

External School Review Report

HKMA David Li Kwok Po College

Address of School: 8 Hoi Wang Road, Mongkok (West), Kowloon
External Review Period: 22, 24-26 April and 2 May 2013

Quality Assurance and School-based Support

Division
Education Bureau

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Education Bureau
The Government of the Hong Kong
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1. Introduction

1.1 External review methodology

- A Comprehensive Review (CR) was conducted at the school on 2 to 4, 8 and 9 May 2006.
- The ESR team conducted the review on 22, 24 to 26 April and 2 May 2013 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 45 lessons taught by 45 teachers;
 - Observation of various school activities, including a morning assembly conducted by students, lunch-time activities such as 'Barter Market', 'Book Fair', 'Students Forum', 'Social Science Game Room', and extra-curricular activities such as 'Sports Climbing', 'Indian Dance' and 'Mathematics Olympiad';
 - Meetings and interviews with members of the Incorporated Management Committee (IMC), the Principal, the Deputy Principal, the Assistant Principal, heads of departments, heads of functional committees, teachers, the school librarian, the school social worker, the school counsellor, parents and students; and
 - Shadowing of a sample of 3 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.

1.2 Basic information about the school (Text provided by the school)

- HKMA David Li Kwok Po College is a DSS school founded in 2000 that uses English as its medium of instruction.
- Below is the class organisation and student population in the 2012/13 school year:

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	160	157	140	128	120	103	808

- The College's vision is to provide effective schooling for educating and equipping students with the life skills to become responsible, caring, self-disciplined and adaptable young people in a changing society and eventually to be employable and productive members of the community and citizens of an increasingly globalised world. The College aims to nurture wholly developed, well-balanced, life-long learners who are moral, literate and cultured, intellectually, physically and emotionally strong, and ready and willing to serve society.
- From this vision, the College has a mission to educate and develop every student to his or her full potential so that they will grow up to become all-rounded persons with the following attributes: international in outlook, culturally aware and proud of their own heritage; bi-literate and tri-lingual, with confidence and competence to communicate effectively in a global community; well-versed in the use of information technology both within the classroom and outside; logical, independent and creative thinkers with the resourcefulness to make sound decisions, be civic-conscious, patriotic and willing to contribute to the community; morally aware and appreciative of traditional Chinese values.
- As a means of developing continuous self-improvement, the College follows a planning, implementation and evaluation (PIE) cycle. During this process, a range of stakeholder data is collected with staff analysing domain-based strengths and weaknesses. From this, major concerns are first identified and then further evaluated on a yearly basis as means of initiating planning and implementation so as to align work done by all Departments and Teams with the whole school concerns expressed via the Development Plan. The College has established a staff appraisal system that has been amended to focus more on self-development. At an individual level, staff members are asked to undertake yearly self-evaluation based on reflection of how their daily work connects with the College's overall Development Plan and to further reflect upon teaching practice via peer-lesson observation. Students are similarly asked to reflect upon what they have learnt via a programme initiated at class level as a means of reflecting about their own self-development.
- In the time following its last CR report, the College has continued to place emphasis upon teaching and learning to the extent that both the current and the previous School Development Plans focused upon this area. At department level, individual teaching departments engaged in staff development opportunities created and led by the departments for building a stronger teaching force. The College's development during this period was the building of a solid learning culture via the development of tutorial based assistance and scaffold policies to the extent that the College's performance in external examinations could compare well with territory wide norms. In line with the recommendations made, effort was placed in developing Department themed afternoons so as to provide more varied learning experiences for students.
- The College has, as part of its current Development Plan, instituted a range of initiatives that stem from SSE and align with the spirit of its mission and vision. For example, further emphasis on teacher professional development, the use of small class teaching to create enhanced learning outcomes for teachers and students, the use of technology to further encourage student centred learning, further focus on the development of ethical conduct, enhancing the relationship between students and teachers and the development of further whole-school and class-based action to enhance student leadership and communication.

2. School Performance

2.1 Continuous Development of the School

- Founded in 2000 and operated by the Hong Kong Management Association, the school, led and guided by its vision and mission, has accorded priority to continuous development in alignment with its motto - in search of excellence. The school has responded positively to the Comprehensive Review (CR) conducted in 2006. Prompt action has been taken to follow up the suggestions of the CR report regarding enhancing the quality of classroom learning and teaching, building a strong teaching force and cultivating good learning habits in students. The above areas have formed the basis for continuous development of the school in the subsequent years with emphasis, in particular, on learning and teaching.
- School self-evaluation (SSE), with the cyclical process of planning, implementation and evaluation (PIE) fully embedded in the school development cycle, has become an important school practice. The SSE process of the school is data-driven, transparent and participatory. In conducting the holistic review of the overall performance of the school in the previous school development cycle, teacher-led discussions with reference to the Stakeholder Survey and the Assessment Programme for Affective and Social Outcomes (APASO) have been well coordinated. The discussions have led to strengths and areas for improvement being effectively identified and have facilitated the formulation of the major concerns in the current school development plan (SDP). The major concerns of the previous school development cycle regarding ‘developing a Moral and Civic identity by the reinforcement of whole-school values’, ‘introducing measures that encourage developments in teaching and learning’, and ‘focusing upon areas aimed at student development’ have progressed into the major concerns of the current cycle, namely ‘to further develop care’ and ‘to further develop teaching and learning’.
- On the basis of the current major concerns, various departments and functional teams have formulated their own annual plans according to their needs and hence with variations to some extent. To ensure that each annual plan is well devised to implement the SDP, the Principal supported by the Deputy Principal and the Assistant Principal has conscientiously served as the gate-keeper to steer the process. Discussions are held with the heads of the departments and functional teams leading to refinements of their annual plans. For better alignment among the annual plans, the school may consider providing an annual plan at the school level to illustrate the expectations of the

school before departments and functional teams draw up theirs. It could be a framework to guide the coverage and depth in implementing the SDP while allowing variations and, hence autonomy, given the varied needs of the departments and teams.

- In the current SDP, the school has planned assiduously to focus on meeting all the targets in each of the three years. When the annual plans are evaluated towards the end of the 2012/13 school year, there may be a possibility to accord priority to meeting the targets in the following years of the school development cycle. Some targets may have already been achieved and will no longer need to be in focus while others may require continued attention and efforts. The school may then exercise discretion to focus on certain targets in the rest of the development cycle
- The procedures for the SSE are transparent and participatory. The current SDP is clearly detailed in the staff handbook for teachers' reference and follow up. An interlocking PIE process has permeated the different levels of the school hierarchical framework and has become a school routine. During the school year, there is ongoing monitoring of the progress of the various departments and functional teams by the relevant heads while a summative evaluation is also done towards the end of the school year at department and team levels. The progress is discussed in the meetings of the Academic Studies Committee and the Student Affairs Committee, headed respectively by the Deputy Principal and the Assistant Principal and attended by the Principal. Major issues are further discussed at the School Executive Committee and reported to the IMC for endorsement.
- The Principal had been a teacher at the school since 2000, before taking up the principalship. He is well versed with the strengths of the school and the areas for development. He is committed and dedicated to steering the school towards excellence demonstrating professionalism as a leader. In the context of a multi-cultural campus with students and teachers of Chinese and non-Chinese backgrounds, the Principal believes in the importance of an international outlook and keeps an open door to students and teachers irrespective of their different backgrounds. He is the key person in school development and is well supported by the Deputy Principal and the Assistant Principal. The Deputy Principal and the Assistant Principal are in charge of the two major areas of academic affairs and student affairs respectively and play a crucial coordinating role between teachers and the Principal. They work in close partnership with the Principal whom they meet frequently and regularly through formal and informal channels. The Principal, the Deputy Principal and the Assistant Principal are devoted to the betterment of school progress and work in harmony with the teaching staff, contributing to the smooth development of the school.

- The IMC is in full support of the Principal while acknowledging his non-local background. Members of the IMC support well the priority tasks of the school, in particular, small class teaching, promoting care for students, parents and teachers, and the development of Information Technology (IT) in learning and teaching. They are pleased with the stable financial situation of the school attributing it to the effort of the Principal and his colleagues. The IMC is committed to the development of the school and its members attend major meetings when important decisions are to be made. They appreciate the dedication of the Principal in steering the school and consider that he has been progressing well in school leadership.
- The school has a clear professional development policy which appropriately illustrates the importance of staff development. The staff development days echo the school's major concerns. This year, small class teaching and using IT in learning and teaching are the main themes for the discussion of teachers. Generally, teachers find the staff development days effective and well-arranged. A mentoring system has been put in place to help new teachers adapt to the daily work of the school. Teachers also find the mentoring system helpful to their professional growth.
- The school has an established appraisal system. It covers a good range of areas including teaching, administration and supervising extra-curricular activities (ECA). The appraisal policy is clear and the appraisal criteria are open and well-known to teachers. Based on the established staff appraisal and professional development system, the school may consider using relevant information from staff appraisal to steer the focus and the content of the professional development activities.

2.2 Learning and Teaching

- A broad and balanced curriculum is appropriately adopted in line with the school's vision and mission as well as the priority tasks of the recent and the current school development cycles with due attention paid to the needs and interest of students. The curriculum is offered through a good range of academic subjects. Various cross-curricular activities have also been arranged to nurture students' capacity in alignment with the school's values of respect, responsibility, perseverance and appreciation. To cater for the different cultural backgrounds of students, English is the medium of instruction (MOI) for most of the subjects at all secondary levels and Putonghua the MOI for Chinese subjects at junior secondary levels. While Chinese Language, and Chinese History and Culture are offered to Chinese-speaking students, French and Chinese as a Second Language (Putonghua) are offered to non Chinese-speaking students at junior secondary levels. French is offered as an Other Language Course for S4-S6 non-Chinese speaking students who have studied

French at junior secondary levels. In relation to Other Learning Experiences (OLE), ample opportunities including ECA, have been provided to enrich students' learning experiences for whole-person development.

- The implementation progress of the New Senior Secondary (NSS) Curriculum has been reviewed in timely fashion, with proper consideration given to students' abilities and aspirations. The school has offered sufficient options of subjects for students who are well informed of the criteria for the choice of elective subjects. At junior secondary levels, adjustments have been made to the curriculum for articulation with the NSS Curriculum. The school-based Integrated Humanities curriculum has been implemented incorporating some of the key learning elements of the Personal, Social and Humanities Education (PSHE) KLA. Specific skills for conducting interviews and designing questionnaires as required in project learning are taught across junior secondary levels to prepare students for the Independent Enquiry Studies (IES) at senior secondary levels. With reference to the student academic performance in the first cohort of the Hong Kong Diploma of Secondary Education (HKDSE), each department has duly revised its curriculum, teaching focuses and manpower deployment for better articulation and implementation of the NSS Curriculum.
- In the recent and the current development cycles, emphasis is aptly placed on the Chinese and English curricula to help students build a solid foundation in the two languages. The school upholds bi-literacy and tri-lingualism and has cultivated a favourable English learning environment with attention given to developing an international outlook. Activities including drama, public speaking, debates and forums are well integrated into both the Chinese and English curricula. To enable students to have the experience of language arts, all students are encouraged to take part in the Hong Kong Schools Speech Festival at least once in their secondary schooling. Moreover, various inter-school and intra-school language competitions are held, which not only enhance students' language proficiency but also strengthen their confidence in authentic language use. Student-led morning assemblies are in place and are good platforms for students to speak in front of their peers by making announcements in English and Putonghua, and presenting findings of school projects. Besides, to cater for students' language learning needs in non-language KLA subjects, the English department collaborates closely with these departments to provide relevant support measures for learning subject-specific language. With this in focus, teaching materials are developed and embedded in the existing school-based curriculum.
- Good effort has been put into fostering a reading culture. This includes assigning regular slots for reading in the timetable, providing recommended reading lists of non-language subjects, organising book exhibitions and peer book sharing. This year, a library for junior secondary students has been set

up to offer a cosy reading environment, which is a step in the right direction in cultivating a reading habit beginning with the younger members of the school. However, collaboration between the librarian and subject panels could be strengthened to expand the current book collection. To further promote the reading culture, online reading resources could be enriched with subject-related websites. More subject-specific book recommendations could be made and more book sharing among peers organised.

- The school places strong emphasis on catering for learner diversity especially at junior secondary levels. Measures have been devised to enable individualised care. A dual class-teacher system is in place to enable strengthened pastoral care for students. To align with the major concern of the current SDP on further developing teaching and learning, the school has continued to conduct small class teaching in the core subjects of Chinese, English and Mathematics in S1-S3 and has also started to arrange smaller classes at S1. After-school support for Chinese, English and Mathematics is offered to students in need of assistance. In addition, commendable efforts are made by teachers in developing different sets of school-based curriculum materials for the above three core subjects to cater for the learning needs for students of different classes at junior secondary levels. Homework assistance, which was a recommendation of the CR report, is suitably provided after school for junior secondary students who lack learning motivation.
- In alignment with the major concern of the current SDP, the school has promoted IT for learning and teaching. Strategies have been properly outlined for teachers, including making good use of technology, providing web-link and online web-based assessment and accumulating good practices of using IT in lessons. Teachers from the KLA departments work in collaboration with the Professional Development Team to develop IT for learning and teaching. They coordinate regular sharing of good teaching practices and introduce relevant software. Good results have been yielded as teachers and students are commonly familiar with and competent in using IT in lessons. To further enhance the use of IT for learning, the school could consider enriching its subject websites.
- The Academic Studies Committee properly coordinates the implementation of various curriculum initiatives and oversees the monitoring of the progress of the school-based curriculum development with department heads. Continuous monitoring of the progress of the curriculum is in place through regular department meetings, lesson observations, assignment inspections and analysis of students' performance. However, the evaluation carried out at the end of the academic year generally focuses on whether activities or programmes have been completed. In order to better inform future planning of curriculum and pedagogy, it is necessary to evaluate also the extent to which the major concerns are achieved and the impact on student learning.

- Teachers collaborate well in the sharing of teaching and learning resources through regular meetings. As the teachers of the same KLA have been arranged to sit in close proximity in the staff room, there is easy communication and informal sharing among them. On the whole, the curriculum leadership of department heads is effective. They generally have good knowledge of the curriculum in their respective areas of expertise and are confident in their supervisory and supportive roles.
- The school considers student assessment to be an integral part of learning and teaching and promotes learning through various assessment modes. Both formative and summative assessments are given due emphasis. By way of continuous monitoring of students' performance, teachers acknowledge students' strengths and let them know the areas that require improvement and the ways to improve. At the school level, general principles have been provided to subject panels to develop subject-based assessment modes, of which pen and paper assessment is only one. Attention has also been given to appropriate level of difficulty. The analyses of assessment results conducted after the two uniform tests and two examinations each year are in general thorough, with both the qualitative and the quantitative aspects examined. The findings are duly used to inform the planning of measures to enhance students' learning.
- The students' assignments scrutinised are, generally, well designed and of a good variety. Tasks assigned suitably require the application of students' knowledge and skills and are of an appropriate level of difficulty. Many of the assignments facilitate the development of generic skills, such as critical thinking and problem-solving, while some can effectively promote students' writing skills. Many of the assignments comprise learning tasks of different levels of difficulty and can cater for learner diversity. Some of the assignments are about the community in which the school is located and can arouse students' interest and awareness of their surroundings. In response to students' work, teachers are able to provide specific comments on their strengths and areas for further improvement and can support learning.
- In lessons, teachers are friendly, approachable and enthusiastic in helping students learn and improve. Lessons are well prepared and structured, with clear objectives. Teachers have good content knowledge and the pedagogy applied is appropriate. In many lessons, the use of IT has been aptly incorporated into the teaching design and is able to enhance learning and teaching. On the whole, students are good at using IT tools to learn. This aligns with the major concern of the current school development cycle on using technology to create student-centred learning. The medium of instruction, irrespective of whether it is Cantonese, English or Putonghua, is used by teachers with fluency and accuracy. Teachers are able to give specific, positive and timely feedback to students to support their learning.

Teachers can use a variety of questions which are also well sequenced to check students' understanding and help them construct knowledge step by step. To develop the potential of the high achievers, teachers could ask challenging questions and require more elaborate answers. To cater for learner diversity, the school has in place small class teaching and grouping according to ability levels. Hence the range of ability in the class is comparatively narrowed. Teachers often walk around the class to monitor the progress of the students and provide adequate support to individuals. It is common for teachers to adjust the pace to cater for students' needs.

- Students are attentive and their motivation in learning is sustained throughout the lessons. Students' standard of English is generally good. When opportunities are given, many of them can speak English clearly showing confidence in using the target language. Some students are able to ask questions to clarify problems or express their opinions. In lessons with Putonghua as the medium of instruction, students are also good at expressing themselves. In some lessons, peer learning strategies, such as peer encouragement and peer assessment, are adopted and are effective. These strategies could be further promoted to pave the way for students' independent learning. Group discussion and student presentation are common features of lessons. Students can work collaboratively and prepare well for the presentation. They are able to use IT as a means for discussion and come up with sensible views and findings. In some lessons, students use role play to present their group findings exemplifying creativity alongside conveying messages effectively. Students are receptive to teachers' feedback and able to refine their work directly.
- In the lessons that are very effective, the teachers act as facilitators and adopt a student-centred approach. They are able to attract students' interest by relating teaching content to daily-life experiences. Their explanation of concepts is thorough and can extend students' horizons. They give clear and adequate guidelines to students prior to engaging them in activities. They give praise or encouraging remarks whenever students demonstrate good efforts. As a result, students' performance in the lessons is impressive. Students show commitment to learning and are full of confidence while actively participating in various activities, including answering questions, group discussions, presentations and debates. During group work, students actively communicate and exchange ideas with one another. They also seek advice from the teachers to refine their work demonstrating independent learning.
- In the lessons in which the students are comparatively quiet, the teachers could engage them in answering questions and sharing ideas to demonstrate learning. More praise could be given to build up students' confidence in voicing

opinions. In these lessons, interaction among students could be further enhanced through more active group work.

2.3 Student Support and School Ethos

- The school believes in the importance of having an international outlook. It has successfully nurtured a harmonious relationship among students of different cultural backgrounds. School activities play a significant role in contributing to the promotion of international and cultural understanding. Students actively engage in multi-cultural activities that are effective in cultivating understanding and respect among students irrespective of Chinese or non-Chinese origins.
- The school's mission is to develop students into 'well-rounded life-long learners'. Capitalising on its multi-cultural campus, the school has adopted a whole-school approach to providing comprehensive student support services. Various developmental, remedial, preventive activities, covering major personal growth and student guidance elements, are organised to suit students' developmental needs at their various stages of growth. Values education, covering the elements of civic and moral education, health and environmental education are properly infused through various programmes. Offering 'care' is central to the school's support for students which aligns with the development plans of the previous and the current cycles. The student support teams devise their corresponding annual action plans, implementation strategies and programmes that commensurate with students' needs. On the whole, student support services are run smoothly. Effective co-ordination among various teams is evident under the supervision of the Assistant Principal in charge of the Student Affairs Committee. As part of a sound monitoring mechanism, the work of the student support teams is regularly reviewed through Stakeholder Survey, school-based questionnaires for students and regular committee meetings to ensure that the student support services are implemented effectively and are in accordance with the developmental needs of the students. The data and evaluation results are effectively used to inform the development plan for the following year.
- The school places strong emphasis on equipping students with the life skills to become responsible, caring and self-disciplined. This echoes the values the school upholds, namely 'Respect', 'Responsibility', 'Perseverance', and 'Appreciation'. With close cooperation between the Discipline and the Guidance and Counseling (G&C) Team, students' good behaviour is effectively promoted through an array of strategies. This is reflected in the successful cultivation of an orderly, safe and caring school environment. Through the implementation of the dual class-teacher system, the contact between class teachers and students has been stepped up to nurture a close bond between them. It not only fosters mutual trust between students and

teachers, but also facilitates timely identification of students' support needs. The school has also strengthened the role of class teachers. Form meetings are held regularly to provide good support for the teachers in taking care of their students, and to enhance effective communication among the G&C Team, the Discipline Team, and class teachers so that appropriate and timely guidance and counseling services are provided for students in need. Extensive support is provided to S1 students. Apart from activities that help them to adapt to campus life, Peer Counselors from among the senior secondary students are arranged to provide one to one intensive support for those S1 students who are identified as having adaptation difficulties or weak in interpersonal skills. Positive reinforcement is emphasised through various award schemes to encourage good conduct and punctuality. Students' ethical conduct and positive attitudes are well nurtured through the structured Moral and Civic Education programmes, delivered through the Friday Afternoon Class Teacher Period, with emphasis on reflection. On the whole, the programmes are well coordinated, are in line with the school concern and could combat the negative influences of today's society. Various activities carried out in the Friday Morning Assemblies, lunch and after-school activities contribute well to the current major concern of developing care and many aspects of students' personal and social development, including the sense of community and knowledge of national and social development issues.

- The school believes that ECA can provide opportunities for each student to develop their potential and serve the community. Various activities, such as uniform groups, academic clubs, camps and visits, are organised to suit students' needs and extend their learning experiences. The school sets its whole year theme as 'Community Service Without Boundary', promoting the idea that community service can be done within and outside the school. A whole-school programme with a clear framework of community service has been formulated to allow students at different levels to take part. Furthermore, the school provides students with adequate opportunities to participate in different community services through the Community Service Scheme. Sufficient opportunities are offered to students to serve as leaders and appropriate guidance and monitoring are provided so that they can organise activities on their own. House captains and chairpersons of the various clubs are arranged to join the training.
- Career-related measures are provided for students in S3 to S6. They are able to benefit from a range of activities and the guidance provided. Various career-related activities such as meetings, talks, visits and individual counseling are able to help students make decisions on subject selection and plan their future studies and careers. Talks on careers have also been offered by the alumni to enhance students' understanding of the world of work and facilitate their goal-setting.

- Being aware of the need for early identification and intervention, the school has in place appropriate supporting measures to cater for students' needs. The school also puts emphasis on supporting students with special educational needs (SEN) and offers relevant social skill training programmes. However, the number of teachers trained to support these students is currently rather small. To ensure that more teachers are equipped with the skills needed, the school may arrange relevant school-based teacher professional development and encourage more teachers to attend available courses.
- All in all, the school has put good effort into building a supportive and caring learning environment. Teachers, in general, share the school goals. They are committed and dedicated to supporting students. They demonstrate team spirit. They care for their students and are concerned about their development. Mutual trust and respect among students and teachers are apparent. Students enjoy their school life and the good relationship with their peers. They have developed a sense of belonging to the school and respect for different cultures.
- The school values home-school cooperation. Parents are well-informed about school practices and other useful information which are clearly detailed for them in a handbook. They are also informed regularly of the school's latest developments through channels such as the Parent-Teacher Association (PTA) meetings and the PTA homepage. The core members of the PTA are dedicated to the management of PTA affairs. They serve as a bridge between the school and parents, a number of whom are of non-Chinese backgrounds. The school has solicited support from external organisations such as local firms and tertiary educational institutions to enhance students' understanding of academic and career development. Although the school has a relatively short history, it has begun to solicit support from alumni, for example, to share career-related experiences with students. This is an appropriate step forward.

2.4 Student Performance

- Students are good learners. They possess good language and communication skills. They are well behaved and polite. A good rapport is built between students and teachers. On the whole, students are positive towards learning and demonstrate strong commitment to their study as well as taking part in ECA. They maintain a harmonious relationship with their peers who are of multi-cultural backgrounds. The senior level students mix well with the younger schoolmates and take an active part in school activities, both as participants and as organisers. Student leaders, acting as good role models, are dedicated to serving the school and the community. They are committed and effective in guiding their junior counterparts. They also demonstrate competence and confidence in expressing their own views, in

class and school functions, when opportunities are provided.

- In 2012, the percentages of students meeting the general entrance requirements of local undergraduate university programmes and sub-degree courses in the Hong Kong Diploma of Secondary Education Examination¹ were above the territory averages for day school students. For the Hong Kong Advanced Level Examination (HKALE), the percentages of students awarded the minimum entrance requirements of local degree courses were above the territory averages for day school students in 2011 and 2012. As for the 2010 HKALE, more than ten per cent of students in the school did not sit for Chinese Language and Culture (AS) but obtained second language qualifications satisfying university entrance requirements. Taking this into account, the percentage of students in the school awarded the minimum entrance requirements for local degree courses was above the territory average for day school students in 2010.
- Students are keen on participating in a wide range of ECA and competitions, including territory-wide academic, sports and arts competitions. Some students have taken part in international competitions in Mathematics, English public speaking and French writing, and have obtained encouraging results. Numerous awards have been won in inter-school competitions, such as English and French speech, Mathematics, music and sports competitions. Individual students have won several territory-wide and district-level prizes. Strongly encouraged by the school, students are also enthusiastic in taking part in community services, such as serving the elderly and disabled children.

¹ The first Hong Kong Diploma of Secondary Education Examination for school candidates was held in 2012.

3. Concluding Remarks

Guided by its vision and mission, the school enables students from different backgrounds to mix in harmony and develop synergy in a multi-cultural campus. On the basis of good teacher-student rapport, teachers are dedicated to supporting students in their learning as well as in the provision of activities for their development. The effort teachers put into teaching and their care for students have yielded fruits, with students' incentive to learn well sustained and their capability as learners clearly manifested. Furthermore, students' familiarisation with using IT tools to learn should pave the way for independent and life-long learning. SSE has been deeply rooted as a school routine pertaining to an ever-improving capacity. Under the guidance of the Principal and with the collaboration of the teaching staff, school development is in good progress.

Building on its strengths and to better enhance its effectiveness, the school could direct further efforts towards the following aspect:

3.1 Alignment of annual plans

- With the PIE process fully integrated into the school organisational levels as routine practice, the various departments and functional teams formulate their annual plans conscientiously to support the major concerns of the SDP. However, there have been variations, to some extent, in the scope and depth of the annual plans. For better coherence, coordination and alignment, consideration may be given to providing an annual plan at the school level for the reference of the departments and teams. While it can serve as a framework to guide the coverage and depth in implementing the SDP, room for variations and autonomy could still be allowed in accordance with the needs of the individual departments and teams.

School Response

The school response on the draft ESR report was received on 29 July 2013 and the original text was incorporated as follows.



HKMA David Li Kwok Po College

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10th of July 2013

Ms. CHAN Yin Shan Catherine
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Dear Ms. Chan,

Response to External School Review Report


In response to the External School review conducted by the EDB from April 22nd to May 2nd 2013, the College would firstly like to thank the reviewing team for their work and professionalism.

The report clearly highlights that the College, guided by a responsible leadership team, is making good progress in achieving its Mission and Vision. The report makes reference to the hard work of staff in creating a harmonious school environment where students from different backgrounds are able to successfully work together with their teachers. The report comments favourably upon the College's curriculum, teaching and learning and wider efforts to develop civic and personal outcomes that, where relevant, are above Hong Kong norms.

The report also acknowledges the College's current efforts as part of its School Development Plan such as class size reduction and the use of Information Technology as a teaching and learning tool.

The report also makes a number of constructive suggestions for further improvement such as the alignment of annual plans. The College firmly believes in self-evaluation as a means by which it can continually improve. As such, the College will implement suggestions made within the report.

Yours sincerely,


Mr. Michael Tien Puk-sun
Supervisor

