

External School Review Report

HKMA David Li Kwok Po College

School Address: 8 Hoi Wang Road, Mongkok (West), Kowloon

Review Period: 16 – 17, 21 and 25 May 2018

**Quality Assurance and School-based Support Division
Education Bureau
September 2018**

Notes on the External School Review Report

1. This report covers the current development of the school and the key External School Review (ESR) findings. Suggestions for improvement are also given for reference of the school.
2. The report is intended for the key stakeholders of the school, including members of the Incorporated Management Committee (IMC), teachers, parents and students.
3. The school should release the content of the report to the key stakeholders by making the ESR report available in the school premises for their easy access. Alternatively, the school may upload the report to its homepage for the reference of the stakeholders.
4. The IMC should lead the school to follow up the suggestions made in the report, in order to facilitate its self-improvement and enhance its continuous development.

**Education Bureau
The Government of the Hong Kong
Special Administrative Region (2018)**

Contents

	Page
1. External School Review Methodology	1
2. Current Development of the School	1
3. External School Review Findings	2
4. Suggestions for Improvement	12
5. Appendices	
I. Overall Performance in Classroom Learning and Teaching	13
II. School Response	14

1. External School Review Methodology

- 1.1 The ESR team conducted the review in May 2018 to validate the school's self-evaluation (SSE) and its impact on the school's development. Suggestions are made to facilitate the school's continuous improvement and development.
- 1.2 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 40 lessons taught by 42 teachers;
 - Observation of various school activities, such as morning assemblies, class teacher periods, morning reading sessions, Cultural Week activities, Green Auction, Mathematics Week activities; and
 - Meetings and interviews with members of the IMC, Principal, Deputy Principals (DP), Assistant Principals (AP), heads of departments and functional teams, teachers, school counsellor, parents and students.

2. Current Development of the School

2.1 Established in 2000, HKMA David Li Kwok Po College is a coeducational school operated by the Hong Kong Management Association under the Direct Subsidy Scheme (DSS). The school's vision is to operate a high performance college which provides 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.

2.2 The class organisation approved by the Education Bureau (EDB) and the number of students in the current school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	4	4	4	4	4	4	24
Number of Students	160	157	139	135	117	103	811

2.3 About 20% of the students are non-Chinese speaking (NCS) students. The majority of the students continue their studies after graduation. The Principal, who had been the DP of the school for several years, took up the post in the 2016/17 school year. The teaching force has been relatively stable in recent

years and most of them have been working in the school since the previous ESR.

- 2.4 The previous ESR report (July 2013) recommended that annual plans should be provided at the school level for the reference of the departments and teams for better coherence, coordination and alignment.
- 2.5 The major concerns (MC) of the current school development cycle (SDC) (2015/16 – 2017/18) are: (1) Nurture students' positive character and prepare them to become global citizens; and (2) Nurture students to be active learners and maximise their potentials.

3. External School Review Findings

- 3.1 The school continues to provide high quality all-round education according to its mission with good support of its stakeholders. Concerted efforts have been made to enhance student learning and nurture positive values among them.**

3.1.1 A positive learning environment is sustained. Students are well behaved and consistently show good academic and non-academic performance. The IMC, which comprises members of different professional backgrounds, helps guide the school in the direction congruent to that of the sponsoring body. Flexibility in deploying resources and manpower management under the DSS is capitalised to support the development of the school and students. Links with local and overseas organisations help promote professional exchanges of teachers and widen the exposure of students. While the senior management steers the school development with clear focuses on student-centered pedagogy as well as students' positive characters, middle managers are capable of leading their subordinates to carry out the duties under their charge.

3.1.2 The parent-school relationship is good and parents are able to know about the school's latest developments through various channels including the use of an application programme for mobile devices to facilitate immediate information and opinion exchanges among parents as well as between parents and the school. Some parents render strong support for life planning education by offering students internship or job shadowing opportunities. Close affiliation between the school and the alumni has been formed despite the short history of the school. Some alumni provide good support for the school through sharing their knowledge and experience with students on career and further studies.

3.1.3 The school places great emphasis on values education and fostering

students' personal and social development. It also continuously promotes educational initiatives which positively facilitate a paradigm shift in learning and teaching among teachers. As observed in lessons, teachers use information technology (IT) effectively to facilitate student learning and are moving towards student-centred pedagogy. With more experience accumulated, it is expected that the learning and teaching effectiveness will be maximised.

3.2 The school is effectively managed, which impacts positively on its continuous development.

3.2.1 Good efforts are put in the follow-up of the recommendations of the previous ESR. For example, annual school plans (ASP) are duly prepared for the reference of the departments and teams in drawing up their respective annual plans. In addition, the librarian and subject panels work more closely to arrange reading-related activities and enrich the collection of library books to foster a reading culture.

3.2.2 The school cultivates a culture of self-evaluation. School development plans (SDP) and ASP are in line with the school's mission and duly address the learning needs of students and respond to the latest developments in education. School MC are formulated based on teachers' collective reflection on the school's strengths and weaknesses as well as the effectiveness of the previous SDP. Professional development programmes and communication between the management and teachers enable teachers to have a shared understanding of the school's major initiatives. However, the SDP covers quite a number of targets and some of them, like "to further develop care and respect", are routine in nature, and thus the focus and priority of school development are not spelt out. To enhance the impact of self-evaluation on school development, the school could identify priorities and formulate MC with a sharper focus.

3.2.3 Implementation plans are practical and due monitoring of the implementation of the school's major development focuses has been carried out. The Principal, DP and AP are well-versed in the school development. They work in close partnership and hold meetings every day to discuss and make decision on school issues. Under the Principal's leadership, the DP and AP effectively coordinate and monitor the implementation of the priority tasks under their purview. They also serve as a channel for the school to communicate its expected outcomes of the MC to the heads of departments and teams and to evaluate the ongoing progress in the realisation of the MC. Teachers are generally reflective and most of them use SSE tools well and make proper use of data to guide evaluation and refinement of work. Nevertheless, some still put much emphasis on summarising the work done, lacking an overall review of work effectiveness in relation to student learning and development.

3.2.4 Different platforms have been provided to facilitate teachers' professional development. Common free periods are duly arranged for teachers to have collaborative lesson preparation as well as conduct lesson studies and peer lesson observation. External resources have been utilised to strengthen teachers' professional exchange and growth. The Teaching Staff Appraisal System is comprehensive and effective. To further strengthen teachers' capacity, the school could consider formulating continuing professional development plans to cater for the different development pace and needs of teachers.

3.3 A broad curriculum is provided for students to develop their knowledge, skills and attitudes with due consideration of their learning needs. Strong assessment literacy has also been built.

3.3.1 In alignment with the school's mission of providing an all-round education for the whole-person development of students, the school has formulated a clear curriculum framework to provide students with diversified learning experiences. A wide range of elective subjects, including French, Visual Arts and Music, is offered for the senior secondary students to address their learning needs and interests. Provision of elective subjects is timely reviewed and adjusted to maintain a high satisfaction rate among students. However, at the junior secondary levels, some essential learning elements in the Technology Education Key Learning Area (KLA) and the Personal, Social and Humanities Education KLA are not duly covered. To ensure that a solid and balanced coverage of foundation knowledge is available for all students at the junior secondary levels, a review of the junior secondary curriculum is recommended.

3.3.2 The school has put great efforts into broadening students' life experiences. Diversified and balanced co-curricular activities are effectively planned, run and coordinated. Cross-subject project learning is strategically promoted to develop students' generic skills. To prepare students to be global citizens, the school organises community services effectively to instill in students a sense of care and respect, and arranges various overseas visits and exchange programmes for students to meet their counterparts within and beyond the territory to give them an international outlook.

3.3.3 The school also places strong emphasis on developing students' leadership potential. Various kinds of leadership training are effectively planned, systematically organised and well coordinated to cultivate students' leadership qualities. A Leadership Characteristic Report is provided to each leader by the teacher-in-charge so as to affirm their contribution. The arrangement for all students to be the masters of ceremonies for school events to develop their skills of and confidence in public speaking is also praiseworthy. As observed, students show much confidence when acting as masters of ceremonies.

3.3.4 Clear assignment and assessment policies are in place. Various assessment methods, such as observation of students' performance in class, projects and quizzes, are adopted. The samples of assignments scrutinised are designed with clear learning objectives, with adequate opportunities provided for students to read to learn and apply their knowledge and skills. Examples include reading journals and projects which are commonly found in different subjects, with the latter purposefully designed to develop students' collaboration skills and problem solving skills. Some assignments are also designed to help students develop critical thinking skills as students are required to look at controversial issues from different perspectives. Moreover, self-reflection and peer assessment are aptly incorporated in some assignments to facilitate students' reflection on their learning. In general, teachers' feedback is positive and specific in highlighting the areas students do well and need improvement. Most subjects make appropriate use of assessment data to review students' performance. Students' strengths and weaknesses are generally identified and suitable follow-up measures, including refinement of learning materials and teaching strategies, adjustment in assessment and provision of supplementary practices and tutorials, are devised to improve student learning.

3.4 Curriculum initiatives are strategically promoted to nurture students to be active learners and maximise their potentials.

3.4.1 To address the school's MC of "Nurture students to be active learners and maximise their potentials", a range of strategies such as developing students' learning habits, namely pre-lesson preparation and note-taking, and the use of e-learning resources and mobile technology, has been implemented in order to help students develop the initiative to learn. Making use of flipped lessons has become a focus and is progressively adopted by different subjects. Teachers are provided with relevant professional development programmes to acquire the required skills and techniques. Lesson observations with specific focuses on using flipped lessons and mobile technology are also conducted. Professional sharing after peer observations among teachers is common. Students have generally formed the habit of doing pre-lesson preparation and using e-platform to share ideas. They also practise goal setting and self-reflection in studying different subjects. With this good foundation for developing students' self-directed learning, further development of students' learning strategies like taking notes in an organised manner could be enhanced by setting development goals in stages with a holistic planning similar to that in the promotion of flipped lessons.

3.4.2 Keeping abreast of the latest trends of curriculum development, the school promotes Science, Technology, Engineering and Mathematics (STEM) education using a cross-subject approach in S1 to develop students' collaboration skills, critical thinking skills and creativity. The school has

proactively applied for the School-based Support Service of the EDB on promoting STEM education and a task force comprising teachers from relevant KLA is formed. Starting with curriculum planning, the respective subjects collaborate well to help students integrate and apply knowledge and skills acquired through the completion of three main STEM projects. From the project work observed, S1 students are able to make different designs of add-on devices to mobile phones to turn them into microscopes. They are also able to test the products with appropriate knowledge and skills in Mathematics. Their problem solving skills, collaboration skills, critical thinking skills and creativity have been well demonstrated throughout the whole learning process from drafting the proposals to making suggestions for improvement on their designs. All in all, the promotion of STEM education is well organised with strategic planning and good collaboration of subject departments. The holistic approach of developing students' skills to integrate and apply knowledge and skills in solving problems facilitates the sustainable development of STEM education in the school.

3.4.3 To consolidate the efforts made by the two language departments in enhancing students' language competencies, in the recent SDP, appropriate measures are taken to further develop students' reading and writing skills. For instance, in response to the recommendations of the last ESR, the collaboration between the librarian and subject panels is enhanced. Various learning activities, such as book sharing, book fairs, talks by writers and reading-related competitions, are aptly arranged by related subjects or teams in collaboration with the library. The reading resources, including fictions and non-fictions, in the library have been enriched considerably. E-books are also procured for encouraging students to read anytime and anywhere. In addition, all subjects make good efforts to encourage students to read extensively. Subject-specific recommended booklists are provided. Students are guided to read newspaper and subject-specific articles regularly during the morning reading periods. The subject-specific articles are provided by all subjects and questions are set alongside for students to apply their reading skills and do reflection by relating what they have read to their daily life experience. As observed in the reading periods, most students read attentively with class teachers. Reading-to-learn tasks are infused in classroom learning activities as well as assignments, such as newspaper clipping, book reports and projects in different subjects, with sufficient opportunities for students to write upon reflection. Display of students' good writing on campus and publication of their work also encourage them to appreciate peers' work and boost their confidence in writing. With all these measures, students' reading interest is enhanced and a reading culture is cultivated. The school could build on these concerted efforts and further promote e-reading as well as utilise IT tools to help students develop a broader range of literacy skills, such as processing and creating multimodal texts critically, which is conducive to cultivating students

into self-directed and lifelong learners.

3.5 Values education is duly promoted with harmony and mutual respect successfully fostered.

3.5.1 With the core value of the school motto “In Search of Excellence” steering the student support work, the school attaches great importance to providing students with an all-round education. Good efforts are put into tapping external resources, such as services from non-governmental organisations, for the development of student support services. Plenty of SSE data from surveys, focus group interviews and teacher observation are appropriately employed to identify students’ developmental needs.

3.5.2 Informed by the evaluation outcome of the previous SDC, the school recognises the need to enhance the development of students’ positive attitudes and moral values. Thus, “nurture students’ positive character and prepare them to become global citizens” becomes one of the MC in the current SDC. Much effort is put into providing students with opportunities and encouraging them to participate in school activities to broaden their life experience. To further strengthen students’ values cultivation this year, bi-monthly themes of “Politeness”, “Self-discipline”, “Civic virtues” and “Appreciation” are strategically implemented through a comprehensive programme run by various student support teams. Moral, civic and character education is thoroughly inculcated in some subjects. Great efforts are also made to impart to students a set of core and sustainable values conducive to their whole-person development by progressively organising programmes and activities such as Friday Morning Assemblies, Friday Afternoon Class Teacher Periods, Panda Radio and Campus TV. Life events are carefully selected to foster students’ positive values and attitudes in different domains, such as civic education, national education and sex education. Students have the opportunities to share their feelings and views in the Friday Morning Assemblies. On the whole, the awareness of moral values among students has been raised and the positive values like care, respect and politeness are shown in their behaviour. At present, some targets and strategies for student support which are routine in nature are incorporated in the ASP. To facilitate a shared understanding and alignment of teachers’ efforts to maximise the impact on students’ personal growth, more attention could be paid to spelling out the development priorities and relevant implementation strategies in the ASP for teachers’ reference.

3.5.3 Much emphasis is laid on nurturing students’ positive values and attitudes through serving the community. Volunteerism is duly promoted to enhance students’ commitment to the community. In this SDC, whole-school participation in community services is launched and every student is required to take part in voluntary services for at least 10 hours each year. Ample opportunities are offered for students to serve the underprivileged groups in and outside Hong Kong. Through the services, students develop their care for

the community and awareness of global issues. Students are eager to do community services beyond the 10-hour requirement as seen in the increasing application for joining the Sky Teen Community Service Club. Club members also participate in additional community services, such as “Rescue surplus food to the needy” and “Distribute foods for homeless people” in which they have to organise charity activities and take the initiative to launch fundraising events in school for the needy. Feedback from students is positive and their understanding of the needs of the underprivileged and care for the community are enhanced.

3.5.4 Another focus in this SDC is to promote cultural harmony in school. The school has set up a good support network for NCS students. For instance, a “prayer corner” is arranged to cater for the religious needs of some students. Based on the findings of APASO in the 2015/16 school year, a youth development programme was introduced in the 2016/17 school year to develop NCS students’ self-identity and life skills. Upon completion of the programme, students understand more about their values and strengths. The school has put much effort into promoting mutual respect in the campus. For example, the annual “Cultural Week” contributes to the cultivation of a harmonious atmosphere of mutual respect as students organise activities and performances highlighting the characteristics of their nationalities.

3.6 Student’s developmental needs are duly identified and well addressed.

3.6.1 To cater for learner diversity, split classes with ability grouping are provided for Chinese, English and Mathematics. Curriculum tailoring with the use of differentiated learning materials is also in place. A clear whole-school language policy is established with a view to developing students to be bi-literate and trilingual. To cater for the needs and abilities of the students, they can choose either Chinese or English to learn individual core subject in the senior forms. Chinese as a Second Language (CSL) is offered to NCS students. Good attempts have been made to review the effectiveness of students’ learning of CSL using Putonghua. Taking students’ needs and abilities into consideration, the medium of instruction (MOI) for CSL is suitably and progressively changed from Putonghua to Cantonese at all year levels. Bridging programmes are arranged to help new S1 students to adapt to the learning of different subjects in English and Putonghua. Moreover, after-school enrichment and remedial programmes for Chinese, English and Mathematics are provided to support student learning. To further maximise students’ potentials, more pull-out programmes on specific themes could be conducted to provide systematic training for students with talents or outstanding performance in specific domains.

3.6.2 Although the number of students with special educational needs (SEN) is small, the school has aptly arranged teachers to attend relevant courses in recent years to enhance the professional capacity in catering for students’

needs. A range of strategies, such as counselling services, pull-out groups for enhancing students' social skills and after-school classes for strengthening students' reading and writing abilities, has been suitably adopted to cater for students' needs. The efforts made to implement the support measures are praiseworthy .

3.6.3 Two class teachers are assigned at all year levels so that students are given better care and the communication between teachers and students can be enhanced. It is also commendable that a guidance booklet is designed for students to set their goals, such as enhancing their academic and non-academic performance, improving their interpersonal skills and adopting a healthier lifestyle, at the commencement of the school year. Students do self-reflection by writing a monthly journal, which is regularly shared with class teachers who provide them with appropriate feedback and guidance. To enhance the interface between primary and secondary education in particular, a comprehensive range of support measures is adopted. S1 Training Camp and S1 Orientation Day are held to familiarise students with the school campus and build connection with their teachers and peers. In addition, the Peer Counselling Scheme has long been established and it serves the dual purpose of meeting the adaptation needs of S1 students and cultivating the caring attributes and the sense of responsibility of senior form students.

3.6.4 The school promotes life planning education by enabling all students to understand their own career or academic aspirations and develop positive attitudes towards work and learning. Learning activities are run at the junior secondary levels by class teachers for students to identify their interests, abilities and choice of the pathways. S3 students are given appropriate support by their senior counterparts who serve as peer counsellors in subject selection. A variety of talks, visits and workshops as well as individual counselling by teachers are provided for senior secondary students. The school aptly taps the expertise of parents, alumni and employers in the business and industrial sectors to expand the scope of career guidance service and enrich the work experience of students. Examples include job shadowing, mentorship programme and career guidance which equip students with up-to-date knowledge about different fields and develop their positive attitudes towards work.

3.7 Students are highly attentive and actively engaged in the learning process. More strategies could be employed to cater for learner diversity to support and extend student learning appropriately.

3.7.1 Students are highly attentive in class and show a positive attitude towards learning. They readily respond to teachers' questions and participate in learning activities. Good student and teacher rapport is apparent in class. Both students and teachers display a good command of English or Putonghua for learning and teaching the subjects in accordance with the school's MOI

policy. When there are opportunities, students demonstrate their good presentation and communication skills through answering teachers' questions with some elaboration and during presentations and group discussions. Note-taking and highlighting of key learning points during lessons are evident, with more teachers' guidance rendered to the junior form students. In some lessons, pre-lesson tasks are appropriately integrated with the classroom activities for more in-depth learning.

3.7.2 On the whole, classes are characterised by clear learning objectives, systematic teacher presentation and well-established classroom routines. Teaching resources, such as realia, video clips and reading materials, are aptly deployed to stimulate students' interest and facilitate their understanding. In this SDC, emphasis has been put on expanding the use of e-learning resources and mobile technology to enhance learning and teaching. In lessons where e-learning is adopted, most teachers make suitable use of IT to enhance classroom interaction, help present abstract ideas in a more concrete manner and assess students' learning progress. Individual teachers use tablet computers to record students' classwork and conduct quizzes via e-platforms to facilitate discussion and provide instant feedback in class. Some teachers also provide online learning materials on the e-platform as pre-lesson or after-class extension tasks. As observed, students are familiar with using IT tools to learn and they take an active role in the learning process.

3.7.3 To echo the school's MC of nurturing students to be active learners and maximise their potentials, most teachers are aware of the need to enhance students' involvement in the learning process through engaging them in interactive learning activities, such as pair or group work. In lessons where the effectiveness of learning and teaching is high, teachers play the role of facilitators. Learning tasks are appropriately devised to allow students to work independently, share ideas and work collaboratively to construct knowledge. Such tasks provide adequate opportunities for students to develop self-learning skills and generic skills, such as creativity, collaboration skills and critical thinking skills. Teachers utilise a range of questions to help students construct knowledge step by step and elaborate their views and think deeper. Teachers also provide timely and specific feedback to help students improve. Motivated by such a stimulating and supportive learning atmosphere, some students raise questions for clarification and some are able to exercise critical thinking skills and creativity to accomplish the learning tasks. However, in a small number of lessons, a teacher-directed approach is adopted with limited classroom interaction. More chances should be provided for students to demonstrate their learning by allowing them to explain and share ideas with peers. On the whole, pair or group work is effective in promoting students' participation and peer learning; but in individual lessons, the effectiveness could be further enhanced with more appropriate task design and better-defined roles among group members.

3.7.4 Learner diversity is discernible in class despite the split-class arrangements for core subjects in the junior forms. To cater for learner diversity, teachers mainly check students' understanding through questioning, monitor their progress and provide individual support during the activities. In a small number of lessons where there are mixed-ability grouping arrangements, collaboration among students is facilitated with the more able students helping the less able ones. However, in general, a wider range of strategies needs to be adopted to cater for learner diversity in class. Teachers should be more aware of the learning progress of both the more able students and relatively quiet ones by providing necessary challenges or scaffolds to extend or support their learning.

3.8 Students demonstrate good attitudes and behaviour. They participate earnestly in a wide range of activities and competitions and achieve excellent academic performance.

3.8.1 Students are polite, friendly and cooperative. They enjoy their school life and are highly attentive in learning. There is a great rapport between teachers and students. Students are eager to serve others inside and outside the school. They demonstrate a sense of belonging to the school. Local students get along well with NCS students and they respect each other. Student leaders are committed to discharging their duties, showing much confidence and a strong sense of responsibility.

3.8.2 Students participate actively in a variety of co-curricular activities and territory-wide competitions, including academic, music and sports. Numerous awards have been obtained in a range of inter-school competitions and some international competitions. Students have particularly outstanding achievements in sports, English and French speech, Mathematics and Science. Students are eager to serve the community, such as distributing meals to the homeless and visiting the elderly.

3.8.3 A number of NCS students in the school did not sit for Chinese Language in the Hong Kong Diploma of Secondary Education (HKDSE) Examination but obtained second language qualifications satisfying university entrance requirements. Taking this into account, the percentage of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses in the HKDSE Examination were above the territory averages of day school students in the past three years. Taking into account the S1 intake, the school attained excellent results in the HKDSE Examination in the past three years.

4. Suggestions for Improvement

- 4.1 To enhance the learning and teaching effectiveness, a wider range of strategies could be adopted to cater for learner diversity in class. Teachers could assess students' learning progress more closely so that students' needs are addressed and the more able ones are sufficiently challenged. Building on the existing achievements, student-centred pedagogical practices could be adopted more widely to enhance classroom interaction. To facilitate students' collaboration, more attention could be paid to the design of tasks and students' roles in pair and group work.

School Response

The school response on the draft ESR report was received on 18 September 2018. The original text of the school response is incorporated as follows.



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10 September 2018

Mr Ip Wing-tong
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Dear Mr Ip,

School Response to External School Review Report

First of all, we would like to thank your team for its work, which has been done very efficiently and professionally.

Regarding the Review Report, we are indeed thankful for the compliment about the College providing high-quality, all-rounded education to its students. Other favorable comments made on the College's school management, curriculum assessment, value education, student development and implementation of school major concerns, are also much appreciated. The College will continue to explore strategies to maximize students' potential and nurture the students to be active learners. It will also continue investing a conscious effort to reap the benefits of student-centered learning.

The College values and will follow up on the constructive recommendations made via the Review Report. Through regular feedback from the Education Bureau and continual self-evaluation exercises, we are confident that the College will continue to make strides in addressing the academic, non-academic and developmental needs of its students.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Michael Tien Puk-sun'.

Mr Michael Tien Puk-sun
School Supervisor

