



CCC Ming Kei College
中華基督教會銘基書院

External School Review Report 校外評核報告

Quality Assurance Division
Education and Manpower Bureau
(August 2006)

教育統籌局質素保證分部
(2006年8月)

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Address of School : 16 OAK STREET TAI KOK TSUI KLN

External Review Period : from 24 to 26 and on 30 May 2006

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2006年5月24-26日及5月30日

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1. Introduction

1.1 External review methodology

- The External School Review (ESR) team conducted the review from 24 to 26 and on 30 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 54 lessons were observed, in which 38 lessons were full periods and the remaining were observed for a minimum of 15 minutes. A total of 49 teachers were observed;
 - Observation of various school activities, including morning reading session, assembly, lunch time debate, extra-curricular activities, etc.;
 - Conduct meetings and interviews with the Supervisor, 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. 引言

1.1 校外評核方法

- 校外評核隊於 2006 年 5 月 24 日至 26 日及 30 日到校，就學校的自我評估及各範疇的表現進行評估。
- 校外評核隊採用下列方法以了解學校的情況：
 - 在訪校前及訪校期間，細閱及分析學校提供的文件和資料；
 - 觀課 54 節，其中 38 節為完整課節，其餘均為不少於 15 分鐘的教學片段，合共 49 位教師接受了觀課；
 - 觀察多項學校活動，包括早讀堂、早會、午間辯論和課外活動等；
 - 分別與校監、校長、副校長、科組負責人、功能委員會主席、教師、學校社工、家長及學生開會或面談；及
 - 抽樣觀察五位學生一整天的校園生活。
- 此報告反映的學校狀況，為校外評核隊於評核期間，根據上列方法蒐集所得的資料再作綜合判斷的結果。

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

- CCC Ming Kei College was founded in 1967. It is an aided co-educational secondary school directly operated by the Hong Kong Council of the Church of Christ in China (HKCCCC). Since its inauguration, the school has been using English as the medium of instruction and providing quality education for students living in the districts of Tai Kok Tsui and Mongkok.
- The school began to adopt school-based management in 1998/99. The mission statement and school goals were set out collaboratively by all teachers in June 1999 and endorsed by the School Management Committee (SMC). They are summarized as follows:
 - Embracing the HKCCCC's mission for education, the school is committed to a holistic education with a people-centred curriculum and extra-curricular activities which address, with equal emphasis, the moral, intellectual, physical, social, aesthetic and spiritual needs of our students. Through such provisions:
 - ◆ We strive to nurture our students in becoming individuals who are able to extend their love from self to neighbour and to God;
 - ◆ We prepare our students to assume responsibility for their lives, face challenges with courage and be ready to get involved in improving the society, contributing to the nation and serving the world;

1.2 學校基本資料 (文稿由學校提供, 原文照錄)

- 中華基督教會銘基書院於 1967 年創辦, 為中華基督教會香港區會 (簡稱「區會」) 的一所直屬資助男女子中學。自成立迄今, 本校一直以英語作為教學語言, 為旺角及大角咀區莘莘學子提供優質教育。
- 本校自 1998/99 年度起採用校本管理, 辦學宗旨和學校目標由全體教師於 1999 年 6 月共同訂立, 並經學校管理委員會通過採納, 現概述如下:
 - 本校秉承「區會」的辦學精神, 承諾為學生提供德、智、體、群、美、靈六育並重的「全人教育」課程和課外活動, 藉此:
 - ◆ 致力培養學生成為愛己、愛人和愛神的有為青年;
 - ◆ 培育學生勇於承擔責任、敢於面對挑戰, 積極參與改善社會、貢獻國家、服務世界;

- ◆ It is our aspiration that the lives of our students will give expression to the school motto: “It is more blessed to give than to receive”

- There are 31 classes with a total of 1,216 students enrolled in September 2005. The class structure and enrolment of student are as follows:

Level	S.1	S.2	S.3	S.4	S.5	S.6	S.7	Total
No. of classes	5	5	5	5	5	3	3	31
No. of students	202	208	205	204	198	100	99	1,216

In 2005/06, there are altogether eight SEN students studying in the school.

- The school fully recognizes the importance of school self-assessment for school improvement and has thus placed this as an area of major concerns in the School Development Plan (SDP) for 2003/04, 2004/05 and 2005/06 respectively with emphasis on the learning and teaching aspect. All subject panels/committees are required to incorporate an evaluation mechanism in their programme plans and undertake review of the effectiveness of respective plans for follow-up actions. As revealed in the minutes of respective subject panel/committee meetings and the Annual School Report, all subject panels as well as standing committees have complied with this requirement.

- ◆ 冀望學生通過實踐以體驗「施比受更有福」的校訓。

- 本校於 2005 年 9 月開設 31 班，註冊入讀學生共 1,216 名。學校的班級編制及學生人數如下：

級別	中一	中二	中三	中四	中五	中六	中七	總數
班數	5	5	5	5	5	3	3	31
學生人數	202	208	205	204	198	100	99	1,216

在 2005/06 年度，本校共取錄了八位具有特殊教育需要的學生。

- 本校深諳學校自評工作對學校的改善至為重要，因此，學校自評工作列入本校在 2003/04，2004/05 及 2005/06 各年度學校發展計劃中的重點關注事項，其中尤其著重學與教方面。所有科組／委員會均需在工作計劃中納入評估機制，並檢討各計劃的效能，以便跟進。誠如各科組／委員會的會議紀錄及學校周年報告書所示，所有科組及常設委員會已遵守是項規定。

- Starting from 2003/04, all teachers have been asked to conduct self-assessment with regard to teaching and learning. The evaluation criteria for “Students’ Views about the Subject Teacher” are adopted from the Standard Questionnaire released by EMB in Oct. 2003 with modification to meet the school needs whereas the performance indicators and evaluation criteria used for “Self-assessment on Performance in Teaching and Learning” are directly copied from the “Performance Indicators for Hong Kong Schools 2002” aiming to help teachers familiarize with the standards and requirements set out by the Education and Manpower Bureau (EMB) when conducting Quality Assurance Inspection (QAI) / ESR.
 - The school has also formed an ad hoc team comprising the Vice-Principal (Acad) and the Prefect of Studies to assist the Principal in doing data analysis of the survey results with respect to the major stakeholders. The surveys which are conducted at school level on yearly basis include:
- 自 2003/04 年度起，全體教師均需就教學表現作自我評核。「學生對科目教師的意見」的評估準則取自教育統籌局（「教統局」）於 2003 年 10 月發布的標準問卷調查，當中會因應學校需要作出修訂。「教學表現自評」所運用的表現指標和評核準則，乃直接抄錄自「教統局」在進行質素保證視學／校外評核時，為使教師熟悉有關標準和要求而頒布的「2002 年香港學校表現指標」。
 - 本校亦已成立特別工作小組，協助校長分析各主要持分者的調查結果，小組成員包括副校長（學術）和教務主任。每學年舉行的全校調查包括：

- Parents' Views about the School (whole school),
 - Students' Views about the School (half school),
 - Teachers' Views about the School (whole school),
 - Measuring Hong Kong Secondary School Students Performance in the Affective and Social Domain (half school),
 - Teachers' Views on Implementation of the Major Concerns (whole school),
 - Teachers' Views on Deployment of Capacity Enhancement Grant (whole school), and
 - Students' Views about Individual Subject Teacher's Performance in "Teaching and Learning" (all classes).
- The self-evaluation findings together with the data analysis are put forward to the School Executive Committee and/or Joint Subject Department Heads Meeting for discussion. Recommendations responding to the findings are made and reported to the Staff Meeting as well as the SMC for discussion and adoption. Follow-up actions are then taken by respective committees/subject departments for continuing development and improvement of the school. Besides, the findings are reported to parents, students and the public through the Annual School Report uploaded onto the school webpage so as to achieve accountability.

- 家長對學校的意見調查（全校）、
 - 學生對學校的意見調查（半校）、
 - 教師對學校的意見調查（全校）、
 - 香港中學生在情意及社交方面的表現調查（半校）、
 - 教師對推行重點關注事項的意見調查（全校）、
 - 教師對學校發展津貼運用的意見調查（全校）及
 - 學生對個別科目教師在「學與教」方面表現的意見調查（所有班級）。
- 校方會將各項自我評核結果連同數據分析，一併送交學校行政委員會及／或科主任聯席會議，以供商討及作出建議，然後將有關建議在教職員會議及學校管理委員會會議中匯報，以供討論和採納。其後，各委員會／科組會採取跟進措施，以持續推動學校的發展和改進。此外，學校亦會把有關自我評核結果載入周年報告書，並上載學校網頁，向家長、學生和外界人士匯報，進而提高問責性。

- When comparing the findings of (i) Parents' Views, (ii) Students Views, and (iii) Teachers' Views about the school over the school years 2003/04, 2004/05 and 2005/06, it can be concluded that the school has made progressive improvement in all aspects over these years and that all major stakeholders (i.e. parents, students and teachers) are of positive opinions on all aspects with regard to the school's performance. This attainment should be attributed to the joint efforts of both teachers and students.

- 比較學校於 2003/04，2004/05，2005/06 各學年的 (i) 家長意見、(ii) 學生意見和 (iii) 教師意見的調查結果，可見學校近年來在各方面均大有進步，家長、學生和教師等主要持分者，全都對學校各方面的表現作出正面評價，這實為師生共同努力的成果。

2. School work on Self-evaluation

- The school did very well in adopting self-evaluation as a means to review and report on the school's work and as an aid to school development. The school fully recognises the importance of self-evaluation for sustainable development and places SSE as an area of concern in the 2003-06 SDP. The Principal knows the school well and has a good knowledge of the school's strengths and weaknesses.
- The quality of learning and teaching has assumed high profile in the school and become the main target of the school's self-evaluation. Starting from 2003/04, all teachers were requested to conduct self-assessment with regard to learning and teaching, thus providing a basis for professional sharing and self-improvement. Some good progress had been made in building up a culture of sharing good practices and exploring different learning and teaching styles.
- To implement SSE more systematically and strengthen the use of data in the SSE process, the school formed an ad hoc team comprising the Vice-Principal and the Prefect of Studies in 2005/06. Commendably, there has been in-depth analysis of a variety of data from the major Stakeholders survey in areas such as the implementation of the major concerns, the deployment of the Capacity Enhancement Grant (CEG) and students' views on subject teaching.

2. 學校的自評工作

- 學校利用自我評核作為檢討和匯報學校工作的渠道，以及學校發展的輔助工具，表現非常良好。學校深諳自我評核對學校持續發展極為重要，並將自我評核工作列為 2003 至 2006 各年度學校發展計劃的重點關注事項。校長既對學校情況瞭如指掌，亦充分了解學校的強項及弱項。
- 學與教質素備受學校重視，此亦為學校自評工作的主要目標所在。自 2003/04 年度起，全體教師均需就其學與教的表現作自評，藉以提供專業分享和自我完善的基礎，此舉在建立分享教學心得和發掘不同教學風格的文化方面，已有良好的進展。
- 為了更有系統地實行學校自評，並加強學校在自評過程中的資料運用，學校於 2005/06 年度成立了特別工作小組，成員包括副校長和教務主任。小組能深入地分析從主要持分者蒐集所得的各種資料，如對重點關注事項的推行、學校發展津貼的運用以及學生對各科教學的意見，這是值得表揚的。

- Development planning of the school is good, with strategic objectives set at whole-school level as required to cope with the school's developmental priority and raise standards. The subject panels and departments intended to formulate their work plans in accordance with the school's major concerns though diversification in terms of format and detail was observed. In order to achieve greater effect in SSE and move the subject panels and departments forward, there is a need a let the staff be better trained and informed of the rationale and requirement of SSE.
- The school is taking good steps in making use of the self-evaluation results for forward planning and devising appropriate follow-up actions as reflected in the 2005/06 Annual School Plan. The school could further develop this commendable approach in formulating action plans to improve learning and teaching inside classrooms, as well as curriculum planning and teaching practices at subject level. Besides, the strategies and the success criteria could be more focused to enhance the effectiveness of SSE.

- 學校的發展計劃良好，策略目標定於全校層面，以配合學校的發展優次，提升各項水平。據觀察所得，各科組部門均按照學校的重點關注事項來制訂工作計劃，即使他們在工作計劃的表達形式和細節上有不同的演繹。為了提高自評工作的成效，並推動各科組部門的不斷進步，學校有需要加強培訓教職員認識自評工作的理念和要求。
- 從 2005/06 年度周年學校計劃所見，學校能運用自評結果進行未來規劃，釐訂學校在周年計劃的適當跟進措施，這策略十分正確。學校可進一步發展此值得表揚的策畧，在科目層面上制訂改善課堂學與教質素的工作計劃、課程規劃以及教學常規。此外，各項策略和成功準則亦可更為聚焦，從而提高學校自評工作的成效。

3. School Performance

3.1 Management & Organisation

- The school is very effectively led and managed by a group of knowledgeable managers and an outstanding Principal. Provision of a range of quality education services was observed. The school is successful in promoting a holistic education for the students. There is good progress in the building up of a caring school atmosphere, cultivation of a spirit of brotherhood among students and a good sense of belonging and responsibility. The school is also effective and successful in adopting a whole school approach in implementing integrated education.
- The SMC which is well represented by different stakeholders has gained strong support from one of the biggest sponsoring bodies in Hong Kong, the Hong Kong Council of the Church of Christ in China. The mission of the school is clearly defined and rigorously pursued. The Supervisor has a good grasp of the situation and problems of the school while the Church is actively involved in the school by providing personnel and programmes in spiritual education.
- The Principal provides very good leadership and clear direction for the school. Duties of subject departments and committees are well defined. He is familiar with the education and curriculum reform and is very proactive in initiating new ideas and school-based projects such as the Young-old Partnership Project for S2 students and the Integrated Education Scheme. He and his staff are also committed to new ways of working e.g. the adoption of the flexible timetabling and lengthening of the period duration.

3. 學校的表現

3.1 管理與組織

- 學校由一群具識見的管理人員和一位表現出色的校長極為有效地領導及管理。據觀察所得，學校提供了一系列優質的教育服務。學校成功地向學生推動全人教育。學校在建立互相關懷的校園風氣、培養學生之間守望相助的精神、歸屬感和責任感方面取得良好的進展。學校亦有效及成功地採用全校參與模式推行融合教育。
- 學校管理委員會由不同的持分者代表組成，並獲得香港最大規模的辦學團體之一——中華基督教會香港區會的大力支持。學校的辦學宗旨界定清晰，並由學校嚴格遵行。校監對學校的情況與問題了解充分，而教會亦積極參與學校事務，為學校提供推行靈育的教師及課程。
- 校長為學校提供非常良好的領導和明確的方針。各科組部門分工清晰。校長熟知教育和課程改革，並極為主動地提出各項創新意念和校本計劃，例如中二級「長幼同心學習計劃」和「融合教育計劃」等。他又與教職員致力開拓全新的學習方式，如採用具彈性的上課時間表和延長每課節的上課時間等。

- The Principal steers the school well and is the driving force for the development of the school. He is ably supported by two very dedicated and experienced vice-principals. The Principal also works with foresight to ensure that the school is moving forward steadily. A “10-year Curriculum and Human Resources Planning” programme has been compiled to meet the changes brought by the implementation of the New Academic Structure for Senior Secondary Education and Higher Education which gives every teacher a clear directive of his/her professional development to be taken up in the coming years.
- The Principal adopts a participative leadership as well as a pastoral care leadership. Staff are encouraged to participate in school affairs and shared decision-making. The Principal values his staff’s work and is keen to recognize and reward successes. He always puts the need of his staff and students at high priority so that the morale of teachers does not decline. He is very skilful in implementing new initiatives. Policies are formulated in consideration of the best interest of students and feelings of the teachers.
- The school identifies its major concerns in accordance with the school development priority. There is adequate involvement of staff which brings about effective implementation of the policy by a number of staff. Most of the policies are equally well understood and smoothly applied by the staff.

- 校長領導學校有方，為學校發展的原動力。兩位副校長專心致志，饒富經驗，對校長支持有加。校長亦高瞻遠矚，確保學校能穩步向前發展。為了配合推行「高中及高等教育新學制」所帶來的變動，校方編撰了一個名為「十年課程與人力資源規劃」的計劃，使每位教師皆清楚地知道自己在未來數年的專業發展方向。
- 校長採用了一個參與及關懷的領導方式，鼓勵教職員積極參加學校事務，共同參與決策。校長愛惜賢才，熱心獎勵員工及肯定他們的成果，事事以教職員和學生的需要為先，令教師的士氣高昂。他在推行各項新措施方面的技巧非常純熟，在制訂各項政策時會考慮學生的最佳利益和教師的感受。
- 學校根據其發展優次制訂重點關注事項，教職員都有充分的參與。在多位教職員的努力之下，政策遂能有效施行。教職員對絕大部分政策均有透徹的了解，故推行時甚為順暢。

- Arrangement for staff development is good overall. Staff development is treated as top priority and has been included as one of the major concerns. Monitoring arrangements are provided a support newly qualified teachers to settle easily into the school system. Good progress has been made in making use of lesson observation, co-teaching and collaboration in lesson preparation to improve learning and teaching effectiveness. All staff are qualified by training and experience to teach in the secondary sector while all teachers of English and Putonghua have attained the Language Proficiency Requirement set out by EMB. Teachers' responsibilities, in general, match with their qualification or interests. In order to raise standard further, the school should put in place a more effective staff development plan with due emphasis to the school's major concerns and the professional development needs of teachers.
- The current staff appraisal mechanism operates effectively. The system is open and fair. All appraisees are notified of their appraisal results and an appeal mechanism is established. Both the principal and the vice-principals are appraised by all teachers anonymously.
- The working relationship between the school management, middle managers and the staff is harmonious. There are sufficient channels for the staff to express their views on school policies. In drafting the school development plan and the annual school plan and initiating major reforms, the Principal has been open in his consultation and tried to involve as many staff as possible for their suggestions.

- 教職員發展在安排上整體良好。教職員發展受到高度重視，屬於重點關注事項之一。學校另提供督導安排，以支援新入職的合資格教師，使他們更易適應學校的制度。學校藉著觀課、共同授課和集體備課來提高學與教效益，進展良好。就師資培訓和教學經驗而言，全體教職員均具任教中學的資歷，而所有英文科和普通話科教師亦已達到教統局所定的語文能力要求。教師的職務安排大致上與其資歷或興趣相符。為進一步提升水平，學校應制訂一個更有效的教職員發展計劃，內容應特別切合學校的重點關注事項和教師的專業發展需要。
- 現行教職員考績機制運作有效，整個制度公正及公開。所有受評核者均可獲知自己的考績結果，學校亦設有上訴機制。校長與兩位副校長均由全體教師以不記名形式作評核。
- 學校管理層、中層管理人員與教職員之間工作關係融洽。教職員有足夠渠道就校政發表意見。在草擬學校發展計劃與學校周年計劃書以及推出重大改革時，校長於諮詢過程中一概抱持開放態度，並會盡量向各教職員徵求意見。

- Overall arrangement for managing the school's budget is good. Resources are generally well deployed in accordance with the school's priorities in its school development plan. The Principal is strategic and thoughtful in financial planning and provision of resources for staff and students. The school has successfully tapped resources and funding from the community including the Youth Centres, tertiary institutions, government departments and volunteer organizations. Additional funds are also available from lending of the school premises to outside organizations. In terms of financial planning at the subject and committee level, the budget estimates should be more purposefully formulated to cope with the programme plan and the major concerns. The school also needs to take positive steps to develop a computer system in resource management such as budget control and recording of inventories.
- While the Principal and the Vice-Principals provide effective leadership and most of the middle managers are effective in implementing the school policies, there are inconsistencies within the middle managers which impede the pace and effectiveness of the school development. There is room for better coordination and collaboration across subjects and department. There is also a need for improved accountability of the various departments and committees.

- 學校財政預算的總體安排良好。校方能因應學校發展計劃中的優次審慎調度資源。校長在財務規劃以及為教職員和學生提供資源方面，富有策略及深思熟慮。在資源開拓方面，學校成功地向青少年中心、高等教育機構、政府部門和志願機構取得資源及資金。學校亦借出場地給外界組織以取得額外資金。在為科目和委員會編制財政預算時，校方應更集中於配合各項課程計劃和重點關注事項之上。學校亦需積極採取適當措施，開發一套有關預算控制和庫存紀錄等方面的資源管理電腦系統。
- 除了校長與副校長領導有方外，絕大部分中層管理人員在推行校政時效率亦高。然而中層管理人員之間亦有因未能貫徹行事，而阻礙學校發展的步伐和效率。各科組部門在協調和合作方面尚有改善空間，各部門和委員會也有需要提高其問責性。

3.2 Learning & Teaching

- The school curriculum places due attention to preparing students for life-long learning and promoting students' whole person development. The school has adopted broad and balanced curriculum goals to guide curriculum planning, and it is aptly portrayed in a strategic curriculum development plan that is in line with curriculum reform, providing students with a range of learning experiences and adequate flexibilities in curriculum choices in S.4 and S.6.
- The school has also demonstrated its pro-activeness in curriculum planning in preparation of the New Secondary School (NSS) curriculum. The school-based curriculum is characterized by fabricating love and services. Inclusive education is realized to provide students with opportunities to experience diversity of society and develop respect for others with diverse characteristics. The school motto: "It is more blessed to give than to receive" is glowingly incorporated into the service-based projects. These projects constitute the main focus to develop students' generic skills where they are exposed to great essentials of communication skills, problem solving skills and information technology (IT) skills. Active measures have been harmonized to sustain the development of Project Learning.

3.2 學與教

- 學校課程為學生的終生學習做好準備，並著重推動學生的全人發展。學校制訂的課程目標廣泛而均衡，為課程規劃作出指引，其策略性的課程發展計劃恰到好處，與課程改革一致，為學生提供多元化的學習經驗，並為中四、中六學生在課程選擇上提供充份的彈性。
- 在為新高中課程作好預備的課程規劃上，學校展現了她的主動性。校本課程的特色是關愛與服務兩者並重。學校實行融合教育，就是為學生提供機會體驗社會的多元性，以及學習尊重其他擁有不同特質的人士。在各項服務為本的計劃中，都包含了校訓「施比受更有福」的精神，重點是發展學生的共通能力，集中培養學生的溝通技巧、解決問題技巧和資訊科技技巧。此外，學校亦已協調好各項積極措施，使專題研習得以持續發展。

- Effort has been made to the coordination of reading in different Key Learning Areas (KLAs), and designated reading time in the morning is employed to foster students' reading interest. The school library has collaborated well with the Chinese and English panels to engage students in reading activities by implementing various reading schemes for all forms. The Reading Promotion Committee is responsible for coping with the growing needs and monitoring the progress in promoting Reading to Learn. It conducts reviews appropriately in due course. In spite of all these, the school could take positive steps to formulate effective strategies to cultivate a better reading culture.
- The school strives to instill students' moral values and civic awareness through both formal curriculum and life-wide learning experiences. Morning assemblies are arranged to disseminate important issues to the whole school, and form periods with class teachers are scheduled at different stages to meet students' developmental needs. Experience sharing by teachers and students in the morning assemblies is well organized with opportunities for nurturing students' attitudes and the enhancement of their communication skills as well as confidence in public speaking. However, elements of moral and civic education could be further fortified at subject level.
- The school has been fully equipped with IT infrastructure and set its intent to supply students opportunities to apply their IT knowledge and skills. Teaching the elderly IT skills in students' service-based project is one of the examples. A school intranet is in place to facilitate communication and teachers' use of IT in their teaching. Yet its potential for promoting students' self-learning could be further explored.

- 學校盡力協調不同學習領域的閱讀，並利用上午的指定閱讀時段來培養學生的閱讀興趣。學校圖書館與中文科及英文科通力合作，在各級推行不同類型的閱讀計劃，帶動學生參與閱讀活動。為要推廣從閱讀中學習，閱讀推廣委員會負責應付日益增長的需要及監督推廣的過程，並於適當時候進行檢討。雖然有上述各項措施，學校仍可採取更積極行動，制訂有效策略，以培養更好的閱讀風氣。
- 學校致力透過正規課程和全方位學習經驗，逐步培養學生的道德觀和公民意識。學校安排於早會上向全校發布重要事項，又在不同階段安排班主任課，以滿足學生的發展需要。師生在早會上的經驗分享亦組織得宜，讓學生有機會培養待人接物的態度，強化溝通技巧，增強公開演說的信心。惟學校可在科目層面上進一步加強德育和公民教育的元素。
- 學校的資訊科技基礎設施完善，着意為學生提供應用資訊科技知識與技巧的機會。學生在服務為本的計劃中教授長者資訊科技的技巧，即為一例。學校設有內聯網，用以促進溝通以及教師在教學上的資訊科技運用。然而，學校可進一步探討利用資訊科技以提升學生自學的潛能。

- Commendable efforts has been made to arrange block-scheduling of lesson time to generate more space to facilitate interactive learning and teaching, and provide flexible time-tabling arrangements to make rooms for co-curricular activities to support students' holistic development. Support measures include split classes, as well as enhancement and remedial programmes after school and on Saturdays to cater for learner diversity.
- The level of participation by subjects and committees in curriculum decisions is high in general. The school curriculum is implemented through the support of different subjects and committees and respective action plans generally align with school-level ones. None of the less, sharing and collaboration within subjects is generally not enough, the school lacks feedback and follow-up actions to improve learning and teaching inside classrooms in mid-year reviews and evaluations.
- Overall, teaching was good or excellent in the majority of the lessons observed. The teachers at Ming Kei have secure command of subject knowledge and prepare their lessons very well. Both their ability to present lesson systematically and their skill in explanation and demonstration contribute to students' academic progress. The successful characteristics of most lessons reflect that there is effective planning and learning objectives are clearly identified.

- 學校致力以「時段編課方式」編排上課時間，創造更多空間以推動互動的學與教，又作出具彈性的時間表編排，以營造空間進行跨課程活動，藉以支援學生全面發展，這是值得讚揚的。至於支援措施則包括分班教學，以及在課後和週末舉辦的增潤課程及補習班，從而照顧學生的學習差異。
- 一般來說，各科組和委員會在課程決策上有高度的參與。學校課程在不同科組和委員會的支援下施行，各項活動計劃大致與學校的整體計劃互相配合。惟各科之間的分享和合作在總體上略嫌不足，而學校在中期檢討和評估方面，亦未有就改善課堂的學與教作出回饋和採取跟進措施。
- 整體而言，在大部分觀課中，均可見到教師的教學水平達致良好或優異的標準。銘基書院的教師具有豐富的專科知識，備課非常充足。教師能夠有系統地授課，闡釋和表達技巧均佳，使學生在學業上得以長進。絕大部分課堂是成功的，特色是課堂規劃有效，學習目標明確。

- The teaching attitude of the teachers is exceptionally good. They are friendly, approachable and supportive to the students in their learning. A great majority of teachers have maintained very good rapport with their students. In some instances, praise or awarding feedback specifying students' attainment or improvement is inadequate.
- A strong feature of teaching is the frequent use of group work and IT in classroom teaching. Although some teachers give clear instructions and manage the students effectively, they are suggested to enhance their skills in leading group activities such as deciding the group size and clear delineation of duties among the group members. There was frequent use of IT in the observed lessons. Teachers were in general able to link the IT contents closely related to the teaching topic so as to enhance students' learning. However, a broader range of approaches is needed to strengthen the use of IT for interactive learning.
- Teachers are, in general, able to make use of the longer lesson time to provide students with appropriate learning opportunities and environment, although the standard is uneven across subjects and teachers. There is adequate opportunity for students to develop their oral presentation skills. However, to further improve the quality of learning and teaching, more opportunities should be provided for the students to practise their written presentation skills and enhance their self-learning strategies such as data collection and note taking.

- 教師的教學態度極其良好。他們表現親切友善，能鼓勵學生學習。絕大多數教師與學生的關係極佳，惟在個別情況下，教師對學生的成就或進步所作的讚賞和回饋略嫌不足。
- 學校的主要教學特色是常在課堂教學中運用分組活動和資訊科技。惟部分教師雖能給予清晰指示，亦能有效管理學生，但在帶組活動技巧方面，例如決定分組人數和組員之間清楚分工等仍有改善的空間。觀課時所見，教師經常使用資訊科技。他們一般能夠把資訊科技內容與教學主題緊密結合，從而加強學生的學習。然而教師們仍需採用較多元化的教學方式，以強化資訊科技在學生互動學習上的應用。
- 總的來說，教師能夠善用延長了的課節時間，為學生提供適當的學習機會和環境，惟各科目和教師的水平不一。課堂上，學生有充份機會來培養他們的口語表達能力。然而，為進一步提升學與教的質素，教師應向學生提供更多機會，以鍛鍊其書面表達技巧並提升其自學策略，如資料蒐集和寫筆記等。

- In most of the lessons observed, expectation on student learning was not high enough to stretch the potential of the students. A wider range of teaching strategies could be used such as adopting an enquiry approach to replace spoon-feeding of factual knowledge and inviting students to raise challenging questions. There is also room for adjusting teaching methods and designing graded worksheets to cater for learner diversity.
- Overall, the quality of student learning is very good. Students perform well both in lessons and around the school. They are competent learners who concentrate in lessons, show interest in learning and undertake work assignment with enjoyment. Collaboration work is good in general and most of them can work well both co-operatively and independently in a range of situations. Commendably, students are mutually supportive and encouraging.
- Students are provided a lot of chances to present their ideas through discussion and presentation. They apply themselves well to the tasks set and are competent to use appropriate language to present different points of views and communicate with others. Some students are able to ask questions, present their views and argue with the teacher or classmates. However, the students should further, develop their self-learning strategies and take more initiatives in their learning.

- 從大部分觀課中所見，老師對學生學習的期望雖高，但不足以令學生的潛能得到充分發揮。教師可採用多元化的教學策略，例如以提問形式教授實際知識來替代單向式的教學，以及邀請學生發問難度較大的問題。為了照顧學生的學習差異，教師可在調整教學方法和設計不同程度的工作紙方面多作嘗試。
- 總體而言，學生的學習能力極佳，在課堂內外表現良好。他們的學習能力高，上課專心，學習興趣濃厚，並樂意承擔任務。在整體合作方面，學生的表現亦十分良好，大都能夠在不同的情況下與同學合作和獨自工作。學生們更會互相支持和彼此鼓勵，這是值得稱讚的。
- 學生有很多機會透過討論和簡報發表意見，既能盡力做好課業，又能運用適切的語言去表達不同的觀點及與他人溝通。部分學生有能力發問問題、表達意見及與師生進行辯論。然而，學生仍需進一步發展自學策略，提高學習的主動性。

- Sample of well-designed assignments showed well thought-out planning and understanding of the learning targets, providing opportunities for different modes of learning experiences, development and application of generic skills. Good assessment literacy is demonstrated by some teachers concerned - proficient reflective practices to refine assignment design upon evaluation on the S.5 Integrated Humanities assignment. The S.2 Service-based Project provides students with opportunities to serve the elderly and various modes of learning experiences, and the Chinese Debate offers a variety of learning experiences and development of a range of skills.
- The school has formulated an assessment policy in line with the curriculum goals and school needs. It places due attention to the use of continuous assessment and an ample range of assessment methods or modes is adopted. A profile of students' non-academic performance is also designed and reported to parents, together with other means, including school website, parents' days and parents' newsletters. Parents are able to understand their children's school life and provide support for them accordingly. Assessment data at subject level is mainly used to identify low-performing students and less used to inform curriculum planning and teaching practices.

- 從設計良好的課業樣本中，顯示出老師們的教學計劃均是經過深思熟慮的，他們對學習目標有深入的了解，並且所設計的課業既為學生提供了不同模式的學習經驗，又能使學生發展和運用共通能力。部分教師評估學生的能力甚佳，例如在評估中五級綜合人文科課業時，有關教師擅於以反思練習來精簡課業設計；中二級服務為本的專題習作則為學生提供了服務長者的機會，並使他們經歷到不同模式的學習經驗；而中文科的辯論則提供了多元化的學習體驗和各項技能的發展。
- 學校依照課程目標和學校需要來制訂評估政策，著重運用持續性評估及採用豐富多樣的評估方法或模式。學校亦為學生在學術以外的表現方面設計了評估及向家長匯報。連同其他的途徑包括學校網頁、家長日和家長通訊等，家長遂能了解子女的校園生活，向他們作出相應的支援。在科目層面的評估資料，主要用於識別成績未如理想的學生，較少用以改善課程規劃和教學常規。

3.3 Student Support & School Ethos

- The school attaches great importance to whole-person development of the students and is willing to provide resources for the development of student support services. Various student support committees are set up to take care of personal growth and instill positive values in the students.
- The action plans of all committees are aligned with the school's major concern 'To enhance the implementation of Whole School Approach to Holistic Education' and the school motto 'It is more blessed to give than to receive'. Good progress is reflected in the building up of a caring school atmosphere, and cultivation of a spirit of brotherhood among students and teachers as well as students' empathy with the needy.
- Evaluations are conducted regularly to check the effectiveness of the student support services as well as the changing needs of the students. The evaluation data is used in formulating action plans of the next year.
- A vice-principal is appointed to take charge of the overall planning of the supporting services. Cooperation and collaboration among the committees is good, and a wide range of remedial, preventive and developmental activities covering major personal growth and student guidance elements are organized.

3.3 校風及學生支援

- 學校極為重視學生的全人發展，樂意投入資源以發展學生支援服務。學校成立不同的學生支援委員會以照顧學生的個人發展，並向他們灌輸正面的價值觀。
- 所有委員會的活動計劃均能貫徹學校的重點關注事項「以全校參與模式推動全人教育」和校訓「施比受更有福」。在建立互相關懷的校園風氣，培養師生之間守望相助的精神以及學生對有需要人士的同情心等方面，均進展良好。
- 學校定期進行評估，檢視學生支援服務的成效以及學生不斷改變的需要；評估資料會用作制訂來年的活動計劃。
- 校方委任了一位副校長負責支援服務的整體規劃。各委員會之間的協作良好，並共同籌辦了各色各樣補救性、防範性及發展性的活動，主要範疇包括了個人成長和學生輔導等元素。

- At present, the activities are delivered mainly on project basis. There is a need for the school to view the supporting service as a whole and put in place a more coordinated, coherent and comprehensive student support service so as to ensure that all students' developmental needs are appropriately and timely addressed at their various stages of growth.
- The works of the Discipline Committee, Guidance and Personal Growth Committee and school social workers are complement to one and other. They are able to provide timely guidance and counseling service to the needy students and to create a safe, caring, loving and harmonious environment for learning and teaching.
- To enhance the policy of adopting a 'Whole School Approach to Guidance and Discipline' further, some school-based staff trainings are organized. The setting up of the form guidance and discipline teachers system and the appointment of co-class teachers in S.1 classes also provide good support to class teachers in taking care of the students.
- The school has established a set of clear and fair school regulations that is accepted by both students and parents. A positive approach is adopted to promote students' good conduct and self-discipline through the implementation of various award schemes. The measures and schemes are supported and well received by the students.

- 現時，各項活動主要以專題模式推行。學校有必要從整體角度檢視支援服務，建立一個更協調、更緊密、及更全面的學生支援服務，從而確保能適時地照顧所有學生於不同成長階段的發展需要。
- 訓導委員會、輔導及個人成長委員會與學校社工的工作互相補足，能夠為有需要的學生及時提供指引和輔導服務，營造一個安全、關愛、以及和諧的教學環境。
- 為要強化「全校訓輔」的政策，學校為教職員舉辦了校本培訓，並在各級設立訓、輔老師制度及中一級雙班主任制，這都為班主任照顧學生的工作提供有效的支援。
- 學校設立了一套清晰和公平的校規，廣受學生和家長接納。校方又採用了一個正面的方式，透過推行各項獎勵計劃，鼓勵學生養成良好的品格和自律的精神，有關措施及計劃均受到學生廣泛支持和歡迎。

- Value education of the school which partly embedded into the formal curriculum is undertaken by various committees and subject departments. They work efficiently to provide an appropriate value education programme that covers elements of civic education, community services, environmental education, integrated education, life & moral education as well as health & sex education.
- The programme is effective in nurturing positive values and attitudes in students but would have been better if students' awareness of national identities is being strengthened. The school could consider devising appropriate strategies to enhancing students' understanding of the people, culture and development of the Mainland and fostering their love to the mother country.
- There is a balanced variety of extra-curricular activities (ECA). Ample resources and financial support, sufficient opportunities and fair chances for all students are ensured. An effective mechanism and various measures are also in place to coordinate the ECAs and encourage students' active participation. The setting up of the String Orchestra and the Art Gallery for displaying artworks made by students contributed to the promotion of music appreciation and aesthetic education. Apart from various leadership training programmes organized, opportunities are also provided for students to develop their leadership skills.

- 學校的價值教育，其中有部分融入正規課程內，由不同委員會和科目部門負責。各科組及委員會均致力提供適當的價值教育課程，當中包含公民教育、社會服務、環境教育、融合教育、生命與道德教育，以及健康及性教育等元素，效益甚高。
- 活動計劃有效地培養學生的正面價值觀和態度，但若可提高學生的國家意識則更為理想。學校可考慮設計適當的策略，加深學生對內地人民、文化及發展的認識，從而培養他們的愛國精神。
- 課外活動種類多元而均衡，校方能確保所有學生都有豐富資源和財政資助、充足機會及公平選擇。學校亦採取有效機制和各種措施來協調各項課外活動，鼓勵學生積極參與。學校成立了“弦樂團”，並設立“藝術廊”展出學生的藝術作品，藉此推廣音樂賞析和美育發展。學校除舉辦各項領袖訓練計劃外，亦提供許多機會讓學生發展領導才能。

- The school takes good care of the students with special educational needs (SEN). A committee has been formed to look after their individual learning and adaptation needs. The service is supported by the teachers and students at large and is well received by the SEN students and their parents. A harmonious school environment is successfully maintained with full acceptance to SEN students.
- The school values home school cooperation. Parents are adequately informed of the major school policies and important measures through a comprehensive Parents Handbook and frequent communication with the school personnel.
- The Principal takes serious consideration and reacts promptly to the opinions of the parents. A parent representative is invited to serve as member of the School Management Committee to participate in the formulation of school policies and activities.
- The Parent Teacher Association (PTA) is able to maintain a link between parents and the school by arranging various educational and recreational activities. The school provides adequate resources and manpower support to the parents. Parents support and trust the school though they should be encouraged to participate more actively in school functions and activities.

- 學校對有特殊教育需要的學生照顧有加，並且成立了融合教育委員會，照顧個別學生在學習和適應上的需要。此項服務得到大部分師生的支持，亦備受有特殊教育需要的學生及他們家長的歡迎。學校能全面接納有特殊教育需要的學生，並成功地營造及維持了一個和諧的學習環境。
- 學校重視家校合作。家長透過一本提供全面學校資訊的家長手冊，以及經常與學校人員的溝通，對學校的主要政策和重要措施都能有充份的了解。
- 校長能認真考慮家長的意見，並迅速作出回應。學校管理委員會有一名家長代表，參與制訂各項學校政策和活動。
- 家長教師會藉着安排各項教育及文康活動，能做到維持家長與學校之間的聯繫。校方為家長提供了充足的資源和人力支援，而家長亦支持及信賴校方，惟學校應鼓勵各家長更積極地參與各項的學校節目及活動。

- Likewise, the Alumni Association concerns about the development of the school and renders continuous support by granting scholarships and subsidies to ECA. The school maintains strong links with various government departments and external organizations so as to tap resources in supporting learning and teaching activities as well as widening the learning scope of the students. The school also establishes good partnership with community and the church. This has helped to provide great opportunities for community service for students, to actualize the school motto: “It is more blessed to give than to receive”.
- Harmony appears to be the primary core value of the school. Teachers are able to maintain good rapport with the students while the working relationship among the teachers is amicable. The good relationships enable students and teachers to work well together. Added to this is the harmonious peer relationship among the students themselves, which can be felt everywhere in the school, particularly from group activities. Senior form students are willing to care for their younger brothers and sisters.
- There is a high sense of belonging among the stakeholders. Teachers and students are proud of their school. The principal is able to create a friendly working environment by giving due consideration to the needs of staff and showing concern for their welfare. A spirit of receiving, caring and sharing has been fostered in students. The ethos of the school is consequently strong, promoting high standards together with care and concern for the welfare of all.

- 同樣地，校友會也十分關心學校的發展，藉着提供各項獎學金與課外活動資助，不斷支援學校。學校與各政府部門和外界組織維持緊密聯繫，從而爭取得資源以支援學與教的活動，拓闊學生的學習領域。學校又與社區和教會建立良好的合作夥伴關係，這有助於為學生提供寶貴的社會服務機會，從而使學生們實踐「施比受更有福」的校訓。
- 和諧似乎是學校的主要核心價值。教師和學生之間不但關係融洽，教師彼此之間的工作關係亦十分和諧，融洽的關係讓師生之間能夠通力合作。校園內隨處可見學生們彼此相處融洽，尤其是在進行集體活動時。高年級同學均樂意照顧學弟和學妹。
- 各持分者對學校有強烈的歸屬感，師生均為學校感到驕傲。校長能關顧教職員的需要和福利，故能營造一個友好的工作環境。學生之間培養出互相接納、關懷和分享的精神。校風濃厚，推動全校上下攀登更高境界、彼此關愛和關注眾人的福利。

- While the school is blessed with satisfied employees and customers as well as a harmonious culture, the school leadership ought to be cautious about the collaboration among the teams. While in the SDP, the school emphasizes “the whole-school approach” to its four major concerns, it calls for comprehensive plans to coordinate the various partners and to enhance team building. To conclude, the school should be aware of the danger of self-content which may hinder its strife for further development. From “good” to “great” should be the next big challenge for the school.

- 雖然僱員、家長和學生均對學校表現感到滿意，校園文化亦十分和諧，惟學校領導層應着意加強團隊之間的合作關係。學校發展計劃書內著重以「全校模式」去處理四大關注事項，這需要周全的計劃來協調不同的合作夥伴及提高團隊精神。總括而言，學校應謹防因自滿而牽絆其更進一步的發展。學校未來的重大挑戰是如何在「佳績」中尋求突破，追求「卓越」。

3.4 Student Performance

- Students behave well, irrespective of their relatively low socio-economic background. They are cheerful, friendly, polite, cooperative and self-discipline. They have a good sense of belonging and responsibility. They respect their teachers and appreciate the teachers' care for them. They enjoy their school lives and have good peer relationships. They make a very good contribution to the way in which the school operates as a very orderly community. Many of them are civic-minded and are willing to serve teachers, fellow students and people in the community. Commendably, they accept the SEN students and are always ready to offer help.
- Most of them display good motivation and positive attitude to learn. They are hardworking and attentive in lessons. They also participate actively in discussions and learning activities. Many of them possess good skills in communication, IT, leadership and presentation in project learning activities. Some students demonstrate good critical thinking skill by raising challenging questions to classmates. For the purpose of excellence, effort should be made by students to improve their self-learning skills so as to prepare themselves for further studies and life long learning.

3.4 學生表現

- 雖然學生的家庭社經地位較低，但他們表現出色，性格活潑、友善、有禮、合作、自律，有強烈的歸屬感和責任感，尊敬師長，亦能欣賞老師對他們的關顧。他們享受校園生活，與同學相處融洽，秩序良好。大部分學生具公民責任感，願意為老師、同學及社會大眾服務。值得讚賞的是學生能接納有特殊教育需要的同儕，並隨時願意協助他們。
- 絕大部分學生的學習動機良好，學習態度積極，用功讀書，上課留心，亦積極參與討論和學習活動。多數學生在專題研習活動中表現出良好的溝通、資訊科技、領導和表達的技巧。部分學生能向同學發問具挑戰性的問題，顯示他們擁有良好的批判思考能力。為追求卓越，學生們應盡力提升本身的自學技能，為進一步學習和終生學習作好準備。

- In the past three years, both the percentages of students with five or more passes and the percentages of students with 14 or more points in the best six subjects in the Hong Kong Certificate of Education Examination were well above the territory averages of day-school students. These percentages have been steady over the past three years. In comparison with schools with similar S.1 intake, the school performed satisfactorily in the HKCEE for the past three years and the performance meets the expected level. In 2005, students performance was good in the Hong Kong Advanced Level Examination and the percentage of students in the school awarded the minimum entrance requirements for local degree courses was above the territory average of day-school students.
- Students are eager to participate in extra-curricular activities and show great commitment in community service. With the introduction of the “One Sport and One Art for All” and “One Service for All” in 2005/06, students’ participation and attendance in cultural, physical and aesthetic activities and social service are maintained at high level. Students’ physical fitness is very good, in particular the girls. Besides, students are very active in joining uniform or social and voluntary groups. They have attained good achievements in music, dance and volleyball competitions.

- 在過往三年的香港中學會考中，學生考獲五科及格或以上及在最佳成績的六個科目中取得14分或以上的百分率，均高於全港日校考生的平均水平，成績一直保持穩定。跟其他中一級收生程度相若的學校相比，學校過往三年在香港中學會考取得的成績令人滿意，表現合乎預期。在2005年，學生在高級程度會考中表現良佳，學生取得報讀本地學位課程最低要求的百分率，高於全港日校考生的平均水平。
- 學生積極參加課外活動，熱心參與社會服務。自2005/06年度推出「一人一體藝」和「一人一服務」後，學生對文化、體育和美術活動以及社會服務的參與率和出席率，都維持於極高水平。學生體格極佳，尤其是女學生。此外，學生積極參與各類制服或社區志願團體，在各項音樂、舞蹈和排球比賽中均取得佳績。

4. Concluding Remarks

Ming Kei College is a school with many significant strengths. The school is very well led and steered to provide a range of quality education services and a caring school environment for the students. The mission and goals of the school are clearly defined while all staff members are clear about the developmental priorities of the school. The school is successful in promoting a holistic education for the students, building up a spirit of brotherhood among students and a good sense of belonging and responsibility. Harmony appears to be the primary core value of the school. Personal development and pastoral care are very good which result in the high quality of students' attitudes and behaviour. Students are eager to learn and respond well to their teachers. To pursue excellence, the school should take steps to enhance their performance in the following areas:

4.1 Strengthen the co-ordination and collaboration across subjects and departments

- In view of the variation among the subject panels and departments in programme planning and formulation of developmental strategies, the school should take appropriate measures to strengthen the co-ordination and collaboration across subjects and departments.
- To pursue excellence, there is a need for improved accountability of the various subjects and departments.

4. 總結評語

銘基書院具備多項重大的優勢。學校在管理層的極佳領導下，為學生提供一系列的優質教育服務及一個關愛的校園環境。學校的教育目標和辦學宗旨明確清晰，全體教職員對學校發展優次有清楚了解。學校成功地向學生推動全人教育，使學生之間養成守望相助的精神以及強烈的歸屬感與責任感。和諧似乎是學校的主要核心價值。學生在上佳的個人發展與關愛的環境中，培養出良好的態度和行為，他們熱愛學習，對教師的提問回應良佳。為追求卓越，學校宜採取措施提升以下領域的表現：

4.1 加強各科組部門之間的協調和合作

- 鑒於各科組部門在課程規劃和制訂發展策略方面有不同的演繹，學校宜採取恰當措施，加強各科組部門之間的協調和合作。
- 為力求卓越，學校需要提高不同科組部門的問責性。

4.2 Review the strategies taken to enhance student learning

- The school should formulate a more focused strategic plan to enhance student learning starting from the lower forms. Greater opportunities should be provided for students to practise their written presentation skills and enhance their self-learning strategies such as data collection and note taking in class learning.
- The teachers should adopt an enquiry approach in class teaching more frequently and further enhance their skills in leading group activities as well as the use IT for interactive learning.
- A staff development plan with sharper focus to address the school's major concerns and development needs of teachers should be formulated to equip teachers with the necessary skills in school development and enhancement of learning and teaching.

4.2 檢討所採取的策略以提升學生的學習

- 學校宜制訂更為聚焦的策略計劃，由低年班起提升學生的學習。學校宜向學生提供更多機會練習書面表達技巧，並強化他們的自學策略，例如資料蒐集以及在課堂教學中寫筆記的技巧。
- 教師宜在課堂教學中多採用探究方法，並進一步提升帶組活動及在互動學習中運用資訊科技的技巧。
- 學校宜制訂一個目標更明確的教職員發展計劃，主要針對學校的重點關注事項與教師發展需要，藉此培養教師在學校發展及強化學與教方面所需的技巧。

5. School Response

The school response on the draft ESR report was received on 14 September 2006 and the original text was incorporated as follows:

The staff of the school are thankful to all members of the External School Review (ESR) Team for their visits to the school from 24 to 26 and 30 May 2006 conducting the ESR. The ESR has given the school, especially the management, middle managers and teachers, an opportunity to undertake a comprehensive self-evaluation of the school's performance in areas which cover all aspects of "what a good school ought to be". Through the process of school self-evaluation (SSE), we discover our strengths as well as weaknesses which need to be addressed and made good. We are delighted to see that the findings from SSE have been further confirmed by the Draft Report you sent us on 8 August 2006. We treasure the experiences gained through both SSE and ESR and look forward to receiving the Final Report in the days to come. We shall endeavour ourselves to implement all professional advice and recommendations proposed by the ESR Team to keep the school moving forward so as to "pursue excellence" as concluded in the Draft Report.

5. 學校回應

校外評核隊已於 2006 年 9 月 14 日收到學校對外評草擬報告所作的回應，原文照錄如下：

本校教職員工對校外評核隊全體成員在 2006 年 5 月 24 至 26 日及 30 日蒞校作校外評核表示感謝。校外評核為學校，尤其是管理階層、中層主管及教師們帶來了契機，讓我們能就涵蓋構成一所“好學校”的各個不同領域，對本校的表現進行了全面的自評。通過學校自評的過程，讓我們發現到學校的強項和弱點，從而知所改進，化弱為強。我們感到欣慰的是，在學校自評所找到的論證，皆在 2006 年 8 月 8 日發出的外評草擬報告中獲得確認。我們珍惜從學校自評及校外評核所獲得的經驗，並冀盼盡快收到正式的外評報告。我們將戮力完成校外評核隊給予的專業意見和建議，讓學校繼續不斷向前發展，達致如草擬報告的總結評語所說的“追求卓越”的境界。

* 本報告以英文撰寫，中英文本若有任何歧義，須以英文本為準。*