



**Delia (Man Kiu) English  
Primary School**

**Annual Report  
2009 -2010**

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This report is the reproduction of our school's Comprehensive Review Report concluded by the CR Team of Education Bureau in October 2010.

# 1. Introduction

## 1.1 School vision and mission

- ⌘ The school envisions itself to become “OUR HOME” where Open-minded students strive to Understand people of different cultures and places with mutual Respect, thereby achieving a society in which Harmony is an Obligation through the fulfillment of the virtues of Morality and Equality. The school seeks to actualise its mission and vision in accordance with the spirit of the school motto “Harmony in Diversity”. The school is committed to providing quality education to students with diverse needs in knowledge, skills, and attitudes, irrespective of their ethnicities, beliefs, and socioeconomic backgrounds.

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

### School Background

- ⌘ Delia (Man Kiu) English Primary School was established in Tsing Yi in 2006 at a critical time where many primary schools were closing down. As a quality education provider for primary school students of diverse cultural origins and socioeconomic backgrounds, the school acts a through-train school for Delia Memorial School (Broadway) in Mei Foo Sun Chuen, with the first batch of graduating P6 students entering S1 in Delia (Broadway) in the 2012/13 school year.

### Current Developments

- ⌘ With the primary aim of providing a well-balanced education, the school seeks to provide a challenging and innovative learning environment to meet the students’ moral, intellectual, physical, social, and aesthetic needs. For example, English is taught one level in advance, so that the students, whose proficiency in English is higher than the territory average, can reach higher levels of fluency and literacy in the language. To complement the school’s academic rigor, the programme “One Life, One Sport or Art” has been implemented to develop the students’ athletic or aesthetic talents. Likewise, given that most of the students are non-Chinese-speaking, the school has established a Chinese Adjusted Curriculum (CAC) to cater to those whose proficiency in Cantonese is at the beginning stages.

### **Class Structure and Number of Students**

<b>Level</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>Total</b>
<b>Number of Classes</b>	3	3	3	3	0	0	12
<b>Number of Students</b>	95	92	91	102	0	0	380

### **The School's Actualisation of its Initial Proposal to Secure Direct Subsidy Scheme (DSS) Status**

- ⌘ The establishment of Delia (Man Kiu) English Primary School as a DSS school has led to several developments in its administrative, pedagogic, and physical infrastructure. For instance, improvements in the school's technological infrastructure have resulted in the use of e-class and a dedicated file server as the key sources of information relating to the school's developmental priorities and year plans. Transparency in management and administration is critical; thus, the dissemination of information has been made easier through advances in technology. In terms of pedagogy, while English has remained the medium of instruction, the students have also been exposed to Cantonese Chinese, Putonghua and French to facilitate a multilingual learning environment. This enhances the students' multicultural development and appreciation of diversity. Moreover, the school has just completed its renovation project worth around HK\$3 million, which resulted in the upgrading of its classrooms and information technology (IT) resources. Finally, given that many of the students come from Hong Kong's ethnic minorities and from families with financial difficulties, the school under its DSS status has remained true to its belief that quality education should be made accessible to all students regardless of cultural and socioeconomic backgrounds.

### **1.3 Comprehensive Review methodology**

- ⌘ The Comprehensive Review (CR) was conducted on 26-29 April and 5 May 2010 to evaluate the school performance in four domains of work, viz., Management and Organisation, Learning and Teaching, Student Support and School Ethos and Student Performance. The CR team comprised eight inspectors and a lay member.
- ⌘ Before conducting the Review, the CR team scrutinised documents provided by the school and relevant information available from various sections of the Education Bureau (EDB).
- ⌘ A preparatory visit to the school was made on 12 April 2010 to explain the objectives and operation of CR to the teaching staff and clarify their queries about the Review. A meeting was held with the School Director to listen to her views on school management and development priorities. The Principal and the Assistant Principal (AP) also took the opportunity to brief the CR team on the strengths and development priorities of the school.

- ⌘ A meeting with parents was held on 12 April 2010 to solicit their views on the school. A total of 21 parents attended the meeting.
- ⌘ The CR team employed 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;
  - observation of various school activities, including choir practice, school team training, concentration and social skill training, homework tutorial and puppet show;
  - meetings and interviews with the School Director, Principal, AP, panel chairpersons, teachers, student guidance officer, parents and students;
  - scrutiny of samples of students' work and examination papers; and
  - observation of lessons.
- ⌘ During the CR, 32 lessons taught by 32 teachers were observed. The following subjects under the eight Key Learning Areas (KLA) were inspected:

<b>KLA</b>	<b>Chi. Lang. Ed.</b>	<b>Eng. Lang. Ed.</b>	<b>Maths. Ed.</b>	<b>P.S.H. Ed.</b>	<b>Sci. Ed.</b>	<b>Tech. Ed.</b>	<b>Arts Ed.</b>	<b>P.E.</b>
Subject(s) inspected	Chinese	English	Mathematics	General Studies			Visual Arts	Physical Education

In addition, while the subjects of Putonghua, French, Computer and Music are not covered in this report, lessons in these subjects were also observed to get a general impression of how they are taught.

- ⌘ The findings presented in this report were derived from the corporate judgment of the CR team based on the information collected through the above-mentioned methods during the review period.

## 2. School Performance

### 2.1 Continuous Development of the School

- ⌘ Situated at the vicinity of a few districts with a sizeable non-Chinese speaking (NCS) population, the school began its operation in 2006, under the DSS, with a mission of providing quality education for students irrespective of their socio-economic, cultural and ethnic backgrounds. Taking over the campus by phase from the original school, which was closing down, the school has been expanding its class structure progressively in the past four years, taking in three classes of Primary One (P1) students each year as the year levels of the original school gradually reduced. Despite the various constraints encountered during its formative years, notably manpower and resource limitations and campus sharing with the original school until the 2009/10 school year, the school and the team of fairly new and young teachers have been actively pursuing the vision of developing the school into “OUR HOME” for the students, in accordance with the spirit of “Harmony in Diversity”.
- ⌘ The school demonstrates clear understanding of the importance of school self-evaluation (SSE) for improvement and has started to adopt the process of “Planning-Implementation-Evaluation” (PIE) to oversee its ongoing development. The broad direction laid down in the initial proposal to secure DSS status is duly reflected in some strategies of the three-year school development plan (SDP) of 2007/08-2009/10, such as developing students’ sense of responsibility and commitment to the school and community, and promoting multi-language learning. The SDP also outlines various major concerns based on the four domains of the Performance Indicators for Hong Kong Schools 2008 (PI 2008). These major concerns, which encompass areas such as teachers’ professional development, school-based curriculum development, students’ self-management and parent-school cooperation, address well both the needs of the students and those of the school at the initial stage of operation. Concrete strategies, intended outcomes and success criteria are duly devised to facilitate their achievement and evaluation.
- ⌘ The major concerns of the annual school plans (ASP) of the first two years of the current school development cycle are, generally, in line with those of the SDP. Targets and strategies are appropriately set and some simple and basic success criteria are devised. Subject panels plan and discuss their work in panel meetings. Most plans are of routine operations, as well as activities and functions to be organised during the year, and school level concerns are sporadically addressed. Subject panels may consider enriching the planning process by deliberating on subject-specific aims with a sharper focus on student learning and whole-school concerns. They may then devise corresponding strategies, intended outcomes and evaluation criteria based on these aims. Individual subject panels have started using a standard format, encompassing such features, in drawing up their annual plans for the current school year. Such a format could be usefully adopted by other subject panels to facilitate both their yearly planning and monitoring by the school management.

- ⌘ The school, effectively and strategically, deploys resources to support its development and to facilitate the implementation of some of the major concerns. Support from the Delia Group, in terms of central allocation of resources and accounting control, helps to enhance cost-effectiveness and to ensure rigorous financial management. Financial injection from the school sponsoring body (SSB) has enabled the school to undergo renovation of the premises by phase. Certain sections of the campus have been delightfully refurbished and facilities have been upgraded. A reading corner has been set up to provide a venue for leisure reading and lunchtime activities, such as the puppet show which is well performed and attended. Not only is the campus neat and well maintained, it is also nicely enriched by colourful and attractive decorations and post-ups, such as displays of students' work, photographs of students and teachers, famous quotes and outcomes of collaborative projects. These all celebrate students' achievement and create a warm and multi-cultural environment.
- ⌘ Well conscious of the diverse backgrounds and expectations of the parents, the school suitably places emphasis on enhancing parent-school cooperation, prioritising it as a major concern. Fine effort has been made in encouraging class teachers to make frequent contact with parents. The new student guidance officer has been deployed to run programmes for them, encouraging them to serve as volunteer helpers and paving the way for the setting up of the Parent-Teacher Association (PTA).
- ⌘ In its formative years, with both the class structure and staff size still small, the school has been aptly supported by the sister primary school in terms of curriculum and teachers' professional development. For the past few years, many subjects have been adopting the curriculum, teaching resources and assessment papers of the sister primary school. With the steady increase in the number of classes and teachers and the gaining of more experience and insight regarding the students' learning needs, the subject panels have rightly begun to explore their long-term curriculum development focuses by examining the learning process and outcomes in relation to the school mission.
- ⌘ Seeing the need to holistically review its development thus far before deliberating on the way forward, and capitalising on the opportunities lent by the comprehensive review, the school took a major step forward for SSE in this school year by conducting a whole school SSE exercise. To equip teachers with relevant knowledge and awareness, professional development days on self-evaluation were organised, and the experience from their sister schools and other schools were studied. During the several review meetings, held bi-weekly in the first term, teachers worked in groups based on the four domains of PI 2008 to discuss and evaluate the school's performance. Initial findings were reported for consultation and feedback was given. The findings were then revised and compiled into the school's self-evaluation report. The process of the SSE exercise could be further refined by better use of readily available data such as the Stakeholder Survey (SHS) and the Assessment Program for Affective and Social Outcomes (APASO) to inform the discussion and analysis of the school's performance.

However, the exercise has achieved the important purposes of initiating a culture of SSE and enhancing teachers' confidence in it. It has also been useful in generating evaluation data to inform forward planning. It was on the basis of this comprehensive examination of its context, achievements thus far and outlook for sustainable development that the school set the development priorities for 2009/10. These are "Formulate identifiable school direction", "Incorporate sharing and collaborative culture", "Clarify and integrate subjects' roles under school direction" and "Build up closer link with parents". Building on such outcomes and involvement, the school and the subject panels should undertake to explore the direction for further development. The school should also consider devising a routine SSE mechanism to facilitate the conduct of self-evaluation at appropriate intervals.

- ⌘ A further progress of the SSE exercise is that subject panels have devised three-year plans to map out their direction for development. The school management could play a more active monitoring role to ensure that school-level concerns are suitably addressed and the strategies, intended outcomes and success criteria are appropriately set.
- ⌘ The school reviews the achievement of the major concerns annually by evaluating the effectiveness of the strategies proposed in the ASP. In some cases, the evaluation outcomes are somewhat clouded by the discrepancy between the strategies proposed and those actually implemented and evaluated. However, it is evident that annual planning is informed by evaluation and that the school's mastery of SSE is improving.
- ⌘ The school has a simple but clear organisation structure which facilitates the effective conduct of its affairs. The School Management Committee delegates responsibility for the school's administration to the Principal, with the support and supervision of the School Director. The Principal chairs the newly established School Administration Committee (SAC), the management body comprising the Assistant Principal (AP) and three teachers responsible for the aspects of academics, public relations and discipline respectively. These SAC members are deployed from other schools in the Delia group to form the administrative backbone of the fledging school. The Principal is also in charge of a secondary school in the group while the AP and the other members are all experienced personnel from a sister primary school. They meet regularly to deliberate matters concerning policy and management. There are also a number of subject panels, each headed by the panel chairperson, and functions led by the activity supervisors. Respectively the subject panels and activity supervisors take charge of the academic and activity affairs. While information that supports responsibility post holders in their administration work and facilitates the school's safe and smooth operation is available from the intranet, the school may consider clearly spelling out the job descriptions and administrative procedures, to provide organised and school-specific reference for the teachers. The clerical staff members, led by the friendly and responsible head clerk, work well to support the school's day-to-day running.

- ⌘ Benefited by the small staff size, the school is a closely-knit community with an open management style and adequate channels for communication. Policy proposals are discussed and consulted on extensively in staff meetings, in which teachers may also openly express their views. Teachers enjoy much autonomy in planning and organising activities through the function groups. All information related to the school's current affairs is made available to the teachers from the intranet. Communication between teachers and the school management is effective. However, there is room for enhancing the transparency of the practice presently adopted for appraising the teaching staff, as some teachers are not well informed in this connection.
- ⌘ The Delia group has a long-standing tradition of providing education for NCS students. The School Director, in charge of the primary and kindergarten sections of the SSB, is an experienced educator who is passionate about serving the educational needs of NCS students. She chairs the senior administrative staff meetings to discuss policy-making with the principals of the school group. She is well informed of the school's development, performance and needs through her frequent school visits, during which she sits in meetings and speaks to stakeholders. She is supportive of the school and plays an influential role in helping the school seek support from the SSB.
- ⌘ The Principal is strongly committed to, and well-experienced in, educating NCS students. He has a clear vision and sense of direction for the school's long-term development. He is compassionate about the welfare of the students, especially the underprivileged ones. He appreciates and gives recognition to teachers' contribution while having appropriate expectations of their performance. He adopts an open management style, listening to teachers' opinions and suitably delegating power. He is prudent in managing change, setting a reasonable pace and introducing change incrementally. The previous AP has, this school year, returned to the sister primary school from which she was deployed to oversee the school's operation. The Principal has, therefore, been playing a more prominent role in steering its development.
- ⌘ Building on the solid administrative foundation laid by the previous AP, the present AP has been rendering able assistance to the Principal in taking the school forward. The AP, also an experienced teacher deployed from the sister primary school, shares the same vision as the Principal. He is dedicated, responsible and well versed in the administrative operations of the school. He shows good empathy for the teaching staff and is well respected by them. He serves well as the link between the management and the teachers. He makes admirable effort in understanding and supporting the subject panels' and teachers' work by sitting in meetings, visiting classes and providing administrative and professional support.
- ⌘ The young and energetic middle managers in the SAC work closely and effectively to oversee the school's policy and administrative matters. While many of the panel chairpersons show good promise in facilitating the operation and development of the subject panels, a few of them have yet to fully demonstrate their leadership

capacity. These panel chairpersons will certainly benefit from further field experience, more professional development opportunities and continued support from, and monitoring by, the school management.

- ⌘ Good effort has been made by the school to build up a climate of professional sharing and to support teachers pursuing professional training. New teachers are suitably mentored by their more experienced colleagues. Internal professional development activities, such as post-training sharing sessions and professional development days, are duly organised. Collaborative lesson planning (CLP) sessions are arranged regularly to provide opportunities for pedagogical exchange, while peer lesson observation (PLO) is conducted on a voluntary basis. Administrative arrangements, in the form of re-scheduling meetings, are made to facilitate the increasing number of teachers taking post-graduate and higher degree courses. Given that there are quite a number of novice teachers, to help them keep abreast of current educational trends, the school could more actively encourage or arrange for them to participate in professional development activities organised by the EDB or tertiary institutions. The school could also make use of the appraisal system proposed for the 2009/10 ASP to identify teachers' professional development needs. A school-based professional development plan may then be formulated to appropriately address such needs.

## **2.2 Learning and Teaching**

- ⌘ The school has clear curriculum goals, which are in line with the school mission and the major concerns of the 2007/08-2009/10 SDP. They focus on school-based curriculum development and encompass targets such as motivating students to learn through reading, encouraging multi-language learning, equipping students with self-learning and life-wide learning skills and promoting assessment for learning. Due attention is given to NCS students through the provision of the Chinese-Adjusted Curriculum (CAC) to enhance their ability to read and write Chinese. Curriculum planning is appropriately geared towards students' needs.
- ⌘ Adequate measures are provided to achieve the target of nurturing a reading culture. Students are encouraged to read during the Reading Period and to keep a Reading Journal. While some students read attentively during the Reading Period, the practice in some classes of using this time for conducting classroom routines should be reviewed, as it may give mixed messages to students regarding the importance of reading. Other features, such as a Mobile Library and the Reading Corner, also contribute to the cultivation of students' reading habits. Overall, students like reading English books, but their interest in reading Chinese books has yet to be developed. Because of manpower limitations, library duties are presently carried out by teachers and clerical staff members. When a full-time librarian is available, there should be better capacity for organising activities and coordinating with subject teachers to promote reading. While the school and class libraries are stocked with a good quantity of reading materials, there is room for broadening the variety of English

books in the school library to cater for students' abilities and interests.

- ⌘ The school encourages multi-language learning. As English is the medium of instruction, the school maintains an English-rich environment and students are, in general, fluent in the language. Apart from the subject of Chinese, students are provided with opportunities to learn Putonghua and French. There is a need for the school to periodically review its language policy in terms of achievement of objectives and to assess how well students manage the challenge of having to study a number of non-native languages.
- ⌘ In order to suit the needs of the large intake of NCS students, the school offers the CAC, apart from the Chinese curriculum similar to that which is offered in local schools. The CAC is well designed and tailor-made for NCS students, with school-based textbooks, worksheets and learning activities. Daily life examples are suitably included in the teaching materials to facilitate learning. Given that the backgrounds of the NCS students are diverse and their learning paces different, teachers may consider varying the teaching strategies, adjusting the teaching pace and designing graded worksheets to suit the students' abilities and address their learning difficulties.
- ⌘ The school aims to promote curriculum integration and foster students' self-learning and IT skills through project-learning. While the main theme of the cross-curricular project is centrally set, class teachers provide their students with a project title closely related to the main theme and give appropriate guidance. A project-learning week is suitably arranged to allow teachers to organise various activities, such as visits to museums or the central library. Project skills are infused in daily teaching before the project-learning week. Students can apply their basic projects skills, such as library research and collection and presentation of data, but their IT and self-learning skills could be further enhanced. The school could plan project-learning more holistically to ensure that the coverage, level and progression of knowledge, skills and attitudes to be developed are appropriate and collaboration between subject panels can be strengthened. The school may consider specifying the target project skills and generic skills for different year levels so that they can be introduced to students systematically.
- ⌘ To complement the formal school curriculum, life-wide learning opportunities are suitably provided through various educational visits, including those organised during the project-learning week, the Friday Function Period, the "One Student One Flower" greening programme, after-school interest groups and school teams. The ample life-wide learning opportunities serve well to enrich students' learning experience outside the classroom. The "One Life, One Sport or Art" programme is still in its infancy. While the school has started to encourage students to identify a sport or an aspect of art which they may like to develop, the pace for implementation of the programme could be stepped up.

- ⌘ There is room for the school to review its timetabling arrangements in order to allow time for the running of remedial, enhancement and support programmes and for students to participate in activities. The recesses in the morning and after lunch could be lengthened so that students have more time and opportunities to use the school facilities or interact with their peers and teachers. Better use could be made of the class teacher period for rapport building and cultivation of students' positive values, as well as dealing with class routines.
- ⌘ Good attempts are made to address the issue of learner diversity in Chinese, English and Mathematics. For Chinese, the school uses a streaming class mode, together with the CAC, to cater for the diverse needs of NCS students. Students who are weak in Chinese are arranged to study in the same class so that they may benefit from more focused teacher attention. For Mathematics, additional lessons and small group teaching are in place in P3 to help students learn the subject better. Extra guidance lessons are also arranged after school to help students who have difficulties in understanding their lessons or finishing their homework. Given that there are still marked differences in students' performance in Chinese and Mathematics, further effort in curriculum adaptation and adjustment of task design needs to be made to better cater for the students' needs, particularly in Mathematics. The teachers of English use textbooks which are one level in advance, to suitably cater for students' high abilities in that subject. Capitalising on students' good potential, measures could be devised to further enhance students' strengths and to address their weaknesses.
- ⌘ Professional sharing, to enhance the effectiveness of teaching, is encouraged. Suitable arrangements are made for CLP and PLO. While teachers make active use of CLP to exchange teaching ideas and experience, there is room for further promoting the use of PLO for more in-depth professional sharing and deliberation on how to tackle students' learning problems. Apart from professional sharing among teachers and support from the sister primary school, external resources and support could be further explored.
- ⌘ The teacher responsible for academics has been assigned to take charge of monitoring the development of different subjects, reviewing the assessment methods and organising the school-based reading programmes. She is conscientious about her work and has, since joining the school less than a year ago, put in place various reading programmes. However, her role in curriculum leadership, especially in monitoring the curriculum development of various subjects, is still to be strengthened. The daily operation of most subject panels is smooth. With noticeably few exceptions, the panel chairpersons play an active role in curriculum planning and development of their subjects and are committed to the planning and implementation of work related to their subjects. Subject panels have devised a three-year plan to guide their development in the coming years. They plan and discuss their routine work, as well as evaluate the performance of students in panel meetings. There is room for improving their skills in the use of evaluation data so that they can gauge the effectiveness of the work done and provide adequate information for future planning. For

continuous improvement and sustained development, the PIE cycle needs strengthening at the subject level

- ⌘ Due importance is attached to promoting assessment for learning. On the whole, the quantity and frequency of assignments are appropriate. A greater variety could be adopted to cater for the different styles and needs of students. As a means of encouraging reflection of, and generating greater student involvement in, the learning process, self and peer assessment could be used. A majority of students complete their assignments and corrections conscientiously. Most of their work is tidy and neat. Students are given good opportunities to link their learning to daily life and are able to apply their basic project skills. Teachers are generally careful in marking and students' corrections are closely monitored. Besides ascribing grades and marks, they could provide students with concrete and specific feedback on how they may further improve.
- ⌘ The summative assessment policies of subject panels are clear and broadly discussed in meetings. Clear and detailed marking schemes are prepared to ensure consistency in marking. Although a mechanism is established for the vetting of assessment papers, a few subjects need to strengthen the quality of the papers in terms of variety of question types. Assessment data are discussed in panel meetings to identify any need for improvement. However, more in-depth analyses of assessment data could be conducted to diagnose the strengths and weaknesses of student learning so as to better inform curriculum planning and teaching strategies.
- ⌘ In general, teachers are friendly, approachable and supportive. Lesson focuses are clearly set. Sufficient student-centred activities are organised to provide opportunities for peer interaction. Students are obedient, attentive and cooperative. They are willing to learn and their attitude to learning is positive. They readily follow instructions and guidance and are receptive to teachers' feedback. Their major learning strategies are listening and reading. Teachers of some subjects put good effort into drawing on students' background, helping them to understand and appreciate one another's culture. When topics relating to daily-life experience are presented by teachers or peers, students are eager to express personal views and feelings and to raise questions.
- ⌘ In most lessons, classroom discipline is effectively managed and routines are well established. A positive learning atmosphere is maintained. IT is used in some lessons to display lesson content and to facilitate understanding. In the Chinese-medium lessons, students mostly enjoy reading aloud with teachers. Most of them are less confident in using Chinese for class interaction and respond to teachers' questions mainly in English. In the English-medium lessons, students demonstrate good communication skills and are generally fluent in the language.
- ⌘ Teachers cater for learner diversity mainly by providing support to individual students during group work. More attention could be given to adjusting the teaching strategies and pace to suit students' needs and ability levels, as well as providing challenging tasks to realise the potential of the more able. Constrained by the design of

most lessons, students have limited opportunities to develop their creativity and critical thinking skills. Questions are frequently asked to check their understanding. Those students who are active and outspoken respond promptly, while the more passive ones remain silent. There is a need to pay more attention to engaging the latter in the process. More prompting and probing questions could also be asked to develop students' higher-order thinking skills. Some teachers make good use of individual or group presentation to enable students to display their learning outcomes, after which they mostly provide brief feedback to the whole class. More concrete and specific feedback could be given to help students understand better their strengths and areas for improvement.

- ⌘ In a few less effective lessons, teachers display an inadequate grasp of the subject knowledge and teaching strategies. Concepts and meanings are sometimes vaguely explained. Although students are mostly able to complete the learning tasks, by closely following teachers' instruction, there is a lack of understanding of the underlying concepts. Concrete feedback is seldom provided to help students make improvement. Teachers' awareness of students' learning difficulties and the use of classroom assessment to promote student learning could be strengthened.

## 2.3 Student Support and School Ethos

- ⌘ In line with the school motto, “Harmony in Diversity”, the school places strong emphasis on maintaining a caring and harmonious learning environment for students, including helping them to develop positive values and adapt to the local community. The AP and the teachers responsible for discipline and public relations take charge of the work of student support. Good effort has been made to address the school’s major concern of promoting students’ self-management through a range of implementation strategies. However, evaluation of the work of student support focuses on individual events and measures rather than the effectiveness of strategies. The school could make better use of data, such as the outcomes of SHS and APASO, to address students’ needs in future planning.
- ⌘ In response to the major concern of promoting students’ self-management, the school places due emphasis on fostering their self-discipline, healthy living habits and sense of responsibility. Commendable effort has been made, at the commencement of the school year, in providing training in queuing, hygiene and classroom routines. School rules and reward and punishment systems are clear and supported by teachers, parents and students. Awards programmes, such as the Excellent Student Award Scheme and the Cleanliness and Discipline Campaigns, are organised to help improve discipline and academic performance. The prefect system operates well to assist teachers to maintain order and discipline as well as to enhance students’ sense of responsibility. Clear procedures are drawn up to handle students’ problems and to address parents’ concerns. Students’ discipline and daily routines are maintained by the teachers in an orderly way. On the whole, students are able to follow teachers’ advice, abide by school rules and behave well. Their healthy living habits and sense of responsibility are forming gradually.
- ⌘ The school attaches due emphasis to the integration of students into school life, believing that the earlier this happens, the better their development will be. The school regards P1 as a crucial stage. A bridging course is, thus, organised for the new P1 students a week before the school year begins. The class teachers support these students strategically in the first few months of school term in order to help them adapt to school life and mix with those of different ethnic backgrounds. They endeavour to develop a “Home” feeling among students and cultivate their respect for different cultures, the former through displaying class photos and the latter through encouraging students to hang their national flags in the classroom and introduce festivals of their countries at appropriate times. The school organises different kinds of activities during the school year to foster good relationships among students across different levels and enhance integration. Peer support programmes, such as the Big Brothers and Big Sisters Scheme and Lunch Helpers, are organised to provide opportunities for senior students to help the junior ones during recess and lunch time. Students’ sense of a harmonious school culture is gradually developed, enhancing respect for different cultures, as well as love and care for others.

- ⌘ One of the long term objectives of the school is to help students develop positive values, and a good effort has been made to achieve it. A range of topics on values education is introduced in the bi-weekly school assembly and through activities, such as presentations, role plays and quizzes, which are well received by students. Efforts to promote positive values during the class teacher period are, however, less effective. The activities are too brief and lack variety. Class teachers could make use of current event issues or select relevant topics from Personal Growth Education to generate discussion on positive values. The student guidance officer could be invited to provide professional input on how to enrich the teaching content. National Education and environmental awareness are suitably promoted through school activities, such as singing the national anthem, lantern riddles and the “One Student One Flower” greening programme.
- ⌘ A good range of extra-curricular activities has been organised to facilitate students’ balanced development. Opportunities are provided for students to demonstrate their potential through designing and conducting morning exercise, performing in the lunchtime puppet show and participating in the end-of-term singing contest. Post-lesson training groups are organised to develop students’ various interests, particularly in the areas of sports and music. Students are encouraged to take part in public performances as well as inter-school competitions to enhance their sense of achievement and boost their confidence. Different kinds of extra-curricular activities are organized in the bi-weekly Friday Function Period. Arrangements are made to enable students in P1-2 to discover their interests through having a “taste” of different activities, and for students in P3-4 to sustain the interests and develop related skills.
- ⌘ Suitable effort has been made to support students with special educational needs, through measures such as seating arrangements, enlarged text in examination papers and adjusted examination time. However, the school has yet to devise a proper mechanism for early identification and a clear policy for meeting the needs of such students. Professional development programmes related to integrated education could also be organised to equip teachers with the skills to support these students. While appropriate programmes are organised to foster students’ concentration and social skills development, there is still a need to offer more preventive programmes on sex education, particularly when P5 and P6 classes are offered.
- ⌘ The school attaches much importance to home-school cooperation and treasures parents as supportive partners. Promoting parent-school cooperation is one of the major concerns in the current SDP. The school organises an orientation day for P1 parents every year to familiarise them with school policies and their children’s learning environment. Diverse channels, such as the students’ handbook, the school website and parent-teacher interviews are in place to facilitate communication between parents and the school. Teachers take the initiative to contact parents by phone and parents can get in touch with the Principal and the teaching staff easily. The student guidance

officer has begun to organise parents' groups to promote parental education. Parents, generally, trust and support the school. Some of them are involved in school functions and activities, such as Science Fun Day and torch relay. The school has been making commendable effort to overcome cultural barriers and maintain communication with parents, as well as to boost their participation in functions or activities. It is expected that the setting up of the PTA, preparation work for which is already underway, and other means to network parents and collect their opinions will contribute to bridging the gap between parents and the school and facilitate home-school cooperation.

- ⌘ The school has established good linkage with, and obtained support from, the sister schools in the Delia group. The school could further explore ways to forge partnership with other external bodies, such as the EDB and non-governmental organisations. This could yield more support and resources to strengthen learning and teaching, students' development and teachers' professional development.
- ⌘ The school management is supportive and empathetic and maintains open communication with the teachers. Teachers, many of whom are still fairly new to the school, make good efforts to blend in with the culture and contribute to the school's development. Teacher-student relationships are good. The teachers work conscientiously to provide pastoral care for students and attend to their growth with love and discipline. Students respect the teachers and each other. There is a spirit of camaraderie among students of different ethnic and cultural backgrounds. Senior students mix well with, and take good care of, the junior ones. Students have a strong sense of belonging to the school and enjoy a happy school life. The school is well on course in pursuing its vision of developing itself into what students regard as "OUR HOME".

## **2.4 Student Performance**

- ⌘ Students are energetic, amiable, open and cooperative. They are polite and, generally, well-behaved. They are confident in their learning, willing to participate in learning activities and have good English communication skills. They show great respect for, and are supportive of, each other. Senior students demonstrate a strong sense of responsibility in carrying out their duties.
- ⌘ Students' academic performance in English is good and in Chinese and Mathematics acceptable. Their non-academic performance is satisfactory. Students show great interest in the extra-curricular activities organised by the school. Their participation in external speech and dance competitions has been increasing in the past few years and they have won a number of awards. They perform relatively well in the Hong Kong Schools Speech Festival.

### 3. Concluding Remarks

The school has a strong sense of mission in serving the educational needs of NCS students. Its development is firmly guided by the shared vision of developing itself into “OUR HOME” for the students in accordance with the spirit of “Harmony in Diversity”. The school management is open, supportive and empathetic. The team of young teachers is energetic and closely-knit. They enjoy good relationships with the students and work well together to facilitate the school’s development, as well as supporting the students’ growth. Students of different ethnic and cultural backgrounds get along well with, and respect, each other. They are well-behaved, have a strong sense of belonging to the school and enjoy a happy school life. They are confident in their learning and have good English communication skills. The school makes commendable effort to communicate and forge partnership with parents, who generally trust and support the school. On the whole, the school is delivering the quality of educational experience and student achievement commensurate with its initial proposal to secure DSS status.

In order to build further on these significant strengths the school should address the following issues:

#### **3.1 Enhancing SSE for Sustainable School Development**

- ⌘ Based on the experience of the whole-school self-evaluation exercise in this school year, the school should devise a routine SSE mechanism to facilitate the conduct of self-evaluation at appropriate intervals. The school should make better use of data to gauge its performance regarding the achievement of school-level targets and to inform forward planning. Likewise, subject panels should enrich yearly planning by better aligning with whole-school concerns, focusing more sharply on student learning and devising suitable strategies, intended outcomes and evaluation criteria. The school management should play a more active monitoring role to ensure that the PIE cycle is appropriately adopted at the subject level.

#### **3.2 Strengthening Professional Development to Enhance Teachers’ Capacity**

- ⌘ To enhance the panel chairpersons’ leadership capacity and to professionally equip the teachers, the school should take steps to identify their professional development needs and properly address them, by encouraging or arranging for them to participate in suitable professional development activities. The school should also explore ways to forge partnership with external organisations to create more opportunities for professional exchanges and collaboration.

#### **3.3 Strengthening Curriculum and Pedagogical Practice to Cater for Learner Diversity**

- ⌘ Given that there are marked differences in students’ performance in a number

of subjects, further effort in curriculum adaptation and adjustment of task design should be made to better cater for students' learning needs. In classroom teaching, more attention should be given to adjusting the teaching strategies and pace to suit students' needs and ability levels, organising more collaborative activities, engaging the more passive students in the learning and teaching process, as well as providing challenging tasks to realise the potential of the more able students.