

Comprehensive Review Report

HKUGA Primary School

Address of School: 9 Yee Shing Street, Chai Wan, Hong Kong

Comprehensive Review Period: May 20, 21, 22, 23 & 26, 2008

Centre for Educational Leadership

Faculty of Education

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Introduction

School Vision and Mission

- HKUGA Primary School is a Direct Subsidy School founded by the Hong Kong University Graduates Association Education Foundation in 2002. The Foundation seeks to establish a new model of schooling in Hong Kong which is quality-focused and life-enhancing, where children learn happily and attend willingly. The Foundation believes in making a concerted effort to unite school, family, and society. The school should be a place of growth and joy for all stakeholders, a community of happy learners who work together to strive for academic excellence and to show love, care and responsibility for those around them. They believe the responsibility of the school is to nurture lively, inquiring, discerning and creative students; to develop visionary, caring, innovative and professional teachers; and to enable parents to take an active and positive role in their child's education, and to contribute to educational reforms in Hong Kong
- The HKUGA College was established in Hong Kong South in 2006 to provide a 'through train' education for the graduates of the HKUGA Primary School.
- The class organization and number of students are as follows:

Level	P1	P2	P3	P4	P5	P6	Total
No. of classes	4	4	4	4	4	6	26
No. of students	115	126	119	124	127	178	789

- Currently, there are 4 classes each of P1 to P5 and 6 classes of P6. All classes are of mixed ability. From P4 to P6, Mathematics is divided into 5 streams of ability. Classes at either end of the ability range have fewer students to allow teachers to cater to the needs of the higher ability students and to provide more support for the lower ability students. To deal with diversity in ability in English, classes are co-taught from P3 onwards.
- There are 3 terms in an academic year and the school operates on a 5-day week.
- In addition to the Principal, there are 52 teachers (including a School Development Officer, 5 Native English Teachers) and 5 Teaching Assistants

employed by the school. The school has also employed 6 part-time teachers, 4 Information Technology (IT) technicians, 1 Librarian, and 1 School Social Worker.

Comprehensive Review Methodology

- The Comprehensive Review (CR) was carried out on May 20, 21, 22, 23 & 26, 2008. It consisted of a Management Review and a Programme Review. The Management Review examined the domains of Management and Organisation, Student Support, School Ethos and Student Performance. The Programme Review studied the domain of Teaching and Learning.
- Prior to and during the CR, the Review Team scrutinized documents and data provided by the school. The Core Members of the Review Team paid a pre-CR visit to the School on the May 13th, 2008. During this visit, the Review Team attended a presentation by the Principal and met the teaching staff to explain the purpose and operation of the CR and to answer any questions.
- During the review period, the subject specialists of the Review Team observed lessons; scrutinized a variety of documents including staff meeting minutes, subject department meeting minutes, schemes of work, examination and test papers and samples of student work; held discussions with the principal, deputy principal, department heads, subject teachers and students, administrative staff, parent representatives, Members of the Incorporated Management Committee (IMC); and observed both subject related and extra-curricular activities.
- The following Key Learning Areas were reviewed: English Language; Chinese Language; Mathematics; General Studies; Physical Education, Music and Arts. Other subjects such as Drama and Dance were also observed. A total of 46 lessons were observed. The subject evaluators also met the panel chairs and provided initial oral feedback to the whole panel after the lesson observations and examination of documents had been completed.
- The findings presented in this report were derived from corporate judgment of the Review Team based on the information gathered through the above-mentioned methods during the review period.

Management Review

Management and Organization

- The vision and mission of the school reflect the aspirations of the IMC. The school values every individual child and promotes learning for its own value in a stress-free environment. The school trusts teachers and parents and regards them as partners. The students are expected to enjoy learning in school and to become independent thinkers so that they will contribute positively to Hong Kong society in the future.
- The IMC members are professionals with vision and devotion to education. They are serious in their purpose and are highly involved contributing their professional expertise to the school. Since the school was founded, the Supervisor has assisted the school head in recruitment and in developing school policy and procedures. IMC members regularly attend meetings with parents and explain to them the aims of the school to establish trust and positive working relations. The IMC meets regularly to monitor the development of the school and is fully informed of its progress. Members of the IMC are aware of the need to accommodate changes arising from managerial needs. IMC members are also fully aware of educational trends and policy requirements. They provide strong support to the school in terms of finance and external networks.
- Both the IMC and the Principal attach great importance to working with parents. Through the school's Parent-Teacher Association (PTA), many parents and their representatives take part in school affairs: two PTA representative sit on the IMC, many more volunteer to assist as library helpers, teacher librarians, lunch helpers, reading moms and to help in morning assemblies. Parents are also involved in formulating, planning and implementing school activities. The school holds the view that family and school education should complement each other for the benefit of the children. With the support of the PTA and the school Social Worker, the Parent Education Team organizes seminars and workshops on parenting, child developmental psychology and home-school partnership. In helping parents to support children with learning difficulties, workshops have been organized for both parents and their children. These seminars and workshops are all welcomed by parents as they are always well attended.
- The school has thrived since opening in 2002. The school's vision and mission

have attracted like-minded teachers, and the founding Principal and team of teachers all worked very hard to implement the vision and mission. In a just few years, the school had established itself and had gained recognition as an innovative school emphasizing positive reinforcement and enjoyable learning. Unfortunately the school experienced a change of headship due to the resignation of the founding Principal in 2006. One of the two Vice Principals, with a year's experience, was then promoted, leaving her Vice Principal post vacant. The other Vice Principal left a year later to take up a principalship in another primary school, and about the same time, a fairly large number of teachers resigned which caused a minor crisis. The IMC was fully aware of this critical situation and quickly addressed the issues. Vacancies, particularly the senior posts, were filled and more will be created, and the IMC strengthened senior management by making use of the flexible DSS funding mode to provide extra resources to reward teachers for steady and good performance. Careful recruitment is continuously made and the situation is now largely under control, although there is still some instability in one or two subjects.

- Despite these early setbacks, the dedication of the senior management and the teaching staff as a whole has ensured that the school's progress in teaching and learning and in student personal development has remained largely steady and healthy. The new Principal is dedicated and hard working. She shares the school's philosophy and is committed to the development of the school. With the support of more senior teachers in the coming years, it is expected that she would become more confident in leadership in guiding her colleagues in achieving the goals of the school. The Vice Principal arrived less than a year, but her rich and wide experience in the past has enabled her to quickly assume her role and gain the confidence of her colleagues. The panel chairs are diligent and committed. Many of them are strong in their own areas but few have the confidence to take up the role of subject coordinators or Vice Principal. While experience is essential for senior positions, continuous staff development is necessary to prepare the staff to shoulder more responsibility.

- When it was first established, efforts were made to build the structure and culture of the school. In the past two years, considerable work has been done to organize and streamline documentation, perhaps explaining some incomplete documentation in the early years. Clear procedures with detailed guidance have been provided for most activities. It is apparent that the management structure built up over the years is effective, with clear channels of communication from the Curriculum Development Committee to Panel Heads and to frontline teachers, which enables the vision and mission of the school be implemented at the classroom level. For example, the

principle of active student participation in learning through group and hands-on activities is consistently followed from curriculum planning to classroom implementation. Similarly, decisions regarding classroom enrichment for learning decided upon by the Personal and Social Development and Guidance Committee (PSDG) are consistently adhered to in all classrooms. This in itself is a significant achievement. All subject plans follow the same format which incorporates a quality assurance (QA) mechanism, although evaluation work could be still more stringent to ensure continuous improvement.

- Staff development is a top priority in the school. To promote a whole school approach in positive discipline, many in-house staff development workshops, mostly conducted by the PSDG since 2002, have focused on classroom management for subject teachers and home-room teachers. The PSDG has been keen from the early days to help class teachers to master the ethos of positive discipline, emphasizing ‘social curriculum’, ‘how children learn’, ‘knowing the children’s parents’, and ‘how adults work together’. The principles behind these are explored and developed through case studies during in-house staff development days. Similar workshops are also organized for teachers who handle students with special educational needs (SEN) and Emotional Behavioral Difficulties (EBD). However, in the Stakeholder Survey, teachers’ professional development was rated the second lowest by the teachers. It is possible that while the school is anxious in building up teachers’ knowledge and skills in whole school approach to positive discipline, insufficient attention is given to teachers’ personal development needs. The school has to strike a balance between these two aims, and to provide greater support to teachers for their individual professional growth.

- Teachers are diligent, enthusiastic and resourceful. They are keen to learn and improve their qualifications. All have obtained a bachelors degree and about 30% hold a masters degree. Teachers' morale and sense of belonging is from moderate to high as reflected in the stakeholder survey respectively. Teachers are accustomed to team work and sharing ideas and resources. Specially designed staff development days are organized for new teachers who are assimilated into the school culture rapidly through a mentoring system.

- An appraisal system, which involves different reviewers including immediate supervisors and panel heads, has been in use since 2006, to assess the performance of the Vice Principal, senior teachers and teachers. The system has clear objectives, procedures and evaluation criteria. However, teachers’ rating on this item was the lowest in the Stakeholder Survey. Teachers expressed that they understood well the

appraisal criteria and procedure, but they did not think the appraisal system help them to understand their strengths and weaknesses, nor did they believe it fairly assessed their abilities. To address these concerns, the school needs to strengthen its training for teachers, particularly the senior teachers in their work as appraisers. It could link up staff development needs with appraisal results and could also develop an appeal mechanism to further strengthen its appraisal system.

- The school has the support of financial experts in the IMC and a financial officer. Financial management is sound and prudent. Guidelines and procedures for purchases and tenders are transparent. Towards the end of each academic year, all subjects and committees prepare their budgets for the approval of the school before the new school term begins. The school has also made good use of the flexible DSS funding mode to devise incentive measures to recruit and retain quality teachers. Last year, in addition to the existing medical insurance scheme, a dental insurance scheme was also introduced for all teachers.

Student Support and School Ethos

- The school adopts a whole school approach in providing support to students. The work, including guidance and counseling, is coordinated by the PSDG and supported by all teaching staff, especially class teachers. The PSDG oversees three sub-committees: 1) Life Education, 2) Discipline and Guidance and 3) Support for Children with SEN and EBD. The team leaders are experienced and there is good team work among the members. Following the vision and mission of the school to promote happy learners who strive for academic excellence and show love and care for those around them, a positive approach to life is adopted. The three sub-committees have clear divisions of labour. Life education is proactive and developmental in nature and involves the whole school. The Life Education Sub-committee's goals are to cultivate in the students positive attitudes toward life and a sense of love for self, others and the school. It also aims to integrate life education into the school curriculum. The nature of the Discipline and Guidance committee's work is also proactive and developmental, and is focused at the individual, class and school levels. The Discipline and Guidance Sub-committee adopts a positive approach to discipline. It aims to help students to develop self management skills and display socially responsible behaviour, and support teachers in dealing with misbehaviour by creating a safe and orderly school environment. Finally, the work of Support for Students of SEN and EBD is remedial, aiming at the individual. It involves setting up policy, identifying the students in need, and facilitating home-school cooperation in supporting students with SEN/EBD. Obviously, the work of PSDG as supported by the three committees goes beyond the boundary of guidance and counseling and allows the school to try out new ideas to reflect fully its vision and mission.

- Moral and Civic Education of students is the responsibility of the Life Education Sub-committee and is taught in Personal and Social Education (PSE) lessons once a week for two groups of students, P1-P3 and P4-P6. The theme of the year is 'responsibility'. Other topics for PSE lessons' include: class building, self discipline, cleanliness & tidiness, punctuality, social responsibility, national identity and global citizenship. This is reinforced in the morning assembly where teachers tell stories or share their experience with students or draw lessons from current events. For special topics, such as sex education for P1 and above, the sub-committee will invite specialists from outside to talk to the students. Sometimes, as part of life story sharing, individuals who have achieved outstanding accomplishment in a field are invited to speak to the students to broaden their experience. Each year, the Life Education

sub-committee organizes a number of whole-school activities for students. This year, the activity 'Love and Caring Day' was devoted to voluntary service and was jointly organized with parents. Over 130 elderly, disabled people, and students with special needs from seven organizations were invited to the school on a Saturday morning to be served by teachers, parents and students. They spent the whole morning and early afternoon together playing games, singing, dancing and sharing. In Life Education, the students take part in community services. Starting from P2, each year, different levels of students engage in different kinds of community service. This normally involves visiting homes for the aged, talking with or interviewing old people or interacting with students from special schools or with ethnic minority group people. Awards such as 'Star of the Month' or 'Caring Angel Scheme' are used as positive measures in student development. In Caring Angel Scheme which lasts for an academic year, P4 students are to pair up with P1 students to give the latter care and support. The students we interviewed felt that they were doing meaningful work for others. It is apparent that the work of Life Education has been effective and quite successful which helps to shape the character of the school.

- In terms of discipline, the school does not believe in punishment. It promotes positive discipline instead of giving students demerits or penalty. It emphasizes respect for students and asks them to reflect on their mistakes if they misbehave. From this, students learn the consequences of their misbehaviour which may result in their losing certain privileges. For example, they may not be allowed to enjoy recess but instead are given a 'timeout' to consider the mistake they have made. If it involves breaking something, they are required to have it 'fixed'. The three principles, "You break it, you fix it", "loss of privilege" and time-out" in positive discipline are closely followed. In addition, there is no detention class for students who fail to hand in their assignment(s). Instead they are required to complete the assignment(s) within the day during their recess and lunch break. The school has thus created an environment where students enjoy learning. Parents are very supportive of positive discipline. However, some parents pointed out that positive discipline is only effective if parents are committed and have time to follow up after a student has misbehaved in school. When parents are very busy and do not have time to talk to their children, as it is often the case in Hong Kong, the lesson that students need to learn may be lost and some may become more daring in their misbehaviour. Parents pointed out that a loosening of discipline is one of their concerns. They have communicated their concern to the school and the PSDG has discussed ways to address the issue. The school is to be praised on adopting a positive discipline in dealing with students as a school policy. What is more important is the fact that the school has had the full support of teachers

in implementing this policy from the first day of the school which has shaped the school character since. The open attitude towards parents has guided the school to adjust its policy in the process, creating a win-win situation for the school on one hand and children and parents on the other.

- The early identification and intervention with P1 students with learning difficulties is carried out by the sub-committee for SEN and EBD. Each year, a small group of students whose examination scores in Chinese, English and Mathematics are the lowest are recommended for observation and assessment to determine if they are students with SEN. An Educational Psychologist (EP) from Education Bureau (EDB) is requested for assistance. Parents' formal consent is sought before the assessment. The sub-committee adopts the attitude: 'if the student can't learn the way we teach, we can teach the way s/he learns' and works with the EP in planning an intervention programme. Appropriate measures, including individual support programme and extra lessons, are taken to ensure students with SEN and EBD are given equal opportunity in the school.

- As explained below (see Teaching and Learning) the extracurricular activities (ECA) are the experiential element of the curriculum to extend students' personal development to the fullest. Each year students have ample opportunities to take part in the many ECA organized by the school. To promote cultural awareness, different activities such as: Chinese New Year Celebration, English Fiesta, Halloween and African Festival are organized. Students who display talent in certain activities are supported either by the Extended Learning Activities (ELAs) such as Shakespeare-for-All, Mathematics Olympiad, Learning through Engineering, Art and Design (LEAD) project, or recruited as school team members in music or sports. The school encourages students to take part in the local competitions/performances such as the Hong Kong Speech, Music and Drama Festival, District Sport and Mathematics competitions organized by school bodies, EDB, educational institutions and others. The school also creates opportunities for students to take part in performance and competitions in drama, music and speech in English and Putonghua outside Hong Kong, most recently in Beijing. Judging from the results of these activities and competitions, the students perform outstandingly.

- Students enjoy reading and have acquired good reading habits. The library, functioned as a learning centre, is frequently visited during recess and lunch time. The library organizes story telling by students after lunch which attracts many students. Despite the long waiting list, the students are keen to register and wait for their turn to

perform. The library has sufficient funds to purchase books, magazines and newspapers. The volume of books borrowed by students from the library each year is impressive. The teacher librarian works well with subject teachers by arranging books, newspapers and other relevant materials for students to extend their learning of a topic or subject independently.

- As mentioned above, the school communicates regularly with parents and keeps them informed about their children's attainment, progress in learning, and their non-academic development. The school has created a strong, supportive and caring culture which is conducive to student learning and development.

Student Performance

- Students are cheerful, active, bright, and eager to learn. The majority of students are bilingual and are at ease communicating in English and Putonghua. They love their teachers, enjoy school life and get along well with peers. They are quite at ease in using both English and Putonghua in class as well as in daily activities outside classroom.
- Students have opportunities to participate in a range of inter-school competitions in music, drama, speech, mathematics and abacus, sports and swimming. They have won many awards, including first and second prizes both locally and abroad in drama, speech and mathematics events, and more recently in sport and swimming competitions. Their performance last year in Beijing in the International Windband Festival, the 6th World Congress of International Drama, and speech speaking in Putonghua and English were very impressive. Students of P2 to P6 are provided chances to participate in community service. P6 students volunteer to help the handicapped in the community centre, and visit elderly people who live alone in the Chai Wan community. At school, many students also serve their peers as school prefects, student librarians and class monitors. Students are proud of their achievements.

Programme Review

Teaching and Learning

- The school aims to provide a broad, balanced and flexible curriculum to develop individual student's multiple intelligences and potential. To deliver these objectives, the school has developed a curriculum framework which consists of Key Learning Areas (KLA), Modules, and Extended Learning Activities (ELA). KLAs are the foundation for the key concepts, essential skills and values in subject disciplines, and are academically oriented. Modules are more focused in learning content, are often integrated with other disciplines, and develop skills and multiple intelligences. ELAs are self-directed activities where students can choose to go deeper in their own learning or mastery of skills. ELAs include extra-curricular activities. The KLAs closely follow the curriculum recommended by EDB. In 2007-08, the modules of English and Chinese languages, Drama, Music, Dance and Art are offered at all levels, whereas the modules of Community Services and Information Technology (IT) are offered from P2 to P6 and P1 to P3 respectively. Other modules, including Multiple Intelligences, Pillars of Society, Rhythm and Taekwondo are offered in P1; Environment Studies, Swimming, Mini-tennis are offered in P2; Rugby in P3; Table-tennis in P4; Soccer in P5 and Baseball in P6, for a total of 15 and 12 modules for P1 to P2 and P3 to P6 respectively. This framework clearly and appropriately links both the formal and informal curriculum.
- Linking up KLA, Modules and ELAs is innovative and will need time to grow to maturity. However this framework may not be applicable to all subjects. For example, the proclaimed difference between KLA and Module that the latter is more student-centred, consisting of extended activities, and allowing integration with other knowledge areas or disciplines, may not apply to English language. English language teaching is most effective when it is taught experientially, is integrated with other knowledge, and involves student-centred projects and a whole task approach. Hence in the implementation process of the curriculum framework, it is necessary to allow for flexibility and variation.
- The school time-table is designed to match the above framework. There are four 50-minute time-tabled blocks for KLAs in the morning, Monday through Friday, and a one-hour block in the afternoon for Modules, Monday through Thursday. On Friday afternoon, the one-hour block is used for ELAs. There is also a half-hour morning reading period and another half-hour Home Room period at the end of each day. The

50 minutes to one hour long period allows each subject enough time to cover a topic with sufficient depth and breadth, and to enable students to do inquiry, presentation, engage in peer discussion, and work on class assignments. This requires careful planning beforehand. The school is aware of this and collaborative planning is therefore timetabled weekly within each subject and level to enable teachers to sit together to plan units of work and individual lessons. From the reports of different KLA, this initiative arrangement is working to the advantage of the school.

- One characteristic of this framework is the full development of the school-based curriculum. Teachers work very hard to produce school-based materials, particularly in Modules, to supplement the existing curriculum recommended by EDB. In each subject, school-based curriculum materials are developed at the beginning of the year and fine-tuned during the year. Over the years, an extensive bank of school-based curriculum materials has been produced. In English language, for example, there is a wide range of worksheets, authentic texts, group and individual tasks and exercises prepared with internet links for each unit to be shared by all English teachers. Each subject has its school-based materials and learning methods. In Chinese, Putonghua is introduced in P1 as the medium of instruction and reading aloud by students is routine practice. From P3 onwards, students are involved in project learning aiming at different aspects of Chinese culture. In English, the school-based curriculum is based on themes, texts, storybooks, and a British coursebook to develop literacy. In Mathematics, there is an emphasis on High Order Thinking (HOT) in both classroom teaching, and in homework assignments. In General Studies (GS), Knowledge Forum was adopted to facilitate e-learning with potential for future international collaboration. Attempt was made in curriculum integration. For example, in drama performance, art design and dance are included. At the moment, Art, Music, Dance and Drama are offered as separate subjects in each level. Efforts could be made to integrate these subjects in the senior classes.

- While each subject has its school-based learning methods, some improvement could be made on these methods. For example, reading aloud by students is adopted as a routine teaching practice by the two languages. Though it may improve students' pronunciation, it may not match the objective of a particular lesson. For example, in some Chinese language lessons in senior classes, around 20 minutes were spent in reading aloud by students. This reduces the time for other more purposeful activities. The teachers concerned should consider the pedagogical purposes of reading aloud by students in a lesson.

- The teachers are young, energetic, warm and positive. All teachers are properly

trained and most teachers are specialists in that they teach mostly one subject. Their competence in teaching varied, but they are all very committed to teaching, and are willing to try out new ideas and improve themselves. Through regular collaborative planning activities, teachers are accustomed to working together. There is a collegial working relationship amongst the teachers, who freely share teaching materials and ideas. The school has established a strong sharing culture which is conducive to professional development. Curriculum leadership is gradually strengthening and is stronger in subjects like Chinese language and Mathematics. In the planning of curriculum activities, all subjects adopt the strategy of “backward design” in which the teachers select a topic or a chapter of a book, identify a theme and set learning outcomes. They then plan the core performance tasks for a unit, develop the unit and teaching sequences. As a result of “backward design”, teachers are more sensitive to the learning needs of students which enables them to devise appropriate and suitable learning tasks. Successful results of this process were observed in many classes.

- The lessons are well prepared and generally well taught. Many lessons observed were organized around meaningful tasks or activities. The mixed-ability policy appeared to foster an inclusive environment in the classroom and provide opportunities for peer learning. The positive approach to discipline was carried out and supported by most teachers. However, teachers differed quite dramatically in their classroom management skills and ability to keep students on task and engaged, an issue to be improved by in-house staff development. One common feature in the weak lessons was the lack of clear objectives which had resulted in poor organization of the periods. Teachers either occupied too much time on identifying individual answers, or in giving a performance/presentation, or letting students spend too much time on presenting their findings, leaving little time for other meaningful learning activities. On the other hand, in many good classes, there were many hands-on activities and much group work during lessons, and the teachers’ attitudes towards children were very positive, accepting, warm and caring. This is one of the good features of teaching in the school. Students’ contributions were valued and taken up by teachers, and their responses in class were genuine and natural. Students participated actively in group and classroom activities. They expressed their ideas quite freely, many of them were very articulate, and they were free from learning anxiety and pressure. The school is highly commended for creating a warm and supportive atmosphere where students enjoy their learning. Classroom routines were well established, and students had a clear understanding of what they were expected to do in class. Teaching aids, including the use of computers and real life objects, were well utilized, and in some lessons, there were good attempts to relate the topics to students’ everyday life

experience.

- There is a strong learning culture and environment throughout the school. The classrooms and hallways provide a print-rich environment to support the development of literacy, and students' written work in English and Chinese are displayed both inside and outside the classroom. The library is well stocked with books of all types, and there are weekly lunchtime storytelling sessions. Reading programmes, well supported by parents, are in place to enhance students' reading development. English and Putonghua are frequently used both inside the classroom during language lessons and outside the classroom by teachers and students. Teachers also encourage students to take part in the Hong Kong Speech Festival and similar events abroad.
- Students are active, engaged, and articulate. They enjoy the classroom activities, and there is good rapport between teachers and students. As mentioned above, students are proficient in Putonghua and English. The majority of the students are bilingual English and Chinese users, and are comfortable learning and communicating in either language. They demonstrate a genuine interest in learning and actively participate in classroom activities. In the classroom, they are not afraid to ask questions and are motivated to explore issues by themselves. Students' self-motivation indicates a degree of independent learning and is very much appreciated by parents.
- Supportive measures are adopted by the school to cater for learning diversity and individual differences through remedial and small group teaching. Remedial lessons are for students from P3 and above who are identified as weak academically as reflected in the results of past examinations. In small group teaching, students are streamed according to abilities to follow different targets. Lesson content, different course materials, graded worksheets and assignments are specially designed for each ability group. In classrooms, students are accustomed to collecting graded worksheets from different boxes for extended exercises. Small group teaching is handled differently by each subject. In English from P3 onwards, the lessons are co-taught, each teacher dealing with different groups of students of different abilities. In Mathematics from P.4 - P.6, students are streamed into different classes according to their Mathematics abilities. In GS, the academically stronger students are grouped into 1 or 2 groups in each P.3 to P.6 class and are provided with enrichment materials and activities such as models, reference books, instruments, news-cuttings and additional projects and appropriate assignments. In PE & IA, students who show talent are recruited into school teams in sports, choir, or band, or as actors in drama performances. Students find these arrangements helpful in their learning. The teachers

are to be praised for providing a systematic approach to handling students of different abilities. Continued work in this area is strongly encouraged.

- The school has established clear policy on performance assessment. In many subjects, different modes of formative assessment are incorporated, including: self, peer and sometimes parents are involved. On the whole, students' daily classwork, homework, weekly journals, and project works are well organized with clear criteria and careful teacher assessment. Teachers often wrote genuine responses to students' ideas in addition to their evaluative comments, corrections and grades. Tests and examinations and formative assessment tasks are generally well designed and linked clearly with classroom learning through topic and text. The Backward Design planning adopted by many subjects may have facilitated this process.

Concluding Remarks

Overall, the school has been quite successful in realizing its vision and mission. It has also achieved its objective of establishing a school for enjoyable and positive learning. The school is progressing well in developing its new curriculum framework in which the teaching of different KLAs is supported by Modules and ELAs. It caters for learning diversity by addressing the needs of students of higher abilities and runs programmes to assist students with SEN and EBD. The school has been very successful in building up a teaching workforce who embraces the principles of a whole school approach to positive action and discipline. Students are encouraged to take part in the learning process through group and hands-on activities in class. They respond actively and naturally in class and are quite independent in learning. The school has also succeeded in establishing a favorable environment for learning. Many students communicate fluently in both English and Putonghua. The IMC has a good grasp of the current situation and progress in the school, and is quick to respond to managerial needs. The Principal is committed and hard working and is supported by the equally committed and hard-working Vice Principal and senior staff, although the work of senior management could still be strengthened. The school is well connected and ready to seek community resources to enhance its work. The quality of teaching and learning is good and the teachers are accustomed to working together and sharing ideas and resources. Parents trust the school and many are pleased to see that their children have acquired good learning habits.

The School has delivered a quality educational experience for its students, and student achievement is well matched with the vision of its initial proposal to secure Direct Subsidy Scheme status. The School needs to address the following issues for continuous improvement:

Management and Organization

- The school needs to keep up its effort in maintaining a stable workforce. In addition to improving the school structure to offer better promotion prospects, the school should continue to improve the working environment and provide staff development programmes to prepare teachers to assume greater responsibility.
- The school has to strike a balance in its staff development programme such that the needs of both the school and the individual teacher could be addressed. In the work of staff appraisal, the school needs to strengthen the training for senior teachers

in their work as appraisers. It could link up staff development needs with appraisal results and develop an appeal mechanism to strengthen its appraisal system.

Teaching and Learning

- The teachers have succeeded in involving students in the learning process and providing them with opportunities to raise questions and express themselves. To further raise the quality of teaching and learning, more effort could be made to provide open-ended tasks for students for discovering, constructing and understanding knowledge, and investigating ideas by themselves.