

Inspection Report

HKTA Tang Hin Memorial Secondary School

**Address of School : Choi Yuen Estate, Sheung Shiu, NT
Inspection Period : 2 to 9 December 2002**

**Quality Assurance Division
Education and Manpower Bureau
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Parents may contact the school for the full inspection report with appendices

**Education and Manpower Bureau
The Government of the Hong Kong
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1. Introduction

1.1 School Mission

The school states its mission as follows:

“To provide, with devotion, an all-round education laying equal emphasis on its five aspects: moral, academic, physical, social and aesthetic. We expect all our graduates to be leaders of tomorrow, each possessing profound knowledge and a noble character.”

(School Profile 2002/03)

The school is committed to the full provisions of an all-round education for its students in the following directions:

- To cultivate a positive attitude towards life.
- To develop their potential talent to the full.
- To foster one art for life.
- To nurture the spirit to serve the community.

1.2 Basic Information about the School

- The school is a subsidized co-educational secondary school and is sponsored by the Hong Kong Taoist Association. The school celebrated its 20th Anniversary in the previous school year (i.e. 2001/02).
- The school takes up an area of 5,400 metres. It consists of 27 classrooms, 3 staff rooms, 3 computer rooms, 4 laboratories, a Multi-media Learning Centre, a Multi-media library, a Geography room, a Home Economics room, a Needlework room, a Music room, a Design & Technology Creative Centre, an Art room, a Resource Centre and 2 Computer Centres for teachers, a centre for Parent-Teacher Association, an Activity Centre, an Art Gallery, a Conference Room and a Counselling Room. There are also a school hall, a covered playground, 3 open playgrounds, a tuck shop and a garden in Chinese style with grotto fountain and fishpond. The school is air-conditioned, and is well-decorated with Chinese couplets and sayings of the Chinese sages.

- The school adopts English as the medium of instruction except for Chinese Language, Chinese History, Chinese Literature, Putonghua, Life Education and Physical Education.
- In the 2002/03 school year, there are 29 classes with 1149 students. Details are as follows:

| Level | S1 | S2 | S3 | S4 | S5 | S6 | S7 | Total |
|-----------------|-----|-----|-----|-----|-----|----|----|-------|
| No. of Classes | 5 | 5 | 5 | 5 | 5 | 2 | 2 | 29 |
| Total Enrolment | 213 | 213 | 210 | 209 | 182 | 67 | 55 | 1149 |

- With 56 members on the teaching staff (including the principal), the teacher-student ratio is 1:21. There are 27 members on the non-teaching staff.

1.3 Inspection Methodology

- The inspection took place from 2 to 9 December 2002. Twelve inspectors, together with a lay member, conducted various activities to gather information about the school.

Before the actual inspection, the team:

- scrutinized documents provided by the school and relevant information available from various sections of the Education Department;
- paid a preparatory visit to the school on 15 November 2002 to meet members of the School Management Committee, and to present and clarify issues regarding the quality assurance inspection framework and processes to the teaching staff;
- held a meeting with parents on the evening of 15 November 2002 to solicit their views on the school. The meeting, to which all parents were invited, was attended by 27 parents; and
- issued pre-inspection questionnaires to all members of the teaching and non-teaching staff, as well as to a random sample of 145 parents and students to collect their views. The response rates were 72%, 70%, 67% and 66% respectively.

During the inspection:

- 49 lessons taught by 43 teachers were observed. These lessons were from S1 to S7. The following subjects under the 8 Key Learning Areas were inspected:

| KLA | Chi. Lang Ed. | Eng. Lang. Ed. | Maths. Ed. | P.S.H. Ed. | Sci. Ed. | Tech. Ed. | Arts Ed. | P.E. |
|---------------------------|--|------------------------------------|---|-------------------|-------------------------------|---------------------------------------|-----------------|--------------------|
| Subjects Inspected | Chinese Language Chinese Language & Culture | English Language Use of English | Mathematics Pure Mathematics Additional Mathematics | Economics | Science Physics Biology | Computer Literacy Computer Studies | Music | Physical Education |

- In addition, three Life Education lessons were observed to get a general impression of how the related school-based curriculum was implemented at classroom level.
- Formal and informal meetings were conducted. Interviews and discussions were held with the school management (namely, members of the Executive Committee, the principal, vice-principal), members of different units and committees, students, parents, teachers, the school social worker, clerical staff and janitors.
- Samples of students' work (2002-2003) and examination papers (2001-2002) were scrutinized.
- Students' activities were observed.

2. Management and Organisation

2.1 Planning and Administration

- The school organization structure was well established and was in line with the aims and development of the school. In addition to one vice-principal, the Executive Committee (EC) was formed under the principal to discharge various teaching and non-teaching duties. The EC comprising the principal, vice-principal and unit chiefs of the Studies Unit, Examination Unit, Discipline Unit, Counselling Unit, Extra-curricular Activities Unit and General Affairs Unit held regular meetings to formulate various school-based teaching as well as administrative policies and monitor their implementation.
- The objectives and role of the School Management Committee (SMC), and the responsibilities of its members were clear. The SMC had formulated the mission statement and goals of the school. It also showed concern about the revision of its composition. There was a plan to expand membership of the SMC to include teacher, parent, alumni and community members on the one hand, and enable the SMC to play a more significant role in leading the school in its continuous development on the other.
- The school vision and mission were well documented and conveyed fully to all staff, parents, students and the public. Both long-term and short-term school goals set by the school were specific and practicable, and aligned with its mission statement as well as the aims of education in Hong Kong. The targeted development at school level was clearly indicated by the major concerns of the year as stipulated in the school's annual plan. Special task units/committees were usually formed to take charge of such development tasks. At present, most units and subject panels formulated their individual programme plans with clear objectives and detailed implementation plans. However, more effort was needed to bring related plans in alignment with the school's major concerns and initiatives in which whole-school participation was deemed essential.
- On the whole, school administration operated smoothly.

The Crisis Management Team was responsible for handling crisis situations. General principles and operational procedures were formulated explicitly to enable better preparation and clear delineation of work for handling unexpected crises. The school was well aware of the importance of evaluating crisis management, and ruled that such cases should be reviewed as soon as possible in staff meetings. The school also attached importance to fire drills and laboratory safety. The Discipline Unit prepared clear instructions, escape routes and record forms concerning the conduct of fire drills. The Safety Committee was responsible for all matters relating to safety in the laboratories. The school filing system set up and maintained by the school clerks enabled the systematic storage of and easy access to school documents, records and circulars. Besides, the School Administration and Management System (SAMS) was effectively used to support routine school administration work.

- The ‘Teachers’ Handbook’ and the ‘Administration Procedural Guide’ provided clear guidelines on various teaching and non-teaching duties, and the code of conduct for teachers. The duties and responsibilities of all units, subject panels and committees were explicitly prescribed. School rules and regulations were clearly written. Students and parents were well informed.

2.2 Professional Leadership

- The SMC was very concerned about the school. Its members fully supported the school and were well aware of the school’s operation through monthly school profiles submitted by the school, and attending SMC meetings and major school events. With better communication on school development with the staff, the SMC should be able to lead the school even more effectively in its continuous development process.
- The principal was properly trained, very experienced and conversant with current education changes. He had served as the school principal since the establishment of the school 20 years ago and fully understood his staff. He was the main decision-maker and played a key role in developing the school into one of the most outstanding schools in the district. He was very knowledgeable about

what was happening in the school. He closely monitored student learning outcomes as well as teachers' teaching performance in assuring the quality of education. He was very concerned about the provision of moral and civic education to students. As the Chairman of the Secondary School Heads Association of North District (SSHAND) and a District Council member, the principal was actively involved in the North District education network and was very familiar with the local community. He had tapped resources for various school improvement work and encouraged students to serve the community.

- The principal was effectively supported by the vice-principal and the EC. The vice-principal was trained, experienced and possessed the knowledge and skills in coordinating the units and committees under his charge. He assisted the principal proactively, and was leading some major developments regarding school administration and the curriculum reform. He was always ready to provide guidance and support to his colleagues. During regular meetings, the EC members not only assisted the principal in formulating and monitoring various school-based policies, but also reported on progress of work in various aspects to enable the principal to have the routine operation of the school well under his control.
- Most of the middle managers (i.e. subject panel chairpersons and unit/committee chiefs) were experienced and had a good grasp of professional knowledge. They were aware of changes in education. However, they should encourage more open discussions amongst staff on the school's developmental priorities and the strategies for change in order to enhance ownership and sustain the good team spirit that had been developed amongst staff. In return, staff should take initiative and participate actively in school development work for the benefit of students. On the whole, staff were satisfied with the working relationship with the school management and the middle managers.

2.3 Staff Management

- In general, teaching and non-teaching duties were distributed to teachers according to their qualifications, experience, ranks, abilities, subject training and other

professional training. The workload and allocation of duties were in general acceptable to teachers. Before the start of a school year, the principal distributed a 'staff consultation form' to teachers to gauge their preferences for teaching, administrative and extra-curricular activities duties. Besides, the principal requested unit chiefs and panel chairpersons to submit manpower plans for his consideration. He was able to prepare the staff duty list for the coming school year before the end of the current school year. This allowed teachers ample time to prepare for work assigned for the new school year. The duties and responsibilities among teachers were clearly defined, and those of the non-teaching staff were distributed systematically and fairly.

- One vice-principal post was vacant currently, the administrative duties and responsibilities of which were taken up temporarily and smoothly by some senior staff. Furthermore, the efficient preparation for and successful completion of major school events and occasions such as the '20th Anniversary' clearly reflected that the school could deploy staff flexibly and appropriately according to needs.
- The Staff Development Unit (SDU) was responsible for the purchase of staff development reference books and arrangement of seminars and talks on staff development days. Seminars on the compilation of annual plans and annual reports as well as on Quality Assurance Inspection were, for instance, successfully organized in the previous years. Records of staff participation in seminars, workshops and training courses were kept properly by the SDU. To bring about more effective implementation of whole-school targets, annual staff development plans should be formulated to meet the developmental needs of the school and staff.
- The school supported staff development, and provided training allowance annually. Staff development programmes were organized for all teachers to acquire relevant skills in IT implementation. Teachers, panel chairpersons in particular, were expected to attend related CDC curriculum reform seminars. Besides, teachers concerned were expected to organize internal sharing sessions after attending training events.

- The teacher appraisal system was developed by the School-based Management Unit. The appraisal procedures were stipulated in both the 'Administration Procedural Guide' and 'Teachers' Handbook'. Observation and inspection forms were designed to reflect and report on staff's strengths and areas for improvement. However, there was no clear indication of the relationship among staff appraisal, staff development and staff promotion in either the 'Administration Procedural Guide' or 'Teachers' Handbook'.

2.4 Planning & Management of Resources

Financial Management

- Clear and systematic procedures were in place for the planning and administration regarding the use of financial resources. Subject panels and units/committees were able to adopt a programme budgeting approach in financial management and submitted their budget proposals that were included in the annual plans. The EC and the principal vetted and approved the budget plans before submission to the SMC for endorsement.
- Funds were allocated appropriately to meet the needs of units and subjects to run the scheduled learning activities and procure teaching resources. Flexibility in managing financial resources was given and if needed, the school would provide additional funding for units and subject panels.
- Financial resources were properly monitored. Records of incomes and expenditures were systematically kept by the school accounts clerk and monthly reports had to be submitted to the SMC for endorsement. An annual financial statement was attached in the school annual report to keep key stakeholders informed.
- The school made use of a staff development day to introduce to staff the nature and the use of different types of grants to heighten staff's awareness about financial budgeting.
- The school made proper use of the Capacity Enhancement Grant (CEG) to hire tutors and to offer supplementary classes for students. It also succeeded in bidding funds

from the Quality Education Fund (QEF) to run worthy projects, such as the Tai Po District and North District Secondary Schools Net project, to raise the quality of school education. More participation in discussing the use of CEG among teachers should be encouraged.

- The twenty-year old school building was in good condition as maintenance was conducted regularly and emergency repairs were carried out when needed. Under the School Improvement Project (SIP), extra rooms and space were provided in the recent years. Teachers were provided with good-sized cabinets, which walled the corridor outside the staff rooms on the ground floor for storing students' exercise books.
- The school had a good desire to cultivate a pervasive IT culture and put in good effort and resources to facilitate teaching and learning activities. The overall provision of IT facilities in the school was good. An extensive infrastructure was set up, which included establishing a Multi-media Language Centre (MMLC) and several computer rooms, installing a Local Area Network (LAN), and creating an intranet and procuring LCD projectors. Network nodes were installed in all staff rooms, the library and the school corridors. Computer stations were installed in the corridors for students' access during recess, lunch hours and after school.
- Plants, trees and especially the flower garden in Chinese style had created a pleasant environment for study and leisure. The school was clean and space was well utilized. The school was well-decorated with Chinese couplets and sayings of the Chinese sages. Besides, walls on each floor were used for display of students' artwork in recognition of their efforts and artistic flair.
- The organization and management of library resources was good. The newly acquired computerized system had simplified the procedure for books borrowing, and time was saved. The programme plan for the library set out clearly its annual objectives, budget, and various subject related activities, such as reading scheme awards, to foster students' interest in reading. The library provided different services to support student learning and examples included regular display of new books, inter-class reading promotion competitions and provision of service for

Internet searching. The support of the library for various activities was good. Overall, the stock of library books, the quantity and variety of books, magazines and CD-ROMs were found to be sufficient relative to current demands.

2.5 Self-evaluation

- School self-evaluation (SSE) was evident in various aspects of the school's work for improvement and further development. An established mechanism was in place to review continuously the school's progress and development. The framework and procedures for SSE were clear.
- The preparation of programme plans was a well-established practice in the school. The programme plans were clearly presented, and contained essential components such as purposes, issues to be addressed, objectives of the year, implementation plan, evaluation, budget and programme team. However, many of these programme plans were insufficiently aligned with the school's major concerns of the year.
- Significant efforts were made to evaluate the work of units and subject panels. The annual reports produced by individual units and subject panels were detailed on the whole. There was in general a lack of success criteria to facilitate monitoring and evaluation of the plans and programmes. Thus, the findings of the self-evaluation were at times not objective or focused enough.
- The full involvement of the senior management staff and heads of units and subject panels in SSE had led to useful evaluation of the school's work and achievements. To build on the existing strengths, there could be greater involvement of other staff in drawing up the plans and reports to enhance staff ownership. On the whole, greater use of the evaluation results and findings to revise the annual targets and devise follow-up plans could be made. The school could consider designing a standardized format or template for use by the units and subject panels to facilitate their action planning and SSE processes.
- Self-evaluation results including annual school activities, students' achievements and latest developments were

clearly made known to key stakeholders through channels such as the school profile, the school yearly report and the school's homepage.

3. Learning and Teaching

3.1 Curriculum

- The school aim of providing a balanced and all-round education was clearly stated in the school profile. The school put a strong emphasis on and kept a close pace with the education and curriculum reforms. For the current academic year, the major concerns of the school rested in four major areas, namely, reading to learn for all levels, project-based learning for all S3 students, thinking skills for a small group of S3 students and the newly revised moral and civic education curriculum for junior form students. Special units/committees were set up to coordinate the relevant work.
- The principal and the EC played a leading role in curriculum planning and organization. The Studies Unit was responsible for aligning the work of all subject panels. Regular meetings of the EC were conducted to liaise and coordinate the work of units and subject panels. Procedures and guidelines for subject panels were clear. Subject panels were, in general, able to plan and deliver the subject curricula, and discharge daily administrative duties. However, subject panels should devise success criteria and make better use of evaluation information to further improve the quality of curriculum. On the whole, the planning and organization of the school curriculum was satisfactory.
- The junior form curriculum was structured to maintain balance across the key learning areas. With regard to the senior form curriculum, both science and arts streams were offered with choices of subjects available to students. The school did not offer the Physical Education (P.E.) Key Learning Area (KLA) in S6 and S7 and opportunities for sports related activities were limited. The school should review the provision of the P.E. KLA in S6 and S7 and to encourage students to participate in related activities in order to allow students to enjoy a balanced curriculum.
- A variety of extra-curricular activities (ECA) were provided including the Student Union, house and club activities. ECA covered a good range of categories. However, activities related to some subjects needed

strengthening to broaden students' learning experiences. At present, supplementary classes and tests were prioritized activities after school. To further stretch students' potential for all-round development, the school should review the current arrangements of activities after school.

- The school had arranged a broad range of enhancement and remedial classes to cater for learners' differences. Enhancement classes were tutored by teaching assistants for S4 and S5 students. There were a regular mathematics remedial class for S2 students, and after-school English and Mathematics remedial classes for selected students. Further remedial programmes were also offered to students after the second test and final examination.
- The school developed a comprehensive plan on reading to learn, with clear objectives, activities and evaluation methods. The school incorporated the existing Chinese, English and moral and civic education extensive reading schemes into an "Outside Reading Scheme", and aimed at promoting a whole-school approach to reading. A unit was formed to coordinate and liaise among subject panels, and the functions of the library were stepped up to support the desired changes. The school librarian and reading ambassadors were enthusiastic in organizing activities to promote reading and provide excellent services to students. Students showed great interest in reading, and a reading culture was gradually formed. Involvement of some subject panels in promoting reading could be further strengthened so as to excel in the whole-school approach to reading.
- All S3 students were involved in the project-based learning programme. A thematic approach was adopted and each group of students was assigned a teacher mentor for guidance in project work. Clear timelines and procedures were set. The school could pay more attention to the ways of grouping students to offer opportunities to develop students' collaboration skills. Timely training on skills in conducting project-based learning for teachers should be well matched with the implementation of the programme.
- The school had identified the need of developing students'

thinking skills and encouraged subject panels to discuss the issue over the past few years. For the current academic year, the school made a good attempt to select a small group of S3 students with excellent academic results and behavior for thinking skills training. The school should develop evaluation tools for the programme and make use of the evaluation information to inform subject panels so that they could provide systematic training for students in the formal curriculum.

- The school put strong emphasis on moral and civic education and related elements were introduced through the formal and informal curriculum. In particular, the life education curriculum was revised, and Confucianism and Taoism were incorporated into the life education formal curriculum, which was properly implemented in the junior form classroom. The objectives and plans of various units responsible for moral and civic education were clear but better collaboration among relevant units was needed.
- The school laid due emphasis on IT development. A clear policy was devised by the EC to encourage and monitor the use of IT in class teaching and student learning. The school website, individual teachers' homepages, and a cyber chat room had been set up to facilitate teaching and learning. All subjects had made reference to the school policy and included elements of IT in their annual plans. Students showed a good command of IT skills in their project work and learning. The school took the initiative to bid financial support from the QEF to launch the "Tai-Po District and Northern District Secondary Schools Net" project. The project concluded in a sharing seminar recently organized, and was well received by the partner schools.
- The school adopted English as the medium of instruction. There were clear objectives and comprehensive plans to enhance and improve the use of English in school. Plans included bridging programme for S1 students, a language plan, lesson observation and the S1 English curriculum reform.
- Monitoring at both school and subject levels was satisfactory. Mechanisms such as 'tally forms' of test and examination results, exercise book inspection and lesson observation were used to provide close and effective ways

of monitoring teachers' and students' performance. Feedback and support were given to teachers. However, some of the school's major concerns could not be fully addressed by a number of subject panels. The school should ensure prompt response from subject panels and effective implementation of the school's major concerns at subject level.

- With the implementation of the staff appraisal system, lesson observation by the principal and heads of subject panels became a major component in the appraisal system. Subject panels should seriously consider organizing peer observation again for sharing teaching strategies and exchanges of views on curriculum reforms among teachers for staff development.

3.2 Teaching

- Teachers were experienced, and most of them showed a good command of subject knowledge. They displayed a serious attitude towards teaching. The relationship between teachers and students was harmonious, and there was a congenial atmosphere in the lessons observed.
- Lessons were generally well-prepared with clear objectives and useful examples were adopted by most teachers in their explanations. Instructions given or demonstrations conducted by teachers were clear and systematic. Some teachers provided opportunities for students to learn through an inquiry approach. Instructions and supervision given in lessons concerning safety measures were adequate and appropriate. Suitable teaching resources were used. English was effectively used by teachers as the medium of instruction in teaching.
- Some teachers adopted a questioning approach in teaching to stimulate students' thinking, and students showed good responses. Taking into account students' abilities, teachers should make more use of appropriate questioning techniques to help students further develop their generic skills.
- Teachers showed concern on integrating IT in teaching. IT was commonly adopted in the lessons observed. The use of IT in some lessons succeeded in enhancing students' understanding and learning interest.

- There was adequate interaction between teachers and students in the lessons observed, but interaction among students was rare. Interactions among peers should be more extensively promoted. Teachers should also give more praise and encouragement to students to strengthen their confidence in learning.

3.3 Student learning

- On the whole, students' learning attitude was good. They were obedient, co-operative and well-behaved. They were attentive in lessons and showed keen interest in their studies. Some students displayed good motivation in learning by adopting different strategies to facilitate learning.
- Most students participated actively in the classroom learning activities. They were willing to respond to teachers' questions when called upon. They also showed good concentration when doing class work. They took their homework assignments seriously, and their work was neat and tidy on the whole.
- In lessons with activities involving experiments or practical work, students showed conscientiousness by keeping the apparatus and working area clean and tidy after use. They also carried out the learning activities in a responsible way by observing safety measures properly.
- Students were by and large able to use English effectively in lessons. Some students showed initiative to prepare for their lessons.
- Taking into account students' performance in class and assignments, their generic skills such as critical thinking and collaboration skills needed to be further developed. They should play a more active role in learning activities involving interaction and collaboration among peers so that their potential could be developed to the full.

3.4 Performance Assessment

- In practice, both elements of continuous and formative assessments were incorporated into the school assessment policy. Examination performance data was well kept and duly analyzed. Most subject panels also conducted

post-examination evaluation on students' examination results. On the whole, the frequency and coverage of formal tests and examinations were acceptable.

- The school provided very comprehensive guidelines on homework and tests to all subject panels, and special emphasis was given to the overall evaluation of the quality, quantity, variety and balance of homework. Most subjects could observe the school homework policy well, which covered the requirements for frequency, amount and coverage of assignments. However, the homework and assignments in some subjects lacked variety. To further promote students' generic skills and enhance their learning experience, a greater variety of assignments should be used. The overall marking of students' work was conscientious. Some teachers managed to provide constructive and positive feedback to students and corrections were adequately followed up.
- The school had placed special emphasis on using continuous assessment as a means to monitor students' performance, and both formal and informal tests kept rolling throughout the year. Parents of those students who had failed three or more subjects in tests were informed. Subsequent remedial strategies, such as additional tutorial classes, were implemented to help students improve their learning effectiveness. The results of each formal test and examination of individual students and classes were analyzed and systematically kept for further monitoring the learning process. This 'check and improve' practice had been running smoothly in maintaining students' high academic achievements. Comprehensive guidelines for examination and related matters were clearly compiled to facilitate coordination.
- Assessment results could encompass students' performance in other aspects such as oral presentation and subject-based project work.
- As regards feedback on students' assessment results to parents, communication between the school and parents was generally good. Detailed school record cards were used to inform parents of their children's progress and performance.

4. Student Support and School Ethos

4.1 Support for Student Development

4.1.1 Overall Service Planning

- The school cultivated a supportive atmosphere which facilitated students' development. Clear goals on "student support services" were set. The roles of the units responsible for students' development were clearly defined. Through good links with outside bodies, the school was able to bring in external resources to organize various programmes. Adequate resources were put on nurturing students' moral development. A good variety of group and mass programmes were organized in accordance with the goals.
- The school made a good start in building up a collaborative effort in "student support services" mainly through the annual theme 'Love and Concern' in the current school year. To facilitate strategic planning for better provision of "student support services" through this theme, the school should strengthen the coordination role. As regards self-evaluation, the units could formulate appropriate success criteria to facilitate more effective monitoring and evaluation of their annual plans.

4.1.2 Discipline and Guidance

- The overall performance of the school in discipline and guidance was good. The school aimed at cultivating a positive attitude towards life for the wholesome growth of students. A whole-school approach to providing counselling and discipline services to students was adopted. Coordination among the Discipline Unit, the Counselling Unit and the school social worker was good. Liaison meetings with form teachers were held regularly to discuss problems arising from each class among the junior forms. Form teachers played a front-line role in matters relating to student guidance and discipline. Many form teachers showed care and played an active role in giving advice to students in

need.

- The school rules, as well as the merit and punishment system, were clear and made known to teachers, students and parents. The expected behaviour of students was clearly stated in the 'Good Students Regulations'. Furthermore, 'Good Students Talks' were arranged at the beginning of the school year to promote students' tidy appearance, courtesy and humility. Different kinds of awards in recognition of students' good work were given. Students with outstanding performance in the scope of academic studies, services and activities were nominated by teachers for awards. Moreover, a 'Good Student Award Scheme' aiming at promoting S1 to S3 students' diligence, cultivating their moral values and encouraging them to participate actively in services and activities was introduced. Students were generally well-behaved and class discipline was good. The school could consider making effective use of the statistics of student misbehaviour for future planning of "student support services".
- On the whole, the Discipline Unit carried out its work systematically. Teachers on the Discipline Unit were experienced in handling students' behavioural problems. Discipline Unit meetings were held every cycle to discuss students' discipline affairs. Measures were taken to enforce the promotion of students' bringing all study materials and wearing proper and tidy uniform to school. As regards punctuality, the average punctuality rate in the past 3 years was excellent. The school could review the existing punitive measure against late-comers so that they were not deprived of classroom learning opportunities.
- The school had a large Counselling Unit and there was good co-operation among team members. The distribution of duties was clear. A variety of preventive and developmental activities were organized by the school for students at various levels and well scheduled to take place in assembly periods. External resources such as the Quality Education Fund (QEF) were utilized to support these activities. Information was disseminated through the webpage of the Unit and the

issue of periodicals. A Social Service Team consisting of over 100 members was newly set up to provide more opportunities for students to render community services.

- The school prepared a well-designed form to enable all form teachers to have better understanding of their students at the beginning of each academic year. Surveys on the family life of students in the junior forms were conducted regularly. Form teachers were asked to talk to their students individually based on the information collected. Individual counselling for students in need was referred to the school social worker based on clear procedures. The school social worker had played an active role in providing student counselling and organizing school-based activities. He had continuously made significant contributions to the school, and his work was highly appreciated by teachers, students and parents.
- The school provided adequate support to S1 students. An Orientation Day was held in early September and continuous support was given through the 'Big Brother Big Sister Scheme', which helped S1 students establish a supportive network for their academic and personal growth. The scheme could be further expanded to enable more S1 students to benefit from peer support, and to develop effective communication and leadership skills of more student counsellors.
- The Careers Unit had clear objectives and programmes which could cater for students' needs in further education. A number of educational talks were arranged, particularly for S3, S5 and S7 students in the choice of subjects and university admissions. Graduates were invited to give talks in recent years and shared their experiences. A talk on S4 streaming was organized each year for parents of S3 students. Form teachers were supportive and volunteered to offer individual guidance to students. There was adequate provision of reference materials on further education, and information was accessible in the library. The school had also set up a career webpage this year. Besides providing information, the Careers Unit was involved in the preparation of testimonials and the applications of

scholarships and grants for students. To further enhance career guidance services for students, more developmental programmes could be conducted to educate students in longer term career planning.

4.1.3 Extra-curricular Activities (ECA)

- The school issued detailed guidelines for teachers and students to organize and implement various ECA. There was good support in resources for the implementation of ECA. External tutors were employed to conduct musical instrument classes, Chinese dance, lion dance, Putonghua and gymnastics training. The school initiated an ‘ECA Subsidy & Award Scheme’ to invite innovative ideas and promote the further development of ECA. The school also formulated a series of leadership training programmes for student leaders.
- The school provided a variety of activities, covering the aspects of academic studies, interests, services and sports. There were altogether 34 clubs and each club was expected to organize at least two activities every half year. Each club submitted a comprehensive annual plan and an annual report to the school. Throughout the school year, various channels including morning assemblies and the ECA homepage were utilized to deliver the latest information about ECA. There were marked variations in the quantity of activities provided by the ECA clubs. Also, the attendance rates fluctuated among various clubs. There was room for improvement in monitoring ECA clubs at the school level. Overall, the general performance of the ECA clubs was satisfactory.
- The Student Union (SU) designed an annual programme with a good variety of activities. The SU was characterized by a strong sense of independence and willingness to serve fellow students. It had initiated inter-school contacts within the district to promote joint school functions. The four Houses also played an active role in organizing school activities. House spirit was promoted by inter-house activities and competitions. All teachers and students were eligible to vote for the SU and house committee, and teachers’

poll constituted 30% of the weighting.

- A Cultural Activity Promotion Team was established to widen the scope of ECA provided. ‘One Art for Life’ was advocated. S1 students were exposed to training in one musical instrument to develop their musical talent. The school had obtained the Director of Education Trophy in the Hong Kong Schools Music Festival for the past seven consecutive years.
- The school was alert to the importance of recognizing students’ achievements in ECA, and an annual prize presentation ceremony was held at the end of each school year to honour students with outstanding performance in ECA. Award Schemes including ‘Outstanding Student Award’, ‘Outstanding Society Award’ and ‘Outstanding Committee Member Award’ were launched.
- It was compulsory for all students, except S5 and S7, to participate in ECA. S1 and S2 students should obtain a pass level in ‘Activities and Services’ as part of their promotion requirement. A ‘point system’ was set up to encourage students to participate in ECA. Nevertheless, students could not at times take part in ECA as supplementary classes took precedence. Better arrangements at the school level regarding ECA and supplementary classes could help students further stretch their potential for all-round development.

4.1.4 Moral and Civic Education (MCE)

- The school placed great emphasis on value education and formulated clear objectives in MCE. It had successfully applied for additional funding from the QEF to implement the ‘S3 Moral Leadership Training Project’ in the 2000-2001 school year. Another moral education curriculum project, namely ‘School-based Curriculum Development: Living Taoist Education (Junior Secondary)’, had been jointly undertaken with 4 other secondary schools of the Hong Kong Taoist Association.
- In the formal curriculum, the school had allocated 2 periods per cycle to implement the Life Education subject in S1 to 3. Taoism and Confucianism were incorporated into the subject curriculum, and the school

put due emphasis on the five priority values and attitudes. The course contents were constantly updated with current issues and relevant materials. The Life Event Approach was effectively adopted in the learning and teaching process. A 'Reading Moral Books Programme' was launched.

- Various kinds of activities relevant to MCE were introduced through morning assemblies, class periods, monthly assemblies and visits. The Counselling Unit prepared reading materials including articles from publications entitled 'Window' and 'Healthy Life' periodically for class discussion. Civic education, health education and environmental education were mainly carried out through ECA. Activities such as tree planting, collection of used materials for recycling and game stalls were organized and student participation in these activities was satisfactory in general. However, student ambassadors' role in promoting MCE should be strengthened.
- In accordance with the school goal to nurture a spirit to serve the community, students were involved in a variety of social service programmes organized by groups such as the Community Youth Club and the Red Cross. A number of social service awards were obtained.
- The supportive school atmosphere and the commitment among teachers contributed significantly towards the development of students' moral and civic awareness.

4.2 Links with Parents and External Organizations

4.2.1 Home-school Co-operation

- The school valued parent education and promoted parental involvement in students' learning. Training activities such as IT seminars for parents and parent education talks were organized. Communication channels between the school and parents were adequate. Parents were well informed about their children's learning progress and the school's development. The school conducted questionnaire surveys regularly to have better understanding of junior form students' family life.

- In general, parents trusted and supported the school and teachers. They were willing to cooperate with the school and were well informed of their children's school life. The school had set up the Parent-Teacher Association (PTA) and the PTA Resource Centre to promote liaison between parents and the school. The Centre was properly equipped with resource information and opened twice per week. Some parents volunteered to help out in school activities such as the school's 20th Anniversary and PTA functions such as PTA picnics.

4.2.2 Links with External Organizations

- The school maintained its links with the community and various organizations such as the North District Committee of Civic Education, Secondary School Heads Association of North District, the Labour Department and the Environmental Protection Campaign Committee. External resources were effectively utilized to support school activities and services.
- As the Chairman of the Secondary School Heads Association of North District and a member of the North District Council, the principal was actively involved in the local education field and had developed a strong community network. He had tapped resources for various remarkable school improvement work and encouraged students to take an active role in community services like flag-selling, voluntary services, visits to the elderly centres, tree-planting and fund-raising programmes.
- The Alumni Association (AA) had been set up. Committee meetings and social activities were organized on an ad hoc basis by the members concerned. Recently, the school had started to develop better links with the AA and had invited past students via the AA to give talks and sharing regarding further studies. The school should continue to tap the rich resources that past students could provide for the continuous development of the school.

4.3 School Culture

- Under the principal's firm leadership and through the unflagging efforts of the staff, the school had made very

remarkable progress since its establishment in 1982. The school had made a mark in outstanding achievements in public examinations in particular.

- Virtually all players of the school community were familiar with the school's mission and tradition. Teachers were motivated and conscientious. They showed care and concern for students. Most of the students were obedient, well-behaved and serious about their studies. They were attentive, courteous and willing to participate in classroom activities. They possessed good potential, and the relationship among students was congenial. The non-teaching staff were dedicated, and worked responsibly to assist the school management and the teaching staff. They were also caring towards students.
- There was a strong work ethos in the school. Such ethos had succeeded in propelling both students and teachers to strive for excellence in academic endeavours. Teachers found their work at school meaningful. Both students and staff took pride in being members of the school. In the midst of the busy schedules, the school needed to facilitate the creation of some space for teachers to derive benefits from self-reflection on what the school would need for further development. Building on the strengths of the harmonious human relationship, teachers and students could be further facilitated to be more open about discussing their aspirations and concerns to make the school even more remarkable as a learning organization.

5. Student Performance

5.1 Academic Performance

The Hong Kong Certificate of Education Examination (HKCEE)

- In the past three years, students attained a very high standard of performance in the Hong Kong Certificate of Education Examination (HKCEE). The percentages of students with five or more passes stood at 100% in these three years. The percentages of students obtaining grades 'A' to 'C' and the percentages of students with 14 or more points in the best six subjects were all significantly higher than the territory levels.
- Regarding students' performance in individual subjects, the percentages of students achieving grades 'A' to 'C' in almost all subjects were well above the territory levels in the past three years. The percentages of students obtaining grade 'A' in most of the subjects were also consistently well above the territory levels in these three years.

The Hong Kong Advanced Level Examination (HKALE)

- As for the Hong Kong Advanced Level Examination (HKALE), the passing percentages of students in both Advanced Level (A-Level) subjects and Advanced Supplementary Level (AS-Level) subjects were nearly 100% in the past three years. The percentages of students obtaining grades 'A' to 'C' in both A-Level subjects and AS-Level subjects were well above the territory levels.
- Regarding students' performance in individual subjects, the percentages of students obtaining grades 'A' to 'C' in almost all academic subjects were well above the territory levels in the past three years. Furthermore, the percentages of students achieving grade 'A' in some subjects were significantly above the territory levels in these three years.

5.2 Non-academic Performance of Students

- Students participated in a variety of inter-school non-academic activities and competitions, covering sports, music, art, verse-speaking and services. A number of awards and scholarships were won in the past three years. Students performed well in music and speech contests. Some students displayed enthusiasm in community services.
- Students were self-disciplined, cooperative, obedient and responsible. They took pride in being members of the school. They observed school rules, and were serious about their studies. They were generally well motivated to learn and attentive in class.
- The overall attendance and punctuality rates in the past three years were excellent, being 99.54% and 99.70% respectively .

6. Key Issues for Action

Regarding the effectiveness of learning and teaching of individual subjects, the areas for improvement are listed in the relevant subject sections. Subject departments should use points raised in the areas for improvement when reviewing and planning their work. With regard to the school's overall performance (as stated in Chapters 2, 3 4 and 5), the key issues for action are summarized in the bullet points below. The school is responsible for drawing up an action plan within four months upon receipt of this report, showing what the school is going to do about the key issues identified. Due consideration should also be given in the action plan to the main findings as reported in Chapters 2-5. EMB officers will offer advice where appropriate.

Since the establishment of the school 20 years ago, staff had been striving their best to create a good and supportive learning environment for students. External resources had been tapped for various remarkable improvement work in the school. The School Management Committee (SMC) and parents were concerned about the school and fully supported it. With the concerted effort of the principal and staff as well as the support from the SMC, the school had developed into one of the most outstanding schools in the district. The principal had been leading the school steadfastly in its development. True to the school's mission, the principal closely monitored the quality of both learning and teaching, and was very concerned about the provision of moral and civic education to the students. Staff were devoted and committed to their various teaching and pastoral roles. Students were well-behaved, co-operative and serious about their studies.

The SMC members, staff, parents and students took pride in being members of the school and had strong aspirations for sustaining the school's outstanding achievements. In the face of the current social changes and education reform, the principal and staff were prepared to meet the demands for change. The school could build on its strengths and sustain continuous school development by giving more attention to the following areas:

- **School Self Evaluation**

The school has established a school self-evaluation (SSE) framework. It can achieve greater success in SSE and more fully reap its effectiveness through ensuring that the programme plans of the units and subject panels are appropriately linked with the school's major concerns of the year. As an integral part of the planning process, units and subject panels need to formulate well-focused success criteria to facilitate monitoring and evaluation of the plans and programmes. The school could design a standardised format or template for use by units and subject panels to facilitate their action planning and SSE processes. To strengthen the link between evaluation and planning, units and subject panels need to make greater use of the evaluation results and findings to revise the annual targets and devise follow-up plans.

- **Formal and Informal Curriculum**

The school should review the arrangements of and interrelationship among extra-curricular activities, after-school tests and supplementary classes so as to further stretch students' potential for all-round development through the informal curriculum. Furthermore, as Physical Education is one of the key learning areas, the school should review its provision at S6 and S7 levels and encourage students to participate in related activities in order to allow students to enjoy a balanced curriculum.