

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 and School-based Division
Education Bureau

(July 2014)

教育局質素保證及校本支援分部

(2014年7月)

External School Review Report

CCC Ming Kei College

Address of School: 16 Oak Street, Tai Kok Tsui, Kowloon

Review Period: 27 February and 3-5 & 10 March 2014

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(2014)

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1. Introduction

1.1 External review methodology

- The previous External School Review (ESR) was conducted at the school on 24 to 26 and 30 May 2006.
- The ESR team conducted the review on 27 February and 3 to 5 & 10 March 2014 to evaluate the school performance in school self-evaluation (SSE) and other areas of school work.
- The ESR team employed the following methods to understand the situation of the school:
 - Scrutiny of documents and data provided by the school before and during the school visit;
 - Observation of 42 lessons taught by 42 teachers;
 - Observation of various school activities, including the "Chapel" period, reading periods, "Life Education" period and student activities;
 - Meetings and interviews with the Incorporated Management Committee (IMC) members, Principal, Vice Principals (VP), key learning area (KLA) coordinators, chairpersons of subject panels and functional committees, teachers, school social worker, parents and students; and
 - Shadowing of a sample of three students for a half-day period to observe their school life.
- The review findings presented in this report were derived from the corporate judgement 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

- 學校接受上次校外評核的日期為 2006 年 5 月 24 日至 26 日及 30 日。
- 校外評核隊於 2014 年 2 月 27 日及 3 月 3 日至 5 日及 10 日到校，就學校的自我評估及其他學校工作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 42 節，合共 42 位教師接受觀課；
 - 觀察多項學校活動，包括早會、早讀堂、生命教育課和學生活動；
 - 分別與法團校董會成員、校長、副校長、學習領域統籌主任、科組及功能委員會主席、教師、駐校社工、家長及學生開會及面談；及
 - 抽樣觀察三位學生半天的校園生活。
- 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 (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 services for students living in the Yau Tsim Mong District and all over the territory.
- The school began to adopt school-based management in the 1998/99 school year and established the IMC in the 2011/12 school year. The mission statement and school goals were set out collaboratively by all teachers in June 1999, revisited in January 2008 and endorsed by the school management. They are summarised as follows:
 - Embracing the HKCCCC's mission for education, the school is committed to holistic education with a people-centred curriculum and extra-curricular activities which address, with an equal emphasis, the moral, intellectual, physical, social, aesthetic and spiritual needs of its students. Through such provisions:
 - ◆ The school strives to nurture its students in becoming individuals who are able to extend their love from self to their neighbours and to God;
 - ◆ The school prepares its 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; and
 - ◆ It is the school's aspiration that the lives of its students will embody the school motto:
"It is more blessed to give than to receive".

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，學校一直以英語作為教學語言，為油尖旺區以至全港的莘莘學子提供服務。
- 學校自 1998/99 學年起採用校本管理，並於 2011/12 學年成立法團校董會。辦學宗旨和學校目標由全體教師於 1999 年 6 月共同訂立，於 2008 年 1 月進行檢討，並經學校管理層通過採納，現概述如下：
 - 學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；及
 - ◆ 冀望學生通過實踐以體現「施比受更為有福」的校訓。

- The school's Mission Statement is "We strive to provide our students with person-centred education with love and care so that they can maximise their potential to lead an abundant life, to serve the community and to glorify the Lord."

- The class structure and enrolment of students in the 2013/14 school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	5	5	5	27
Number of students	136	144	142	179	184	190	975

- The school recognises the importance of self-assessment for school improvement and has been exercising the "Planning-Implementation-Evaluation" cycle in all aspects of school development. 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.
- Starting from the 2003/04 school year, 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 Stakeholder Survey designed by the Education Bureau (EDB) with modification to meet the school needs.

- 學校的使命宣言是：「以人為本，關愛共融，多元發展，服務社群，活得豐盛，榮神益人」。

- 學校於 2013/14 學年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	總數
班數	4	4	4	5	5	5	27
學生人數	136	144	142	179	184	190	975

- 學校明白自評工作對學校的改善至為重要，並一直致力就學校發展全方位落實「策劃—推行—評估」程序。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。
- 自 2003/04 學年起，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局所設計的持分者問卷調查，當中會因應學校需要作出修訂。

- The school has also formed a task team led by a VP to assist the Principal in undertaking data analysis of the survey results with respect to the major stakeholders. The self-evaluation findings, together with the data analysis, are put forward to the School Executive Committee (SEC) and/or the Joint Subject Department Heads Meeting for discussion. Recommendations responding to the findings are made and reported to the Staff Meeting as well as the IMC 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 website so as to uphold accountability.
- When reviewing the findings of (i) Parents' Views, (ii) Students' Views, and (iii) Teachers' Views about the school over the school years, it has been concluded that all the major stakeholders (i.e. parents, students and teachers) have a positive opinion of all aspects of the school's performance. This attainment should be attributed to the joint efforts of both the teachers and the students.
- The school's previous ESR was conducted in 2006. Since then, the school has followed up all the professional advice and implemented the recommendations proposed in the ESR report. The school continues to emphasise the importance of "the whole-school approach" to facilitate school and student development. School plans are drawn up accordingly to coordinate various partners and to enhance team building.

- 學校亦已成立由副校長領導的工作小組，協助校長分析有關各主要持分者的問卷調查結果。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，然後將有關建議向教職員會議及法團校董會會議匯報，以供討論和採納。其後，各委員會／科組會採取跟進措施，以持續推動學校發展和進步。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，從而提高問責性。
- 審視學校於各學年的(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，這實為全校師生共同努力的成果。
- 學校上次於 2006 年接受校外評核。其後，學校已就所有專業意見作出跟進，並實施校外評核報告所提出的建議。學校繼續強調「全校參與模式」的重要性，以促進學校和學生的發展，並制訂相應的學校計劃書來協調不同的合作夥伴及提高團隊精神。

- Formal communication channels and collaboration among subject panels and committees are established. The SEC and its core group meet to reach a consensus on the implementation of school policies. The Joint Subject Department Heads Meeting and the Academic Committee coordinate the collaboration of various KLA. The Student Affairs Coordination Team acts as a platform for coordinating various committees, the School Social Worker and the Educational Psychologist to deliver programmes and services to address the developmental needs of students at their various stages of growth.
- Numerous collaborative projects across committees and subjects have been initiated and the Language Across the Curriculum Team has been formed. Departmental professional sharing, collaborative lesson preparation as well as lesson observation at the subject level are encouraged to foster intra-department collaboration.
- Besides building a rapport among staff members within the school, collaboration with other partners is also targeted. The participation of parents and the liaison with the Parent Teacher Association (PTA), the school network with alumni and the Alumni Association, the input of expertise by School Managers and the IMC, the school-church partnership and the support from the Sponsoring Body and external organisations all contribute to school and student development.

- 學校設立了各科組與委員會之間的正式溝通及合作渠道。學校行政委員會及其核心小組會舉行會議，就推行校政達成共識。科主任聯席會議及教務組負責協調不同學習領域之間的合作。學生事務統籌小組是統籌各委員會、駐校社工和教育心理學家的平台，負責舉辦各項活動及服務，以迎合學生於不同成長階段的發展需要。
- 學校推出多項跨委員會和跨科目合作計劃，並成立學科教學語言小組，又鼓勵各科目進行部門專業分享、集體備課及觀課，以推動各部門之間的合作。
- 學校除了致力建立校內教職員之間的融洽氣氛外，亦加緊與其他合作夥伴合作。全賴家長熱心參與及家長教師會(簡稱「家教會」)之間的緊密聯繫、校友及校友會所締結的強大學校網絡、學校管理人員及法團校董會的專業知識、堂校合作以及辦學團體和外界組織的鼎力支持，學校和學生得以取得長足發展。

2. School Performance

2.1 Continuous Development of the School

- The school treasures whole-person development of the students and adopts a humanistic approach in running the school. The autonomy for teachers is emphasised. Over the years, a person-centred curriculum which emphasises academic achievement and student development has been implemented. Sharing of experience and recognition of achievement are features of the school in developing students' characters and attitudes. The school displays a harmonious atmosphere among teachers and students. A caring ethos to respect and appreciate others prevails in the school.
- In the previous school development cycle (2008/09-2010/11), the school made due effort to enhance students' academic performance. The concern for students' learning capabilities was addressed by enhancing their language standard and promoting self-directed learning. Measures were aptly put in place to equip teachers with relevant teaching strategies by providing development programmes and promoting collaborative lesson planning and peer lesson observation. In the area of student development, the school focused on students' character building, for which values education and enhancement of self-esteem were emphasised. With due effort by the school, the students are found pleasant, sincere and friendly. They are also willing to strive for higher academic achievement.

2. 學校的表現

2.1 學校的持續發展

- 學校重視學生的全人發展，秉持以人為本的信念辦學，教師享有高度自主權。多年來，學校推行的課程以人為本，同時著重學生的學業成績及個人發展。學校一向以分享經驗和肯定成就的方式，培養學生的品格和待人接物的態度。師生關係融洽和諧，校園洋溢關愛精神，互相尊重，彼此欣賞。
- 學校在上一發展周期（2008/09-2010/11）致力提升學生的學習表現，透過提升學生的語文水平和提倡自主學習，加強學生的學習能力。學校亦舉辦發展課程，推動集體備課和同儕觀課，採取適切的措施豐富教師的相關教學策略。在學生發展方面，學校重視培養學生的品格，著重灌輸價值教育及提升自尊感。在學校悉心栽培下，學生表現彬彬有禮，待人以誠，平易近人，亦勤力學習，務求爭取更佳的學業成績。

- After conducting a thorough whole school review and a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, the school adjusted the major concerns accordingly. In the current development cycle (2011/12-2013/14), sustained efforts are made to enhance student learning, in particular strengthening self-motivation in learning and raising students' language standard. To address the first major concern "Smooth implementation of NSS curriculum", a number of strategies are appropriately employed, including the development of teaching strategies to cater for learner diversity, project learning skills and school-based curriculum materials for the junior secondary levels. To help the students attain a higher discipline standard and to strengthen their confidence in presenting their ideas openly, the school has set enhancement of students' self-discipline and self-confidence as the second major concern. Effective measures such as providing more opportunities for the students to express their views openly and refining the school rules are aptly employed. The adjustment and transition of the major concerns facilitate the continuous development of students in academic and personal growth.
- To follow up the recommendations made in the previous ESR report, a range of opportunities is provided at the school, subject panel and committee levels to ensure broad participation of staff in policy making and discharging of the various measures initiated by the major concerns. Communication and collaboration among subject panels and committees are enhanced. For instance, discussions at the regular SEC meetings are made on the basis of professional input from the middle managers with consideration given to colleagues' views collected from individual KLA and committees.

- 經過深入的全校檢討及強弱機危 (SWOT) 分析後，學校對各重點關注事項作出了相應的調整。在本發展周期 (2011/12-2013/14) 內，學校繼續致力提升學生的學習能力，尤其著重加強自發學習和提升學生的語文水平。因應第一大關注事項「順利推行新高中課程」，學校適當運用多項策略，包括制訂教學策略以照顧學習差異、發展專題研習技巧及初中程度的校本教材等。為幫助學生提升紀律水平及加強他們公開發表意見的自信心，學校將加強學生自律及自信心列為第二大關注事項，並適當採取有效的措施，為學生提供更多公開發表意見的機會及完善校規。重點關注事項的調節及轉變，有助促進學生在學術及個人成長方面的持續發展。
- 為跟進上一份校外評核報告所提出的建議，學校、科組和委員會層面提供了各式各樣的機會，確保教職員廣泛參與決策和執行因應重點關注事項所推出的各項措施。各科組與委員會之間的溝通及合作渠道大大加強。舉例而言，學校行政委員會例會主要根據中層管理人員的專業意見進行討論，但亦會考慮個別學習領域及委員會的同工所提供的意見。

- Proper measures have been put in place to support SSE and to address the school's development needs. There is a very good practice in the school to employ different stakeholder surveys to review and evaluate the progress of the measures implemented. The coverage of stakeholders is broad. It solicits not only the views of teachers and parents on the school's performance, but also those of the students, such as their views on teachers' teaching performance. By the use of the findings from the various kinds of surveys and the frequent discussions at different levels, the identification of the needs of students in learning and personal growth is ensured.
- While the coverage of the school plans is overloaded with nearly all sorts of work, the measures addressing the school major concerns are mixed with the regular routines of the subject panels and committees. This arrangement affects the focused evaluation of the effectiveness of the various measures. To facilitate a more focused and specific evaluation, the target setting of the strategies proposed in the annual plans should be deliberated in detail and more specific in expectation, such as the expectation of the strategies used to cater for learner diversity in classroom and the use of an internet platform in developing self-learning. During the interim and yearly review, more concrete feedback from the SEC core members on the effectiveness of the measures and tasks concerning the major concerns should be given to the subject panels and committees.

- 學校已採取適當措施支持學校的自評工作及照顧其發展需要。學校慣用不同持分者的問卷調查來檢討和評估所推行的措施的進度，做法頗佳，而持分者的層面亦相當廣泛。學校不但就其表現徵詢教師和家長的意見，亦會諮詢學生的意見，例如他們對教師的教學表現的看法等。學校通過運用各類調查的結果和不同層面的頻繁討論，確保能夠識別學生在學習和個人成長方面的需要。
- 學校計劃書的內容充斥不同類型的工作，但針對學校重點關注事項的措施與各科組和委員會的日常工作混雜一起，會對集中評估各項措施的成效構成影響。為進行更集中、更具體的評估，宜詳細闡釋周年計劃書所提出的策略的目標設定及列明具體期望，例如運用策略照顧課堂上的學習差異和使用互聯網平台發展自學能力的期望。在中期和周年檢討中，學校行政委員會核心成員宜就有關重點關注事項的措施和工作的成效，向科組及委員會提供更具體的反饋意見。

- The IMC demonstrates an assertive leading role in the school. It emphasises both students' academic achievement and whole-person development as the consistent and specific direction for school development. The IMC provides flexibility and autonomy for the school leaders to plan and implement the various measures. Appropriate support is given to the school by rendering professional views on the development of the school and support to the teacher promotion exercise. The sponsoring body also provides professional development, in particular the management area, for the middle managers.
- Since taking up principalship in the school, the principal has set a clear direction to develop the students with confidence and to widen their horizons. To enrich students' various kinds of learning experience, she has progressively introduced in the school different study activities for the students, such as study tours outside Hong Kong each year. To help students become more confident, she has promoted in the school over the years regular experience sharing by external guest speakers and alumni on how to develop positive attitudes to adversities. The two VP are both experienced in the respective areas within their purview. They have rendered consistently effective support to the school in student learning and development. They perform very well as the bridge between school management and teaching staff. With their full support, the various kinds of data can be put to good use for review and planning, and the student support programmes can be developed further with more effective results. To nurture the students to be more competent in learning, a stronger curriculum leadership from the school management in nurturing students' self-directed learning attitudes should be exercised. The middle managers are responsible in discharging their duties in both teaching and student development work. They can set good examples for their colleagues. Their good support to the school and caring of the students are evident.

- 法團校董會在學校發揮主動的領導作用，秉承學校一貫的發展方針，對學生的學業成績和全人發展同樣重視。法團校董會在規劃和推行各項措施方面賦予學校領導層靈活性和自主權，並會就學校發展提供專業意見及提供教師晉升支援，為學校提供適切的支持。辦學團體亦會為中層管理人員提供專業培訓，尤其是在管理方面。
- 校長自掌職以來，已訂立明確方向，致力培育學生的自信心和拓闊他們的視野。為豐富學生的各種學習經驗，校長在校內逐步為學生推出不同的研習活動，例如每年舉辦海外遊學團等。年來，校長定期邀請校外嘉賓講者和校友到校分享經驗，教導學生如何以積極的態度面對逆境，從而增強學生的自信心。兩位副校長對各自管轄的範疇饒富經驗，一直在學生學習及發展方面為學校提供有效的支援。兩位副校長扮演學校管理層與教職員之間的溝通橋樑，相當稱職。在他們全力支持下，各類資料得以適當運用作檢討和規劃用途，學生支援計劃亦進一步發展，並取得更大的成效。為提高學生的學習能力，學校管理層宜加強課程領導，培養學生的自主學習態度。中層管理人員負責教學和學生發展工作，為同儕樹立良好榜樣，在為學校提供良好支援和關愛學生方面表現出色。

2.2 Learning and Teaching

- The school's curriculum planning aligns with its mission of providing students with person-centred education and recent trends in education development. In seeking to address the major concern of "Smooth implementation of NSS curriculum" in the current development cycle, the school has been making committed efforts to achieve a broad range of targets pertaining to implementing the school-based curriculum and nurturing students' whole-person development.
- Positive steps have been taken to achieve the target of developing a school-based NSS curriculum. A broad curriculum structure has been devised under which a wide range of subjects is offered, and other learning experiences provided, to meet students' preference and enrich their learning. Good effort has been made to monitor the implementation of the curriculum, evaluate its effectiveness and make refinements. This is manifested in the school's ongoing evaluation of the effectiveness of offering more classes with two elective subjects in S4 according to their needs and abilities. Some KLA or subject teams also undertake to refine the junior secondary curriculum to achieve better vertical coherence and help lay a solid learning foundation for students' senior secondary study. Laudable practices as such include forming a curriculum development team to review and reform the junior secondary curriculum for the Personal, Social and Humanities Education KLA and to ensure coverage of essential learning elements, and the utilisation of funding from the Refined English Enhancement Scheme to enrich the junior secondary curriculum of some subjects, with learning tasks and materials for developing students' English language skills. Where appropriate, subject panels may consider soliciting support from, or engaging in partnership with, tertiary institutions or other professional bodies to enhance the effectiveness of their undertakings to refine practices in curriculum development and pedagogy.

2.2 學與教

- 學校的課程規劃合乎近年的教育發展趨勢，亦貫徹其辦學宗旨，為學生提供以人為本的教育。針對本發展周期的重點關注事項「順利推行新高中課程」，學校一直努力達成各項有關推行校本課程及培養學生全人發展的目標。
- 學校積極採取措施，務求達到發展校本新高中課程的目標。學校已制訂全面廣泛的課程架構，提供不同種類科目及其他學習經驗，以迎合學生的喜好和豐富其學習經歷。監督課程推行、評估成效和完善課程的工作已順利開展，其中，學校就因應中四學生的需要和能力增加設有兩個選修科目的班別的成效持續進行評估。部分學習領域或科目團隊亦著手精簡初中課程，加強各級課程涵接，以便為學生的高中學業奠下穩固的學習基礎。學校已成立課程發展小組以檢討及改革初中的個人、社會及人文教育學習領域課程，確保教授必要的學習元素，又運用優化提升英語水平計劃的資金豐富部分科目的初中課程，設計學習課業和教材以培養學生的英語技巧，做法值得稱許。在適當情況下，科組可考慮向大專院校或其他專業組織尋求支援或與其合作，以加強其完善課程發展及教學工作的成效。

- The school attaches much importance to catering for learner diversity, adopting a two-pronged approach to developing teaching strategies to cater for learner diversity inside the classroom and addressing the special needs of both high and low achievers outside the classroom. Class streaming being a tool to address the learning needs of students with different abilities, many subject panels have suitably adopted the practice of varying the support and expectations for the different classes, providing the classes of less able students with more input and extending the learning of the classes with more able students by using more challenging tasks and activities. Devising teaching strategies to cater for learner diversity inside the classroom, however, remains an area that needs to be more closely attended to, given that requiring for subject departments to do so is one of the strategies outlined in the school plan. Members of individual subject panels could engage in more collaboration and sharing of ideas on devising and implementing such teaching strategies. To provide learning support and enrichment outside the classroom, good efforts have been made to offer tutorial classes for the less able, and facilitate the high achievers to participate in external competitions and enrichment programmes. The school encourages teachers to use an internet platform for dissemination of graded exercises for the access of students of different abilities and learning progress. While the learning materials in the internet platform have been growing in volume, and some good attempts have been made to encourage students to use them, the utilisation of the internet platform for self-learning and catering for learner diversity is still at an embryonic stage. It would take time and sustained effort of the subject panels to develop more graded exercises, enrich and promote the materials and build up students' habit of using them for self-learning.

- 學校對照顧學習差異極為重視，透過制訂教學策略照顧課堂上的學習差異，同時照料課堂外學習能力較高及能力稍遜學生的特殊需要，雙管齊下。鑑於分班是照顧能力不同的學生的學習需要的手法，多個科組均適當採取對不同班別提供不同支援和抱持不同期望的做法，為能力稍遜的班別提供更多資源，同時為能力較高的班別設計難度較高的課業和活動，以增進他們的知識。然而，由於要求各科組部門制訂教學策略照顧課堂上的學習差異，為學校計劃書所載的策略之一，因此學校在此方面仍需加緊注意。個別科組成員在制訂和實行有關教學策略時，可與同儕加強合作和交流意見。為於課堂外提供學習支援及增益，學校為能力稍遜的學生開設補習班，並鼓勵能力較高的學生參加校外比賽和增潤課程。學校鼓勵教師利用互聯網平台分派不同程度的練習，以照顧學習能力和進度各異的學生。儘管互聯網平台的學習材料數量持續增加，學校亦多番嘗試鼓勵學生好好運用有關材料，但利用互聯網作為自學及照顧學習差異的平台仍然處於起步階段。各科組需花時間不斷努力製作更多不同程度的練習、豐富和推廣不同材料，培養學生使用有關材料自學的習慣。

- The school strives to achieve the target of developing learning habits in line with NSS curriculum changes, adopting the strategies of enforcing various systems to monitor students' fulfilment of homework requirements and developing their project learning skills. Both strategies have been duly implemented and some encouraging results have been yielded, such as the smooth running of the monitoring systems, and students' demonstration of mastery of research and presentation skills in cross-curricular and subject-based project learning. Granted that students' habit of submitting homework has been strengthened, it remains for the school and subject departments to determine whether the stage has been set for other, more advanced, learning habits to be developed to suitably equip students for studying the NSS curriculum.
- To achieve the target of enhancing students' language standard, emphasis is duly placed on enriching the school-based English Language curriculum and Chinese Language curriculum, creating a language-rich environment on campus and promoting reading. Good effort has been made by both the English Language and Chinese Language panels to enrich the junior secondary curriculum to strengthen the nurturing of language skills. An array of activities has been organised and the physical space and communication platforms of the campus have been productively used to maximise students' exposure to, and opportunities to use, English and Putonghua. Teachers and English Ambassadors play an active role in encouraging students to speak English outside the classroom on English Speaking Days. The native-speaking English teacher is well deployed, and his expertise suitably tapped, to boost students' interest and confidence in using English.

- 學校努力實現各項目標，包括因應新高中課程變動培養學習習慣、執行各項制度監察學生滿足家課要求的情況以及培養學生的專題研習技巧。以上策略均已妥為施行，取得的成果令人鼓舞，其中監察制度運作順利，學生在跨課程和科目為本的專題研習中亦展現出純熟的研究及表達技巧。鑑於學生交家課的習慣已經有所加強，學校及科組部門可自行決定是否適當時候培養其他更高層次的學習習慣，為學生修讀新高中課程作好準備。
- 為達到提高學生語文水平的目的，學校著重豐富校本英文課程及中國語文課程，務求在校園創造豐富的語言環境，推動閱讀風氣。英文科與中國語文科科組均努力豐富初中課程，加強培養學生的語文技巧。學校舉辦了一系列活動，並有效利用校園的空間和溝通平台，盡量增加學生接觸和運用英語及普通話的機會。每逢英語日，教師和英語大使都會主動鼓勵學生在課堂外講英文。外籍英語教師獲編配適當崗位，並能發揮所長，增加學生運用英語的興趣和信心。

Coordinated by the Reading Promotion Team, reading is actively promoted. A wide range of whole-school and subject-based reading activities and programmes, such as reading schemes, thematic book displays and authors' talks, is organised to boost students' interest in reading across the curriculum and encourage the sharing of reading experience. Students, generally, make good use of the morning reading periods to engage in the reading of different types of English materials. To nurture students' Chinese reading habit, the school may consider dedicating some of the morning reading periods to the provision of quality time for Chinese reading.

- On the whole, curriculum management is in order. The development of the school-based curriculum closely aligns with the school's priority concern of smooth implementation of the NSS curriculum. Led by the committed middle managers, subject panels make due effort to draw up programme plans to address the school concerns. The measures proposed are properly implemented during the course of the year, and there are instances where opportune interdisciplinary collaboration has contributed to the enrichment of students' learning experience. The accomplishment of proposed measures is studiously evaluated through the use of pre-set criteria and various evaluation tools. There are, nonetheless, variations in subject panels' performance in the use of the Planning-implementation-evaluation cycle to advance their work. Some subject panels' plans and measures duly focus on achieving school-level targets, addressing curriculum and pedagogical issues and making improvements; others are, however, decidedly less so. The latter cases would call for the school management's further monitoring and support.

在推廣閱讀小組統籌下，學校積極推動閱讀風氣，藉著舉辦閱讀計劃、主題書籍展覽及作家講座等多項全校及科目為本的閱讀活動和計劃，加強學生跨課程的閱讀興趣，鼓勵學生分享閱讀經驗。學生一般都會善用早讀堂的時間，閱讀不同類型的英文讀本。學校可考慮把部分早讀堂用作專門閱讀中文書籍，藉以培養學生的中文閱讀習慣。

- 整體而言，課程管理井然有序，校本課程發展緊扣學校的首要關注事項「順利推行新高中課程」。在中層管理人員的悉心領導下，各科組均努力針對學校的關注事項制訂課程計劃。年內建議推行的措施均已妥為實施，適時的跨學科合作亦豐富了學生的學習經驗。學校運用預先釐定的準則和不同評估工具，審慎評估建議措施的實行情況。然而，各科組在運用「策劃—推行—評估」程序推行工作方面表現參差。部分科組的計劃及措施能夠適切地聚焦於實現學校目標、解決課程與教學問題及提出改進措施，但部份科組則未能聚焦，需要學校管理層進一步監察和支援。

While Academic Committee meetings and joint subject department meetings enable senior and middle managers to convene regularly to exchange views and foster collaboration and work coordination, more use could be made of these platforms for sharing good practice and reviewing target achievement. In reviewing how the range of targets regarding the implementation of the NSS curriculum have been achieved, it should be more helpful if curriculum leaders can reflect upon the experience of addressing a major concern of such magnitude, and determine how streamlining the all-encompassing targets or addressing them selectively across the years can make the mission less daunting and more sharply focused.

- The school has set specific and appropriate policies to govern the design of assessments and homework assignments. A variety of assignments, such as group project, field trip report and blog entry, is assigned to broaden students' learning experience. Apart from enabling students to apply their knowledge and skills, the design of assignments is also conducive to increasing learning interest. Close connection is made of students' daily life experience. Students demonstrate a reflective attitude in project learning and competency in completing the learning tasks. To address learning diversity, some subjects provide choices or set different tasks for students of different abilities. However, more challenging tasks, such as considering or applying alternatives for problem solving, could be given to stretch the able students, and graded exercises could be prepared for the less able. Diverse modes, including teacher, peer and self-assessment, are employed to evaluate the learning progress and outcomes of students.

學術委員會會議及科主任聯席會議雖可讓中高層管理人員定期交流意見、促進合作和工作協調，但學校亦宜多加利用這些平台分享良好的做法和檢討目標達成進度。在檢討如何達成有關推行新高中課程的一系列目標時，課程領導者可反思處理類似規模的重點關注事項的經驗，並決定如何於未來年度精簡這個範圍廣泛的目標或選擇性處理有關工作，令目標更加清晰，更為聚焦。

- 學校已就評估和家課習作的設計訂立具體而適當的政策。學生獲分派不同類型的習作，如小組專題、實地考察報告和網誌，以拓闊學生的學習經驗。習作的設計除可讓學生應用其知識和技巧外，亦有助提高學習興趣，與學生的日常生活息息相關。學生在專題研習中表現出認真思考的態度，完成學習課業的能力頗佳。為照顧學習差異，部分科目會為學習能力不同的學生提供選擇或設計不同的課業。然而，教師可嘗試給予能力較高的學生更具挑戰性的課業，例如考慮或應用其他解難方法，以刺激他們思考，並同時為能力稍遜的學生預備不同程度的練習。學校採用多元化的方式評估學生的學習進度及成效，其中包括教師、同儕及自我評估。

Students' performance in internal and public examinations is aptly analysed in some subject panels. Students' strengths and weaknesses are appropriately identified and such data are used to inform curriculum planning and classroom teaching.

- Students have a very good learning attitude and are very attentive in class. They are responsive to teachers' questions and display a strong interest in their studies. Students are enthusiastic in taking part in class activities and completing learning tasks. Some students demonstrate good use of self-learning strategies, such as jotting down notes and doing pre-lesson preparation. Teacher-student relationships are very good. A pleasurable and supportive learning atmosphere is created in most of the lessons observed.
- Teachers are, generally, caring and helpful. Instructions are clear and systematic. Through the good use of the 55-minute period, sufficient opportunities are provided for the students to demonstrate their learning. Most teachers offer timely and positive feedback to students. Students demonstrate a good grasp of lesson content. They also demonstrate improvement based on the feedback given by teachers and peers. Questioning is frequently used to check students' understanding of the lesson content. While some teachers make good use of a range of questioning techniques to enable student learning, there are occasions on which teachers accept first answers and the lesson moves on. There is insufficient prompting and probing to provoke deeper thinking.

部分科組適當分析學生在校內和公開考試中的表現，正確識別學生的強項和弱項，並利用有關資料進行課程規劃和課堂教學。

- 學生的學習態度上佳，上課時非常留心，對教師的提問都會積極回應，表現出濃厚的學習興趣。學生熱心參與課堂活動和完成學習課業，部分學生更善用自學策略，例如在堂上做筆記及在上課前備課等。師生關係極為融洽，從大部分觀課所見，校園內的學習氣氛良好，彼此互勉互勵。
- 教師普遍關心學生，並樂意提供協助，所發出的指示清晰明確，有條不紊。教師都能善用每堂 55 分鐘的時間，為學生提供足夠機會展示所學到的知識。大部分教師會及時向學生提供正面的反饋意見。學生能夠掌握課堂內容，並根據教師和同學提供的反饋意見加以改進。教師經常提問，以檢視學生對課堂內容的瞭解程度。部分教師能夠善用各種提問技巧激發學生學習，但亦有教師接納了第一個答案後便繼續授課，未有充分提示學生和鼓勵學生繼續探索，刺激更深層的思考。

- In line with one of the school major concerns, due emphasis has been placed on enhancing students' self-motivation in learning. Most teachers include varied and interesting activities in the lessons which successfully engage students and maintain their motivation in learning. Group activities are organised to provide peer interaction and collaboration in learning. To further enhance learning effectiveness, teachers should provide more time for an end-of-lesson summary so that students could have sufficient time to reflect on, and consolidate, their learning before moving on to something new.
- Catering for learner diversity being one of the key curriculum focuses, teachers often provide individual help for students when doing learning tasks in the lessons. A wide range of questions is raised to invite responses from different learners. Capitalising on the class streaming arrangement, different levels of learning tasks are used between classes. Occasionally, teachers place too much emphasis on the coverage of content but rarely adjust the strategies to cater for different learning needs. To develop students' potential and better cater for learner diversity, more differentiated strategies and techniques should be explored and adopted at the classroom level.
- Students can communicate fluently with their teachers and peers in Chinese. They are competent in using listening and reading skills to facilitate learning. Some students can express their ideas confidently in English. Some students demonstrate creativity in suggesting different ideas to complete the learning tasks and critical thinking by raising challenging questions in the lessons.

- 因應學校的其中一項重點關注事項，學校著重加強學生的自發學習能力。教師大都在課堂上進行各式各樣的有趣活動，成功鼓勵學生積極參與及維持學習動機。課堂上亦會進行分組活動，讓學生在學習旅程上彼此互動和合作。為進一步提高學習成效，教師宜撥出更多時間進行課末總結，讓學生在汲取新知識前能夠有充足時間反思和整合學習所得。
- 由於照顧學習差異為課程重點之一，因此教師往往會在課堂上進行學習課業時，向個別學生提供輔助，並會提出各種類型的問題，邀請學習能力不同的學生作答。基於分班安排，教師會在不同班別使用程度不同的學習課業。但是，教師有時候過於著重教授課程內容，而甚少調整策略照顧不同的學習需要。教師宜在課堂上探索及採用更多元化的策略和技巧，藉以發展學生潛力及更全面地照顧學習差異。
- 學生能夠以流利中文與教師和同學溝通，亦能靈活運用聆聽和閱讀技巧幫助學習。部分學生能夠以英文自信地表達意見。有些學生想法創新，會提出不同意見來完成學習課業，並會在課堂上發問難度較大的問題，展現出批判性思考能力。

2.3 Student Support and School Ethos

- The school adopts a whole-school approach to fostering the whole-person development of students, with a strong emphasis on values education based on Christian principles. Roles and functions among the various committees and task teams are clearly delineated. Implementation plans which are appropriately linked with student support services are properly formulated. Good effort has been made by various student support committees to identify the students in need through school-based questionnaires and the tools provided by the EDB. "Enhancement of students' self-confidence and self-discipline" is a major concern of the school in the current development cycle. Activities aiming at enhancing student confidence and nurturing their self-discipline are organised accordingly. Regular committee meetings are held to review the implementation progress of the plans and evaluate the effectiveness. Follow-up actions and adaptations of support measures are put in place for improvement. For example, the PATHS Activity Promotion (PAP) Team has been set up to encourage the less active students to participate in various activities, and help them realise their potential and enhance their self-confidence. Relevant school rules have been clearly identified and refined to further enhance students' self-discipline.

2.3 學生支援及校風

- 學校採取全校參與模式促進學生的全人發展，尤其著重向學生灌輸以基督教教義為本的價值教育。各委員會和工作小組的角色及職能均有明確界定，並已妥為制訂與學生支援服務妥善配合的實施計劃。各學生支援委員會透過自擬問卷和教育局所提供的工具，盡力識別有需要的學生。在本發展周期內，學校的重點關注事項是「加強學生的自信心和自律精神」。因此，學校已舉辦相關活動，藉以提升學生的自信心，培養他們的自律精神。各委員會定期召開會議，檢討有關計劃的實施進度及評估其成效，又採取跟進行動和自行修改支援措施，以提高成效。舉例，學校成立了「共創成長路」活動推廣小組，鼓勵較為被動的學生參與各項活動，協助他們實現潛能，增強自信心。學校明確識別及重新整理相關校規，以進一步加強學生的自律精神。

- The school seeks to widen their horizons and enhance students' confidence. Commendable effort has been made to broaden their horizons through organising diversified and balanced Life-wide Learning Activities for the students. Ample opportunities are provided through visits and study tours outside Hong Kong. There is also a good range of extra-curricular activities (ECA) to increase students' exposure in the academic, sports, arts and cultural areas. Various platforms, including Mass Dance, Gala Night and Fashion Show, are provided to showcase students' talent and creativity. The students' achievement and learning outcomes are displayed in classrooms, corridors and the Art Gallery, and the "Star Award Schemes" and the "CCC MKC Award Scheme" are organised to recognise students' achievement in ECA, academic pursuits and community services. In addition, the students are well supported in building up themselves with strong confidence. Appropriate leadership training programmes are provided for student leaders and school prefects. Student leaders are given adequate autonomy in organising school activities. Their success is celebrated and due recognition is given.
- Effective measures, such as the "Good Behaviour Award Scheme", the "Be-Punctual Competition" and the "Election of Best Uniform", are implemented in guiding students to be more self-disciplined and strengthening their positive attitudes and behaviours. Good collaboration among the coordinators of discipline and guidance and class teachers is evident. They are tactful in monitoring the behavioural problems of students. Regular form meetings are held to discuss the needs of students of different grades and the measures to cater for them. Case conferences are also held to discuss the students' performance. Proper support is rendered by the school social workers, coordinators of discipline and guidance, and class teachers. On the whole, students are well-disciplined. They are obedient and receptive to teachers' advice.

- 學校積極拓闊學生的視野和加強他們的自信心，致力透過為學生舉辦多元化和均衡的全方位學習活動，開拓他們的眼界，值得稱許。學校舉辦多個海外交流團和遊學團，提供充足的機會讓學生開拓視野；又提供多元化的課外活動，增廣學生在學術、體育、藝術和文化領域的見聞。學校提供「齊跳土風舞」、「家長晚會」及「時裝表演」等不同平台，讓學生一展才華和創意。學生的各項成就及學習成果會在課室、走廊和藝術廊展示，學校亦舉辦「摘星計劃」和「銘基獎勵計劃」，肯定學生在課外活動、學術範疇和社會服務方面的成績。此外，學校在協助學生建立自信心方面，亦提供完善的支援。學校安排學生領袖和領袖生參加適當的領袖訓練計劃，在舉辦學校活動方面也賦予學生領袖充足的自由度。學校會表揚學生的成就，並會給予適當的獎勵。
- 學校推行「良好行為獎勵計劃」、「守時比賽」和「最佳校服選舉」等有效措施，提高學生的自律，強化他們正面的態度和行為。訓輔教師與班主任緊密合作，在監察學生的行為問題方面手法靈活。學校定期召開班級會議，討論不同級別學生的需要及應對措施，亦會召開個案會議，討論學生的表現。駐校社工、訓輔教師和班主任都會提供適當的支援。整體而言，學生紀律良好，服從性高，願意受教。

- Christian virtues, positive moral values, and the spirit of caring for others and the community are crucial elements of the student development services in the school. Christianity is actively promoted through various religious activities, such as talks on various topics in the "Chapel" periods and the "Gospel Week". Positive attitudes and values are duly fostered, mainly through Religious Education lessons. Civic awareness is also properly infused through various activities, such as assemblies and exhibitions. Civic Education Ambassadors are recruited to promote good citizenship and to raise students' awareness of social issues. The school is keen to cultivate a caring culture. Good efforts have been made to strengthen the partnership between senior and junior form students through the peer counselling scheme. To foster students' spirit of serving others and sense of responsibility, ample opportunities, through the Student Association, various ambassador schemes and prefect teams, are provided for students to serve others within and outside the school. The "Young-old Partnership Scheme" is also well promoted for all S2 students to realise the needs of the elderly, and to arouse their interest in social service.
- The school has been adopting a whole-school approach to catering for students with special educational needs (SEN) for a long time. Commendable progress is evident. An early identification mechanism and proper referral procedures are appropriately arranged for them. A range of support measures, such as individualised education plans, social skills groups and special examination arrangements, is provided. Professional development programmes for teachers on helping students with SEN are rightly encouraged to further strengthen the support services. The school has set up a close link with a resource school to provide adequate support for visually impaired students.

- 學校的學生發展服務的核心元素包括基督教義、正面的道德價值以及關心別人、關心社會的精神。學校透過各項宗教活動積極宣揚基督教，例如在早會和福音週期間舉辦不同主題的講座。學校主要通過宗教課培養學生正面的態度和價值觀，並會透過集會和展覽等各項活動適當灌輸公民意識。學校招募公民教育大使推廣良好公民意識，並加深學生對社會議題的認識。學校熱心培養關愛文化，藉著舉辦「大哥哥大姐姐計劃」，加強高中與初中學生之間的友伴關係。為培養學生服務社群的精神和歸屬感，學校透過學生會、各項大使計劃和領袖生團隊，為學生提供足夠機會在學校內外服務他人。學校亦向全體中二學生大力推動「長幼同心學習計劃」，讓他們了解長者的需要，培養他們對社會服務的興趣。
- 長久以來，學校一直採取全校參與模式照顧具有特殊教育需要的學生，工作進展令人鼓舞。學校為有關學生適當安排及早識別機制和合適的轉介程序，並提供一系列支援措施，如個人化教育計劃、社交技巧小組和特別考試安排等。學校積極鼓勵教師進修有關幫助具有特殊教育需要學生的專業發展課程，以進一步加強支援服務，並與一所資源學校建立緊密聯繫，為視障學生提供足夠的支援。

Integrated Education Ambassadors are selected from the students to promote the spirit of caring for others. They serve well to deliver messages on "Inclusive School Culture" through the various activities organised.

- Good attempts have been made in recent years to strengthen the provision of career guidance services. Arrangements as such include careers talks, visits and job-shadowing schemes to help students develop their understanding of academic and career opportunities. To help senior form students cope with academic stress effectively, programmes in the "Mental Health Week" and stress management workshops are appropriately provided for them. There is also a theme slogan set each year to motivate students to work towards their own objectives. To help junior form students make better planning for their future studies and career, strategic planning of career guidance services could be extended to S1 and S2, with topics such as self-understanding, meaning of work and attitude required in school-to-work transition.
- In strengthening students' sense of belonging, S1 students have been effectively supported to adapt to secondary schooling, through the "Orientation Training Camp" and the "Bridging Programme". Students' sense of belonging is further strengthened by the activities and inter-class competitions organised by different committees and the Students Association respectively. In addition, the PATHS programme helps promote the emotional, social, behavioural and cognitive competence of the junior form students.

學校選出學生擔任融合教育大使，推廣關懷他人的精神。融合教育大使舉辦各項活動，向全校宣揚「共融校園文化」的信息。

- 學校近年推行了多項措施，以加強提供職業輔導服務，有關安排包括就業講座、參觀和工作影子計劃等，有助學生了解各個升學及就業機會。學校在「精神健康週」期間舉辦各項活動和壓力管理工作坊，協助高中學生有效紓緩學習壓力。此外，學校每年也會設計一個主題標語，激勵學生努力實現個人目標。為協助初中學生對未來升學及就業作出更完善的規劃，學校可將就業輔導服務的策略規劃擴展及中一、中二學生，向他們講解自我了解、工作的意義和踏入社會工作所需的態度等課題。
- 在加強學生歸屬感方面，學校舉辦「中一迎新營」和「中一暑期英文銜接課程」，有效協助中一學生適應中學生活。不同委員會及學生會舉辦的各項活動和班際比賽，亦進一步加強學生的歸屬感。此外，「共創成長路」計劃有助培育初中學生在情緒、社交、行為和認知方面的能力。

- The school has organised numerous study tours to the Mainland to enhance students' understanding of the development of the Mainland and to promote their appreciation of the Chinese cultural heritage. As regards the provision of Other Learning Experiences, appropriate arrangements are implemented for Aesthetic Development, Career-related Experiences and Moral and Civic Education. The school should ensure that all senior form students have quality exposure to Community Service. The school is also recommended to safeguard senior form students' entitlement to a broad and balanced experience of Physical Development by increasing the Physical Education lesson time in the school curriculum.
- The PTA works well in partnership with the school. The school maintains effective channels to communicate with parents, such as the school website, phone calls and social media on the Internet. Activities organised by the PTA are well received. Good use is made of the newsletters to parents to provide information on student activities held and encourage sharing by parents and other stakeholders on means to take care of students. The alumni are supportive of the school. Some of them assist in coaching the students after school in ECA and share frequently with students their own experience of personal growth. Resources are properly tapped to facilitate the work on student development.
- A warm and caring atmosphere prevails throughout the school. Students enjoy their school life and show a strong sense of belonging towards the school. Senior form students are willing to serve the school and the junior form students. Teachers are responsible, supportive and dedicated. They have developed a good rapport with students and colleagues. Experienced teachers provide adequate support for new colleagues. Staff relationships are harmonious and mutual support is evident. Teachers' autonomy is treasured, and they enjoy the frequent and active professional sharing in the school.

- 學校多次舉辦中國內地學習團，讓學生加深了解中國內地發展，並帶動他們欣賞中國的文化遺產。就提供其他學習經歷而言，學校已就藝術發展、與工作有關的經驗和德育及公民教育方面作出適當的安排。學校應確保所有高中學生均可在社會服務範疇獲得優質的學習經歷。另外，學校亦宜在學校課程中增加體育課的課時，以確保高中學生在體育發展範疇獲得廣闊而均衡的經歷。
- 家教會與學校合作無間。學校與家長之間維持有效的溝通，溝通渠道包括學校網站、電話及網上社交媒體等，而家教會舉辦的活動亦深受歡迎。學校有效善用會訊向家長提供有關學生活動的資訊，並鼓勵家長及其他持分者分享如何適當照料學生。校友大力支持學校的發展。有些校友更協助在課後的課外活動中教導學生，又經常與學弟學妹分享個人成長經驗。學校適當運用各種資源推動學生發展的工作。
- 全校上下充滿著融洽和諧、互相關心的氣氛。學生享受校園生活，對學校有強烈的歸屬感，高中學生樂意為學校和初中學生服務。教師工作盡責，專心致志，並經常給予學生鼓勵，與學生和同事之間關係和洽。資深教師為新同事提供充足的支援，教職員之間關係和諧，彼此支持。學校重視教師自主，教師常常在校內主動進行專業交流。

2.4 Student Performance

- Students are self-disciplined, courteous and friendly. They hold a positive attitude towards the school. Students are motivated to learn and committed to their studies. They actively participate in various school activities. Most students are eager to serve others, both within and outside the school. Student leaders are responsible. They demonstrate good leadership skills in planning and organising activities.
- In the past two years, the percentages of students meeting general entrance requirements for local undergraduate university programmes and sub-degree courses were above the territory averages of day school students. In comparison with schools with similar S1 intake in terms of value-addedness, the school performed barely satisfactorily in the Hong Kong Diploma of Secondary Education Examination in the past two years.
- Students participate actively in academic, physical and aesthetic activities within and outside school, with numerous awards obtained. In inter-school competitions, students have obtained significant achievements in the fields of basketball and English debate. In the 2011/12 and 2012/13 school years, the Girls' Basketball Teams won league championships in the Hong Kong School Sports Federation Inter-school Competitions (Kowloon District). Some students have participated in various international fencing and bowling competitions, and individual students have been awarded with different prizes.

2.4 學生表現

- 學生自律、有禮、親切和善，對學校持正面態度。學生的學習動機良好，專心學習，亦會積極參與各項學校活動。大部分學生在學校內外都熱心服務他人。學生領袖表現負責，在規劃和組織活動的過程中，展現出優秀的領導技巧。
- 過去兩年，符合本地大學本科生課程及副學位課程一般收生要求的學生的百分比，高於全港日校學生的平均水平。就增值指標而言，與全港相類中一收生水平學校相比，學校過去兩年在香港中學文憑考試的表現尚算滿意。
- 學生積極參與學校內外的學術、體育及藝術活動，並取得多個獎項。校際比賽方面，學生在籃球和英文辯論方面取得驕人成績。在 2011/12 及 2012/13 學年，女子籃球隊在香港學界體育聯會九龍地域中學校際比賽中奪得聯賽冠軍。部分學生曾參加多項國際劍擊及保齡球比賽，個別學生獲頒發不同的獎項。

3. Concluding Remarks

The school is committed to providing the students with a person-centred education with love and care. Due effort is made to boost students' academic achievement by strengthening their self-learning and language skills. Commendable effort is made to nurture students' positive values and attitudes. There are strong, professional support and guidance from the IMC. The school leaders are committed and supported by a team of responsible and supportive teaching staff. A caring culture is evident. Students are well-behaved and courteous. Parents appreciate the good effort made by the school to support the development of the students. An amicable atmosphere and a harmonious relationship are maintained in the school.

A new development cycle will be started in the coming school year. The school should, based on the significant strengths identified, formulate goals and measures for continuous development. In doing so, the following areas for improvement should be duly addressed:

3. 總結評語

學校致力在充滿關愛的校園環境中，為學生提供全人教育。學校努力加強學生的自學和語文技巧，藉以提升他們的學業成績，又致力培養學生的正面價值觀和人生態度，做法值得推許。法團校董會積極提供專業的支援和指導，學校領導層專心致志，一眾教職員盡心盡責，對領導層支持有加。學校的關愛氣氛濃厚，學生乖巧有禮。學校支持學生發展所作出的努力，得到家長大力肯定。校內保持親切友善的氣氛，人與人之間關係和諧。

學校將於下一學年展開新的發展周期。學校應因應其既有的重大優勢，制訂持續發展的目標和措施。為此，學校宜努力提升以下領域的表現：

3.1 Strengthening the effectiveness of planning and evaluation

- In setting up the development targets in the two development cycles, limited elaboration are found on the expected learning outcomes regarding the enhancement of students' learning such as the catering for learner diversity and the learning motivation. In formulating the key measures to support the major concerns, more deliberation among teaching staff are needed on the objectives of the measures and the specific expectation of the outcomes. To facilitate the good use of the evaluation data to inform planning, more concrete feedback from the SEC should be given when evaluating the effectiveness of the key measures in the interim and yearly reviews.

3.2 Making good use of various teaching strategies

- Insufficient attention is attached to the teaching pedagogies in the classroom to catering for learner diversity and foster students' self-learning motivation. To enhance learning and teaching effectiveness, especially in catering for learner diversity, various teaching strategies should be appropriately used in the classroom. Challenging tasks and graded learning activities should be used to meet the students' various learning needs. While the internet platform is used for promoting self-learning and catering for learner diversity, sustained effort of the subject panels is needed to develop more graded exercises to accommodate the different learning aspirations of students. In questioning, more prompts and probes should be used to stimulate student thinking and elicit their responses. Feedback for students to improve and reinforce learning, and consolidation after learning tasks which are completed and also at the end of lesson should be aptly arranged.

3.1 提高規劃和評估的成效

- 在訂立兩個發展周期的發展目標時，學校僅就加強學生學習能力（如照顧學習差異及學習動機）的預期學習成果方面作出有限的闡釋。在制訂支持重點關注事項的主要措施時，教職員之間需要就措施的目標及對成果的具體期望進行更深入的討論。學校行政委員會在中期和周年檢討中評估主要措施的成效時，應提供更具體的反饋意見，以便有效運用評估資料進行規劃。

3.2 善用不同的教學策略

- 學校未能充分關注課堂教學，以照顧學習差異及激發學生自我學習的動機。課堂上宜適當運用不同的教學策略，藉以提升教學效能，尤其是在照顧學習差異方面。教師宜安排難度較大的課業和不同程度的學習活動，滿足學生不同的學習需要。學校雖已運用互聯網平台推廣自我學習和照顧學習差異，但各科組仍需持續發展更多不同程度的練習，以迎合學生不同的學習志向。在提問過程中，教師宜運用更多提示和刺激技巧，激發學生思考，引導他們作出回應。教師宜向學生提供反饋意見，協助學生加以改進和鞏固學習，並適當安排在完成學習課業後和課末進行總結。

4. School Response

**The school response on the draft ESR report was received on 7 July 2014.
The original text of the school response 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 on 27 February and from 3 to 5 and on 10 March 2014 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 areas for improvement which need to be addressed and made good. We are delighted to see that the findings from SSE have been further confirmed by the Report and we treasure the experiences gained through both SSE and ESR.

The strengths of the school have been recognized by the ESR team as the following aspects of our strong school culture, the quality of our well-mannered and caring students and our supportive IMC and parents. With our clear vision for providing students with a person-centred education and our determined effort for enhancing academic achievement and inculcating positive values in students, we shall endeavor amongst ourselves to implement all the professional advice and recommendations received in order to keep the school moving forward so as to pursue excellence.

4. 學校回應

校外評核隊已於 2014 年 7 月 7 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 2014 年 2 月 27 日、3 月 3 至 5 日及 3 月 10 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，皆在外評報告中獲得確認；我們珍惜從學校自評及校外評核所獲得的經驗。

承接外評隊對本校的欣賞 — 校園文化積極正面，學生乖巧有禮、關愛別人，校董會及家長對學校支持有加；我們將本著以人為本的精神，繼續致力於培養成績優秀及具備正確價值觀的學生。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「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。