

# **External School Review Report**

## **Shatin Pui Ying College**

**Address of School : Wo Che Estate, 9 Fung Shun Street, Shatin, N.T.**

**External Review Period : 7, 9 – 11 & 16 May 2012**

**Quality Assurance and School-based Support Division  
Education Bureau**

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# **External School Review Team**

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# 1. Introduction

## 1.1 External Review Methodology

- The previous External School Review (ESR) was conducted on 12, 17 – 19 and 23 May 2006.
- The ESR team conducted the review on 7, 9 – 11 and 16 May 2012 to evaluate the school’s performance in school self-evaluation and other areas of school work.
- The ESR team used the following methods to review the performance of the school:
  - Scrutiny of documents and data provided by the school before and during the school visit;
  - Study of samples of student work provided by the school during the school visit;
  - Observation of 45 lessons taught by 45 teachers;
  - Observation of various school activities, including morning assemblies organised by students, a musical audition, a book exhibition at the School Hall, a student forum entitled “Liberal Studies Salon”, a storytelling activity held in the School Library, a free talk session and the English Youth Forum, which served to develop students’ language proficiency;
  - Watching “Project Messiah”, the school’s musical staged last year, on DVD;
  - Navigating the PYCnet, an electronic platform developed by

the school to support learning and teaching, to facilitate communication between teachers and students, and to streamline administrative work;

- Meetings and interviews with members of the School Management Committee (SMC), the Principal, the Vice Principals, panel chairs and heads of functional committees, teachers, the school social worker, parents and students; and
  - Shadowing of a sample of three students for a whole-day period to observe their school life.
- The review findings presented in this report were derived from the corporate judgement of the ESR team based on the information collected through the above methods.

## 1.2 Basic School Information (text provided by the school)

- Established in 1978, Shatin Pui Ying College is affiliated to the Hong Kong Council of the Church of Christ in China. There are 31 classes with the following class organisation in 2011/12:

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	4	5	5	5	5	5	2	31
No. of Students	144	180	188	207	183	174	65	1,141

- The school is part of a global network of educators with a long tradition of commitment and service. The network lends itself to the support of the school's outreach programmes, academic visits, alumni mentoring and fund-raising; but perhaps more importantly, it imbues the campus with an international awareness.
- The school's vision is "Together we strive to make life abundant. Hand in hand we witness to the Love of Christ." As to its mission, the school has 'holistic education' as its philosophy, with 'Faith, Hope, Love' as its motto. It is committed to the provision of a comprehensive range of quality education services which aims towards the moral, intellectual, physical, social, aesthetic and spiritual development of its students. The school strives to nurture its students in physical fitness, self-discipline, responsibility, independent thinking, creativity, leadership and social skills. It also seeks to develop in its students positive attitudes and Christian values, so that they grow

up to be good citizens, involved in society, making a contribution to the nation.

- The school's recent development is driven by its vision and mission towards a life that is abundant and guided by Christian values. Its core values require of the management and the staff a commitment to making the students strong in academics, social skills and life's values. The same also inform how the goal of pursuing excellence and of letting its students shine is to be realised. Its recent development has focused on harnessing the opportunities offered under the New Academic Structure. As articulated in the current school development plan, it is a strategy of aligning school development with the curriculum reform goals and the further professionalisation of the teaching team. The development of a professional culture is an ongoing process, with the commitment made, resources earmarked and the momentum activated.
- The curriculum reform implemented in the school and the progress made in teaching professionalism are specifically geared towards improved student learning outcomes. The school has highlighted the following areas: languages, gifted education, special education needs, English musical, as well as moral, civic and values education, not merely as subjects to be learned in class, but as part and parcel of the life of a learning community sensitive to the joys and hardships of the bigger world in Hong Kong, China and the planet Earth.

- Shatin Pui Ying College is committed to self-evaluation as part of the school culture. It conducts its self-evaluation at the school-wide, subject / committee and individual levels, sometimes with student participation, through the following processes:

A. SWOT Analysis

First implemented in 1998, SWOT analysis is a holistic review of the state of the school in the four main domains set out in the Performance Indicators Framework conducted to achieve better policies and planning. The exercise extends to the subject level. Each subject panel identifies its strengths, weaknesses and threats and makes proposals for improvement. Similar steps are taken by committees in the form of evaluation reports, budgets and annual plans. Every teacher engages in periodic self-assessment of their teaching effectiveness. This has been done through a student questionnaire on teaching performance since 2005 and the findings are used as reference in making adjustments to teaching strategies. A teacher self-evaluation form has also been introduced since 2010.

B. Data Analysis

A Data Analysis Team has been set up since 2000 to support the school and individual teachers in self-evaluation, planning and further improvement. Test and exam papers, both school-based and public, are subject to analysis.



C. Lesson Observation Culture

A lesson observation scheme was first introduced in 1998. Teachers pair up for peer observation. Experienced teachers observe new teachers to enable the latter to quickly become more effective. The Principal, Vice Principals and subject panel chairs also observe classes.

D. Survey

Students are polled periodically for their views on teaching activities and newly introduced subjects. Stakeholder surveys and APASO are conducted. The results serve as reference to the formulation of annual plans.

- Apart from the above processes, self-evaluation is done by students on an individual and ongoing basis. In this respect, the Student Handbook guides students in target setting, planning, implementation and evaluation.

## 2. School Performance

### 2.1 Management and Organisation

- Shatin Pui Ying College is committed to its vision and mission of providing a comprehensive range of quality education services to foster students' all-round development. Aligned with its belief that everyone is unique and endowed with gifts, the school adopts and celebrates a student-centred approach to school development planning. It promotes invitational education and strives to make life abundant for students and let them shine. To this end, it provides a good variety of platforms and opportunities for students to develop and realise their potential and to prepare them for their role as world citizens in the twenty-first century.
- Effective mechanisms are in place to facilitate school development planning and the implementation and evaluation of key school development initiatives. Leading school development planning, as well as overseeing implementation and review, is the Administrative Advisory Committee (AAC), chaired by the Principal and composed of the two Vice Principals and middle managers with a key role in different major school- and/or department-level initiatives. The AAC is not only the think tank to steer school-level planning. Given its composition, it also serves well as the link between the management and the staff. Through effective daily communication between its members and the staff, the AAC plays an important role in consulting teachers, raising their awareness of the critical issues to address, encouraging them to make suggestions, and explaining policies

and policy intentions to develop a shared understanding. It also functions effectively in aligning department- level planning and review with the school concerns. In regular staff meetings, school plans, implementation progress and issues are discussed and sustained efforts made to build consensus on school development priorities and strategies.

- As a follow-up to the recommendation of the previous ESR, a framework has been developed, with professional support acquired through a university partnership project, to strengthen the connections and to define better the goals and implementation strategies of a number of school-based programmes. Under the framework, Living with Innovation, a school-based curriculum, serves to integrate a range of learning experiences related to Drama, Home Economics and Visual Arts. The focus is on the development of students' cultural literacy, creativity and thinking skills. Given the complexity of this school-based curriculum, ongoing review is needed to inform curriculum planning for such areas as goal setting, strategies for skills development and allocation of curriculum time. In view of the relevance of, and the need to connect, related experiences, more attention could be directed to the articulation between Living with Innovations at the junior secondary level and another school-based curriculum, Integrated Arts, at the senior secondary level.
- In these two school development cycles, priority has been accorded to values education, the preparation for, and the actual implementation of, the New Academic Structure (NAS) and the corresponding need for developing a strong professional culture of exchange among the staff. A good range of student support programmes, such as the P.A.T.H.S. and series of seminars

addressing different growth issues, and appropriate strategies for supporting curriculum development and enhancing teachers' professional development are in place to support implementation. The development of students' language capabilities and international outlook has also been a school-level concern, which is well addressed by a wide range of curriculum initiatives, such as the provision of multiple platforms to develop students' bi-literacy and tri-lingual abilities, and also with the strong support provided by the global Pui Ying Network, including its alumni, around the world.

- The above development priorities represent the school's active response to students' development needs and the challenge arising from the rapid societal change and development in the globalised world. The progression between these two development cycles shows the adoption of a sound approach to strategic planning, which gives due attention to managing and sustaining change from the stage of initiation to implementation and then to enhancement. Due emphasis has been given to capacity building and resource support and to the need to build on strengths, so that the expected change and improvement are duly fostered, not forced.
- To build capacity, professional support has been duly solicited through partnership projects with tertiary institutions and the Education Bureau (EDB) for curriculum development at the subject level, such as that of Liberal Studies and English, and for promoting pedagogical change at the school level. Additional teaching assistants are recruited to support school-level and subject-level work and to create space for teachers. As a key internal capacity building strategy, peer lesson observation has become an established practice and, coupled with collaborative

lesson planning, has served well to develop a culture of professional exchange. In its draft plan for the coming three-year development cycle, the school intends to promote self-directed learning as a key strategy for catering for learner diversity. To give impetus to this initiative, peer lesson observation and collaborative lesson planning could focus sharply on how to refine curriculum planning, instructional and assessment strategies and implementation targets to develop students into self-directed learners.

- As an electronic platform custom-made by the school, the PYCnet provides invaluable support for school development. It functions effectively in streamlining administrative work, fostering communication between teachers and students and among teachers and students, in addition to supporting learning and teaching. It has also been designed in a way that can respond flexibly and promptly to emerging needs of both teachers and students.
- Through the coordination of the AAC, alignment is well fostered in terms of planning, implementation and review at the department level. With the dedicated efforts of the management and the various subject panels and committees, the school has been able to build on its strengths in supporting students' all-round development. It has been making advancements in its provision of wide-ranging learning experiences that enable students to develop their interests and pursue their aspirations, be they in the area of performing arts, languages, sports or academics. The various opportunities for realising one's potential, together with the strong support provided have helped students make achievements in different kinds of pursuits, resulting in the territory-wide recognition earned.

- School development tasks are reviewed on a regular basis, at both school and department levels. With good support by the PYCnet, common time slots are identified, with high efficiency, for regular and ad hoc meetings to look at routine and urgent issues. Annual review with the adoption of a whole-school approach has become a routine and an effective practice to inform planning. It covers all the major domains of school work in adequate depth, enabling staff to develop a good understanding of the school development focus, progress and improvement needs.
- School development has been effectively steered, fostered and managed by the school leadership team. Taking the helm is a visionary, dynamic and articulate educational leader and a seasoned school manager – the Principal, who inspires her team with her passion for, and commitment to, making students shine. She is keen to explore possibilities for both students and teachers, to enable them to develop their potential, and to enrich the school curriculum, so that diversified learning experiences are provided to foster students’ all-round development. At the same time, she provides strong professional and resource support, through her professional network and effective deployment of human resources, for implementing and sustaining school development initiatives, such as the acclaimed biennial musical and the various programmes serving to enhance students’ language development and international outlook. Steering school development planning, the Principal raises staff members’ awareness of, and equips them for, the curriculum reform. She also builds their commitment to the school’s core values and goal of letting students shine. When engaging colleagues in planning how to foster students’ all-round development, she gives due consideration to the constant change

in the larger context, including societal expectations, the rapid change in the globalised world and the challenges that come with it.

- The Principal is given strong support by the SMC for achieving the goal of letting students shine. The SMC has a good grasp of the challenges and opportunities that the school is faced with, as well as its strengths. It is concerned about the school's long-term development, and the continuous building of its legacy, including the commitment to its core values and the well-developed culture that attaches importance to students' moral development and integrity building. To sustain the school's long-term development, the SMC actively solicits support from the global Pui Ying Network and the alumni association, resulting in a good number of students benefitting from the various local and overseas programmes that help broaden their horizons and international outlook.
- Working closely with the Principal are the two dedicated Vice Principals. While taking a lead role in different domains of school work, one focusing on learning and teaching and the other on student support and school administration, they collaborate well and communicate closely with each other, taking good care of the day-to-day running of the school. They demonstrate experience, expertise and a strong sense of responsibility in coordinating work and supporting the staff concerned. With good relationships with colleagues, they play a key role in team and culture building, effectively helping the school develop and maintain collegiality among the staff.
- Leadership is well distributed among a majority of the panel chairs and committee heads, including new members of the middle management team that show potential for prominent leadership roles in school development. They are, generally, diligent and committed, and demonstrate good professional

knowledge and the ability to coordinate and advise on tasks at subject and committee levels. Some also play an effective role in planning and coordinating new initiatives at the school or cross-curricular level. With the joint efforts of this leadership team, the school boasts a good team spirit and a collaborative culture where mutual support and respect are given and valued. Led by this team, members of the staff, in general, see meaning, purpose and progress in their work, which helps sustain the passion and momentum for continuous school improvement.

- Sustaining leadership for school development has been a priority. Various channels are exploited to this end. These include the inclusion of less experienced panel or department heads in the AAC. As an empowerment and capacity building strategy to foster leadership at different levels, these prospective leaders are also engaged in new initiatives and/or professional exchange, on behalf of the school, with overseas delegations and visitors from other schools and in professional exchange activities, such as conferences held by the EDB and other external organisations.
- In addition, a range of programmes is organised to meet teachers' professional needs, and the focuses are well aligned with the school's major concerns, such as improvement of learning and teaching, and promotion of values education. Expert advice is obtained through partnership projects. In this respect, given the strong resource and professional support provided, there could be more attention given to the follow-up to how well the strategies acquired from the professional development programmes and partnership projects are adopted to enhance learning and to support students' development. As to new teachers' support needs, an appropriate mentoring system is in place. Apart from the professional guidance of the appointed mentor, support is readily available from the school management and also members of the collaborative staff.



- It is the school's strong belief that, with the right kind of support, a strong team spirit and effective communication, teachers will make continuous improvement and strive to serve for the well-being and interests of their students. Aligned with this belief, the staff appraisal system adopts a less formal hierarchical performance management structure. Emphasis is placed on learning more about teachers' support needs through multiple channels. While formal mechanisms, such as lesson observation and assignment inspection, are in place, the performance management process engages not only the panel chairs concerned, but also senior teachers and teachers with potential for managerial roles. Informal channels, such as lunch gatherings, are often used to learn about colleagues' needs and concerns and the emphasis is on communication. To maximise the benefits of this type of staff development strategy, there could be more effort made to disseminate good practice and, at the same time, more attention given to how teachers' support needs are catered for and the identified areas for improvement addressed.
- In recent years, good attempts have been made at promoting teachers' self- evaluation of their performance in different areas and reflection on their support and improvement needs. Members of the AAC and the Academic Committee (AC) have undertaken such an evaluation to set an example. Further, similar attempts have been made to encourage students' self-evaluation and goal setting with use of such tools as the Student Handbook and schemes, including the Flying Eagle Award Scheme.

## 2.2 Learning and Teaching

- Aligned with its goal of letting students shine and developing them as world citizens, the school stresses student-centred education and aims to equip them to meet the challenges of the twenty-first century. To achieve the goal, it strives to improve students' academic performance and to develop their international outlook, language abilities, confidence and inventiveness. It provides a good range of educational experiences to develop students' learning capabilities and to foster their whole-person development. It also commits itself to providing students with abundant opportunities to realise their potential, to develop their interest in various pursuits and ultimately to let them shine.
- Enhancing learning and teaching has long been a school development priority. Preparing students and teachers for the New Senior Secondary Curriculum (NSSC) was the first major concern in the previous school development cycle, 2006/07 – 2008/09, and effective implementation of the NSSC and developing a professional sharing culture is a major concern in the current cycle between 2009/10 and 2011/12. In the process of developing and implementing the NSSC, the school has made due reference to the opinions collected from students and their parents. It also keeps abreast of the latest developments of the NSSC at the system level, including those in the design of public assessment and university admission criteria. Committed to ongoing review and refinement, the school has managed to constantly adjust its provision and provide an adequate range of elective subjects, covering various key learning areas (KLA), to meet the needs and preferences of its students. To enable S3 students to make an informed choice of elective subjects, it

organises regular briefing and sharing sessions during which teachers explain the subject curriculum and give guidance for subject selection. Furthermore, senior form students share their experience in selecting subjects and undertaking their studies in the NAS. Reflecting on its experience since the NSSC was first launched, the school has been able to make timely adjustments to strengthen its support for students. Under the current arrangements, students who have chosen to drop one of the three electives after the first term examination at S4 can receive support for their learning of the remaining elective(s) by attending timetabled tutorial sessions. The school sees the importance of, and strongly supports, teachers' professional development. Addressing the concern of implementing the NSSC, apart from encouraging teachers to attend relevant professional development programmes, the school has adopted a number of measures to build teachers' capacity. These include joining partnership programmes organised by the EDB and a tertiary institution and promoting in-house experience sharing and peer observation as key strategies to support teachers' professional development. Further, the school has been able to provide good resource support, especially through the recruitment of teaching assistants, which enables teachers to focus on their curriculum development work. With these measures in place and the committed efforts made, a professional sharing culture is developing well, lending good support to the implementation and further development of the NSSC.

- “Enhancing students’ language abilities” and “developing strong language capacities” are other major concerns in these two development cycles. The school is committed to fostering students’ bi-literacy and trilingual abilities. It has made dedicated efforts to establish a favourable language learning environment

where a good range of language-related activities and programmes is organised to enhance students' interest in, and ability to use, English and Putonghua within and beyond the classroom. These include free talks, debate contests, drama lessons, overseas immersion courses, a variety of school publications and the biennial English musical production. Students, in general, take an active part and perform well in them. Besides, the school has been striving to foster a strong reading culture among students. Apart from a daily timetabled 20-minute reading session, reading is well promoted through a range of initiatives. These include book exhibitions, series of Chinese and English story-telling activities engaging both teachers and students, and the various reading programmes organised by the School Librarian in collaboration with the language panels and other subject panels to promote reading across the curriculum. Providing a favourable reading environment and a collection of diverse resources, the school library is well used to support learning beyond the classroom.

- A major initiative in support of developing students' language and learning abilities is the promotion of language across the curriculum (LAC). Under the initiative, a task force, the LAC Team, was established in 2010/11 to strengthen support for the implementation of the school's long-established policy of using English as the main medium of instruction (MOI). Members of the Team are teachers from various KLA and they work towards enhancing students' academic language development across different content subjects. With the concerted effort of the teachers in the Team, learning tasks that require purposeful use of the language for writing and speaking and application of subject knowledge are designed for various subjects. To support the constant review and refinement of its work, the Team has, since

its establishment, included more teachers representing different subjects. This enhanced representation on the Team helps promote closer collaboration among teachers of English Language and other subjects in implementing the MOI policy.

- Learning and teaching is well supported by a well-established school-based online learning platform, the PYCnet. Providing easy access to a good range of e-learning resources and a custom-made infrastructure for online communication, this e-platform effectively promotes and supports students' self-access learning and implementation of a range of curriculum initiatives, such as online reading, collaborative writing, project learning and learning of Liberal Studies.
- Values education is another major concern in the current development cycle. To inculcate in students positive values, a wide range of learning activities and programmes is organised. These include those related to the theme of the term, the P.A.T.H.S., field trips, opportunities for voluntary service, and Life Education for senior form students. Besides, specific attempts are made to integrate elements of values education into different subject curricula, especially Chinese Language and Liberal Studies. With this continued emphasis in the coming development cycle, the school could consider conducting an overall review of the range of strategies adopted for integrating values education in the various KLA, in order to identify good practice and improvement needs and also to inform long-term planning.
- A good range of measures is adopted to cater for learner diversity. Small-class teaching is implemented to support the learning and teaching of Chinese Language, English Language, Mathematics and Liberal Studies in various year levels. Remedial

classes for lower achievers and enrichment classes for students with better academic performance are organised outside regular school hours so that more intensive care can be provided to address diverse learning needs. Furthermore, a Gifted Education Team has been set up to cater for the needs of students with high potential by providing them with opportunities to stretch themselves in science, mathematics, technology, humanities and the arts. One such opportunity is for them to attend programmes for the gifted and talented run by local universities. The school has also developed a platform for students to demonstrate their talents. Ample opportunity is provided for them to take part in a wide range of internal and external contests and activities, such as debates, musicals, drama, meetings with scholars and Future Young Leaders' Forum, to explore their potential and to broaden their horizons. Students' diverse learning needs are also catered for in the school assessment policy, under which more challenging questions are included in daily assignments and assessment papers. It helps students become more aware of their ability and encourages them to set and pursue their own achievement targets.

- With external resources well tapped and used, the school has been able to sustain the development of a number of school-based curriculum initiatives to broaden students' learning experiences. With the experience acquired over the years, continued efforts have been made to adapt and improve Living with Innovation, a school-based curriculum that integrates Drama, Home Economics and Visual Arts at the junior secondary level. It has been specially designed to develop students' cultural literacy, which encompasses their social and cultural awareness and artistic potential, in addition to their creativity and thinking skills. With the support solicited through a university partnership

project, a conceptual framework has been developed to enhance the connection between, and to maximise the effectiveness of, the components in the curriculum. Given the complexity of the design, it would be advisable for the school to keep reviewing how best to achieve the curriculum objectives set across the year levels and to explore the possibility of connecting relevant experiences with those provided through another school-based curriculum, Integrated Arts, at the senior secondary level.

- Curriculum development and review at the school level are effectively led by the AC, which is chaired by an experienced Vice Principal and composed of dedicated middle managers demonstrating a shared understanding of the school goals and giving each other mutual support and appreciation. Under the steering and management of the AC, curriculum development at the subject level is aligned with the school's major concerns. Curriculum planning, especially that for new initiatives, such as the promotion of LAC, is undertaken with care. In the process, the AC actively collects views from, and responds to, the panel heads and teachers concerned, and makes due reference to related student performance data. School-level curriculum review consists of a mid-year review and a year-end review, the latter constituting a major part of the holistic annual review of the school that covers different domains of work. Monitoring of curriculum implementation is undertaken through regular panel, KLA, panel chairs' and AC meetings. Inspection of students' work and lesson observation are regularly conducted to inform school- and subject-level reviews. With the importance attached to teachers' professional development, lesson observation involves not only panel chairs, but also the Principal, the two Vice Principals, senior teachers and prospective curriculum leaders. Concomitantly, sustained efforts are made to promote

peer lesson observation in different KLA and to tap professional support through a university partnership project to foster a strong culture of professional sharing, enabling teachers to benefit from feedback from peers and academics. Further, the school is keen to collect feedback on the quality of learning and teaching from students and parents through different avenues, such as the PYCnet and surveys. The review findings are, generally, well used to inform adjustment of implementation strategies and future planning. One example is the increased attention given to the use of questioning and strategies for catering for learner diversity, as a result of regular reviews that have helped identify the range of teaching performance in the use of related approaches to facilitate and improve learning.

- The school has set a clear assessment policy, which is aligned with its curriculum goals. Students' learning progress and performance are duly assessed through continuous and term-end assessments. Continuous assessment has a wide range and appropriate coverage. Students' daily performance is monitored through quizzes and tests and their learning attitudes are also taken into account. Subject tests are administered during morning assemblies throughout the school year. This enables subject panels to implement continuous assessment to monitor students' progress in a timely way. Such an arrangement also allows more flexible and judicious use of lesson time over the school term. Students' performance in tests and examinations is carefully analysed in subject panel meetings where students' strengths and weaknesses are identified, which, in turn, informs curriculum planning and classroom teaching.
- Students' report cards and project assessment reports are properly designed. They provide adequate information on



students' academic achievements, their participation in extra-curricular activities, their overall strengths and weaknesses.

- The assignments scrutinised represent a good range of learning tasks. Most of them are purposefully designed, with clear objectives and due consideration given to how to consolidate and scaffold learning. As a measure of promoting students' self-directed learning, elements of peer and self assessment are included in some of the assignments. Students, generally, show a good understanding of the task requirements and demonstrate the ability to apply subject knowledge and skills. In some of the assignments, teachers' feedback can pinpoint students' weaknesses and elaborate on ways to improve.
- Teachers possess good subject knowledge and demonstrate competence in the use of English as the medium of instruction. They, generally, adopt appropriate teaching methods to facilitate understanding. Their presentations and explanations are systematic and concise. Most lessons are effectively organised with clear objectives and appropriate focuses. Teachers are very friendly and have established a good rapport with students. Good classroom management is widely observed. Learning activities are conducted in an orderly manner and class routines are well set, creating a pleasant learning environment in the classroom. Teachers make good efforts in preparing lesson materials, with appropriate use of information technology, a wide range of subject resources and worksheets, which can stimulate students' interest and facilitate their understanding.
- The most commonly adopted teaching mode is a combination of direct instruction and questioning, supplemented with discussion tasks and group presentations. Feedback from most teachers is positive, timely and conducive to students' learning and improvement. Teachers frequently raise questions to check students' understanding of the topics and give encouragement to

sustain students' motivation. In most lessons, adequate opportunities are provided for different students to participate in learning activities and completing tasks.

- To cater for learner differences, students' performance is appropriately monitored and due support is given to individuals. To better cater for learner diversity and stretch students of different ability levels, more varied strategies and techniques could be explored and adopted, especially for those students who are less able. There could be more use of classroom formative assessment strategies, including the sharing of specific learning targets, providing opportunities for application and feedback on performance, inviting peer comments, and promoting peer and self assessment. To invite more responses and stimulate thinking, a wider range of questions could be posed.
- In lessons where the learning and teaching effectiveness is significantly high, there is ample opportunity for properly arranged collaborative learning activities, such as oral presentation, group discussion and pair work. Students can follow instructions closely and engage actively in the various tasks. There is effective use of strategies for scaffolding learning, including those of classroom formative assessment, resulting in noticeable improvement in learning performance, as seen in students' ability to apply subject knowledge, skills and language and in the learning progress made.
- Students, generally, demonstrate a positive learning attitude and have good potential. They are attentive and show sustained motivation and readiness to respond to questions. They demonstrate a sound grasp of the lesson content and are able to make good progress with reference to teachers' feedback and recommendations. With teachers' facilitation, students show their

ability to apply their prior knowledge. When opportunities are provided, some can suggest creative ideas and good alternatives for solving difficult problems. However, in general, not many of them take the initiative to raise questions in lessons. They should be given more encouragement to express their views and ask questions to enhance the depth of their learning.

- Given their calibre and readiness, students would benefit from higher expectations on the part of their teachers. To raise the level of challenge, more opportunities could be provided for students to demonstrate and apply learning through the use of subject knowledge and language. To achieve the curriculum reform goal of developing students into independent and reflective learners, more emphasis could be placed on the development and application of self-directed learning skills. Students could be given more focused pre-lesson tasks to prepare themselves for learning and contributing to each other's learning. Clear, high and consistent expectations should be set to drive learning and improvement. With the extension of lesson time to 50-55 minutes, there could be more elaborate planning for optimising the use of lesson time so that there are more chances for students to contribute and respond to ideas and more opportunities for them to apply what they have prepared for, and acquired from, the lesson. There could be timely pauses for students to reflect on and monitor their own learning, with reference to the learning targets shared. More attention could be given to the development of students' academic language proficiency through consolidation and practice in the use of subject-specific language.

## 2.3 Student Support and School Ethos

- To achieve its vision of providing an “abundant life” and addressing students’ growth needs, the school makes commendable efforts to cultivate a warm and caring learning environment and to provide ample opportunity to fully realise students’ potential. The introduction of the motto “Let Our Students Shine” gives a clear direction to the stakeholders, especially the teachers, to create opportunities for students to develop their confidence and self-esteem. The biennial English musical is a typical event for developing students’ self-confidence and realising their potential. Through their involvement in such tasks as preparing for the audition, scriptwriting and acting in the English musical, students are enabled to develop their potential and interest in performing arts and English language and, more importantly, their confidence and self-esteem. This biennial event has brought about a very positive impact on students’ personal and social development. In addition, numerous other opportunities, such as sharing in assemblies and free talks, are provided as platforms to help students successfully boost their confidence and self-image. Appropriate leadership training is also provided for school prefects, class monitors and holders of official posts in the Student Union and various clubs. Together with the experience of organising activities, the leadership training helps student leaders develop their leadership skills. Further, there are various opportunities for students to take up posts of responsibility in a wide range of school activities. Among them, some planned activities, such as hosting meetings with visiting delegations, provide invaluable opportunities for students to realise their potential.

- Great importance is attached to values education as a school major concern in these two development cycles, and this has been well addressed through the concerted efforts by the different committees concerned. Under the major concern, “continuing to highlight values education”, themes for the school terms, supported by structured programmes, are introduced to develop students’ positive attitudes, such as self-respect, and showing love and care for others. Various post-activity sharing sessions by students and topical seminars are conducted in morning assemblies, and support programmes, such as the P.A.T.H.S. to Adulthood Programme and ICAN, are introduced in class teacher periods to foster students’ positive values. The various training programmes, talks and opportunities for service learning, such as those for students to serve as peer counsellors and environmental protection ambassadors, and the trip to Dongguan for students to serve the underprivileged children there, help develop students into caring members of society. As to civic education, green measures, such as recycling of waste paper and a “No Disposables” campaign, are appropriately implemented to promote students’ awareness of environmental protection. Flag raising ceremonies, exhibitions, talks and tours to Mainland China are appropriately arranged to promote students’ sense of national identity and their understanding of the country. Now that the enhancement of values education will be accorded priority in the coming school development cycle, there could be an overall review of the implementation of values education at KLA level to facilitate future planning as to how it can be reinforced in daily learning and teaching.
- The school adopts a whole-school approach and actively promotes invitational education to set a common goal of letting students shine. Effective measures and programmes have been launched to create a warm and caring environment in the school. A ‘dual-class teacher’ system is in place in junior forms to

enhance support for students. Teachers are caring and they provide timely support for students showing signs of social or emotional problems. Numerous support measures, such as the setting up of study rooms, the provision of rest areas for teacher-student meetings, programmes such as “People Come, People Go” for students in the graduating classes and different school-wide ceremonies, are arranged to establish a supportive atmosphere. With the dedicated efforts made by the school, a warm and caring atmosphere has been established on the campus.

- To promote a positive ethos and an inviting atmosphere, a positive approach to developing students’ self-discipline is adopted. Award programmes, including the well-designed “Flying Eagle Award Scheme” and the “Beautiful Life Scheme”, are introduced to help students set their own achievement and improvement targets. A self-redemption system is administered to give students positive reinforcement and the opportunity to make improvement.
- To cater for students’ needs at different developmental stages, a wide range of preventive and developmental programmes, tailored to such needs, is implemented. Well-designed talks and workshops on sex education, with specific foci, are organised for students at different levels. Support measures for S1 students, such as Newcomers’ Day and the English summer course for S1 newcomers, are aptly organised. Besides, “The Big Brothers and Big Sisters Scheme” is effectively implemented to help S1 students adapt to their new school life. To support students with special educational needs, a range of measures, including speech therapy, groups for social skill training and addressing problems of attention deficit, is appropriately arranged.
- Careers education is well planned and it helps students think about, set goals and prepare for their future. In addition to the

provision of career information, a good variety of diversified career guidance programmes, including talks, workshops and career visits, has been organised. Junior form students take an aptitude test and are given talks on “Finding Your Colours of Life” in class teacher periods. Talks on a range of topics, exhibitions and sharing sessions are organised for senior form students to serve their specific needs. Furthermore, the “School-Company-Parent Programme” is aptly conducted to widen students’ exposure to, and understanding of, the business community. The alumni render excellent support to the school, not only by providing students with good exposure through internship programmes, but in taking the initiative to conduct mentorship programmes to guide senior form students to plan for their future career.

- To address another major concern, “optimum utilisation of the Pui Ying Network and equipping students with an international outlook”, the school makes very good use of its links, with both its alumni across the world and other organisations, to provide a good range of opportunities to widen students’ horizons. Apart from local exchange visits and visits to sister schools in other parts of the world, students are assigned to host meetings with foreign visitors during their school tours, which provides invaluable opportunities for them to experience different cultures and enhance their confidence in expressing themselves in English. Furthermore, a wide range of co-curricular activities and life-wide learning activities is organised, providing students with ample opportunity to broaden their learning experiences, as well as to develop their potential.
- Parents serve well as the school’s good partners and show appreciation of various aspects of school performance. They have high regard for the caring Principal and teachers, the wide range

of co-curricular activities and the good role models set by the senior form students. They are pleased with students' good performance in academics, the favourable learning and reading environment on the campus, the various opportunities for students to develop and demonstrate their writing skills, and the many chances for them to excel in other areas. They are also very supportive and keen to do voluntary work for the school. The high-quality service which parents, including those whose children have graduated, give in designing and making the elaborate costumes for the biennial musicals over the years exemplifies their commitment to the school.

- The school communicates well with parents via different channels, such as the PYCnet, gatherings for parents of students at different year levels and Pui Ying Family Letters, which provide many ways for the school and parents to exchange their views on the provision of quality education for students. With the good communication and relationship developed, parents could be encouraged to have greater involvement in school development planning.
- The Parent-Teacher Association organises a good variety of parent-child activities, as well as activities for parents, which help broaden the horizons of the parent participants, develop good parent-child relationships and enhance the home-school partnership.
- To support staff and student development, the school actively seeks professional support from different external bodies, including academics from tertiary institutions and experts in various sectors, which brings a positive impact on classroom teaching and helps enhance students' global awareness. With the assistance of the alumni studying degree courses in local



universities, the school has ample human resources for organising after-school remedial classes and co-curricular activities for students. With the strong support from the globalised Pui Ying Network, the Alumni Association and other affiliated schools overseas, the school has organised many overseas exchange and study programmes for their students to broaden their global perspective.

- A strong, open and caring ethos prevails in the school. It is characterised by a strong sense of belonging and bonding among students and between teachers and students. Students treasure the opportunity of, and take pride in, studying in the school. They appreciate the varied opportunities provided and the care of their teachers. Guided by the motto “Let Our Students Shine”, the school is committed to providing ample opportunity, through various platforms, to broaden students’ horizons and realise their potential. This not only helps boost their confidence and self-esteem, but also lends strong support to their whole-person development. Teachers share the school mission of providing students with an all-round education and the goal of letting students shine. They are hardworking, caring and committed and have good rapport with their students. They exhibit a strong team spirit in discharging their duties and show commitment to the development of a professional learning community at Shatin Pui Ying College.

## **2.4 Student Performance**

- Students are courteous, self-disciplined and keen to learn. With strong motivation, they actively participate in learning activities, such as discussion and group tasks. They have a good awareness of, and interest in, various social issues. Generally, students are confident and articulate, and they show a strong commitment to

their school life. They exhibit good social and interpersonal skills and have developed good rapport with peers. Senior form students serve well as role models for their junior counterparts and are eager to serve their peers, the school and the community.

- In 2009 and 2010, the percentages of students attaining 14 or more points in the best six subjects in the Hong Kong Certificate of Education Examination<sup>1</sup> (HKCEE) were well above the territory averages for day-school students. In comparison with schools with similar S1 intake, the school performed very well in the HKCEE in 2009 and 2010 and the performance was on a par with the expected level in 2009 and exceeded the expected level in 2010. In the Hong Kong Advanced Level Examination, the percentages of students in the school meeting the minimum admission requirements for local degree courses were well above the territory averages for day-school students over the past three years.
- Students are very keen to participate in a wide range of physical, aesthetic and academic activities and competitions, within and outside the school. They have made impressive achievements in a wide range of pursuits, including public speaking, music, drama, athletics, debating, mathematics and volleyball competitions.

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<sup>1</sup> The last HKCEE for school candidates was held in 2010.

### 3. Concluding Remarks

The vision and mission of Shatin Pui Ying College are honoured in words and in deeds. Through its commitment to the goal of letting students shine, the school strives to create and provide opportunities via multiple platforms for students to realise their potential and excel. School development is well supported by the adoption of a systematic approach to self-evaluation. The passion and momentum for continuous improvement are well sustained through a shared commitment to school self-evaluation and to students' well-being and whole-person development. School leadership is strong at various levels. With a good grasp of the school's strengths, challenges and opportunities, the SMC provides ample support, through the global Pui Ying Network, for students' all-round development. As the torchbearer for the curriculum reform in the school, the visionary and articulate Principal successfully inspires her team with her passion and commitment and builds their capacity for continuous improvement. She has strong support from the two Vice Principals who play a key role in team and culture building and effectively help the school develop and maintain collegiality among the staff. Distributed leadership is well fostered among the teaching staff through empowerment, which, in turn, contributes significantly to the school curriculum development. Guided by a well-defined curriculum goal, teachers strive to equip students to meet the challenges of the twenty-first century. They effectively provide a good range of learning experiences to develop students' international outlook, language abilities, confidence and

inventiveness. Learning and teaching has always been a priority. It is well supported by a school-based online learning platform, the PYCnet, and a range of curriculum initiatives, such as the promotion of language across the curriculum. Teachers demonstrate good subject knowledge and competence in the use of English as the medium of instruction. They make good efforts in preparing lesson materials, with appropriate use of a wide range of teaching resources, including information technology. They mostly can adopt appropriate teaching methods to facilitate understanding and conduct learning activities in an orderly manner. Students demonstrate a positive learning attitude and have good potential. They are attentive and show sustained motivation and readiness to respond to questions. They demonstrate a sound grasp of the lesson content and are able to make good progress with teachers' feedback and recommendations. The school boasts a positive ethos, a strong team spirit and an inviting and caring environment, where the relationship among students and teachers is close and where students' whole-person development is a shared concern and commitment.

To scale new heights and further equip its students to be all-round twenty-first century learners, Shatin Pui Ying College could direct more attention to the following:

### **3.1 Equipping students to be self-directed learners**

- The promotion of self-directed learning, as an intended focus in the next development cycle, requires elaborate strategic planning and ongoing review. Apart from the goal of catering for learner diversity, it could serve to stretch

students and realise their potential, which corresponds to the school's goal of letting students shine. To launch the initiative effectively, teachers need to engage in setting, and developing a shared understanding of, the implementation targets and strategies. There is a need for regular professional exchange among teachers on the use of strategies for developing students' self-directed learning skills and habits, such as skills in planning their learning and habits of doing purposeful pre-lesson work. Given students' calibre, teachers need to set and convey clear, high and consistent expectations to drive learning and improvement. To encourage students to take responsibility for their learning and monitoring their own progress, the sharing of learning targets and the use of such targets for gauging learning progress could be made routine in lessons. To stretch students, there could be more opportunities for them to demonstrate and apply learning and more use of classroom formative assessment strategies.

## 4. School Response

The school response to the draft ESR report was received on 5 November 2012 and the original text is incorporated as follows.

1. The SMC is in receipt of the ESR Report and is grateful for the serious manner the exercise was conducted and the encouragement rendered to the school. We are deeply appreciative of the professional yet empathetic stance of the team.
2. We are encouraged, indeed delighted, that the Report has highlighted the positive factors important to our development and daily operation, such as a vibrant global education network of which our school is a vital part, and the presence of a quality leadership team and committed teaching staff working with dedication, professionalism and solidarity. This observation is, to us, a testimony of their reality. We are affirmed. And we will endeavor to make these positive factors stronger and their impact more prevalent.
3. We are appreciative of the Report's comment on our students. We share your views and would continue to provide ample opportunities for our students to unleash their potential and shine in various aspects.
4. As the ESR Report has recommended, we will strive to promote self-directed learning. This is an intended focus in the current school development cycle. Elaborate strategic planning and ongoing review will be put in place.



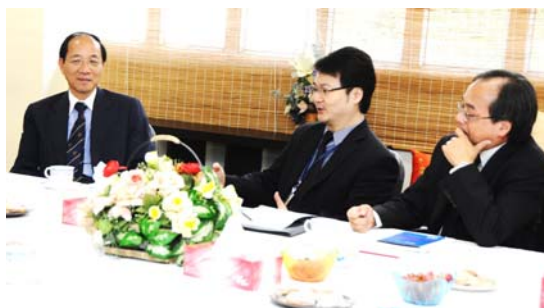
Mr. K.W. Leung, ESR team leader, introducing his team members to teachers and students

外評隊隊長梁國榮先生向師生介紹其隊員



Dr. W.T. Lee (Chairman of SMC),  
Rev. S.Y. So (Supervisor),  
Mr. Y. Chan (Director),  
Dr. K.C. Lee (Director),  
Principal O.Y. Yau and  
ESR team members

校董會主席李偉庭醫生、  
校監蘇成溢牧師、  
陳宜校董、李錦昌校董、  
邱藹源校長與外評隊隊員





SI Youth Forum Training:  
teacher and student  
sharing presentation skills  
中一英語青年論壇訓練：  
老師及同學與中一同學  
分享演說技巧



Teachers meeting with ESR team leader  
外評隊長與老師面談





ESR team member visiting our book exhibition and interviewing our Teacher Librarian  
外評隊隊員參與書展及與圖書館主任面談



ESR team members meeting with students  
外評隊隊員與學生面談





Students participating actively  
in the Liberal Studies Salon

「通識沙龍」：  
同學就時事議題積極發表意見



Parents meeting with  
ESR team members  
外評隊隊員與  
家長面談



ESR team leader in  
English musical audition  
外評隊長出席  
英語音樂劇遴選



Students' vibrant  
acting  
同學的演技精湛



(1st row: left to right) Ms. W.M. Lam, SDO; Mr. W.C. Ho, SSDO; Mr.Y.F.Wong, ESR team member; Mr.K.W.Leung, ESR team leader; Principal O.Y.Yau; Principal Mr.K.P.Kung, ESR team member; Mr.C.Y.Sun, ESR team member; Ms.S.C.Lau, observer; Mr.S.M.Yeung, ESR team member, in photo opportunity with teachers after the oral feedback

(前排由左起) 學校發展主任林穎雯女士、高級學校發展主任何永銓博士、教育局學校質素保證組高級主任黃奕輝先生、教育局總課程發展主任梁國榮先生、邱藹源校長、天主教崇德英文書院龔廣培校長、教育局學校質素保證組主任孫建耀先生、教育局劉淑貞督學、教育局學校質素保證組主任楊劭文先生與老師在口頭回饋後合照

