



# **External School Review Report**

## **Shatin Pui Ying College**

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

**External Review Period : 17-19 and 23 May 2006**

**Quality Assurance Division  
Education and Manpower Bureau**

October 2006

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# **External School Review Team**

## **Team Leader**

Mr HUI Tat-keung, Tony

## **Members**

Mr Lee King-leung, Leo

Mr MAK Ping-sum

Ms WU Yin-ping, Deani

Mrs CHIU LEE Yuen-ye, Stella (External Reviewer)

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

## 1.1 External review methodology

- The External School Review (ESR) team conducted the review on 12, 17 to 19 and 23 May 2006 to evaluate the school performance in school self-evaluation (SSE) and various domains.
- The ESR team employed the following methods to understand the situation of the school:
  - Scrutiny of documents and data provided by the school before and during the school visit;
  - A total of 53 full lessons and 48 teachers were observed;
  - Observation of various school activities, including the morning assemblies, form-teacher periods, reading sessions and some extra-curricular activities;
  - Meetings and interviews with the Chairperson and members of the School Management Committee, Principal, Vice Principal, panel chairpersons, heads of functional committees, teachers, school social worker, parents and students; and
  - Shadowing of a sample of five students for a whole-day period to observe their school life.
- The review findings presented in this report were derived from the corporate judgment of the ESR team based on the information collected through the above-mentioned methods during the review period.

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

- **Pui Ying Network**

Shatin Pui Ying College is part of a global network of Pui Ying educators with a long tradition of commitment and service. It came into being in 1978 in Shatin, a relatively new addition to the Pui Ying family of Christian schools dating back 127 years. The network now spans the Mainland with four secondary schools and Canada with a Pui Ying College, 10 Chinese schools and the Pui Ying Christian Services Society in Vancouver.

- **School Profile**

The school is an EMI secondary school fully subsidized by government. There are 29 classes with the following class structure:

<b>Level</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>	<b>Total</b>
<b>No. of classes</b>	5	5	5	5	5	2	2	29

It has a full establishment of 58 teachers, 3 I.T. technicians, 3 laboratory technicians, 6 clerical and administrative staff and 12 janitors. In addition, there are 5 teachers and teaching assistants appointed with other government grants.

- **School Vision**

Together we nurture the life of our students

Hand in hand we witness to the Love of Christ

- **School Mission**

The school has ‘holistic education’ as philosophy, and ‘Faith, Hope, Love’ as motto. It is committed to the provision of a comprehensive range of quality education services and to the moral, intellectual, physical, social, aesthetic and spiritual nurture of her students. The school believes it important that her students develop physical fitness, self-discipline, responsibility, independent thinking, creativity, leadership and social skills. They will thus grow up to be good citizens involved in society and making a contribution to our nation.

- **Core Values**

A student-centred approach is adopted by the school in educating the young. Each young person is unique in the sight of God and endowed with gifts to be nurtured. Translated into practice, this means that no student is to be given up, and the interests of students override other interests. Students are equipped to meet new challenges: with good academic performance so that they can survive in a knowledge-based economy, an outlook that embraces our nation and the world, and be confident and innovative for a future when thinking can no longer be done in traditional boxes. The key lies in being positive with students, helping them to believe in themselves, offering them

opportunities to receive training and encouraging them to try and to perform. This is a total approach which the school has named Invitational Education, expressed in the slogan “Let our students shine”.

- **Reaching Out**

In order to broaden student outlook and equip students to face the challenges of the 21st century, the school encourages students to participate in extra-curricular activities offered by the school and beyond. Such involvement develops potential and nurtures social competence, communication, cooperation and organization. Large scale seminars and small group sharing with public figures and professionals generate in students a deep understanding of the community.

- **Enhancing cultural literacy**

The school regards the development of social and cultural awareness as a key task and therefore strives to enhance cultural literacy among her students. It hopes that this will give students the means to find their talent and to exploit their full social and artistic potential. The school believes such an education will provide students with the skills and resources they need to face the many challenges of globalization.



## 2. School Work on self-evaluation

- The school has long recognized the significance of school self-evaluation in enhancing continuous school development and improvement. As early as 1998, the school initiated a SWOT analysis with all staff to review holistically the school situation with the purpose of strategic planning. With the experience in 2001 of reviewing the school from four aspects, namely, academic performance, school culture, extracurricular activities and support for students and teachers, the school demonstrated its competency in conducting the review since 2003 in accordance with the requirements of the School Development and Accountability Framework and the four domains of management and organization, learning and teaching, student support and student performance. Under the leadership of the Principal, a mechanism on school self-evaluation is in place, with a comprehensive coverage from the school level to the department and the teacher levels.
- Besides the EMB-provided tools of stakeholders' surveys, APASO and Key Performance Measures, the school had developed a number of school-based questionnaires for various activities. A Data Analysis Team was specifically set up in 2000 to process the data collected regarding student performance in the internal and public examinations, student intake and student behaviour. With such provision, the school is able to analyze and interpret the findings, and to assess the effectiveness of each measure which contributes to the formulation of the school development plans and the plans of individual subject panels

and functional committees.

- The school has established the areas of concern with the full participation of staff through a number of meetings and consultation. The School Development Plan formulated for 2003-05 aimed at (1) sharpening student attitude towards learning and enhancing language abilities; (2) carrying out curriculum reform; and (3) promoting holistic education. It ties in closely with the school's vision and mission as well as the education trend. Some adjustment has been made on the areas of concern in the 2005/06 annual school plan to focus more on students' needs. The first two concerns have become (1) enhancing effectiveness in learning and teaching; and (2) cultivating in students positive values and attitudes through moral and civic education. The refinement is appropriate and timely as better outcomes have, indeed, resulted. The implementation strategies, evaluation methods and success criteria are practicable. The school is now preparing the next three-year school development plan. Emphases have been placed on the new academic structure of senior secondary education, the enhancement of language abilities, moral and civic education and the utilization of the Pui Ying network. The school has correctly addressed the key issues for the years to come.
- As far as the departmental level is concerned, all subjects and committees have formulated their programme plans and objectives according to their developmental needs as well as to the major concerns of the school. The preference of work rightly addresses needs and

priorities. Proposed measures for improvement have been established and implemented on the basis of the strengths and weaknesses analysis and the evaluation findings. Various subject departments and committees will conduct annual reviews to reflect on their work and to follow up appropriately. There is a self-monitoring mechanism through constant collaboration of teachers responsible for the same key learning area, subject or level taught in the school. Furthermore, the progress and achievement of work are being closely monitored through regular reporting to the senior management, supported by evaluation data. The attainment of work is satisfactory.

- The school has been building up a culture of self-evaluation among teachers as well as students. For the teachers, there is a Lesson Observation Scheme in place since 1998 to encourage self-reflection and evaluation by peers. Peer observation is now a common practice in the school. All teachers are used to it and the practice has been extended to cross-subject observation. Some teachers have started to invite students to give them feedback on their teaching. As for the students, they have had to set learning goals and conduct self-evaluation regarding academic performance, family and interpersonal relationships. The school management has been open in meeting students and parents regularly to collect their views on school operation, policies and new initiatives which constitute a feedback loop with stakeholders to ensure good quality delivery. With all the effort, the school has indeed been successful in cultivating a self-evaluation culture.

- There has been a high degree of transparency in the sharing of the school's achievement and performance with its stakeholders. The Annual School Reports published and available to stakeholders have been informative and comprehensive, and cover different aspects of the work of the school. Besides meeting the parents and students, the school issues a periodic publication, the Letter from House, which keeps them informed of the Principal's messages and the development of the school.

## 3. School Performance

### 3.1 Management & Organisation

- The organization structure of the school provides a framework indicating the areas of responsibilities and interrelationship of different teams, which are categorized according to the four domains as the framework of Performance Indicators. The School's particular emphases on the Administrative Advisory Committee, the Academic Committee, the Guidance and Discipline Committees, the School Improvement Team, the Religious Education Committee, the Home-School Cooperation Committee and the Invitational Education Team clearly reflect its educational aims and development objectives. The management style has been open in the school as important policies undergo discussion and consultation processes. There is good communication and cooperation between teachers within and across the panels. The collaborative efforts made by the panel chairs and the coordinators of the eight key learning areas, through regular joint meetings, provide a strong impetus to the curriculum development of the school in preparation for the new senior secondary curriculum. To further simplify the existing organization, consideration might also be given to integrating teams with related functions so that work processes may be streamlined.
- The School Management Committee (SMC) consists of knowledgeable managers who show strong commitment to the vision

and mission of the school. This Committee has a thorough understanding of the school's priorities and takes seriously its role in policy development and monitoring of progress. It works closely with the Principal and is very supportive of the school, including the tapping of resources. The SMC members maintain a close relationship with the frontline workers as the SMC Chairman and the Supervisor attend school functions such as staff development activities, seminars and gatherings. For the time being, there is no formal representation of parents in its membership but there are sufficient channels to collect their views through formal and informal meetings with parents.

- The school has a clear statement of aims at nurturing the moral, intellectual, physical, social, aesthetic and spiritual calibre of the students which is rooted in the history of the school as a Christian community. The school's development plans have thus been formulated with the intention of being aligned with the key focus of school improvement and with all teachers actively participating in the discussion. The school management has always encouraged two-way communication with stakeholders and has always been receptive to suggestions. In response to this, the subject panels and functional committees have subsequently drawn up their annual plans accordingly. The whole process has been very transparent as all important issues are made known to the stakeholders through meetings, assemblies, Newsletters, Letters from the House, handbooks for students and parents and the school homepage.

- The Principal is experienced, visionary and committed to work. She has a keen awareness of the current development and reforms in education and responds to the changes proactively. Her outstanding performance as a school leader is recognized within the education field. The Principal is a skilled administrator and curriculum leader and initiates a number of school-based programmes in the school. She has foresight and plays a pivotal role in steering the direction of school improvement and developing the school self-evaluation culture. Her devotion to providing all-round education inspires teachers, students and parents alike. She puts much emphasis on staff professional development. She personally convenes and leads meetings when there is such a need, and her views are constructive. With her wide connection with outside bodies, she is successful in obtaining additional resources in the interest of the students.
- The Principal is assisted by two capable Vice-Principals who are familiar with the school affairs and can take charge of their respective fields effectively. They cooperate well with the Principal, providing assistance in school planning, implementation and evaluation work. They are serving as the bridge between the Principal and the staff. The middle managers are hardworking and conscientious. Most of them are able to lead the development of individual subjects well and certain panel heads have demonstrated a high level of curriculum leadership. The relationships between staff members are good and team spirit is evident.

- There is a clear delineation of work and responsibilities among the staff. Staff duties are distributed appropriately according to the needs of the school, the experience and expertise of the staff and with consultation of staff as to their preferences. The school flexibly deploys its resources, such as the Capacity Enhancement Grant, and makes use of its own funds for employing teaching assistants and part-time teachers to relieve the workload of its full-time teachers, thus creating space for them to focus on their professional undertakings.
- The school is supportive of staff continuous professional development (CPD). There is a staff development team to plan and coordinate programmes in accordance with the school's developmental needs and teachers' personal needs. Both the Principal and teachers actively take part in staff development activities and the school allocates adequate resources in providing various kinds of activities, such as seminars on questioning techniques. Apart from those organized by the staff development team, individual subject panels and committees also initiate self-arranged sharing sessions for teachers to exchange their experience and expertise. Peer lesson observations have been practised for years and have constituted a platform for professional dialogue among teachers. The CPD records are properly kept. To enable newly-appointed teachers to adapt to the school environment, experienced teachers are allocated to them as mentors.



- The school has a fair and well-established appraisal system to evaluate teachers' performances in both teaching and non-teaching duties. The policy and procedures are made clear to teachers and, in general, they accept the existing practice. The appraisal system could, however, be further enhanced to include teachers' self-assessment with a view to reflecting and supporting professional development needs.
- The school has established clear and systematic financial procedures. Annual budgets are prepared by respective departments and committees, and submitted to the SMC for approval after vetting by the School Finance Monitoring Team led by the Principal. There is also timely review and monitoring of resources allocated and flexibility in deployment of funds when needs arise during the school year.
- The school provides a pleasant learning environment for students. With the completion of the School Improvement Programme in this school year, the floor space and facilities have been greatly enhanced, immediately benefiting both students and the teaching staff. The school makes use of the open areas in the school premises by putting tables, chairs and sofas along the corridor of the ground floor to provide a comfortable environment for students to undertake self-study or chat with teachers and classmates. In addition, the three staff rooms have been newly renovated and each teacher is provided with a computer to facilitate his work. The premises are tidy and

clean with teaching rooms effectively utilized to cope with the school's requirements, such as the provision of a Music Laboratory and four computer rooms.

- Resources to support learning and teaching are sufficient and easily accessible. Information Technology (IT) is extensively used in class teaching. All teaching rooms are equipped with a computer and a video projector. The school has made good efforts to construct an IT school on the web (the PYCNet) which facilitates interactive learning.
- The Principal has established strong linkage with outside bodies to tap resources and professional support to enhance learning and teaching, as well as student development. The SMC and alumni are supportive and provide funds to meet the school's development needs.
- The school extends the opening hours of the study room, Multi-media Learning Centre and school library with a view to developing a self-learning culture for students. To tie in with the school concern, the school can further maximise the use of the library to facilitate students' learning.

### **3.2 Learning & Teaching**

- In line with the philosophy of education reform in Hong Kong, the

strengths of the school and needs of the students, the school has striven hard to develop a holistic curriculum which aims at developing the moral, intellectual, physical, social, aesthetic and spiritual aspects of its students. The content of the various key learning areas is appropriate and lesson time is adequately distributed among subjects. In keeping with its EMI status, the school has channelled a lot of resources into enforcing the policy of using English as the medium of instruction across the curriculum.

- The curriculum design is aligned with the school's major concerns. Making good use of available resources as well as the expertise and commitment of teachers and past students, the school has flexibly developed a number of school-based subjects, including Information Technology, Living with Innovations, Drama Education and Humanities. Relevant co-curricular activities, such as musical pursuits and English Fun Camp, are also conducted. They not only serve well to widen students' exposure, develop generic skills, unleash their potentials, and enhance their self-concept, but also echo the year's theme "Let our Students Shine".
- Much attention has been paid to promoting the four key tasks and time is flexibly arranged to facilitate implementation of related programmes. In project learning, a systematic framework has been devised, with basic project skills developed in Secondary 1, generic skills and creativity in Secondary 2, and further consolidation with an interdisciplinary approach in Secondary 3. This implementation

mode has successfully involved a great number of teachers who work collaboratively to provide students with the necessary learning experiences. Considerable effort has also been put into the promotion of Moral and Civic Education and into raising teachers' awareness of incorporating value education into regular classroom teaching. The IT curriculum has been tailor-made. Besides providing students with basic techniques required in daily life, it has facilitated more effective learning and teaching of various subjects. A reading session is timetabled daily, reading ambassadors are appointed and a Reading Club has been formed to promote reading activities. Though the strategies are appropriate, the reading habit of students, especially in reading English books, can be further enhanced.

- Measures have been undertaken to cater for learning diversity through remedial classes and various enhancement programmes. A plan, which will be implemented in the coming academic year, has been formulated to identify gifted students more accurately. It is anticipated that, with the established mechanism, teachers' awareness of students' learning diversity will be raised, and teaching strategies will be more effective to satisfy students' special learning needs and further explore their talents.
- The Academic Committee and the joint KLA meetings coordinate the curriculum policies and provide a platform for idea exchanges and interdisciplinary collaboration. Collaboration is found within and across panels due to the harmonious staff relationships. Teachers

are empowered to design school-based curriculum materials. To stride forward, closer monitoring and concrete follow-ups are expected to ensure that learning in those school-based subjects, especially study and thinking skills, can be transferred to other subject areas. A conceptual framework can be devised, based on which, more strategic long-term planning can be made. The mechanism established should be able to review the breadth and depth of each programme, with close monitoring of the implementation and evaluation processes to further enhance learning effectiveness.

- Teachers are friendly and maintain a good rapport with their students. They possess sound subject knowledge and prepare the lessons well. Classroom routines are well established and properly maintained. Teaching performance was good in most of the lessons observed.
- In line with the policy of an EMI school, English is used appropriately as the medium of instruction in class. Teachers are, in general, proficient in spoken English. Their presentations, explanations and demonstrations are clear and systematic. Subject resources and IT, such as PowerPoint presentations, are effectively used to arouse students' interest in learning and facilitate their understanding of the lesson content.
- In some effective lessons observed, teachers related their teaching to

current affairs or the students' daily life experiences so as to arouse their interest in learning. As a kind of conclusion, learning points were recapitulated at the end of the lesson. To reinforce positive behaviour and enhance students' motivation, teachers frequently gave praise and encouragement to students.

- In order to enhance students' participation and sustain motivation in learning, teachers organize interactive learning activities including pair or group discussions and oral presentations. In such interactive sessions, teachers played the role as facilitators of learning while students could express their views and develop their generic skills. Some teachers should, however, consider further enhancing strategies in the use of interactive activities in classes to achieve the learning targets.
- During class activities, most teachers monitor students' progress closely and render individual support to those who lag behind. Individual teachers also make arrangements for the more able students to work with the less able students. For some teachers, teaching strategies in catering for learner difference could be further enhanced as there was insufficient differentiated provision to address students' individual needs in some of the lessons observed.
- Questioning is frequently employed to check students' understanding of subject content. Some teachers make good use of graded questions to stimulate students' thinking. However, questions raised

by some teachers tend to be straightforward. To stretch students' potential further, teachers should raise more challenging questions and design more stimulating tasks to provoke students' higher-order thinking.

- Students are attentive and show interest in their learning. They are willing to follow teachers' instructions and participate in various classroom activities. Students show good learning attitude and display potential for further improvement.
- Most of the students can master the learning objectives and communicate effectively with their teachers and peers in English. When opportunities for group activities are made available, students collaborate well and display harmonious peer relationships. Students are also willing to voice their opinions and carry out peer evaluation. Students in general master IT skills well and are able to produce creative animations or do their presentations with the help of Power Point.
- Some students are able to apply self-learning strategies such as note-taking and have pre-lesson preparation. Some can also use mind-maps to organize their ideas. However, a few students are relatively passive and seldom take the initiative to raise questions during lessons. Students' self-learning skills should be further strengthened with a view to fostering their independent learning.

- The school has set clear and appropriate policies to govern assessments and homework assignments. The requirements and procedures have been made clear to teachers, students and parents. Both summative and semi-summative assessments are adopted, while in some subjects, due emphasis has been put on formative assessments. Diverse modes, including teacher assessments, peer and self-assessments are adopted to evaluate the learning progress and outcomes of students. Student performance in class is also taken into consideration. The school has also made use of various channels to keep parents well informed of the performance of their children. The information includes late attendance and late submission of assignments. The strategies used and measures undertaken are appropriate.
- The student record cards show academic and non-academic performances, with brief overall written comments given by the form teachers. Separate assessment reports for project learning and records of student' extra-curricular activities outside school are produced. Due recognition is given to students' good performances through a number of ways and at appropriate times. The philosophy behind all these assessment-related measures is sound and valid.
- The school stresses the quality of assignments and assessments. Policies are made clear to teachers to incorporate higher order questions in examination papers. As seen from the sample assignments, teachers have quite a good understanding of how a



good assignment can help students construct knowledge, develop skills, provoke thinking and enhance learning motivation. Closer monitoring is required to ensure that all teachers are able to put theory into practice, including the design of worksheets to be used and the feedback to be given during routine teaching and learning process.

- Past examination papers are neatly filed, together with clear and comprehensive marking schemes. Assessment data are systematically kept and processed by the Data Analysis Team. Panel meetings are conducted after examinations to evaluate students' performance. More concrete suggestions and specific follow-up work could be done to further enhance learning effectiveness of a class as well as that of individual students in specific areas.

### **3.3 Student Support & School Ethos**

- The school focuses the work of student support through the two major concerns this year: "to promote holistic education with emphases on broadening student outlook and developing leadership skills and other potentials" and "to cultivate in students positive values and attitudes". These concerns have been formulated according to students' needs and as a result of discussion among teachers. Various effective programmes have been devised by relevant committees responsible for student support to address these concerns.

- With a warm nurturing setting grounded in Christianity, the school is successful in developing a caring and supportive environment. Under the close collaboration of discipline and guidance teams, and with the professional advice of the social worker and part-time school-based education psychologist, quality personal counselling has been offered to students. To ensure sufficient care and guidance for students, class teachers are supported with training and resources, together with the help of form coordinators. There are adequate and effective remedial courses and programmes for low-achievers, such as the "Beautiful Life Scheme" and the "Youth Enhancement Scheme", so as to enhance their learning capacity and self-image. The summer bridging course, orientation programme and follow-up peer guidance services for Secondary 1 students have helped the latter adapt to school life quickly.
- A positive approach to discipline is adopted. School rules and the system of award and punishment are clear and reasonable. They are regularly and appropriately evaluated and revised through various consultation channels with teachers, parents and students. A range of award schemes and competitions, such as "Flying Eagles Award", and "Improvement Award", have been organised for students so as to reinforce their positive behaviour.
- The school slogan of this year is "Let our Students Shine". To help students develop their full potential, ample opportunities and learning experiences are offered to extend their talents in different

areas. Diversified and balanced extra-curricular activities (ECA) afford valuable learning experiences to develop students' potential in various fields. The school has established a policy to ensure adequate participation of all S1 and S2 students in ECA and to encourage every S1 student to learn a musical instrument. There are many activities that effectively help students develop their self-confidence and stretch their potential, such as the free talk in the class teacher periods, English Fun Camp and Living with Innovation Day Camp. One particularly commendable activity is the biennial school English musical performance, which has been very successful in developing students' capacities in music and lyrics composition, aesthetic work, costume design and performance art. The school provides leadership training programmes for both senior and junior forms. Senior student leaders, such as the Student Council and discipline prefects, demonstrate very good leadership attributes. Students broaden their vision through attending some well-organised "Meetings with Scholars and Professionals" seminars and participating in many inter-school activities. Some subjects offer extended activities for academic high-flyers. To provide a more timely and effective support to the growing number of gifted students, the school is moving in the right direction as it plans for a more systematic identification and enhancement programme for such students in the coming school year.

- Values education is one of the school's major concerns. A warm school culture, grounded in Christianity, lays a firm foundation for

nurturing positive values among students. Values cultivation is strategically infused into, and effectively delivered through, the school-based Civic Education and Humanities curricula, and other subjects such as Religious Education, Liberal Studies and Languages. Specific themes, such as Life, Sex and National Education have been devised by different committees to help implement values education through morning assemblies, class periods, project learning and various programmes. Activities such as quizzes, the National Day Flag Hoisting Ceremony and interflow programmes have been organised to help students learn more about our motherland and the Basic Law. These diversified learning experiences are effective in cultivating the intended values and attitudes among students. The school encourages, and provides opportunities for, students to participate and learn through voluntary services. To enhance the effectiveness of these activities, students are trained to use their talents or apply their subject knowledge in serving students of primary schools and some disadvantaged groups in the community. The provision of values education could be further enhanced if better coordination among committees and a more systematic assessment focused on students' learning outcomes could be instituted.

- There is close home-school cooperation. Though there is no formal representation of the parents in the SMC, parents participate actively in monitoring the operation of the school in areas such as the selection of lunch box and uniform suppliers. They are also

well-informed of school policy and school developments via different channels such as the parents' handbook, newsletters and the school's website. The school emphasizes parent education to sustain students' learning and development. A Parent Resource Centre has been established, which hosts gatherings and courses on parent education. On the whole, parents trust and support the school and show appreciation of the school culture. Parent resources to support students' learning and development could be further extended, such as organising parent volunteers in serving the school's functions.

- The school has close links with external organizations to facilitate the personal and social development of students. The Church and the Pui Ying Network provide strong support to the school in functions such as parent education activities, English Day Camp, exchange programmes and study tours. Many public figures and representatives of professional bodies have been invited to conduct meaningful sharing sessions with students. To facilitate their community involvement, students are provided with many chances to serve the students and disadvantaged groups in the community.
- The alumni are supportive of the school development. They involve themselves in career talks and sharing sessions, and assist in the English musicals and other school activities. They also raise funds for the school and offer scholarships to students.
- The school atmosphere is harmonious and open. There are adequate

communication channels for the staff and students to voice their views and opinions. The school has put considerable effort into establishing a clean and tidy school campus and into providing a pleasant learning environment for students.

- In general, school staff members are respectful and cooperative with one another and are able to maintain amicable working relationships. The teachers are dedicated and care for the well-being of students. The students have developed a sense of belonging to the school and are enthusiastic in participating in events such as the English Musical. They also get along well with their classmates and maintain good rapport with teachers. Student leaders have strong sense of responsibility and are willing to serve their schoolmates. To support the emphasis on providing an all-round education for its students, the school should take measures to further stretch students' potential and boost their self-confidence.

### **3.4 Student Performance**

- Students are polite, considerate and self-disciplined. They show respect and care for both teachers and fellow students. Most of them participate and collaborate well in class activities and contribute to a good learning atmosphere. Student leaders are able to plan and organise activities independently and they demonstrate good leadership attributes. Students actively participate in voluntary services and show their care for the community, especially the

disadvantaged groups in the society. Over the past three years, both the percentages of students attaining Grade E or above in five or more subjects and the percentages of students with 14 or more points in the best six subjects in the Hong Kong Certificate of Education Examination (HKCEE) have been significantly above the territory averages of day-school students. In comparison with schools with similar S1 intake, the school has performed very well in the HKCEE for the last three years and the performance far exceeds the expected level. In respect of the Hong Kong Advanced Level Examination results, the percentages of students meeting the minimum entrance requirements for admission to tertiary institutions has been well above the territory averages of day-school students in the past three years.

- Students are interested in participating in a wide range of internal and inter-school activities. They perform well and have won numerous awards in a variety of fields, including sports, music, speech and Mathematics. Students are proud of and keen on producing English Musicals. Since 2001, the school has successfully staged three English musicals. To further enhance students' participation in the production, the school has made commendable effort to involve students in writing the script for the coming musical.

## 4. Concluding Remarks

Shatin Pui Ying College is committed to providing quality education to nurture the younger generation. It has a clear vision and mission, and the culture of the school is characterized by a strong sense of identity and community. The School Management Committee is committed and the Principal is visionary and has demonstrated effective leadership in school administration, staff management and curriculum development. The school self evaluation mechanism has come into effect and, through it, the Principal is able to lead the school to strive successfully to meet the needs of the students in the face of a changing educational landscape. Teachers have good subject knowledge and teaching attitude. They work in harmony and the team spirit in support of the school mission is obvious.

There is strong emphasis on the all-round development of students with good provision of support. The English musical is an outstanding event which is a good manifestation of life-wide learning, incorporating elements of moral, intellectual, physical, corporate, aesthetic and spiritual education. The event calls for mutual support and solidarity and has strengthened the self-confidence of the students. Together with a wide range of extra-curricular activities, the musical is a good illustration of this year's slogan "Let our Students Shine". Notably, the school endeavours to become a learning organization where every member of the school can engage in the pursuit of excellence and life-long learning. The students are well-disciplined, hardworking and proud of the school.



The school has fostered good relationships with the parents and the alumnae and established links with external organizations. The development of the e-learning platform, the PYCNet, has not only facilitated learning and teaching, but also served as an effective channel to communicate with parents who are important partners of the school.

With such a good foundation, the school can further excel in providing quality education if the following point is addressed.

#### **4.1 Enhancing curriculum development through the establishment of a conceptual framework**

- The school should establish a conceptual framework for curriculum development in order that the learning effectiveness of the various school-based curricula can be maximized. Serving as the basis upon which the long-term strategic plan is built, the framework would outline not only the expected learning outcomes of the various programmes, but also their interrelationships. It can help set curricular goals, define themes of teaching, set timelines for implementation, avoid overlapping and establish a mechanism for curriculum review.

## 5. School Response

The school's response to the draft ESR report was received on 16 October 2006. The original text has been incorporated as follows.

The ESR report on Shatin Pui Ying College was received and studied by the principal, school administrators, teachers and Parent Teacher Association. It will shortly be circulated among the students and parents. The main thrusts of our responses can be expressed in the following manner:

- We are grateful and encouraged by the report's positive assessment of our work and affirmation of our effort and achievement.
- We are giving serious consideration to the recommendations, many of which have already been taken on board.
- We are impressed by the solidarity and professionalism shown by the team in the course of the exercise, and confident of our future endeavour.



Mr. T. K. Hui, ESR team leader, briefing teachers  
許達強隊長向全校老師講解



Parents meeting with ESR team members  
外評人員與家長面談



Dr. H. C. Hung (Chairman of Board of Directors), Rev. Dr. C. C. Ng (Supervisor), Rev. S. Y. So (Director), Mr. Y. Y. Soo (Director), Principal O. Y. Yau and ESR team members  
熊翰章主席、校監吳振智牧師、蘇成溢牧師、蘇義有校董、邱藹源校長與外評人員合照



Teachers meeting with ESR team members  
外評人員與老師面談



ESR team members drawn by vibrant teaching  
老師生動的講解令外評人員也投入其中



F.4 students engaging in SBA activity  
同學進行中四英文校本評核活動



Mr. K. K. Mong, Vice Principal,  
instructing students  
蒙家強副校長指導同學進行實驗



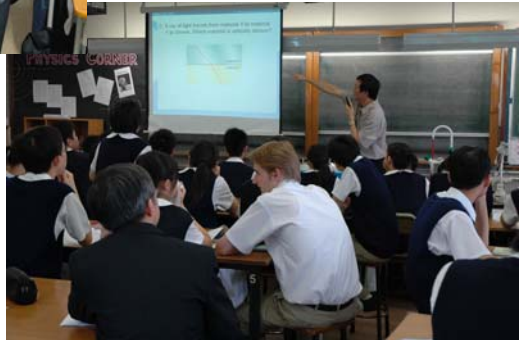
ESR team members observing class  
外評人員在觀課



Group in interaction  
小組討論



ESR team member observing class  
外評人員細心聆聽同學們的討論



German exchange student in class  
德國交流生與同學在實驗室上課



Group in interaction  
同學互相交流



ESR team member observing class  
外評人員在觀課



Mr. W. H. Yeung engaging students  
楊榮慶老師細心地與同學討論



Experiment in progress  
實驗課





Dr. H. C. Hung, Chairman of Board of Directors, greeting ESR team members  
熊翰章主席與外評人員交換名片



Ms. L. F. Chan, Vice Principal, in discussion with ESR team leader  
陳麗芬副校長與外評隊長交談



ESR team member and student in conversation  
外評人員與學生交談



Ms. K. F. Ip leading class  
葉國芬老師在講解



(1st row: left to right) Mr. K.L. Lee, ESR team member; Dr. Barley Mak, ESR team member; Principal O.Y. Yau; Mr. T.K. Hui, ESR team leader; Principal Mrs. Y.Y. Chiu, ESR team member; Mr. P.K. Kwan, EMB Senior SDO; (2<sup>nd</sup> row: first from left) Ms. Y. P. Wu, ESR team member; (3<sup>rd</sup> row: second from left) Mr. P.S. Mak, ESR team member; (3rd row: first from right) Mr. P.Y. Yeung, SDO, in photo opportunity with teachers after the oral feedback.  
 (前排由左至右起)教統局質素保證組高級主任李敬良先生、香港中文大學麥陳淑賢博士、邱藹源校長、教統局質素保證組總主任許達強先生、聖嘉勒女書院趙李婉儀校長、教統局高級學校發展主任關伯強先生、(第二排左一)教統局質素保證組主任胡燕屏女士、(後排左二)教統局質素保證組主任麥炳森先生、(後排左二)教統局學校發展主任楊寶源先生與老師在口頭回饋後合照



ESR team members chatting with students  
 同學與外評人員交談



Conducting experiment  
 實驗課