



External School Review Report

St. Paul's Co-educational College

School Address: 33 MacDonnell Road

Review Period : 27, 29-31 October and 3, 6 November 2014

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

December 2014

1. Introduction

1.1 External Review Methodology

- The previous Comprehensive Review (CR) was conducted at the school on 16-19 & 22 April 2008.
- The ESR team conducted the review on 27, 29-31 October and 3, 6 November 2014 to evaluate the school's performance in self-evaluation 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;
 - Observation of 76 lessons taught by 76 teachers;
 - Observation of various school activities, including morning assemblies, lunchtime and after-school activities;
 - Meetings and interviews with the School Supervisor, Principal, Vice-Principals (VP), heads of subject departments and functional committees, teachers, school social worker, Counsellor of Further Studies, parents and students; and
 - Shadowing of a sample of three students for a half-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 (Text provided by the school)

- St. Paul's Co-educational College (SPCC) was founded by the Anglican Church in 1915. The College is committed to creating a vibrant community of scholarship and learning which is underpinned by the school vision: "In the spirit of 'Faith, Hope and Love', to nurture our students as future leaders by instilling in them a culture of excellence, high moral values, an altruistic spirit, a passion for lifelong learning and a global perspective."
- Whole person education is at the core of the educational philosophy of SPCC, laid down in its mission statement and reflected through the SPCC Student Profile. This Profile is the mission of the school in action. It concisely describes the aspirations of the school community for intellectual, personal, moral, spiritual and social development. The whole person is envisioned in the nine attributes set out in the Profile. The nurturing of these attributes has been given top priority in the school's four-year Development Plan (2012/13–2015/16). Both the formal and informal curricula are being re-designed in stages to enable students to attain the attributes upon time of their graduation.

- SPCC has always championed academic excellence and lifelong learning. The school started offering the International Baccalaureate Diploma Programme (IBDP) in tandem to the New Senior Secondary Curriculum (NSSC) in 2011. The School Council believes that the provision of two distinct academic options enables the school to better cater to its diverse body of students, who encompass a broad array of talents, interests and learning styles. As both curricula are new to the school, every effort has been made to ensure their effective delivery.
- It is SPCC's mission to maintain the school as a vibrant community of scholarship and learning. Therefore, the school adopts a learner-focused approach whereby diversified learning, teaching and assessment strategies have been used to suit the different needs of students. Actions to cater for learner differences aim at drawing out the potential of students so as to maximise the effectiveness of learning. As such, one of the school's current developments is to ensure that the needs and capabilities of gifted students are met. The school believes this can be achieved through expansion and strengthening of personalised learning. These include providing off-site and school-based enrichment programmes and pullout programmes.
- The class organisation approved by the Education Bureau for the 2014/15 school year is as follows:

Junior secondary	S1	S2	S3
No. of classes	7	7	7
No. of students	231	223	216

Senior secondary	S4 NSSC / S4 IB Prep Yr	S5 NSSC / S5 IB Yr 1	S6 NSSC / S6 IB Yr 2
No. of classes	6 / 3	8 / 2	5 / 2
No. of students	132 / 66	164 / 35	128 / 32

- The school has a suite of evidence-based mechanism which it uses to inform its self-evaluation on teaching and learning, student support and student development: departmental annual programme plans and reports, collaborative lesson planning reports, peer observation reports, teacher appraisal reports, staff development activities reports and student activities evaluation reports, for example, on Rites of Passage and the Student Activities Week.
- Alongside the above, the findings of the school's CR and Stakeholder Survey (SHS) reports have been analysed and views that needed to be addressed have been incorporated into its improvement plans. It has been reflected in the last CR report that the school can do more to help students form the habit of using English inside the classrooms. English has always been the school's medium of instruction as the students have the motivation and ability to learn through the English medium and the teachers are proficient in using English to explain subject matter. Therefore, the introduction of small group teaching in all subjects will help students to be more confident in the use of English in and out of classrooms as the reduced teacher-to-student ratio can facilitate the use of a greater repertoire of pedagogies that encourages more interactive and communicative approaches.

2. School Performance

2.1 Continuous Development of the School

- Having just completed a five-year re-development project which saw the construction of a new extension block alongside the historical structure and resulted in a marked improvement of the facilities and learning and teaching environment, the school is about to reach another significant milestone and celebrate its centenary year. Since its establishment almost a century ago, the school has been committed to nurturing students as future leaders by instilling in them a culture of excellence, high moral values, an altruistic spirit, a passion for lifelong learning and a global perspective. The direction of the school's development is firmly guided by this time-honoured vision which is well shared and upheld by the teachers and other stakeholders.
- The school's administration is efficient and systematic. The various administrative departments under the respective charge of the Directors of Finance, Administration and Community Relations, render effective support to the vast and expanding team of academic staff. Detailed guidelines, clear procedures and well-ordered documentation greatly contribute to the smooth daily operation. The school maintains stringent internal auditing procedures, appointing a compliance officer to review its human resources management, financial management and daily operation and provide improvement advice for the different departments.
- The well-defined organisational structure reflects clear hierarchical relationships and delineation of responsibilities. The Management-Leadership Team (MLT) comprising the Principal, the two VP and some senior teachers serves to set policies and make decisions on changes and development on a school level. The Academic Committee (AC) and the Steering Committee (SC), along with their subordinate departments, have distinctive roles to play in facilitating school development. The AC sets policies and oversees all matters relating to curriculum, learning and teaching, and teacher professional development. The SC initiates, steers, coordinates and implements development in the four dimensions of learning, namely, "Language and Culture", "Humanities, Mathematics, and Science", "Aesthetics and Creativity" and "Leadership and Community Service". In their respective domains, the three organisations serve well to advance the school's development.
- Communication is open and transparent. There are ample channels for disseminating and sharing information and collecting feedback, notably from the students. To enhance transparency, mechanisms are built in for AC and SC meeting agendas and background information of the discussion items to be made available to the teachers to facilitate their understanding and contribution of views.
- The school adopts an open and participatory approach to decision-making, actively engaging teachers and, where appropriate, other stakeholders in the process. School planning ideas are initially generated or discussed at MLT meetings, after which policy proposals are passed on to the AC or SC for further discussion and then the teaching staff for consultation. A commendable practice is to solicit the views of, or further input from, students and parents

on some policies, as in the case of the drafting of the SPCC Student Profile. Such an approach greatly enhances stakeholders' shared understanding and sense of ownership of school policies.

- Major concerns are suitably identified for addressing the development needs of the students and the school. The 2009/10-2013/14 school development cycle saw six major concerns under the three areas of “curriculum, teaching and learning”, “student development” and “teacher development” being addressed. Informed by the outcomes of the holistic review conducted in 2012 indicating that a majority of the targets had been fully achieved and could be incorporated as routine work, the school drew up a new development plan for the next four years (2012/13-2015/16) to take further the work in relation to two existing major concerns and to introduce a new one, demonstrating versatility in responding to changing needs and circumstances.
- The first major concern, “Nurturing in SPCC students a set of desirable attributes (SPCC Student Profile) for intellectual, personal, moral, spiritual and social development as a shared vision and educational goal” reflects the prime importance the school places on students' character formation, which is much in line with its vision. The second and third major concerns, respectively, “Effective delivery of the Hong Kong Diploma of Secondary Education (HKDSE) Programme and the International Baccalaureate Diploma Programme (IBDP)” and “Catering for the needs and capabilities of gifted students through expansion and strengthening of personalised learning programmes” build on the two related ones in the previous cycle. The former progresses from preparation to delivery of the two programmes while the latter represents the sharpening of focus of the school's individualised learning programmes to cater for the needs of the gifted students. Annual school plans which are in line with the school development plan are aptly devised to facilitate the progressive implementation of the relevant strategies and measures. At the departmental level, subject panels and other teams duly draw up their programme plans to align with the school's areas of concern and take forward their own development.
- Thanks to the school's comprehensive planning and strategic deployment of manpower and resources, the implementation of the strategies and measures related to the areas of concern have been smooth and positive outcomes have been yielded. Regarding the nurturing of the desirable attributes laid down in the SPCC Student Profile, the school's strategies of engaging stakeholders in the development of the attributes, giving the Profile a visible presence in the school and integrating character building into different aspects of school life have contributed positively to the goal of nurturing the attributes being well understood and shared.
- With regard to the delivery of the local senior secondary curriculum and the IBDP, the school's offer of the two curriculum options not only widens students' choices on further studies pathways but also facilitates professional sharing among teachers on curriculum planning and pedagogy. Students' outstanding learning performance is a clear indicator of the initial success of the implementation of the dual curricula.
- To cater for the needs and capabilities of gifted students, good effort has been made to strengthen the various pullout, after-school and off-site personalised learning programmes, through enhancing the collaboration of the departments

responsible for organising these programmes. The regular discussion and collaboration among departments have facilitated mutual learning and the sharing of good practice. In line with the school's set teaching arrangements, the subject panels concerned have suitably differentiated the curriculum whereby challenging or extension activities are provided, on top of the core components, for the class sets with more-able students, while more individual support is provided in the class sets with smaller class size but a greater number of less-able students. The school goes to great lengths to maximise students' potential beyond classroom learning, arranging an array of learning programmes, activities and competitions to cultivate giftedness in the kinesthetic, aesthetic and creative areas. Opportunities abound on campus for students to showcase their talents, and they are seen to do so with enjoyment and aplomb.

- The school makes good use of evaluation data to inform and refine practice. Planned work is rigorously reviewed. Achievements of targets under the major concerns are discussed at committee meetings with reference to performance data, and evaluation findings are detailed in the annual report. Issues meriting further attention are clearly identified and properly followed up in subsequent planning. Stakeholders' feedback, such as findings from the SHS, is actively used for locating areas for improvement. At the departmental level, while some subject panels and teams are able to conduct evidence-based evaluation focusing on target achievement and further improvement, others are apparently less so. Gearing up the latter departments for more rigorous evaluation so as to refine planning is where more attention and support from the senior management should be deserved. At the personal level, commendable efforts are made to provide platforms, such as the Student Learning Journal and the Student of the Year Award for students to set personal goals which align with the school vision or the SPCC Student Profile and reflect upon their attainment.
- The long-term development of the school is secure under the strong leadership of the senior and middle management. With a wealth of expertise and strong fund-raising ability, the School Council has always provided substantial resources and professional support to advance the school's development. The Supervisor has high expectations for the achievement of the school's mission and vision. He communicates closely with the Principal and has great trust in her, holding her leadership and contribution in high regard. The Principal is a strong and visionary leader who is instrumental in setting strategic direction. In the spirit of shared and inclusive governance, she leads the VP and other senior teachers in collaboratively setting policies and steering school development in the contexts of the MLT, SC and AC. The school's vice-principalship is at a transitional stage where two of the three VP took office within the last two years and one recently departed. While the two VP are capable and dedicated senior managers who provide staunch support for the Principal and collaborate well with the teachers and each other, given the magnitude of the task of school governance, it will be of benefit for the vacant VP post to be filled as soon as possible. In the long run, the VP could take up more share in overseeing the work of the various committees and teams which at present largely rests on the Principal. Middle managers, generally, exhibit a high level of professionalism. They share the school's vision and goals and demonstrate competence and commitment in leading the respective departments towards achieving them.

- Transforming the school into a vibrant community of scholarship and learning being part of SPCC's mission, the school has always accorded high importance to teachers' professional development. This emphasis is clearly reflected in the major concern of developing high quality teaching staff with strong professional capacity and accountability in the previous development cycle. Professional development activities are strategically planned to align with the school's major concerns. The various professional development programmes organised in recent years, on Mastery Teaching and Cooperative Learning, instructional strategies related to the IBDP and the NSSC, and understanding and developing the SPCC Student Profile, are prime examples of the school's dedication to equipping teachers for addressing the major concerns. The school's effort in enhancing professional growth is also witnessed in the provision of training sponsorship and paid study leave for the teachers and a comprehensive induction programme for the new recruits. The school's concern for teachers' personal wellness is shown in a number of health talks organised in the past couple of years. Aided by peer lesson observation, collaboration lesson preparation and the web-based lesson planning database, a culture of professional sharing has been well established among teachers of the same subject departments.

2.2 Learning and Teaching

- The school endeavours to foster students' whole person development through providing them with rich learning experiences and ample academic options. To nurture academic excellence and meet students' learning interests, needs and abilities, not only is a good range of subjects provided but also the IBDP is offered in tandem with the local curriculum at the senior secondary level. The S2 Aesthetics and Creativity Education Programme, which offers modules on Visual Arts, Creative and Modern Dance, Design and Technology, Theatre Exploration and IT Music, enables students to develop their interest and potential in art and creativity. In addition to academic programmes, a rich variety of life-wide learning opportunities and co-curricular activities is duly provided to extend students' learning outside the classroom. Interest classes and courses on foreign languages are offered after school to enhance students' interest in language and culture. The well-structured Student Activities Week, which comprises co-curricular activities such as community services, cultural trips and attachment programmes to tertiary institutions and business enterprises, serves well to broaden students' learning horizons.
- To support the implementation of the strategies related to the major concern of "Nurturing in SPCC students a set of desirable attributes (SPCC Student Profile) for intellectual, personal, moral, spiritual and social development as a shared vision and educational goal", a progressive approach was duly adopted to incorporate the nine attributes into the curriculum. The schemes of work indicating relevant lesson designs and learning pedagogies have been implemented in S1 and S4 in 2013/14 and S2 and S5 in this school year. An assessment framework with level descriptors and rubrics has also been properly designed to facilitate teachers in assessing and reporting the performance of students in relation to the attributes. Sharing sessions on

designing the curriculum and assessment framework and reviewing its implementation have been duly conducted on Staff Development Days.

- Considerable attention has been devoted to catering for learner diversity. In the previous development cycle, the school sought to address the major concern of catering for students' differentiated needs and capabilities, through arranging set teaching in Chinese, English and Mathematics, providing enrichment and remedial programmes and managing a Personalised Learning Database. The strategies were smoothly implemented and, based on the school's holistic review in 2012, have been adjudged to be well achieved and incorporated as routine work. Building on the previous achievements, the school has, in the current development cycle, suitably channelled its efforts into further supporting the learning needs of the gifted students. The setting up of the Gifted Education Committee last year has contributed to the strengthening of collaboration among form teachers and subject teachers in deriving better understanding of students' personal and developmental needs and providing better support for them. Apart from further exploring new enrichment programmes in different disciplines, active steps have also been taken to strengthen the collaboration with the Primary School in supporting the gifted students.
- To facilitate effective delivery of the NSSC and the IBDP, which is another one of the school's major concerns, good efforts have been made to plan, monitor and evaluate the curricula. Comprehensive information on the two programmes is provided for the students and their parents. Individual interviews are duly arranged for students interested in taking the IBDP to ascertain suitability. Commendable efforts have been made in deploying resources and offering subject choices and combinations for the two programmes to cater for students' needs and interests to the fullest degree possible. The curriculum for the preparatory year of the IBDP in S4 is well planned to enable students to acquire the essential learning skills and be familiar with the teaching approaches and learning styles. The school suitably capitalises on the experience of implementing the two programmes to enrich the curricula and enhance teachers' professional capacity. Inspired by the Theory of Knowledge subject in the IBDP, the school-based Introduction to Knowledge subject has been offered with well-designed activities for the students taking the local curriculum to reflect critically on the different areas of knowledge. To expand teachers' professional capacity, opportunities are suitably provided for teachers to teach both programmes and share experience on curriculum development and pedagogies.
- The school's whole-school language policy is conducive to fostering students to be bi-literate and tri-lingual learners. English is adopted as the medium of instruction of most subjects while Chinese Language is taught using Putonghua in S1 to S3. Abundant opportunities are given for students to use English and Putonghua outside the classroom, such as conducting school functions and making daily announcements. The school places strong emphasis on enhancing students' reading interest and habit. Reading elements have also been suitably infused into the two language subjects to strengthen students' reading skills and strategies. Online reading materials are provided to facilitate students' revision and promote independent learning. Reading activities, such as school-based reading award schemes, book sharing and theme-based book displays, are duly arranged. Good effort has been put into

enriching the reading materials to widen students' scope of reading. Thanks to the close collaboration between the Library Development Committee and subject departments, reading to learn is actively promoted across the curriculum. A reading culture has been fostered.

- Due attention is given to curriculum articulation. Essential subject knowledge that supports students' learning at the senior secondary level is strategically incorporated into the junior secondary curriculum. The enquiry learning lesson is arranged at S1 to equip students with the generic skills while a half-year taster programme is offered at S3 to enable students to make informed subject choices for their senior secondary studies. To enhance the interface between the primary and junior secondary curricula, interfacing working groups for various subjects have been set up. Teachers of SPCC and the Primary School meet regularly and work closely together to understand the curricula of each other and deliberate curriculum adaptation strategies. Teachers of the Primary School are invited to observe lessons in SPCC to understand the learning and teaching approach so as to better prepare students for their secondary studies.
- The assessment policy is clear. In line with the first major concern, concerted efforts have been made by the subject departments to plan, implement and review the assessment framework for the SSPC Student Profile. Subjects are given the professional autonomy to assess the attributes in a subject-specific manner. A range of assessment modes, such as presentations, project work and class participation, is appropriately devised for assessing students' progress in developing the attributes. Subject departments have frequent sharing for disseminating good practice on the use of the assessment framework and rubrics at the AC meetings. The assessment practice related to the SSPC Student Profile has progressed to S2 and S5 in this school year and the implementation has been, on the whole, smooth.
- The samples of assignments reviewed are well designed, showing clear and appropriate learning objectives. Opportunities are suitably provided for students to apply what they have learnt in authentic contexts and hone their generic skills, such as critical thinking and communication. Clear rubrics for peer and self-assessment are provided in some assignments to enable students to understand the task requirements, on the basis of which they are able to evaluate their performance and that of their peers.
- Assessment data is used rigorously to evaluate the effectiveness of student learning and inform refinement of curriculum planning and teaching pedagogies. In-depth analyses of student performance are conducted with strengths and weaknesses clearly identified. Appropriate follow-up measures in curriculum, such as adjustments in teaching time and focuses, are drawn up to facilitate students' learning improvement.
- The school attaches importance to continuously refine the curriculum to meet emerging needs. Chaired by the Principal, the AC plays an active role in coordinating curriculum development initiatives. Heads of subject departments are committed to their mission of taking forward the curriculum development of their respective subjects. They closely monitor the implementation of the curriculum through lesson observation and inspection of student assignments and assessment papers. Professional sharing through collaborative lesson planning, peer lesson observation and informal exchanges

is, generally, effective. Sharing of learning and teaching materials is suitably promoted through the development and use of the lesson planning database.

- The majority of subject departments have formulated, and put into practice, programme plans which appropriately align with the schools' major concerns. They are also able to evaluate, and reflect on, the implementation of the various strategies and programmes in a timely manner, making good use of evaluation data and views gathered from key stakeholders to inform planning. Notwithstanding such good practice, there is room for improving the programme planning and evaluation of a few other subject departments, through drawing up suitably-focused programme plans and using clear objectives and success criteria to facilitate evaluation of work achievement.
- Lessons are well-organised and smoothly delivered. Learning objectives are clearly shared with students. Teachers are friendly, approachable and committed. They are able to establish a good rapport with the students. Resources, such as reading materials, electronic slides and video clips, are appropriately used to facilitate understanding and stimulate interest. Learning expectations are mostly appropriate, with some teachers assigning more challenging tasks to further develop students' potential. Students are highly attentive. They exhibit interest and sustained motivation. In cases where they have been told to make lesson preparation before coming to class, the preparation is mostly done thoroughly. Students display dedication and confidence in learning. They complete the classwork studiously and take notes conscientiously. They interact well with the teacher. The quality of the ideas expressed and the work done is high, showing a good grasp of learning points and capability in applying the knowledge and skills. Where challenging activities are arranged, students are eager to make an attempt. A few of them take the initiative to raise questions, some of which demonstrate originality and good thinking.
- Building on the good practice of starting the lesson by sharing the learning objectives with students, teachers could leave some time towards the end of the lesson to re-visit them, for learning consolidation and reflection. Given that peer assessment and self-assessment have been observed to be adopted to good effect in a small number of lessons, teachers may conclude the lesson by guiding students to assess their own learning performance, or that of each other, based on the lesson objectives, as a way to reinforce, or reflect on, their learning.
- Lecturing, questioning and arranging activities for the application of knowledge and skills are the most commonly adopted modes of lesson delivery. Teachers' expositions are clear and effective, demonstrating sound professional knowledge and high language proficiency. Questions are frequently posed to check understanding and facilitate interaction. Students, especially the high achievers, give responses actively and expressively. Teachers, in general, provide timely and specific feedback and students are receptive to it. More praise and encouraging remarks could be given to celebrate good performance and boost confidence. While some instances of effective use of questioning techniques to generate lively discussions and promote learning is observed in a small number of lessons, there is, on the whole, room for wider use of different levels of questions and various questioning techniques, such as probing and re-directing, to encourage students to justify or elaborate their ideas and to guide them to think more

deeply or from different perspectives. Some teachers could also be more mindful of the tendency of a few brighter or more active students dominating the student-teacher interaction, leaving limited opportunities for the others to give responses and demonstrate their learning.

- Ample opportunities are provided for students to apply the target knowledge and skills. In most cases, they demonstrate good performance and successful mastery of the learning objectives. Students work well together in collaborative activities. They support each other in completing assigned tasks and exchange ideas effectively in group discussions. In a small number of lessons, purposeful grouping is implemented to good effect, facilitating cooperative learning and peer helping. To create even more opportunities for peer interaction and support, more pair work could be assigned to enable students to discuss, or work together with, their neighbours.
- In the highly effective lessons, teachers play well the role of a learning facilitator. Challenging, thought-provoking questions and well-designed learning tasks in meaningful contexts are employed to facilitate students' co-construction of knowledge. Ample opportunities are provided for students to exchange views and present their ideas. A favourable environment is created which enables students to strive for excellence through taking on challenges, raising questions and taking the initiative to learn.

2.3 Student Support and School Ethos

- The overall planning of student support services is clearly guided by the school's vision of nurturing students as future leaders by instilling in them a culture of excellence, high moral values, an altruistic spirit, a passion for lifelong learning and a global perspective. The school is committed to fostering students' holistic development, which is at the core of its educational philosophy. To achieve this, an array of student support services and programmes is arranged for developing students' potential and broadening their exposure. The school makes proper use of evaluation data, such as those obtained through questionnaires and observation, to derive a good understanding of students' developmental needs. The Moral Education and Pastoral Care Team and the Discipline Team make good efforts to support students' development through implementing their respective programme plans, which are in line with the major concerns of the school. The SC, along with the six core groups under its charge, endeavours to enrich students' learning experiences through embedding, where appropriate, elements of Science, Mathematics, Humanities, Language and Culture, Aesthetics and Creativity and Leadership and Community Service in the various programmes and activities.
- In line with its vision, the school has identified "Nurturing in SPCC students a set of desirable attributes (SPCC Student Profile) for intellectual, personal, moral, spiritual and social development as a shared vision and educational goal" as its first major concern in the current development cycle. The development of the Student Profile suitably builds on the experience of fostering certain attributes in students through the Personal, Moral and Social Framework in the previous cycle. Through consulting teachers extensively and engaging parents

and students actively in the process of developing the set of attributes, the school is able to enhance the stakeholders' shared understanding and sense of ownership of the Profile. The well-conceived strategies of giving the attributes a visible presence on campus and strong manifestation in different aspects of school life, such as daily teaching, school activities, the student report card and the Student of the Year Award, have greatly facilitated the nurturing and internalisation of the target attributes.

- Catering for the needs and capabilities of gifted students being another area of concern in the current development cycle, the school has implemented appropriate strategies to strengthen the support of students talented in different areas, such as music, sports, dance and drama. The Sports and Music Directors and other teachers-in-charge collaborate closely to monitor the development of individual students in their various non-academic pursuits and provide timely advice and support. Ample opportunities are provided for the students to maximise and showcase their talents through various competitions and performances within and outside school. Through the use of the data from iPortfolio of the eClass and interfacing with the Primary School, the school is well placed to identify gifted students, track their development and provide suitable support.
- Admirable efforts are made to broaden students' global perspectives, providing them with a wealth of opportunities to participate in cross-border and overseas learning events, such as study tours, cultural trips, international conferences and exchange programmes with SPCC's sister schools in different countries. Particularly notable is the school's signature activity, Rites of Passage, a four-week outdoor education programme in Australia which serves to nurture S3 students' personal and social skills and build their character through engaging them in a variety of physical and intellectual activities. Students' post-activity reflections invariably demonstrate that much has been gained from the multifarious learning experiences which have sharpened their personal and social skills and enhanced their exposure to, and understanding of, different cultures.
- The school is committed to nurturing students as future leaders. To prepare students for the leading roles they are expected to perform, the school provides them with proper training, in areas such as leadership, team building and problem solving, before bestowing upon them the autonomy to organise activities and lead programmes. The school encourages students to serve as student leaders and provides different opportunities for them to do so. Student leaders, such as prefects and executive post holders of the Student Union and other student organisations, demonstrate strong leadership and composure in their positions of responsibility. Some have won territory-wide leadership awards in recent years.
- To nurture students' altruistic spirit, the school systematically arranges different service learning activities for students at different year levels. Through participating in different service learning programmes, such as beach cleaning and working with special schools and nursing homes, students are able to serve the needy, deepen their concern for the wider community and reflect on the experience.
- To realise the school's goal of instilling high moral values in students, the school places strong emphasis on moral education. Positive values are suitably

infused into the curriculum and reinforced through a wide range of mass programmes, such as talks and workshops on various topics organised by the Moral and Pastoral Care Team. Students' spiritual growth is actively nurtured, through Religious Studies lessons, morning assemblies and a variety of religious activities and services and Christian Fellowship programmes.

- The school takes good care of students' emotional and behavioural well-being. Positive psychology is suitably adopted to help students learn how to manage their emotion and social relations. With the help of the school social workers, support in groups or on individual basis is duly provided for the students in need. While the school places trust on students' self-discipline, teachers also closely follow up students' misbehaviour through frequent contact with parents.
- The school provides strong support for students at different stages of schooling and development. To help S1 students adapt to secondary school life, the school collaborates closely with the Primary School to facilitate smooth interfacing. Teachers of the two schools meet regularly to exchange information and devise support strategies. Suitable help is provided for the S1 students through the Big Brother Big Sister Scheme. To help students make informed decisions in furthering their educational development, such as making curriculum choices for their senior secondary studies or planning their university studies, the school offers comprehensive academic counselling services through the Careers Staff, such as the Counsellor for Further Studies. The school suitably engages alumni with a broad range of expertise in supporting their younger counterparts through the longstanding and well-participated Mentor Programme whereby S5 students are paired with alumni to develop one-to-one "counsellor and friend" relationships. Through participating in the individual and group activities, the students are able to gain valuable support on academic and career planning from their mentors.
- Parents are highly supportive of the school and most appreciative of its culture and learning atmosphere. The Parent-teacher Association (PTA) serves well to disseminate information to parents and maintain the positive relationship between the school and parents. The PTA plays an active role in promoting home-school cooperation, organising a variety of activities which represent its ardent support for the school's educational and religious mission. With backgrounds and experiences spanning a broad range of fields, many alumni provide strong support for the school through sharing their professional knowledge and experience with students on various occasions, such as morning talks, interview workshops and career visits. A number of them take part in the Mentorship Programme, through which they share their expertise with their younger counterparts to support their personal development and widen their exposure to the outside world. The school has established linkages with a wide range of external bodies to further its cause of nurturing academic excellence, cultivating exemplary character and developing a global perspective. The school is well connected with a network of service targets for enabling students to learn through serving, a number of sister schools around the world for enriching their learning and cultural experiences, and some tertiary institutions for providing off-site enrichment programmes.
- The school has cultivated a positive learning environment for nurturing students' all-round development. Opportunities abound for students to develop their interests and fulfil their potential. Students enjoy their school life. They

make good use of the lunchtime and after-school hours to take part in activities and mingle with their schoolmates, filling the campus with music and joy. Peer relationships are harmonious. Teachers are dedicated to the provision of quality education. They have a good rapport with the students and each other. Staff, students and parents alike take great pride in the school, embracing its vision and making concerted efforts to realise it.

2.4 Student Performance

- Students are personable and self-disciplined. They are highly motivated and competent in learning, demonstrating confidence and a good language command. They are eager to help each other and serve the needy. Student leaders are responsible, dedicated and competent. In planning, organising and conducting activities, they demonstrate outstanding leadership quality, serving well as role models for their junior counterparts.
- In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses were significantly higher than the territory averages of day school students. In comparison with schools with similar S1 intake, the school performed well in the HKDSE Examination in the past three years.
- Students keenly participate in a wide range of aesthetic, academic and sports activities and competitions, locally and internationally. They perform well in a variety of sports and aesthetic competitions, notably fencing, table tennis, swimming and dancing. Students perform exceptionally well in music and academic competitions, winning a multitude of awards in events such as inter-school music and speech festivals, debating competitions and various international competitions in music, mathematics and science.

3. Concluding Remarks

Established almost a century ago, the school has a rich history and a long legacy of fostering whole person education. Its development has been firmly guided by the time-honoured vision of nurturing students as future leaders. Adopting an open and participatory approach to decision-making and actively soliciting stakeholders' views, the school has achieved a shared understanding and a strong sense of ownership of school policies. Under the astute leadership of the senior and middle management, stakeholders make concerted efforts to address the school's major concerns and strive for excellence. Students demonstrate pleasing personal qualities and perform well in academic and non-academic pursuits. Members of the school community take great pride in the school. The school has cultivated a positive environment for nurturing students' all-round development. Building on its existing strengths, the school could make further advancement in its provision of quality education by directing attention and effort to the following issues:

3.1 Enhancing learning effectiveness through upgrading pedagogy

- To enhance learning effectiveness, there should be wider use of different levels of questions and various questioning techniques to encourage students to justify or elaborate their ideas and to guide them to think more deeply or from different perspectives. Given that the learning objectives are always shared with students at the beginning of the lesson, some time should be reserved towards the end of the lesson for re-visiting them. Teachers may conclude the lesson by guiding students to assess their own learning performance, or that of each other, based on the lesson objectives, as a way to reinforce, or reflect on, their learning.