

Comprehensive Review Report

Stewards Pooi Kei College

Address of School: 56 Siu Lek Yuen Road, Shatin
Review Period: 26 March; 21-26; 28-30 April, 2010

K C PANG CONSULTANTS LIMITED



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1. Introduction

“Dedicated”, “passionate”, “energetic”, “diligent”, “collaborative”, “harmonious”, “caring”, “warm”, “orderly”, “systematic”, “all round”, “good character development”, “learning community”... are some key words used by members of the Comprehensive Review (CR) team to best describe the school.

Stewards Pooi Kei College (SPKC) is an exciting place of **passion, satisfaction and potential**.

The CR members are very impressed by what they have witnessed and discovered during their two weeks of immersion in the school during the site-visit, and unanimously agreed that the school has succeeded very well in delivering the quality of educational experience and student achievement commensurate with the School Sponsoring Body (SSB)’s initial proposal to secure DSS status.

All these are made possible by a team of dedicated and hardworking staff motivated to achieve the Vision of the School, in a caring, harmonious and supportive environment, led by a capable, serious and person-oriented principal with an open leadership style, supported by two committed and hardworking Vice-principals with strong experience and expertise.

1.1 Background

Under the Direct Subsidy Scheme (DSS) service agreement, a CR is required to be conducted to review the performance of a school after it has operated for five years. The CR of Stewards Pooi Kei College (SPKC) was conducted from 26 March, 2010 to 30 April, 2010 (Pre-visit: 26 March; Site visits: 21-30 April) by a team of 16 reviewers with rich experience in school management, curriculum and teacher education, following the guidelines and procedures of the Education Bureau (EDB). The team is supported by an observer from the EDB, and an experienced tertiary teacher educator as Advisor. The Review consists of two sub-components: A Programme Review (Site visits on 21-23 & 26 April) focusing on Learning & Teaching (including curriculum and assessment) (Domain II), and a Management Review (Site visits on 21 & 28-30 April) focusing on Management and Organization (Domain I), Student Support & School Ethos (Domain III); and Student Performance (Domain IV). This report presents the findings of the Review.

1.2 **Basic Information about the School** (Original text provided by the school)

School Vision and Mission

With the flexibility of the Direct Subsidy Scheme and well-equipped school buildings, the school is in a privileged position to provide all-round education as well as a sound basis for life-long learning. The school's vision is to become an outstanding DSS school with the purpose of cultivating Christian faith and educating students to be leaders and "stewards" of tomorrow. The school aspires to provide an environment where students can grow through joy, creativity and solid training in transferable and interpersonal skills so that they can be well prepared for university education and beyond as self-directed learners and responsible citizens with a Christian perspective.

The school's mission is to aim at preparing tomorrow's leaders with character and intelligence. The essential qualities of a leader are: high self-esteem, love and care, globalized vision, life-long learning and Christian values.

Brief Description

Founded in September 2004, Stewards Pooi Kei College is one of the three secondary schools operated by Stewards Limited, which is a registered Christian Charitable organization founded in 1962. The school is a co-educational Christian school which adopts English as medium of instruction, and is operated under the Government's Direct Subsidy Scheme. Built in accordance with millennium standards, the school is equipped with state-of-the-art facilities which can provide students with a safe and comfortable environment where all-round development can take place.

In 2007, the school was granted land of approximately 20,000 square meters in area, adjacent to the main campus under a short-term lease from the Lands Department. In this Liberal Studies Park, the school has set up different kinds of facilities to develop students' generic skills and to convey the message of environmental conservation. The facilities include a standard handball court which can also be used as a mini-soccer pitch, organic farmland, a demonstration site for renewable energy, a weather data collection station and a site for adventure-based education.

Quality Christian Education

The moral education of the school is based on the principles stated in the Holy Bible. Members of the teaching staff have a strong team spirit. They wholeheartedly agree with the school mission and aim to provide, with a professional attitude, Christianized spiritual and moral education, as well as Christian love and faith. The school believes that it is of vital importance to let students experience healthy spiritual and physical growth, which is conducive to nurturing their good conduct and increasing their strength of character.

School Management

The School Management Committee (SMC) is composed of nine school managers comprising professionals such as university professors, secondary school principals, CEOs and a lawyer. Four renowned figures act as special advisors, namely, Prof. Joseph SUNG Jao-yiu, Dr. Philemon CHOI Yuen-wan, Mr. LAM Chiu-ying and Prof. HO Kin-chung.

The school possesses a hierarchical organization framework which allows for effective and efficient management of the school's operation and the pursuit of its objectives. A clear and comprehensive structure, with line of reporting and accountability for teaching and supporting staff has been established.

Class Structure and Student Enrolment

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	5	6	5	5	5	2	28
Number of Students	183	206	177	162	174	59	961

Teachers' Qualifications

The senior school managers have relevant professional knowledge and experience to keep abreast of the latest trends in educational reform. They also promote professional development within their own disciplines. The two Vice-principals possess strong academic and research backgrounds. The Panel Heads of the four core subjects are very experienced in teaching, professional and curriculum development. All teachers are degree holders of relevant subjects and over 90% have completed teacher training.

	First Degree	Received Teacher Training	Masters Degree	PhD
Number of Teachers	69	63	25	2

Curriculum

Under the DSS, the school has enjoyed great flexibility in setting its own curriculum. However, in facing the challenge of major education reform in Hong Kong, the school has set its direction to align first with the New Senior Secondary (NSS) reforms. The most striking strength in curriculum planning is the development of school-based curriculum such as LEWOWA, Integrated Humanities, Liberal Studies and Aesthetic Development. The diversified and flexible curriculum develops different intellectual potential and provides the opportunity for students to pursue various pathways to further studies and careers.

1.3 Comprehensive Review Methodology

The following methods are used by the CR team to review the performance of the school:

- scrutiny of documents, information and data provided by the school and available from various sources, including the school and EDB websites before and during the school visit;
- observations of various school activities including morning assemblies, beginning and end of school days, recess and lunch activities, co-curricular activities, parents' choir practice etc.;
- meetings and interviews with the Supervisor and members of the School Management Committee; Principal and the two Vice-principals; all heads of departments, functional groups and offices; all relevant committees and teams; teachers, social workers, pastors; administrative and support staff, parents and students.
- scrutiny of samples of students' work and examination papers in the 2009-2010 school year, as well as samples of learning and teaching resources; and
- observation of lessons.

The Review began with a Pre-visit to the school on 26 March, 2010 to explain the objectives and operation of the CR to the teaching staff and to clarify any queries about the Review. A meeting was held with the Supervisor and key members of the School Management Committee to listen to their views on school management and development priorities. The Principal was also invited to brief the team on the strengths, key concerns and development priorities of the school. Finally, the CR team interviewed about 30 parents and representatives of the Parent-Teacher Association in groups, listening to their views on different aspects of the school.

Thereafter, all team members visited the school independently to scrutinize documents, files, learning and teaching resources, samples of students' work and tests and examination papers in detail before the formal visits.

The formal on-site visits started with a joint session of the Programme Review and Management Review on 21 April, 2010. During this session, the CR team met with the principal, the Advisory Board (AB), the School Executive Committee (SEC), the Academic Excellence Board (AEB), as well as subject panel chairpersons, social workers and students in groups.

Thereafter, on the subsequent three working days, the Programme Review team actively observed lessons of all teachers, as well as operations of the morning assembly, class

teacher periods, and other learning experiences. The team also met the Vice-principal in charge of the school curriculum, the Liberal Studies Curriculum Development Team, as well as teachers with different years of experience in groups to discuss academic issues related to curriculum, learning, teaching and assessment. The team engaged in a quick debriefing at the end of each day to analyze and synthesize their findings, and the team leader and secretary met briefly with the principal thereafter to clarify issues of concern and ask for additional information as necessary.

The Management Review team continued their site visit during 28 – 30 April. The team met the two Vice-principals on their management work, as well as the School Self-evaluation Team, the Staff Development Committee and the Crisis Management Committee on their specific roles. The team also interviewed the financial management and accounting staff, the General Affairs staff (including office staff, laboratory & IT technicians, janitors and other support staff), the estates management staff, the careers staff, the caterer, and school bus personnel. In addition, the team met the director and staff of the Students’ Affairs Office, External Affairs Office, Academic Affairs Office, as well as all the heads of functional teams supervised by the two Vice-principals in groups. The team engaged in a quick debriefing at the end of each day to analyze and synthesize their findings, and the team leader and secretary met briefly with the principal thereafter clarifying issues of concern and asking for additional information as necessary.

During the CR, 73 lessons taught by 71 teachers were observed. Liberal Studies and the following subjects under the eight Key Learning Areas (KLA) were reviewed:

KLA							
Chinese Language Education	English Language Education	Mathematics Education	P.S.H. Education	Science Education	Technology Education	Arts Education	Physical Education
Subjects Reviewed							
Chinese Language, Chinese Language & Culture, Putonghua	English Language, Literature in English	Mathematics, Additional Mathematics, Pure Mathematics, Mathematics & Statistics	History, Chinese History, Integrated Humanities, Geography, Government & Public Affairs, Economics, Personal, Social and Spiritual Education	Physics, Chemistry, Biology, Integrated Science	Computer and Information Technology, Computer Applications, Computer Literacy, Commerce, Principles of Accounts, Business, Accounting and Financial Studies	Music, Visual Arts	Physical Education

The following sections summarize the key findings and recommendations on the four domains, derived from the corporate judgment of the CR team based on the information and evidences collected through the above-mentioned methods. Performance of the various subjects is presented in the subject reports included in the appendix.

2. Management and Organization

2.1 School Management

Achievement of Vision and Mission

Stewards Pooi Kei College (**SPKC**) was established in September 2004, upon an application of the sponsoring body to the Education Bureau for a school that “nurtures the heart and the talents, 育德育才”. It aspires to become a **Special Place** to build **Knowledge and Character**. Upholding this philosophy, the school vision, “*Prepare our students to be tomorrow’s leaders with Character and Intelligence*” has emerged to guide all aspects of student developments, with the essential qualities of a leader clearly delineated as (1) High Self-esteem (Personal Development), (2) Love and Care (Social Development), (3) Globalized Vision (Broadening the Mind), (4) Life-long Learning (Intellectual Enhancement), and (5) Christian Values (Spiritual Development).

With these aspirations, six major concerns for strategic development in the School’s First Five-Year School Development Plan have appropriately been identified, namely, “Dynamic and supporting learning environment;” “Nurturing Christian values, moral values and sense of belonging;” “English Medium Instruction school;” “Human-oriented management system;” “International perspective;” and “Cooperating with parents and community.” In the process of drafting the second Five-Year School Development Plan (2009-2014), the School realized as strength the supportive relationship among colleagues, warm and harmonious school culture, school-based curriculum and life-wide learning exposure for pupils, strong family support, enhanced moral and social development of students, and cooperation from parents. The CR team is pleased to have observed signs of all these through meeting with teaching and non-teaching staff, enthusiastic parents, observations around the school throughout the week, and direct contact with students and ancillary staff. Parents and students claimed that they loved the school and would certainly recommend the school to other parents.

Such achievement is not simple given the short history of the school, including some turnover of teachers in the early years and the transition of principalship during the period. The CR team highly appreciates the dedication and perseverance of all senior management personnel and staff at all levels throughout the past few years and applaud to the smooth and stable transition to an externally recruited Principal and Vice-principal. The school receives high prestige from among her neighbours and is one of the very welcome DSS in the school net where she is located. All these achievements indirectly reflect the leadership and management ability of the senior management.

School Governance

The school benefits from the dedicated and supportive School Sponsoring Body. The strong Christian faith and Stewards mission have greatly facilitated the development of

a unique Vision of a school for cultivating Christian faith and stewards-oriented leadership. With expertise and experience in social services and education, the School Sponsoring Body provides useful support in enhancing the whole person development of students, and in securing necessary resources such as the Liberal Studies Park. A conscientious and committed Supervisor is appointed. He has contributed significant efforts and time to the school. Being well aware of all developments and operations of the school, he offers useful advice on directions of development. The Supervisor, who takes to heart the importance of maintaining a balance in the personal and academic developments of students, offers useful guidance and sets appropriate expectations.

The School Management Committee and School Advisors comprise of elite managers and experts in various disciplines. They are well chosen and provide useful guidance, advice and support in running the school, including valuable staff development opportunities, and safeguard quality at the highest level.

Management

The school possesses a hierarchical organization framework which allows for effective and efficient management of the school's operations and the pursuit of its objectives. An organizational and committee structure depicting line of reporting and accountability is established. The management role of the Principal is systematically supported by two Vice-principals and a number of committees.

The Advisory Board, a small committee comprising two Vice-principals, an experienced panel head, the Director of the Academic Affairs Office and chaired by the Principal, is set up as a "think tank" to plan and monitor the direction of school development, to ensure that it is well in line with the school Vision.

Implementation is overseen by another slightly larger committee called School Executive Committee which includes the director and associate directors of Students Affairs, External Affairs, Academic Affairs, as well as the panel heads of Chinese, English and Mathematics. This committee coordinates the work of the different offices and departments. It discusses how the plans proposed by the AB can be carried out most effectively, and discusses relevant school policies and procedures.

Academic issues are discussed in an Academic Excellence Board which comprises KLA heads of Chinese, English, Mathematics and PSHE, and the Director of the Academic Affairs Office, chaired by the Academic Vice-principal. This committee is set up to review curriculum and explore strategies for quality learning and teaching. It emerges from amalgamating three committees concerning the New Senior Secondary (NSS) Curriculum, Liberal Studies and A-level studies. The work of the AEB is supported by the Academic Affairs Office which operates as the Academic Excellence Board's executive arm, in planning timetables, handling internal and external examinations etc.

Staff Development is taken care of by a Staff Development Committee. In addition, there is also a Crisis Management Team and a School Safety Team handling these important aspects. The former ensures effective and efficient procedures are in place to handle crisis as they arise, and the latter plans for preventive procedures.

A number of offices, including the Academic Affairs Office, Students' Affairs Office and External Affairs Office, are set up to support these committees and to undertake the relevant day-to-day operations. Specific work or functions are taken care of by more specific committees or teams under the two Vice-principals. Tasks related to School Self-evaluation, sustainable development, library, resources, IT support, School-based support, and Liberal Studies development are under the academic Vice-principal, whilst LEWOWA (Learning without Walls Programme), preparation for speech day, open day and other school events, school safety, fund-raising and church-school collaboration are under the other Vice-principal. Teachers are assigned to committees and teams to support their work.

The school is well managed under this structure, and issues are suitably handled by relevant committees/teams. The Committees and teams allow wide contributions from many members of staff and good division of labour. There is a strong sense of ownership, commitment and dedication among teachers in their work, as well as good team spirit. On the whole, operations are effective and the whole school runs in an orderly, harmonious manner under the present management. The present system also provides good chances for teaching staff to acquire useful experience in non-teaching or administrative work. As the school staff acquires experience and expertise, and as the diversity of tasks increase as the school develops, consideration can be given to simplifying the committee structure, minimizing overlaps in committee/team membership and streamlining of tasks to further enhance efficiency and effectiveness.

Whole School Planning-Implementation-Evaluation (P-I-E) Processes

Planning, Implementation and Evaluation in this School are well integrated as a cyclical process for ongoing improvements. Cyclical looping of the P-I-E processes is emphasized as a whole school policy and practised at all levels for ongoing quality assurance and improvement. In the P-I-E cycle, not only are tasks well planned and implemented, emphasis is also placed on self-evaluation at the end as an integral part of the process for gathering data on implementation effectiveness to inform the next cycle of Planning-Implementation-Evaluation.

The annual school planning process is very systematic and organized. At the end of an academic year, the outcomes of year-end self-evaluations, results of relevant surveys including stakeholders' surveys, APASO (Assessment Program for Affective and Social Outcomes), KPM (Key Performance Measures), value-added information, and SWOT (Strength-Weaknesses-Opportunities-Threats) analyses are considered by the Advisory Board, together with any proposals for new developments, to develop a new school plan with clear major concerns as priority areas for the forthcoming year. The new annual

school plan is then sent to all departments and offices for guiding development of their new plans to translate these school-level priorities into departmental and unit plans for aligned practices to achieve the school priorities at all levels. All teachers are also informed of the new areas of concern in August, and departments and units submit their year plan to the Principal and Vice-Principals thereafter in mid-September for consistency vetting. This overall school planning with alignment across levels is very well done at SPKC. For the current academic year, “Implementation of the NSS curriculum”, “Enhancement of teaching strategies” and “Enhancement of students’ positive self-concept” are suitably identified as the three “Major Concerns” of the year. All departments and units subsequently refer to these when they develop their year plans and strategies to address them for aligned practices.

In the P-I-E cycle, after implementation, its effectiveness is evaluated at the end of the year and recommendations for improvements and further development are drawn up for next year’s school plan. This completes a P-I-E cycle. The cycle is then repeated when another self-evaluation is conducted at the end of the second year. The Self-Evaluation at the end of each year are carefully conducted, informing the next P-I-E cycle. The School Self-Assessment (SSA) report provided by the School for the CR is a good example to show that the school is able to self-evaluate itself well in a systematic way in accordance with the Performance Indicators of the EDB, and to develop suitable recommendations for future improvements and development.

The same P-I-E process seriously takes place at the departmental/unit level. At the end of the year each department reviews its achievements, identify areas for improvement and incorporate them into the new annual plan. Departmental and unit plans are well done, with targets, strategies, success criteria, methods of evaluation, time scale, person in charge and resources required clearly mapped out. The P-I-E concept is also applied to smaller tasks. For example, it is commonly used in departments for improving the level of difficulty of examination papers. After examinations, students’ performance in the papers are analyzed statistically to reveal the appropriateness of the papers’ level of difficulty. Adjustments are then made in the subsequent examinations as appropriate in cyclical processes of improvement.

At the personal level, all staff also engages in the P-I-E process through the staff appraisal process. Each staff member reflects on his/her achievements and drawbacks at the end of the year, and then plans for improvement in the new year taking into account the results of such self-evaluation and supervisor’s appraisal.

The CR team is pleased to see the school’s capacity for self-evaluation in the P-I-E cycle. The team has seen substantial evidence that the school practises the formal P-I-E cycle in response to the annual exercises of stakeholders’ surveys. There are also verbal reports reflecting exercise of the P-I-E cycle at departmental level and at individual level in aspects of instructional effectiveness. So far, staff members’ consistent attention to the next-cycle planning is mainly initiated by the School Executive Committee. More bottom-up spontaneous initiation for school improvement is expected to be encouraged in the school’s next stage of development.

Standardizing Routines in Policy and Procedure Manual

To ensure consistent, efficient and effective practices across all departments, levels and years, and to enhance and perfect the administrative system and procedures, the Principal and the senior management set it a high priority to develop a comprehensive policy and procedure manual. The Principal has been taking an active role in this initiative and the SEC meets regularly to discuss and develop relevant policies and procedures on matters and issues concerning daily operations, meeting more frequently as emergency issues arises (e.g. two emergency meetings to deal with the H1N1 threat in June 2009). A wide range of topics are covered. For example, procedure for school notices, crisis management documents and energy saving policy are discussed in the meetings in December 2009.

For transparency, in developing policies and procedures, there is an established practice of soliciting opinions and views from staff through the intranet. New ideas would be posted on the intranet via email inviting for responses for a period of time. The policies and procedures might be refined thereafter and announced during staff meetings. Teachers and students are unanimous in saying that they met no difficulties in airing their opinion to the Principals and Vice-principals. A wide range of documents have been produced since 2009. During the Review, the Principal told the CR team that “the drafting of all guidelines and documents have been completed,” a formidable achievement within two years. With the understanding that the first version of the policy and procedure manual will always be revised after another round of implementation and evaluation, this development is a good practice, with adequate transparency, and representing a good initiative of the new principal in enhancing implementation efficiency and effectiveness upon his appointment.

In a like vein, the Academic Affairs Office and different offices saw the same urgency to establish a policy and procedure handbook for staff regarding academic matters. The Office sees the handbook as a powerful tool to pass on earlier experiences to newcomers and new panel chairpersons. The documents in the handbook summarize reflections on successful implementation of quality control in conducting lessons, preparing for examinations and curriculum evaluations in the past years. In 2009/10, the AAO is using a second version of the handbook (first completed in 2008). This is a good example of good self-evaluation work done at the departmental level. It is also a successful instrument to facilitate training of new staff and orientation of new appointees.

Together with the clear delineation of roles depicted in the organizational and committee structure, all these policies and procedures are useful measures to enhance the accountability of staff in their work, when everyone follows such measures to ensure quality.

Finance, Risk Management and Other Administrative Aspects

The CR team is satisfied with the school finance administration: there are clear guidelines for the purchasing procedure and monitoring; external auditors are satisfied with the accounts; and the book balance reflects healthy and reliable potential for further development of the school. The CR team is particularly alert about any spending on tuition fee remission and scholarships and grants to needy students and is pleased to read from particular balance sheets that the school fulfils her commitment in providing equitable opportunities for all appropriate students, despite demand for such assistance is small. The senior administration team of the school is clear that management of school resources can always be further perfected. In documents audit, the CR team is satisfied with the personnel composition, the accounting procedure, and the assets management policies.

A few recent records of employee accident claims were observed in the personnel files. There are clear evidences that the administration is aware of the need for risk management, as reflected in the policy and procedure manual concerning safety and emergency handling, as well as in the practice of distributing monetary assets in five different banks. In this regard, accidents and injury prevention as well as safety awareness education for all could be further strengthened by the school.

Management of Learning and Teaching Resources

The School benefits from a new millennium campus with adequate provisions and good facilities of the latest standards. The spaces are well utilized and managed to create a good environment conducive to learning, sharing and rapport development. For example, round tables and chairs are placed in the space outside the school hall to facilitate informal sharing and chats among teachers and students. The spacious basketball courts are well used for whole school gatherings especially for the morning assemblies. Transparent plastic curtains are specially installed in the canteen to turn part of it into an enclosed area for detention classes and other activities after school. A room is specially designated as English Zone to support English development. The library is adequately resourced with relevant books and facilities to promote a reading culture. A stronger learning culture and environment will be facilitated by the conversion of the indoor activities rooms in the LG floor into a large learning centre to replace the library, which will hold over 25,000 books and will comprise a multiple function room, small group teaching rooms, a self-study centre with individual study compartments, a discussion room, a prayer room and an information corner. A campus TV centre and a microteaching room will also be established this summer, which will further enhance learning and teaching. Apart from support by adequate financial resources, these learning and teaching resources and facilities are taken care of by relevant support staff. In particular, a Campus and Resources Management Officer is specially employed to help manage and coordinate the maintenance, security and construction tasks on the school campus.

In addition, the school has specially acquired a 20,000 sq. m. piece of land adjacent to the school campus for a unique Liberal Studies Park. Resources inside this park are particularly appropriate for promotion of the NSS curriculum relating to life-wide learning experiences, Liberal Studies and development of generic skills. The Park is suitably equipped with appropriate facilities such as renewable energy facilities and farmland.

The Liberal Studies Park, rooms and IT facilities can be reserved for use through e-booking. Appropriate network infrastructure has been installed to provide for advancements over the next ten years.

Further Administrative Developments

On the whole, different aspects of the school administration are running well. Structures, policies and procedures are in place and documented, and a P-I-E culture is established. The next stage will be one of consolidation and fine-tuning, for higher level of horizontal and vertical consistency and tightness, through identifying and improving any inconsistencies and bugs (e.g. in the master timetable) using its established P-I-E processes. Promoting a habit of reflecting on daily routines outside the box from time to time for all would be helpful in closing loopholes and developing proactive awareness of possible risks (e.g. an unchecked open gate) to minimize accidents and surprises.

2.2 Professional Leadership

The School Management Committee, Principal and the two Vice-principals all demonstrate good leadership in their own roles. As a new school with only 6 years of history, it is evident that the planning and monitoring of development are under good hands.

Contributions of the School Management Committee

The School Management Committee has played a key role in leading the developmental direction of the school. The school was properly set up in the first four years of its operation, and a good foundation was achieved under the leadership and management of the former principal, particularly in terms of putting the necessary infrastructure in place, and developing a good environment for whole person development based on Christian values. After a review of the School's achievement with respect to the School Sponsoring Body's application for running the School, the School Management Committee had the foresight of further developing and revising the School Vision and Mission in 2008. This coincided with the appointment of the new principal, and has well consolidated the direction of development of the school in its second stage of development.

The School Management Committee also looks ahead well, and has innovatively explored the use of a piece of government land opposite to the school across the road for developing a Liberal Studies Park. The park is now a vehicle for extended teaching and co-curricular activities and a contact point to collaborate with outside organizations for widened exposure and Learning Without Walls – an exceptional asset for implementing Other Learning Experiences (OLE) and Liberal Studies in the New Senior Secondary curriculum since 2009.

In addition, the School Management Committee evaluated the school staffing position and took the important initiative of boosting remuneration incentives in 2008, to attract targeted staff to continue serving the school to alleviate the problem of brain drain and staff turnover. Effort was also made to enhance the stability of the teaching force in the past year by the introduction of gratuity and high flyers (granting of additional salary points in recognition of outstanding performance), as well as lengthening the contract period to 2 + 3 + 5 years.

Leadership and Monitoring Roles of the Principal, Vice-principals and Middle Managers

The current Principal has demonstrated very impressive leadership. He has very successfully led the school through the transition of change of principalship and staff turnover in the past two years. He has a sincere and warm personality. He has ideals and is dedicated to his work. He shows good respect to people. His people-oriented style enables him to work well with staff and earn respect and trust from staff, students and parents. He has an open attitude and is always willing to listen to views and suggestions. His door is always open and he welcomes staff and students visiting him in his office. He has a democratic management style. Whilst he has to make the final decision, he is willing to listen to alternative views for making the best judgment. He has also specially set up the Advisory Board as his think tank, so that he can listen to more views and look at issues from different perspectives when making decisions. He also believes in delegation, and has well entrusted the two Vice-principals with important responsibilities, as well as setting up a variety of committees and teams at various levels for different types of planning, implementation and review work. He works very well with the two Vice-principals and the three of them form a harmonious nuclear senior management team, with good division of labour. The principal takes a serious attitude in his work. He monitors the implementation of quality and effectiveness through the Vice-principals and also through the variety of committees, offices and teams he sets up, attending to both their oral and written reports. Genuine towards ongoing improvement, he has personally set a good role model for the school.

The two Vice-principals are very dedicated professionals with rich teaching and management experiences. Both of them show very good leadership. One of the Vice-principals is in charge of student affairs, LEWOWA, staff development, fund-raising, safety, general administration, church-school cooperation, ceremonies and special school functions. He has developed excellent rapport with staff and shows very

effective leadership in leading committee work and motivating colleagues. He is very dedicated and hardworking and serves as a good role model. He has made very important contributions to the smooth transition of the school to the new principalship, acting as an important stabilizing factor. He has very successfully developed a good school culture, led development of a good student culture, as well as the LEWOWA, which is a unique feature of the school contributing significantly to enhancing the school's learning culture and learning motivation. Another Vice-principal is in charge of academic development. She chairs the Academic Excellence Board and supervises the Academic Affairs Office and academic-related support teams. She also heads the school self-evaluation team, library team and Liberal Studies Curriculum Development Team. She is also a very dedicated and hardworking professional. She has a passion for leading curriculum innovations and has successfully led a number of impressive school-based curriculum development projects which are unique features of the school, including the NSS curriculum, Liberal Studies, Integrated Humanities, PSSE (Personal, Social and Spiritual Education), as well as workshops on developing students' thinking and study skills. All these show her special insights and vision in good curriculum development leadership.

The Vice-principals work closely with the middle management of panel heads, office directors, committee coordinators and team heads to monitor implementation through regular reviews, self-evaluation and reporting structures. Under their concerted efforts with the middle management, various aspects of the school are smoothly run with quality. Problems are identified when they arise, and are duly remedied by relevant units through regular feedback and P-I-E processes.

“Challenging”, “creative”, “pleasurable”, “mentoring”, “sharing”, “facing it together”, “exerting myself to the fullest”, “self-understanding”, “integrated”, “reflective”...” are some of the exciting words quoted by the panel heads in a meeting with the CR team about their work, reflecting their characteristics and the culture they have shaped. The middle managers demonstrate enthusiasm and dedication in their work. They all show confidence in their work and their professional leadership keeps growing. A lot of potential is seen in this group. With this, and as experience accumulates, the CR team has full confidence that the School can excel at a much faster speed in the future.

Collaboration and Support

The working relationship between the school management and middle managers is good. There is apparent good sharing of information among the middle managers. All of them have good knowledge of their plans and are keen to work together for the attainment of the goals of the School. The majority of the panel heads are able to guide and support their young members. Good teaching strategies are shared among the whole panel for the improvement of learning and teaching. Collaboration between the management and staff and among staff is well facilitated by an effective staff communications network

through emails, a daily log book, morning announcements, weekly briefing, notice boards and staff/panel head/SEC meetings.

Professional Development and Staff Appraisal

There are good records of professional development activities in the School. Teachers on average spend ninety five hours on professional development in 2008-09 which compares favourably with the Hong Kong average. Staff development is conducted in line with the development of the school. Four whole school days are set aside for staff development activities every year. The majority of activities are related to the strategies of teaching and learning, such as questioning techniques and classroom management. With the common block time-table, there is the good practice of Common Preparation Lesson (CPL) in departments. Apart from collaborative efforts, the joint work, sharing and mutual inspirations actually provide excellent school-based development opportunities directly catering for the day-to-day teaching needs of teachers, novice or veteran alike. Peer lesson observation is widely encouraged. Staff development activities are planned and coordinated by Staff Development Committee. The committee systematically identifies teachers' needs and organizes relevant learning activities. For example, when the Committee found that teachers were not sensitive enough in analyzing survey outputs and statistical data, with the initiative of the Mathematics Department, a staff development workshop was run to teach teachers how to interpret the statistical results of Assessment Program for Affective and Social Outcomes (APASO) and Key Performance Measures (KPM), so that all teachers could engage themselves in the School Self Assessment (SSA).

Apart from the school-based opportunities, the staff is also fully supported to enhance their professional knowledge and skills by joining external workshops, seminars and courses. The financial support for teachers per head is sufficient, and substitution arrangements are provided to facilitate participation.

Teachers and some non-teaching staff members who were interviewed expressed satisfaction with their job assignment and showed active participation in related staff development activities. A good example is the teaching of golf in PE lessons. PE teachers were delighted to attend golf courses so that they could supervise the teaching of the new topic by external coaches.

Staff Appraisal in this school takes on a dual role of promoting professional development and ensuring accountability. Teachers' teaching and non-teaching duties are separately appraised. Such a staff appraisal system has been put in place since 2007-08. The staff appraisal system is an effort to encourage cyclical self-evaluation (i.e. P-I-E) at the personal level, on top of P-I-E efforts at the departmental and school levels. The procedures and guidelines on appraisal are well documented.

In sum, the CR team is pleased to see the good achievements of the school both in management and in professional leadership. The school is under the good hands of the School Management Committee, Supervisor, Principal and Vice-principals and the middle managers. All of them have been working in good alignment and with good division of labour towards the vision with commitment, dedication, quality and good accountability through a P-I-E culture across all levels. The CR team sees great potential in the leadership of the middle managers. Staff members are very willing to share their professional knowledge with their peers and further develop themselves. The management has achieved well in developing a good foundation for a learning community. In addition to staff development opportunities in line with the school needs, further learning opportunities for all in developing a habit of constructive critical analysis of their work and in different aspects of school work will advance the level of reflections in the P-I-E processes, to further enhance quality and professionalism in the development of a full learning community.

3. Curriculum, Learning and Teaching

3.1 Curriculum Organization

A Balanced Curriculum for realizing the School's Vision

The school has prepared a wide and balanced curriculum, with all elements planning to foster students' life-long learning and whole person development. It aligns closely with the school vision of cultivating Christian faith and educating students to be leaders and "Stewards" of tomorrow. It is consistent with recent trends in educational development and curriculum reforms. It offers balanced and comprehensive education, with formal curriculum supported by informal curriculum, aiming at maximizing students' learning experience as well as nurturing their academic and non-academic development.

Drawing upon subjects recommended by the Curriculum Development Council, the School has well developed a curriculum framework for translating the school's emphasis and priorities to realize its vision. PSSE (Personal, Social and Spiritual Education) is appropriately set as a core subject, in addition to Chinese, English and Mathematics, for all students from S1-S7, ensuring that students are provided with continuous integrated personal, social and spiritual development opportunities during their school life in SPKC. All students also study Integrated Humanities, Chinese History, Putonghua, Computer Literacy, Visual Arts, Music and PE up to S3, and Integrated Science up to S2, providing them with a good balanced foundation in the various disciplines during their final years of basic education. Thereafter, students study further in the subjects of their interest and talents through choosing from a wide range of around 11 electives. For students studying in the NSS system (S4 as the first cohort), they also study Liberal Studies to develop their independent learning skill and higher cognitive and affective abilities. On the whole, the school curriculum is suitably organized and aligned for achieving the school's vision and mission. The availability of Chinese History, History and English Literature together as free choices for all in NSS is a unique feature that the school takes pride in. Significant efforts are put into school-based development of Liberal Studies, PSSE and Integrated Humanities, with very impressive learning-teaching outcomes with which the school is very satisfied.

The school's informal curriculum is implemented through a wide range of extra- and co-curricular activities with the objective of fostering students' non-academic development, character building and spiritual growth. Over 60 co-curricular activities are organized and students must participate at least in one activity a year. The school's characteristic Learning Without Wall Programme (LEWOWA) organizes diversified life-wide learning opportunities. A number of courses, both local and overseas, are organized each year, exposing students to experiential learning programmes, ranging from extended learning for subject interest, understanding of global issues, providing volunteer service, studying historical culture to developing leadership. LEWOWA is well received as it effectively maximizes students' global vision and potentials relating to moral, intellectual, physical, social and aesthetic growth, as well as prepares students

for further studies and career prospects. The school's International Collaboration Team arranges programmes to promote students' international understanding and globalized perception. Overseas video conferencing and intercultural forum have been successfully organized to draw students' concern for international affairs.

Emphasis on Curriculum Leadership

The School attaches great importance to curriculum planning and development and has specially recruited a well qualified and experienced Vice-principal to lead this area. All matters relating to the planning, implementation and evaluation of the school curriculum are under the supervision and coordination of this dedicated and capable Vice Principal. She chairs the Academic Excellence Board, a school-level committee set up to review curriculum and to explore strategies for quality teaching and learning. The Academic Affairs Office is responsible for carrying out policies worked out by the Board.

Planning and Implementing the 4 Key Tasks

Students' knowledge in the Key Learning Areas (KLA) and generic skills are primary concerns of the school's curriculum development. The four Key Tasks advocated by the Education Bureau are properly promoted through the joint efforts of subject departments and functional groups. First, the development of a **reading culture** is actively pursued. A Comprehensive Reading Scheme from S1 – S5 is developed and implemented. Part of the morning class teacher period is set aside for reading of English or Chinese materials. In the English and Chinese curriculum, reading elements have been infused into the learning activities to promote students' interest and to strengthen their reading skills. The same practice is supported by other subject departments. Library facilities and its rich source of books contribute significant support. Second, the **use of IT for integrative learning**, like LS Platform, e-class, English Builder, Video Conferencing, is proceeding with good effects. A repertoire of IT resources and support from the IT Department, together with the utilization and application of IT facilities render significant contribution to raising the quality of learning. Third, **moral and civic education** are well integrated into the curriculum of all Key Learning Areas, in line with the school's Christian mission of education. Various programmes are organized to cultivate values. Moral and civic education is embedded in Personal, Social and Spiritual Education (PSSE) from S1 to S6. Chinese History is also offered from S1 to S6 as an independent subject to inculcate students' national identity and civic awareness. Fourth, a whole-school approach is adopted to promote **Project Learning**, with the objective of promoting issue-based learning and students' generic skills. The Integrated Humanities (IH) Department has prepared a comprehensive "Integrated Humanities Handbook for Project-based Learning", containing procedures and methodologies for such studies.

Planning and Implementation of Liberal Studies, PSSE and Integrated Humanities

The School takes pride in the development of a school-based curriculum for NSS Liberal Studies. Given the subject's critical roles in developing self-directed learning, higher cognitive abilities and values, as well as in promoting integrative use and construction of knowledge, the school attaches high importance to this work, and has appointed the academic Vice-principal to directly lead this development as the subject's panel head, and to lead a Liberal Studies Curriculum Development Team. A diversity of innovative ideas, teaching strategies and resources, focusing on issue-enquiry skills and higher order thinking development has been developed and implemented for effective learning. A Liberal Studies Park is specially established to support the implementation of this subject, with resources particularly appropriate for promoting life-wide learning and development of generic skills. With the dedication and hard efforts of all those involved, this subject is effectively and successfully implemented.

Apart from Liberal Studies, good efforts in school-based curriculum development are observed in the refinement of Integrated Humanities, which has integrated elements of History, Geography, and Economic and Public Affairs, so as to build up students' knowledge, skills, values and attitudes relating to historical, cultural, economic and political aspects. Very impressive school-based curriculum development is also observed in the special Personal, Social and Spiritual Education (PSSE) programme which integrates spiritual and values education at all levels.

On top of the above-mentioned good work, in advancing to another stage the School may consider further developing these subjects in a systematic way through small action research projects, such as finding out how students can be assisted to develop a habit of ongoing construction and refinement of personal knowledge, insights and values; finding out how such higher order cognitive abilities can be used in their daily life and in the other subjects; or finding out how these important abilities can be internalized in students and be sustained. This same P-I-E recommendation is also applicable to other new subjects of the NSS curriculum, such as Business, Accounting, Financial Studies and English Literature.

Cross Subject Collaboration

At the same time, cross-curricular collaboration is also proceeding smoothly, facilitating integration of learning across different disciplines. Along this line there is project work to strengthen cross-subject collaboration among English, Integrated Humanities and Mathematics to broaden students' all round development and maximize learning outcome. For a similar purpose, the sciences, Liberal Studies, Chinese History and Geography are involved in a cross-curricular programme of "Sustainable Development". In line with the school's mission for life-long learning, the cultural subjects like Physical Education, Music and Visual Arts might also consider an integrated multi-activity approach to nurture students' interest and abilities in the aesthetics areas so that students will continue to pursue life-long learning even after they have left school.

Strategies for Effective Curriculum Implementation

Effective curriculum implementation is the result of concerted efforts of a team of committed teachers having their common aim of providing quality education to students, together with strong financial and resource support from the school. Departmental planning in producing the departmental annual plan depicting agreed major areas of development, strategies and schedule in the beginning of the year by departmental teachers as a whole effectively lays out the tasks and schedule for the year. The annual plans are generally well produced and provide a good action plan for all teachers to follow for concerted and aligned efforts in implementing the curriculum effectively.

Collaboration among teachers in SPKC is strong and efficient, and further enhances effective implementation. There are regular common lesson preparations, peer lesson observations and exchanges, and sharing of teaching experience. Internally organized mass lectures and workshops on teaching are held periodically. External advice and consultation are also sought from tertiary institutes to enhance learning and teaching methods and quality. There is also a mentoring system whereby experienced teachers give advice to newly appointed or relatively inexperienced teachers.

Effective implementation of the NSS curriculum is a paramount concern, and adopts a whole-school approach, under the leadership of the Vice-principal in charge of academic affairs. Teachers were encouraged to attend various NSS staff training courses, with a view to strengthening their competence and professionalism. A distinctive feature of the curriculum is the provision of diversified learning opportunities for students, offering 18 subjects, with flexible time-tabling arrangements. Students are not narrowly streamed into arts, sciences or social sciences classes. Apart from the four core subjects, they are allowed a free choice of two to three elective subjects according to their needs, interests and abilities. Apart from the subjects, Other Learning Experiences (OLE) is available in line with the objectives of the NSS promoting whole person development and life-long learning.

The school adopts a bi-literate, tri-lingual policy. As an EMI (English as Medium of Instruction) school, it attaches great importance to raising students' standard in English. A number of measures are in place to ensure effective implementation of this focus. Small class teaching is practised from S1 to S5. With the combined effect of a well structured school-based curriculum, effective teaching strategies and appropriate tailor-made teaching materials, students are inspired to develop enthusiasm and skills to learn and use English. The English Department contributes significantly to the cultivation of an English-rich environment. A range of co- and extra-curricular activities and programmes are in place to enhance English learning and exposure. Some examples include the English Zone, English Radio, English Club, Student English newspaper and Inter-school Debating Competitions. To encourage students to use English and enhance their communication skills in this language, Tuesdays and Wednesdays are designated as English Days. Students are urged to communicate in this language.

Putonghua learning is implemented in S1 to S3. Students are keen and their learning attitude is serious. They are able to communicate and express themselves properly in Putonghua. However, as there is only one Putonghua lesson a week and the team of Putonghua teachers is not full-time teaching Putonghua, attention can be given to strengthen the Putonghua environment within school, and increase the Putonghua Day from once to twice a week to enhance the effectiveness of implementation.

Performance Assessment

The school has adopted a whole school policy on “assessment for learning” for ongoing improvement of students’ learning, and practises both continuous and summative assessments. Systematic and detailed guidelines are formulated. The Assessment Team of the Academic Affairs Office is given the task to coordinate all subject departments to implement a continuous assessment policy, relating to coursework, homework and uniform tests. The quality of examination papers is seriously monitored. There is a rigorous system of vetting examination papers by peers and then by the panel chairperson, finally to be endorsed by the Vice-principal and the Principal. Marking schemes are set by teachers to show their assessment criteria of examination questions.

The types of questions and format vary from subject to subject, and cover a wide range of content and levels of difficulty, taking well into account the knowledge, skills, values and attitudes students acquired in the different Key Learning Areas. Teachers exercise care in marking assignments and examination papers. Comments and recommendations for improvement are given. Students’ performance in the uniform tests and examinations is carefully analyzed, and the level of difficulty of the questions is adjusted in subsequent assessments as necessary in teachers’ continuous efforts to improve their question setting. The carefulness and thoroughness of teachers in setting questions, vetting scripts, marking papers and improving their assessments are very impressive, reflecting high level of seriousness and professionalism in their work.

Based on the assessment findings, teachers arrange remedial or enhancement groups to students who need such support. A learning portfolio is required of students to show progressive work and outcomes of continuous assessment. Students’ academic and non-academic achievements are systematically recorded respectively, holistically providing information on their attainment.

Students in general perform well in class exercises, homework, tests and examinations, showing that they are learning their subjects well. Work for the next stage could be an emphasis on further developing their higher order thinking. As worksheets are commonly used in class teaching, and often used as a device for continuous assessment, in designing their worksheets, teachers could consider adding more challenging items to develop students’ higher order thinking.

Evaluation of Curriculum and Completing the P-I-E Cycle

P-I-E is implemented at different levels of curriculum implementation. Apart from the above example in improving examination questions, efforts are made in improving curriculum planning and teaching after curriculum implementation. Students' academic and non-academic performances provide useful sources of information for such improvements. Statistical analyses of students' performance are carried out at the end of the year to provide useful information. Based on these findings individual subject departments and leaders of Key Learning Areas make in-depth reviews of their initially designed implementation plans, schedule of work and different aspects of the curriculum for the next year to see what modifications/amendments are necessary. All panel chairpersons and heads of functional groups prepare a SWOT analysis after implementation for guiding strategic development of their new plans and curriculum improvements. In the evaluation exercise, parents' views may be sought, if necessary, for a holistic approach.

With these, the P-I-E cycle (Planning, Implementation and Evaluation) is closely followed in relation to curriculum development, and a conscientious self-evaluation culture is observed in the school. Much emphasis is placed on monitoring curricular implementation to ensure consistency with the policies laid down in the beginning of the school year and to ensure effective student learning outcomes at the end. These P-I-E processes are documented in minutes of departmental/unit meetings, as well as the annual report and annual plan of each department/unit.

In sum, teachers' dedication for continuous evaluation and improvement of their work based on the P-I-E philosophy are commendable driving forces for the provision of quality education. The school authority also provides necessary support. For example, the school plans to expand the library facilities and upgrade IT hardware to support learning and teaching.

3.2 Student Learning and Teaching

Student Learning

Students are generally attentive, motivated and disciplined. They show confidence and co-operation in class, with a positive attitude towards learning. They are keen to express themselves and are willing to participate when opportunities arise. In general the learning atmosphere is good and teacher-student interaction is adequate. Many are enthusiastic and respond in an orderly manner. They are able to grasp the lesson content, and are able to connect new knowledge with their pre-acquired knowledge as the lesson proceeds. Senior level students can present their ideas logically and contribute to the flow of cooperative learning. Junior level students are more willing and more active in class participation than their senior counterparts.

Students follow instructions and show interest in learning activities. In group discussions, students generally demonstrate good grasp of communication and collaborative skills. Discussions and exchange of ideas take place with open and positive attitudes. Some are able to supply alternative views to those given by their peers. In the reporting back sessions, students are able to present their findings logically and systematically, reflecting efforts of group work and sharing of views. Some can make use of diagrams to illustrate their answers.

A general feature is that while the majority of students are responsive to the teacher's questions, there are still some who remain passive and make little contribution. Accordingly, teachers might consider strengthening the confidence and initiatives of these minority cases, especially the less able ones.

Students are conscientious and serious in class-work. They follow teachers' instructions and complete their lesson assignments in time. They are able to make use of textbook information and respond to teachers' questions intelligently. Some write remarks and/or additional notes around the margins of their worksheets or workbooks. Their homework assignments are also properly completed.

As students of an EMI school, they are generally confident in using English for communication inside the classroom and around the school. Some are able to apply self-learning strategies such as participating in optional, independent on-line English exercises after school. In senior forms, students can express themselves fluently in English and are able to develop content of a theme through group discussion.

Teaching

Teachers are committed, responsible and co-operative. They are motivated and well prepared for their lessons. They are hardworking, care for student learning and are able to sustain students' interest in class teaching. Teachers have good subject knowledge and are able to communicate effectively. They are serious to keep abreast with curriculum development and assessment tasks. Teachers have good rapport with students and are respected. They are also open to students' viewpoint. Students are generally invited to share their opinion, thus creating a pleasurable learning atmosphere. Panel chairpersons are dedicated, energetic and demonstrate capable leadership to lead their team members.

Teachers' lessons are well planned and with clear objectives. Teaching points are usually clear, well organized and systematically delivered. Essential concepts are well focused, so that students can follow with ease. Teachers can effectively make use of students' pre-acquired knowledge to facilitate new learning. They can also make appropriate reference to textbook information to elaborate key teaching points. Activities, like group discussions or individual tasks to solve worksheet problems, are commonly carried out in many of the lessons observed. Teacher-student interactions are generally good, and there are many occasions when student-student interactions also

take place. Questioning is generally used, supplemented by appropriate prompting/probing skills and follow-up questions. A repertoire of resources and IT support are employed, such as PowerPoint slides, video shows and graphs to facilitate effective learning, and such resources are generally well used to achieve good effects. Many teachers have performed well and have used different methods to meet different objectives of the lesson.

To make learning more meaningful and effective, teachers could relate students' learning to their daily life experiences, so that students could apply theoretical knowledge to reality. This is already a consistent practice in some subjects, and could be widely promoted to all others. In advancing to the next stage of development, a more diversified range of higher cognitive development methods, e.g. using role plays, mind-mapping, debates, structured discussions, case studies, can be used to further promote higher order thinking development and student-centered approaches involving and heuristic and self-directed practices.

4. School Ethos and Student Support

4.1 School Ethos

The warm and supportive school culture is impressive. The school has a united team of enthusiastic and committed staff, who share the belief that teaching is not just a job but a way to positively influence the students with teachers' lives. Their dedication makes the school a caring and harmonious home. No doubt, the principal said, "Teachers are the greatest asset of the school."

Different groups of staff, students and parents, when interviewed by the CR Team, expressed the harmonious relationship. Students said, "Our teachers give us much encouragement." "Our class teachers are caring." "School life is harmonious." There are several tables and chairs outside the Staff Room, where teachers often discuss with students during recess, at lunch time and after school. Students also find their peers friendly. After school, many students still stay at school, chatting, doing homework, preparing projects and participating in co-curricular activities.

Janitors commented on the strong bond, "We are in a big family." "It is exciting to see students growing up from S1 to S6." "Many S5 graduates like to visit the school." Janitors also expressed their work attitude, "We do our job with our hearts." Their devotion is reflected in the cleanliness of the school premises, especially the toilets.

Parents also have high regard for the school. They strongly support the school vision and mission. They said, "The school is warm." "We are deeply impressed by teachers' loving and caring attitude." "Our children become more willing to learn here." "Though the teachers are young, they have passion and are willing to give extra time for students." Parents are particularly impressed by the success of the school in fostering students' good character. "You can see how well students behave when they come out of the school entrance during lunch time and after school. We definitely will recommend this school to our friends."

In fact, the principal plays a significant role in fostering the warm school culture. His humanistic open-door policy is commended by students, parents and teachers. Students said, "We can directly talk with the principal." Parents said, "The principal is approachable." Teachers said, "The principal is easy to talk to."

Harmonious relationship is not only evident between teachers and students, but also among staff. When teachers were asked about their feeling of school life, they described with words, such as "friendly," "warm," "enthusiastic," "caring," "supportive," "of comradeship," "harmonious," and "forward-moving." "It's an honour to serve God as a teacher here." Teachers commented, "Non-teaching staff are very helpful. IT support is strong." "We are appreciative of what the school has done for us." "The school is our home."

New teachers feel strong support from colleagues. They said, “Help already comes from many colleagues even when we have not yet asked for help. The Principal is welcoming and Vice-principals approach us often.” In the Staff Room, teachers are arranged to sit near colleagues teaching the same subject for easy collaboration. Though the school has considered arranging a VP room for the two Vice-principals, they would rather sit in the staff room, so as to be close to teachers and support them. Teachers are pleased with the functions organized by Staff Social Welfare Team. Their birthdays are celebrated. There are happy dining and outing among staff. Small gifts, cards and words of encouragement are often exchanged. The school’s intranet system and internal telephone communication strengthen staff communication.

During the period of Comprehensive Review, it is touching to see how Parent-Teacher Association and Abundant Grace Church respectively offered food and drinks, sent small gifts, and gave cards with encouraging Biblical verses to support all the staff of the school.

4.2 Supports for Student Development

The school places strong focus on students’ character-building based on the principles and values of Christianity. It is reflected by the huge banners outside every floor of the school building, “Excellence and Integrity,” “Responsibility and Harmony,” “Diligence and Serving Heart,” “Self-management and Appreciation,” “Respect yourself. Respect others.” and “Compassion and Perseverance.”

On another huge banner at school, the school vision is clearly advocated, “We aim at preparing tomorrow’s leaders with Character and Intelligence.” The essential qualities of a leader are elaborated: “We have love and care.” “We have high self-esteem.” “We have globalized vision.” “We prepare for life-long learning.” and “We live with Christian values.” To instill moral and spiritual education, posters with Biblical verses are posted along the corridors and staircases. Scripture are printed on posters even inside the toilets as well as on each page of the Student Handbook.

The Student Affairs Office (SAO), which caters for students’ all-round development, consists of 5 Teams: Co-curricular Activities Team, Discipline and Counselling Team, Character Building Team, Spiritual Formation Team, and Student Welfare Team. Heavy investment of human resources in this area is worthwhile for the effectiveness of student development. P-I-E (Planning-Implementation-Evaluation) is well conducted. Students’ varied needs are identified, and services are carefully formulated and implemented. The effectiveness of programmes is evaluated. Teachers follow the P-I-E to great detail, taking serious consideration of the major concerns and school themes of the school year, so that all the programmes of all the teams go in line with the direction of the school.

The Students Affairs Office also has a good filing system with carefully-written proposals, guidelines, lists of rundown of programmes/events, and evaluation reports. For example, school notices are carefully prepared: they are amended by language teachers, proofread twice by the Students Affairs Director and finally approved by the Principal. Teachers' conscientious and responsible attitude sets a good role model for students. The good filing system provides rich resources and lays a good foundation for further development.

A Whole School Approach is adopted to provide support and care for students. The Dual Class Teacher System and the two Class Teacher Periods per day effectively strengthen students' character building. The Reading Period actively promotes the reading culture, and encourages students to read good books on personal development and interpersonal relationships.

The Morning Assembly, the Weekly Assembly and the carefully-prepared Student Handbook are some of the very effective ways to nurture students' development. Topics of teachers' sharing are related to the school theme of the school year. During the Review, teachers' personal sharing on striving for excellence in the Morning Assembly is touching. Striving for excellence is not just an abstract concept. Students are given good examples to follow. They learn how to overcome obstacles and work towards their goals.

The school has established many good systems to allow zero tolerance for students' irresponsible behaviour. All staff with concerted efforts help students to form good habits. The policy of Detention Class with a systematic procedure is administered by class teachers, supporting staff and Discipline Master to foster students' good habit of submitting assignments and doing corrections on time. The Student Handbook is another typical example. The motto, theme, and rules of the school are clearly stated. In each month, there is a page of Self-Evaluation Form for students to reflect on how they strive for excellence, act with integrity and set goals.

Under the Student Affairs Office, the Co-Curricular Activities Team (CCA) has organized 64 co-curricular activities. The *One Student One Club* and the *One Student One Music Training* are enforced. The school has developed award systems, namely the Outstanding CCA Award, Award of Serving Heart and All-round Student Award and Merit System in recognition of fine services and strong commitment.

The Student Union under the Co-curricular Activities Team is established this year. The Poor/Rich Banquet organized by the Student Union was well-received. The Open Forum on School Policy proposed by Student Union will be held during the post-examination period. It will mark a new phase in school history and open up a channel for students to express their views and for the school to give positive feedback. The school can listen to students' proposals, and adopt their feasible ideas. If the ideas are not feasible, the school will explain the difficulties involved. This is a good way of leadership training. Students should be fostered in assertiveness, self-confidence, critical thinking, and thinking out of the box, because leaders of

tomorrow should have the calibre of influencing others and initiating change. If possible, more responsibilities could be delegated to student leaders, like head prefects and Student Union members. Prefects and Head Prefects could be elected instead of chosen by teachers.

The Character Building Team takes a coordinating role in promoting Moral and Civic Education, National Education, community services, Sex and Health Education, Environmental Education, Class Teachers' Periods, Morning Assemblies, Weekly Assemblies, Special Theme Weeks, S1 Bridging Programme, and ICAN Programme. Twenty-six activities are organized this year, with strong support from Stewards Life Education Centre and school social workers. "Charity May" activities are impressive.

The Discipline and Counselling Team (DC Team) reflects that the school views discipline and counselling as inseparable and equally important in the formation of student character. The DC Team has set up a good system with many useful resources of good tools for teachers to follow. Discipline in the school is educative in approach. Re-habit Training Programme effectively helps misbehaved students to form good habits. Buddy Programme is newly established. I-touch programme is provided for students with developmental difficulties.

As many of the developmental and preventive programmes on character building are promoted by the Character Building Team, counselling teachers focus more on case work and SEN (Special Educational Needs) support, with the help from school social workers and the external Educational Psychologist. Special examination arrangements are given to SEN students. To strengthen the school's support to SEN students, apart from the counseling teachers, social workers and psychologist, interested teachers could attend courses and seminars to professionally prepare themselves and add support to the work of these professionals.

The Spiritual formation Team coordinates the Christian Fellowship, Gospel Weeks, Carol Night, and Friday Worships with strong support from Abundant Grace Church. Spiritual reading on Friday mornings is impressive. The Student Welfare Team takes care of students' daily needs, such as services of school bus, lunch-box, and tuck shop, as well as ordering of textbooks, school uniform and Student Handbooks. Parent representatives take an active role in the Student Welfare Team.

The Career Guidance Team is at present under Academic Affairs Office. However, career education is more than the choice of subjects, further education and jobs. Guidance should be given for the whole person development of students, such as the positive self concept and positive social interaction. The CR Team is concerned about the shift of career guidance towards the academic side and strongly recommends the school to consider strengthening the guidance/counselling perspective of career education for students.

4.3 Home-School Co-operation

The Parent-Teacher Association (PTA) provides an important platform for home-school collaboration. Bi-monthly regular meetings are organized to discuss student and school development. Each year, two major activities and many interest groups are conducted for all parents. Parents give strong support to the school. The PTA core members serve on the Student Welfare Team and Tender Approval Committees. In addition, parent volunteers help in many ways, such as arbitrating at competitions during the Sports Days, helping to manage school library resources, and preparing thank-you gifts for teachers. Parents often generously support fundraising activities organized by the school.

One unique feature is the substantial parent education, which has been constantly offered to all parents ever since the establishment of the school. Each year, four workshops and two seminars are organized at school by the Abundant Grace Church. Such talks, attracting an audience of 100-300 each time, equip parents with essential parenting skills and knowledge of adolescents' developmental needs.

Another characteristic feature is the PTA Choir, which is composed of parents and teachers. There are choir performances at ceremonies such as Carol Night, Open Day and Speech Day. The Choir strengthens the bonding between teachers and parents.

4.4 Links with External Organizations

The school gains strong support from Abundant Grace Church, Breakthrough Ltd. and Stewards Life Education Centre. Parent education is offered and many spiritual formation activities for students are delivered by Abundant Grace Church. Stewards Life Education Centre also conducts many character building programmes for students. Strong external resources release much of teachers' workload and contribute much to student and parent development.

Located in Kwong Yuen, Shatin, the school initiated Kwong Yuen Cultural Festival by uniting all fourteen Christian organizations in the region to promote Christian values, harmony, social service and entertainment for the residents in the community.

The school also develops strong links with other external organizations. Typical examples are the "School-based Supportive Scheme" with the Chinese University of Hong Kong, "Green Roof Project" with Hong Kong Baptist University, "Renewable Energy Facilities" with Hong Kong Polytechnic University, "Community Weather Information Network" with Hong Kong Polytechnic University and Hong Kong Observatory, "Adopt a School" with Rotary Club of Shatin, "Liberal Studies Park" with Stewards Social Service Centre (Youth Online) and Stewards CrossLand Life Adventure Centre as well as "Liberal Studies School Network Scheme". These external resources and expertise are tapped to give effective support to school development and student activities.

To equip students with globalized vision and an international perspective, the school maintains friendly linkages with outside Hong Kong organizations. Examples include exchange programmes with Shenzhen Kwai Yuen Secondary School through the “Sister School Scheme”, talks given by exchange scholars from overseas universities through the Rotary Club, and video-conferences with overseas schools. Furthermore, intercultural forums and exchange activities with International Christian School are regularly implemented.

5. Student Performance

5.1 Attitude and Behaviour

As a school emphasizing balanced education in six areas of development, namely spiritual, moral, intellectual, physical, social and aesthetic development, the school has attached special importance to promoting values for nurturing morality and social competence, as clearly stated in the School Self Assessment Report. Such emphasis is duly translated into the following major concerns of the school in the academic years 2008-09 and 2009-10:

- To equip students with knowledge, life skills and moral values through self-discipline, leadership and excellence (major concern of 2008-09)
- Enhancement of students' positive self concept

These major concerns clearly specify the directions for development of students' attitude and behaviour, shaping them to become leaders and "stewards" of tomorrow.

Affective Development and Attitude

The school is successful in these developments. Students have high concepts of themselves. The results of APASO (2008-2009), Piers-Harris (2009-2010) and the Chinese University of Hong Kong Quality School Project (2009-2010) all show that the students' average scores on self-concept are higher than the Hong Kong norm, with a greater difference for the S1 and S2 students than those at the higher level.

The high attendance rate, low tardiness rate and students' commitment to submit assignments on time all indicate that a good habit of punctuality and a sense of responsibility have been successfully cultivated. The result of APASO (2008-2009) also confirms the effectiveness of moral education. The students' average scores in values are higher than the Hong Kong norm and school type norm with respect to ethical conduct, social harmony and civic orientation.

Students' attitude towards learning is impressive. Lesson observation reveals that most students are motivated to learn and show genuine interest in their studies. They are attentive, cooperative and participate actively in learning tasks. Their assignments are well worked out according to the specified requirements. They are willing to try and spend time to work on projects that are time-consuming. They readily respond to challenges posed by the teachers in class and are willing to discuss and share experiences in groups. They put effort in using the appropriate language, including English and Putonghua, in small group discussions and presentations. The majority of students are able to express themselves properly in English. Some students are able to apply thinking skills in learning tasks and make sensible enquiries. The positive learning atmosphere is found in all aspects of students' learning. The phenomenon is

supported by data obtained from the 2008-2009 Stakeholders' Survey which shows that both teachers and students give the students' learning a high rating.

Social Development

The school is characterized by the harmonious relationship among various parties. "I love the school because of her friendly and harmonious atmosphere," said one student. "There is excellent rapport between the teachers and students," another stated. "It is very easy to communicate with the teachers because they are young," a third student commented. Students are friendly and polite to guests. They take the initiative to greet people and are at ease talking to visitors. They maintain excellent interpersonal relationship with peers and adults alike. The warm and caring school culture has contributed to developing students' strong sense of belonging.

Students are well behaved both inside and outside the classroom. There are rare cases of behavioural problems. It is apparent that students are self-disciplined and can manage themselves properly. They respect their teachers and are keen on providing mutual support for peer learning. Their average APASO scores in social skills and interpersonal competence are more favourable than the Hong Kong norm and school type norm.

5.2 Participation and Achievement

Academic Performance

The school internal examination results show that the overall passing rate of each subject in each Form is high. Only a few students fail the overall average and there is only a low percentage of low achievers (fail in English, or fail in Chinese/Mathematics; fail in overall average). The passing rate reaches 90% for Chinese language in all Forms, and almost 100% for English in all Forms. Subjects like Physical Education, Visual Arts, PSSE (Personal, Social and Spiritual Education) and Putonghua also have a passing rate close to 100%.

Students' performance in the Secondary 3 Territory-wide System Assessment keeps on improving in the past three years. The passing rate for Chinese well exceeds the territory norm. In 2009, almost all students achieve basic competency in English and Mathematics. Being the school's first cohort in sitting for public examinations, students' results in the 2009 Hong Kong Certificate of Education Examination (HKCEE) provide a useful baseline for future references. Academic value-added performance is found in the core three and best six subjects, and is most prominent in English and Mathematics. The number of students with fourteen points or above in the best six subjects is 48. There are seven subjects with a passing rate higher than the territory norm, English being the most outstanding one. Taking into account of the student intake in the first year of operation of the school, the performance is more than satisfactory and

the result meets the expectation of the school. With the continuous effort in enhancing teaching strategies and promoting quality learning, the school has confidence that public examination results will be improved in the coming years.

Students have achieved good results in a variety of academic-related competitions, including the Hong Kong Schools' Speech Festival, Hong Kong and Macao Mathematical Olympiad Open Contest, Statistical Project Competition for Secondary School Students, Hong Kong Mathematics High Achievers Selection Contest, Hong Kong and Macao Inter-School Straw Competition, and Putonghua Speech Competition. Students' potential is demonstrated in English verse-speaking, dramatic duologue and debate, Cantonese and Putonghua verse speaking, statistical project, thematic project and scientific discovery. Students' creativity, language ability and artistic talents are shown in the students' publications like Special Issue of the Stewards Pooi Kei College Newsletter and the Stewards Pooi Kei College 1st and 2nd Cross-curricular, Culture and Arts Festival booklets.

Non-Academic Performance

Under the policy of "One Student One Club" for co-curricular activities, the implementation of the "Learning Without Walls" curriculum and the establishment of the award scheme for Co-curricular Activities and Service hours, students are encouraged to participate actively in a rich variety of activities. Information from the KPM shows that students rated highly on the two items "My schoolmates actively participate in extra-curricular activities" and "Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased". In the academic year of 2008-2009, a total of 324 students received the Outstanding Co-curricular Activities Award, Award of Serving Heart and SPKC All-round Student Award.

A good number of students participate actively in a broad range of cultural, physical and aesthetic territory-wide competitions. As shown in the award list, students obtained commendable results in joining the Shatin Inter-school Swimming Competition, Annual athletics meet of other secondary school, Inter-School Badminton Competition, Inter-Secondary Schools Soccer Competition, HK School Music Festival, Putonghua Singing Contest. As reflected in the KPM data, students' participation in inter-school competitions is significantly higher than the Hong Kong norm.

5.3 Areas for Further Development

Students have a positive self-concept. They are well-mannered, and demonstrate good social and interpersonal skills. The harmonious atmosphere of the school, created by the caring teachers and friendly students, encourages mutual support and enriches students' school life. Students love their school and are motivated to learn. Most of them are attentive in class and serious about their work. They participate actively in different

kinds of school activities and achieve in both academic and non-academic areas. On the basis of this good foundation, the school can advance its student development to the next stage through placing emphasis on further supporting the underachievers and students with SEN to reduce diversity (including setting up the necessary support system and providing relevant in-service education for teachers); further developing students' critical thinking and independent learning abilities; and using a more rigorous leadership training approach encouraging risk-taking and developing capacity to find the right way themselves through explorations.

6. Main Strengths

Though only in its sixth year of operation, the school has already established an effective and quality school environment for good character formation. Students have most impressed the team from Day 1 with their good character, disposition and politeness, groomed in a Christian values-based quality school environment created by the dedicated and caring teachers under the capable leadership of the Principal and Vice-principals. Their enthusiasm and personal qualities have made all of them good role models for the students. Not only with good character and discipline, the students also generally display a very positive and serious attitude towards learning. They are responsive, willing to learn, participate well in class activities and learn effectively. Students are serious in completing and submitting assignments, and the quality of their homework and projects is impressive. Student development is a very strong feature of the school, provided not by chance but by the variety of student development and support measures carefully planned by the various teams of Students Affairs staff, and supported by the concerted efforts of all teachers.

Students in SPKC benefit from a well designed curriculum, with unique features and choices that best match their interest, abilities and needs. They are taught by enthusiastic teachers who translate the curriculum well into stimulating learning experiences inside and outside the classroom for reaching the Vision. Under the dedicated and capable leadership of the academic Vice-principal, subject panel heads and teachers carefully plan their curriculum, learning, teaching and assessments with enthusiasm, in a culture of strong collaborations and ongoing self-evaluation for continuous improvements (P-I-E) with high professionalism. Teachers are diligent in their lesson preparation and are conscientious in their teaching. They take a serious attitude to marking and provide good feedback to students' learning. Not only do they learn from subjects, students at SPKC have the unique opportunities of learning from a diversified co-curricular programme, signatored by a special Learning Without Walls Programme of out-of-school studies both locally and overseas. The morning assemblies also provide very valuable educational and inspiring learning experiences for students by teachers' genuine and serious sharing. The class observations and studies of homework and examination performance reveal that students are learning effectively, in an EMI environment. In particular, students are specially supported in developing their higher order thinking, values and leadership in these well designed curriculum programmes.

It is evident from the CR team's investigations that the effectiveness in learning and teaching is due to the establishment of a good learning-teaching culture with harmonious teacher-student relationship that is emerging into a Learning Community. The excellent teacher-student relationship and the hardworking, enthusiastic role modeling effect of teachers are both conducive to the development of intrinsic motivation in students. As a result, the good performance and achievement of students also motivate teachers in return. These indirect motivation effects on learning due to the culture and environment (forming an external environment to class teaching) are

believed by the CR team to be the key factors for student motivation, likely even more so than the direct effects of teaching (internal environment of teaching). This conducive culture across all levels is indeed significantly contributed by the good efforts of the capable administrative Vice-principal, who has worked hard in ensuring smooth administrative operations, hence enabling teachers time and energy to focus on developing rapport with students and preparing their lessons well. The LEWOWA programme led by the administrative Vice-principal also contributes to enhancing teacher-pupil rapport through its social interactions. The excellent rapport of the administrative Vice-principal with staff, together with his care for colleagues, has significantly contributed to the development of a harmonious work culture, common goals and dedication to the school.

The person-oriented and open leadership style of the Principal is identified by the CR team to be a critical factor for the school to go through the transition to new principalship and to face staff turnover challenges smoothly some two years ago, as well as for the development of a harmonious, caring and dedicated school culture. The Principal's capability of quickly putting in place a good organizational structure with clear delineation of roles and the installation of committees for staff involvement in planning and decision making is significant in his success in earning respect and leading the staff, and in ensuring effective and efficient management. Under his capable leadership, the school has stabilized, developed quickly and smoothly, on the right track towards fulfilling the Vision.

With all the quality work being done, the school enjoys strong support from the parents. It is a satisfying place to study and work in, a successful place for developing good character and leadership, and an exciting learning community with potential.

7. Main Points for Action

With such impressive developments after a mere six-year operation, the school is now ready for moving onto another stage of consolidation and further development. Building on the significant strengths, the school can begin to consider the following aspects/ recommendations for this transition:

Management and Organization

As the school staff acquires experience and expertise, consideration can be given to simplifying the committee structure, minimizing overlaps in membership and streamlining tasks to enhance efficiency. It is also time to consider increasing the size of the middle management, to get more staff involved in sharing out middle management work and acquire management experience. Middle managers can also be progressively delegated more authority and empowered in their work. Furthermore, putting in place a mechanism for more strategic and systematic continuous development of middle managers and teachers in line with the emerging needs of the school will be helpful to support the school in proactively best preparing for the future. On the basis of all the good achievements of the school in the past years, consideration can be given to benchmarking its achievements with its local and overseas counterparts to enhance recognition. A longer term planning of its remuneration package for staff will be advantageous to retain and attract staff in the long run.

Learning and Teaching

In further developing learning and teaching, consideration can be given by teachers to move more towards student-centred learning and teaching, and cater more for learner diversity, especially taking care of under-achievers. The necessary support infrastructure and in-service training should also be considered in such developments. Methods and space to further promote the development of higher order thinking and independent learning, as well as to strengthen relevance to daily life, will advance learning and teaching further.

Student Support

On student development, the School can advance to the next stage of leadership development by providing more rigorous programmes, e.g. enhancing students' decision-making skills and initiatives using a more rigorous leadership training approach encouraging risk-taking and developing capability to find the right way themselves through explorations. To better cater for the needs of all students, SEN support needs to be strengthened. Moving the career section to the Student Affairs

Office will align it better as more students graduate and the demand for career advice increases.

8. Final Remarks

The CR team sees substantial potentials in Stewards Pooi Kei College, and wishes it every continued success as it moves to a higher stage of development, built on the impressive foundation already developed in the past six years.