fashion. A very good team spirit, with a shared vision for school development, is evident.
- The staff development programmes, including 'Catering for learning diversity' and 'What makes a good lesson', are geared to the the development needs of the school. Teachers are encouraged to take part in peer lesson observation, to share ideas for professional development and for reflection. The school has a fair staff appraisal system, with suitable involvement of the VP, AP and the middle managers. The school could make further use of the data collected from teachers' self-evaluation and the appraisal system with reference to its major concerns. This would allow it to strategically plan measures that support the continuous professional development of teachers to support school development.

## **2.2 Learning and Teaching**

- Curriculum planning is in line with the curriculum reform goals and the school mission. The school aims to offer a broad and balanced curriculum to provide an all-round education for the students, with emphasis on moral, intellectual, physical, social and aesthetic development. Students at the junior secondary (JS) level are encouraged to participate in community service. They are required to play one kind of musical instrument and to join the ECA. Good effort has been made in offering a wide range of life-wide-learning activities in S1-S6 to extend students' learning experiences, broaden their horizons and develop their potential in various aspects. To pave the way for the study of Liberal Studies (LS) at the senior secondary (SS) level, a school-based LS curriculum is offered at the JS level to help students prepare for the LS subject in SS classes.



- To develop an effective learning programme that enhances students' preparation for life-long learning and to help students develop their full academic potential, is one of the major concerns of the school. The school suitably reviews the JS curriculum to prepare students for studying at the SS level. In some subject panels, teachers in the SS classes are, rightly, deployed to take up some JS classes to better understand the performance of students. As most of the students are competent learners, the school has introduced part of the SS curriculum at S3 to prepare students to study the related elective subjects at the SS level. In this connection, the school needs to closely monitor the performance of students and to make necessary adjustments to the JS school-based curriculum, if appropriate, to ensure that the students have acquired adequate prior knowledge and skills in the selected topics.
- Strengthening students' self-learning skills is another measure to address the major concerns. Project learning is introduced to accustom students to the process of knowledge construction and to develop their independent learning skills. Cross key learning areas (KLA) and subject-based project learning are aptly assigned for students to develop their inquiry and analytical skills systematically. Opportunities are given for S3 students to foster their ability to apply knowledge across disciplines in conducting project learning. Presentation Day is held for all S3 students to present their learning outcomes, which are also displayed on campus TV for other students' learning. The arrangement of project learning across levels is appropriate and suitable for students' learning needs. The school, however, could make further use of project learning to help students to better achieve the various learning goals in the different KLA at the JS level, such as Personal, Social and Humanities, and Technology Education.
- To enhance students' ability to use English as the medium of instruction (MOI), adequate support has been provided, including a summer bridging programme, designed by English teachers, to help new S1 students adapt to an English learning environment. Daily classroom language and phonics teaching are embedded in the programme. To help students further enhance their language ability, bridging programmes organised by teachers of individual KLA are purposely conducted at the beginning of the school year. To create an English learning environment, a good range of activities to promote the use of English outside the classroom is organised, including English week and public speaking activities. Students show confidence and good ability to learn and communicate with peers and teachers in English. A favourable English learning environment is established.
- Concerted efforts have been made to plan and implement the New Senior Secondary (NSS) Curriculum. The school has provided reasonable subject choices and combinations which are able to meet most students' preferences and abilities. Japanese, as an elective language subject, is also offered to interested students. Proper arrangements have been made in the areas of Other Learning Experiences (OLE) and Student Learning Profile (SLP). In respect of the OLE, strategic planning has been undertaken by the school to provide students with adequate learning experiences in aesthetic and physical development and moral and civic education. Sufficient opportunities are provided for students to take part in community service and to acquire career-related experience. The development of the SLP has been in steady progress to

record students' learning experience and achievement in both academic and non-academic pursuits. The school has been giving appropriate guidance to students on writing reflection, laying the foundation for the use of a reflection-oriented approach.

- The school places strong emphasis on catering for learner diversity. Additional teaching staff and assistants have been employed to implement remedial measures and assist teachers in designing learning and teaching materials. A range of strategies is adopted to cater for the needs of the less able students. Remedial lessons, after school or on Saturdays, are devised according to students' learning needs. The efforts made to implement the support measures are commendable. To further enhance the effectiveness of the teaching strategies for catering for learner diversity, professional sharing and discussion among teachers could be focused more on the implementation strategies at classroom level. Encouragement is also, rightly, given to students to excel by joining various enhancement/training programmes and participating in inter-school or international competitions. Students have achieved very good results in the competitions.
- The school has made good effort in promoting reading to learn. Subject panels have formulated subject-based reading plans, including reading activities and evaluation method. Different measures, such as inter-class reading competitions, academic talks and book exhibitions, are aptly organised to cultivate a reading atmosphere. The school's publications, such as anthologies, have provided a good platform for students to share their literary works. Students, generally, show a strong interest in reading. The library staff collaborates closely with different subjects to promote reading to learn, for instance, supporting the LS subject by preparing related course materials and implementing a pilot reading scheme with some other subjects. In addition, students are, rightly, encouraged to read online articles and finish the related quizzes.
- The Studies Unit plays a coordinating role in school-based curriculum development. Curriculum management at both school and subject levels is smooth. The Studies Unit properly coordinates the implementation of various curriculum initiatives, which are fully explained in meetings and clearly specified in guidelines and procedures. Most subject plans align with the school's major concerns and policy. Collaborative lesson planning is conducted in some subjects and curriculum resources are also properly uploaded onto the e-platform for sharing among panels. Monitoring mechanisms, such as exercise book inspection, lesson observation, mid-year and year-end evaluations, are in place and implemented smoothly and effectively.
- The school assessment policy stresses 'Assessment for Learning' as an integral part of the learning, teaching and assessment cycle. Continuous assessment and term-end assessment are used to monitor students' learning progress. Diversified assessment modes, including verbal questioning, observation of student's behaviour and performance in homework, quizzes, tests and examinations are suitably adopted to assess students' progress in acquiring skills and knowledge. Assessment data are analysed and students' strengths and weaknesses, identified in the subject panel meetings, are clearly stated in the marker's report to inform the planning of follow-up measures.

After assessment, students are encouraged to suggest how they could improve their own work with reference to specific targets, helping them to know and recognise clearly the targets they are pursuing. The samples of assignments scrutinised have clear and appropriate learning objectives. Besides teachers' assessment, some assignments introduce self, peer and parent assessment, with clear rubrics to help students reflect on their learning and to improve through feedback from different perspectives. The project assignment provides ample room for students to develop their creativity, inquiry and collaboration skills. Moreover, opportunities are provided for students to apply information technology (IT) in learning appropriately. On the whole, students have the ability to apply subject knowledge and use IT as a tool to complete their assignments.

- Teachers are friendly and approachable. They have built a good rapport with students and maintain a positive learning atmosphere in the classroom. Most teachers demonstrate good knowledge of their subjects and display a serious attitude towards their classroom teaching. They are fluent in using English as the medium of instruction and can use plain words to explain abstract concepts and subtle ideas clearly. Lessons are, in general, well prepared with clear objectives and substantial content. Teachers' presentations are clear and well-sequenced. In most lessons, opportunities are provided for students to practise what they have newly learnt during the period. Also, most teachers summarise the learning content or conclude the lesson with reference to the learning objectives. However, for the concluding remarks to be effective for consolidation of students' learning, sufficient lesson time should be reserved for the purpose.
- In the highly effective lessons, teachers play a facilitator's role to scaffold students' learning, instead of directly teaching the content. They employ a series of guiding questions and effective prompting to provoke students' thinking. With teachers' encouragement and facilitation, students freely share their views and construct their own knowledge and understanding. A number of teachers explicitly invite students to give answers. They use 'why and how' questions to help students construct and consolidate their learning. They encourage students to express ideas in their own words and allow enough time for students' thinking.
- Students are pleasant and highly attentive to teachers' instructions in class. They show a responsible attitude towards their learning and most of them demonstrate good mastery of basic learning strategies. They take notes independently and highlight key points on text. It is also evident that they have formed the habit of pre-lesson preparation. With good communication skills, they convey ideas fluently in various subjects, with confidence and competence. They are active in responding to teachers and are ready to share their views openly with their classmates. When learning activities are arranged, students become actively involved in discussion. They are receptive to teachers' feedback. Given students' active learning attitude and high potential, teachers could further encourage them to raise questions or take initiative to bring ideas into the classroom so that their critical thinking and reflective learning skills can be further developed.
- With regard to catering for learning diversity in the classroom, some teachers purposely walk around the class to identify common mistakes or

misconceptions on the part of students. They give timely and specific feedback for improvement and provide guidance and support to individual students. Some other teachers ask for answers widely across the classroom so that students of different ability levels can be involved in demonstrating their learning. These are practical strategies that augment the effectiveness of learning and could be extended to other classrooms. Moreover, teachers may further explore diverse strategies, such as organising collaborative learning among students or providing graded tasks, so that the needs of students of different learning styles and abilities could be well catered for.

### **2.3 Student Support and School Ethos**

- Overall planning of the student support work is clearly guided by the school mission and vision. The school attaches great importance to providing students with an all-round education and puts commendable efforts into providing resources for the development of student support services. Programmes in different aspects have been collaboratively devised by the various student support units. With solid experiences in student support, coordinators of the support units closely monitor the related services. The evaluation outcomes of various sources, including the stakeholders' survey, the Assessment Program for Affective and Social Outcomes (APASO) and teacher observation, are appropriately employed to identify students' developmental needs. Review is aptly focusing on the effectiveness of the programmes concerned, with specific suggestions given.
- One of the major concerns in the current school development cycle is to develop a personal growth programme by providing a well-balanced, all-round educational programme that fosters students' holistic growth, with a purpose in life. One focus is to develop students' moral values and positive attitudes. The school adopts a whole-school approach which addresses the needs of students. To prepare junior form students for the changes, a school-based Life Education curriculum, combining the four elements of cognition, emotion, will and behaviour is aptly formulated. It is commendable that discussion of social issues and youth problems, morality-linked reading and an "Exemplary Conduct Actualization Scheme" have also been introduced. These activities are well employed to nurture students' moral values and positive attitudes. To support the monthly moral theme, a comprehensive morality programme is implemented throughout the year, with elements of moral, civic and health education integrated and supported by related activities such as morning speech, weekly assembly and form-teacher periods. It is commendable that every student has the opportunity to share his/her feeling and writes in "My Learning Journal" about the moral theme. With useful feedback given by form teachers, effective communication and solid relationships between teachers and students is built up.
- There are ample opportunities provided for students to participate in a wide range of activities to meet their diverse needs and interests. A comprehensive co-curricular programme, with integration of OLE, is implemented in S1 to S6 to help build a solid foundation for whole-person development. A balanced

variety of ECA is effectively planned, run and coordinated, including “Life Wide Learning Day” and various outbound activities. “One Life, One Art” is implemented for S1 students and, under this scheme, every student should learn one musical instrument. The school introduces community service through, for example, the highly appreciated “Elderly Academy” and the Social Service Team, in which students acquire different learning strategies through participating in community service, such that their sense of responsibility is further enhanced.

- To ensure that every student participates in ECA and service, an effective “Point System” is developed to monitor their attendance and performance and all junior form students are required to achieve the minimum requirement as one of the promotion criteria. To develop students’ global outlook, the school organises overseas visits, joint-school functions and enters students into local and overseas competitions to enable them to get in touch with their counterparts within and beyond the territory. The school adopts a positive approach to encourage and recognise students’ achievement in different aspects. With the launch of the “Good Students’ Award Scheme” and “Good Conduct Scheme”, students are encouraged to strive for excellence and to accomplish their targets.
- The school is concerned about students’ specific needs. A comprehensive range of support measures is adopted, including the Big Brothers and Sisters Scheme and the after-school support programme “Teen Power”, which are smoothly implemented to help students at S1 and S2. The programmes are effective in supporting learning and helping students adapt to their school life. Every year, discipline, counselling and class teachers and the school social worker meet regularly to exchange views on students’ performance. Appropriate attention and support, such as tutorial classes and individual counselling, are given to students who need it. The outcomes are positive and satisfactory.
- The school places strong emphasis on developing students’ leadership potential. Various kinds of ECA and leadership training are effectively planned and coordinated to cultivate leadership. The Students’ Union (SU), Prefect Team, Houses and clubs, contribute significantly to running large scale activities and take a leading role to offer training to junior schoolmates. Student leaders’ performance is assessed by the teachers-in-charge and, at the end of each school year, prizes are awarded to students with satisfactory performance. Their consistent hard work and effort are recognised. Through organising school activities, student leaders’ leadership skill and working attitude can be sharpened. The Student Mentorship Scheme serves the purpose of providing opportunities for senior students to give guidance to S1 schoolmates and to cultivate a caring school culture through regular lunch gathering and contact. Student leaders demonstrate good leadership attributes and serve as role models for their junior counterparts. The school respects student voice and the SU takes the responsibility to collect schoolmates’ views and post them on the “Voice Board” for feedback to the school management.
- The school is also devoted to cultivating a healthy lifestyle among students. A range of relevant activities, with elements of anti-drug, sex education and healthy living, has been organised. Students are well informed and prepared for adulthood. Building on the existing practices and reintegrating existing

resources, the school could consider formulating a healthy school policy with the element of developing a management and organisation system for coordinating health matters.

- The Careers Unit organises a wide range of programmes for students from different levels, with basic information related to their further studies and careers. The senior curriculum structure is introduced to S3 students. It is commendable that structured activities have also been planned to raise students' awareness of career planning at S1 and S2. For senior form students, there are career visits and talks to facilitate goal setting in academic and career related fields. To allow students to know more about their future career, a booklet entitled "Compass", with information gathered by students, is distributed to all students for reference. A mentorship programme, which has been running for several years, is strongly supported by the Alumni Association. To provide guidance for student learning under the NSS Curriculum, the programme has been extended to S4 since last year. Mentors and mentees build up a close relationship through regular contact. This programme has proven useful in preparing students for the world of work and helping them make proper choices in relation to their future careers.
- The school attaches great importance to home-school co-operation and treasures parents as supportive partners. Diverse channels, such as school circulars, the school website, newsletters and parent-teacher interviews, are in place to facilitate communication between parents and the school. Parents' views are respected and promptly responded to. Parents trust the school and support its direction of development. They highly appreciate the school ethos and caring attitude of the school staff. The chairperson of the Parent Teacher Association (PTA), who plays an active role in a variety of educational and recreational activities, also serves as an IMC member and is involved in school policy making. The PTA is able to serve as a link between parents and the school.
- The school maintains strong links with external organisations to tap resources for supporting school development. A wide range of learning experiences and cultural exchanges is arranged to support students' all-round personal growth. These include community service, visits to mainland schools and corporate companies, as well as foreign countries. Both the alumni and the PTA are very supportive of the school and they actively participate in school functions and programmes, whenever appropriate.
- The school has cultivated a caring, family-like and harmonious atmosphere on the campus. The environment is comfortable and students love to stay in the school. Students have a strong sense of belonging, enjoy their school life and get along well with each other. They are very proud of being a "Tanghinian". Teachers have very good rapport with students. They make every effort in developing students into "leaders of tomorrow" and strive to provide whole-person education. Teachers are dedicated to their profession and value professional sharing. Through peer lesson observation and collaborative lesson planning, the culture of a learning organisation is taking shape. An open and supportive working relationship is maintained among school staff and they display a strong team spirit. They identify strongly with the school's vision and mission.

## 2.4 Student Performance

- Students are diligent, amiable and cooperative. They are humble, polite and self-disciplined. They are very respectful to their teachers and friendly with each other. Students actively take part in ECA and school activities, are very attentive and display a serious learning attitude. They possess self-confidence and self-esteem. Senior form students get along well with their juniors. Mutual understanding, respect and friendship have grown among them. Student leaders are highly responsible, show good leadership and serve as good role models for their junior counterparts.
- 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 very well in the HKCEE for the last three years and the performance significantly exceeds the expected level. The sixth form students have been performing successfully in the Hong Kong Advanced Level Examination. Over the past three years, all students in the school met the minimum admission requirements for local degree courses.
- Students participate actively in a wide range of co-curricular activities. They are also willing to join volunteer work to serve the community and display good spirit in serving others, both in school and in the community. They participate well in inter-school and regional competitions in the academic, cultural and sports areas. They have achieved outstanding performance and obtained group and individual awards in music, athletic and dance events. The school particularly excels in rope-skipping. The school team won the championship in an international event held in the United Kingdom in 2010.

### 3. Concluding Remarks

The school has set clear targets for its development and has successfully cultivated a caring and good learning environment for students. The major areas of concern, aimed at enhancing students' language skills and furthering their all-round development, are being implemented by all subject departments and committees. With the sustained efforts of all staff members, the school has made good progress in developing students' ability to communicate confidently and effectively in both English and Chinese. Students show a responsible attitude in learning and their academic performance is outstanding. They respect teachers and enjoy their school life. Students are very proud of being a "Tanghinian" and they have a strong sense of belonging. Teachers have a good relationship with students and they put concerted efforts into developing students as "leaders of tomorrow". Teachers are dedicated to their profession and are keen on professional development. An open and supportive working relationship is maintained, displaying a strong team spirit among the staff.

For further advancement in the provision of quality education, the school is recommended to give due consideration to the improvement targets below:

#### 3.1 Enhancing the Effectiveness of Learning and Teaching

- As most students have good academic abilities and a very positive learning attitude, teachers could further encourage them to raise questions or initiate ideas in classroom learning to further challenge them and develop their critical thinking and reflective learning skills. Teachers could also explore more diverse strategies, such as organising collaborative learning among students and providing graded tasks, so that students of different learning styles and abilities are well catered for.



## 4. Appendices

### Appendix I

#### Overall Performance in Classroom Learning and Teaching

No. of Lessons Observed	Overall Performance in Classroom Learning and Teaching			
	Excellent	Good	Acceptable	Unsatisfactory
44	11%	55%	34%	0%

## School Response

The school response on the draft ESR report was received on 26 October 2011 and the original text was incorporated as follows.



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21<sup>st</sup> October, 2011.

#### School Response to the Draft ESR Report

The staff of the school are thankful to all members of the External School Review (ESR) Team for their visits to the school on 3, 5, 6, 9 and 12 May 2011. We are delighted that the following strengths, among many other good practices in the review report, have been recognized:

- We are dedicated to providing students with an all-round education. The personal growth programme and effective learning programme help students acquire holistic growth with a purpose in life, as well as pursue academic excellence. With the concerted efforts put in by the staff, students have behaved well and attained very high academic achievements.
- The IMC members are devoted to promoting and sustaining a caring attitude and to enhancing students' learning effectiveness. The Principal, Vice Principals and Executive Committee Members are dedicated and experienced professionals. They meet every cycle to address issues and to align tasks among departments and committees. An open and supportive working relationship is maintained, displaying a strong team spirit among the staff.
- Our school offers a broad and balanced curriculum to provide an all-round education for the students. Good efforts have been made in offering a wide range of life-wide-learning activities to extend students' experiences, broaden their horizons and develop their potential in various aspects. We also offer opportunities for Junior Secondary Students to foster their ability to apply knowledge across disciplines through conducting project learning. Concerted efforts have been made to plan and implement the New Senior Secondary Curriculum. We have provided reasonable subject choices and combinations which are able to meet most students' preferences and abilities. We have provided adequate learning experiences in various fields of Other Learning Experiences.
- A favourable English learning environment has been cultivated through sustained effort. Students show confidence and good ability to learn and communicate with peers and teachers in English.
- The teachers have built a good rapport with students and maintain a positive learning atmosphere in the classrooms. Most teachers demonstrate good subject knowledge and a serious attitude towards their teaching. The students are highly attentive and pleasant.



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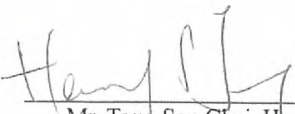
- A reading culture is effectively promoted in the school to nurture students' reading habit.
- Our school places strong emphasis on catering for learner diversity.
- Our school provides resources for the development of student support services. Our moral programmes are designed to address the needs of students. Every student has the opportunity to share his/ her feelings and writes in "My Learning Journal" about the moral theme.
- We have cultivated a caring, family-like and harmonious atmosphere on the campus. Students have a strong sense of belonging, enjoy their school life and get along well with each other. They are very proud of being a "Tanghinian".
- Students are diligent, amiable and cooperative. They are humble, polite and self-disciplined. They have good performance in both academic and non-academic areas.

Notwithstanding the strengths already accredited to the school, we are keen to improve further and will adopt a proactive approach to pursue advancements in the following aspects:

- Self-paced on-line graded exercises will be developed in this academic year to more efficiently cater for learner diversity.
- Teachers will encourage students to raise questions and play a more active role in learning.

We treasure the experiences gained through the ESR and look forward to receiving the Final Report. In the days to come, we shall endeavour to implement policies in response to all the professional advice and recommendations to keep the school forging ahead.



  
Mr. Tong Sau Chai, Henry  
Acting School Supervisor