



External School Review Report

HKMA David Li Kwok Po College

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

Review Period : 15 – 16, 18, 22 and 24 May 2023

**Quality Assurance Division
Education Bureau**

October 2023

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 the school's reference and follow-up.
2. The report is intended for the key stakeholders of the school, including members of the Incorporated Management Committee (IMC), teachers, specialist staff, 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. To further enhance transparency, the school is encouraged to upload the report to its homepage for access by the public.
4. The IMC should lead the school to follow up on the suggestions made in the report, in order to facilitate its self-improvement and enhance its continuous development.

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	11
5. Appendices	
I. Overall Performance in Classroom Learning and Teaching	12
II. School Response	

1. External School Review Methodology

- 1.1 The ESR team conducted the review in May 2023 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.
- 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 ESR;
 - Observation of 41 lessons taught by 42 teachers;
 - Observation of various school activities, such as flag raising ceremony, morning assembly, morning reading sessions, class teacher periods, Cultural Week activities; and
 - Meetings and interviews with the key stakeholders of the school, including the school management¹, heads of subject panels and committees, teachers, school librarian, school social worker, parents and students.

2. Current Development of the School

- 2.1 HKMA David Li Kwok Po College is a coeducational school operated by the Hong Kong Management Association under the Direct Subsidy Scheme since the 2000/01 school year. 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 structure approved by the Education Bureau and the number of students² 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	163	150	141	132	122	101	809

- 2.3 Students are of multicultural backgrounds, and around 20% of them are non-Chinese speaking (NCS). The majority of them continue their studies after graduation. Since the last ESR in 2018, there have been changes in the key school personnel, including the new Principal and the new Assistant Principal

¹ The school management generally refers to the IMC, school head and deputy heads.

² Based on administrative records kept in the Bureau's information system during the ESR.

who assumed duties in the current school year and the 2020/21 school year respectively. This school year, nearly 20% of the teachers are new to the school while around 40% of teachers have 10 or more years of service in the school.

- 2.4 In the previous ESR report, the main recommendation given to the school is the enhancement of learning and teaching effectiveness by adopting a wider range of strategies to cater for learner diversity in class.
- 2.5 The major concerns of the previous school development cycle (SDC) (2018/19 to 2020/21 school years) are to: (1) empower students by promoting their self-management skills and instilling in them resilience, integrity and empathy; and (2) nurture students to become self-directed learners.
- 2.6 The major concerns of the current SDC (2021/22 to 2023/24 school years) are to: (1) further enhance students' learning capacity for lifelong learning; and (2) promote the well-being of students and enable them to flourish through positive education.

3. External School Review Findings

- 3.1 **The school emphasises whole-person development and provides high-quality education with the concerted support of its stakeholders. The school is aware of the need to enhance the communication between the school management and the middle managers for more effective implementation of key development focuses.**

3.1.1 The school provides high-quality education that supports students' all-round development. A harmonious school atmosphere has been successfully created, in which students of a diverse multicultural background enjoy their school life and develop friendship with their peers. The IMC keeps itself fully abreast of the school's development and provides ample guidance and support to help the school achieve its mission of providing an all-round education for whole-person development of students. Resources of the school sponsoring body and external parties are well tapped to provide students with diversified learning experiences.

3.1.2 The school has keen support from the alumni and parents. The diverse cultural background of the school and its vision on students' whole-person development are well taken by parents. Some parents strongly support the school's life planning education through offering job shadowing opportunities, while some alumni provide support through conducting sharing sessions on career and further studies. The Parent-teacher Association assists the school in the promotion of development focuses through organising sharing sessions for parents on topics such as learning skills and mental health.

3.1.3 The Principal shows a thorough understanding of the characteristics and latest development of the school, and the changes in the school's teaching force in recent years. She works closely with the Deputy Principals and the Assistant Principal in monitoring the school's development. As the turnover of school personnel and the COVID-19 pandemic have created a negative impact on staff communication and rapport, such as making it more difficult to reach a consensus on the goals of the major development work, the school management attaches importance to enhancing the communication with the middle managers for achieving more effective monitoring and support, and smoother implementation of the school's key tasks. It has aptly made better use of different staff meetings and committee meetings to enhance the communication and collaboration among the teaching force, especially on the work related to the major concerns.

3.1.4 A variety of internal and external professional development programmes, such as school-based workshops on topics related to the major concerns, timetabled collaborative lesson planning sessions, professional support by tertiary institutions and development programmes with networked schools overseas, are well in place to enhance teachers' professional capacity and equip them for promoting the tasks related to the major concerns. Training for newly appointed teachers, including the mentorship programme, workshop on the roles of class teachers and co-teaching opportunities with experienced teachers, effectively supports them to perform their various duties.

3.2 Major concerns are well set, matching student needs in learning and personal growth. Fine-tuning of the school plan is made in a timely manner upon evidence-based evaluation.

3.2.1 In response to the recommendations given in the previous ESR on adopting student-centred pedagogical practices and facilitating student collaboration, the school has aptly included "collaborative learning" and "flipped classroom" as a major concern of the previous SDC and succeeded in incorporating related strategies in the learning and teaching of different subjects. Building on the foundation established in the previous SDC, the school has properly set the major concern on "enquiry learning" and "generic skills" for the current SDC, with the aim of further cultivating students' lifelong learning skills. The major concern on the promotion of students' well-being and positive education is well set, matching students' emotional and social needs arising from the prolonged off-campus learning due to the COVID-19 pandemic. Yet, there is diverse understanding on "enquiry learning" among teachers, reducing the effectiveness in developing students' lifelong learning skills through the synergy of different subject panels. The school is recommended to step up its effort in building a common and solid understanding of the relevant targets and strategies among teachers for enhancing effectiveness.

3.2.2 The evaluation of school work is properly conducted at both the school level and the subject and committee level. The school appropriately evaluates the effectiveness of the major concerns based on the evaluation results of individual subject panels and committees. Focus groups led by the Deputy Principals, Assistant Principal, and senior teachers identify areas for improvement and students' needs by analysing different SSE data, including the quantitative and qualitative ones, such as the Stakeholder Survey, Assessment Program for Affective and Social Outcomes, school-based surveys, and teachers' observations, thereby helping the school gain a concrete understanding of the progress and impact of the work in relation to the major concerns.

3.2.3 The annual evaluation report is comprised of concrete recommendations for improving the implementation strategies. The school makes appropriate adjustments to the annual school plan of the current school year based on the recommendations of the school report of the previous school year, such as further developing the S1 theme-based modules into the more structured "Minds+" programme in view of students' very positive responses, and the introduction of the Cheer Up Programme for S6 students in an attempt to release their stress.

3.3 Ample learning opportunities in and outside the classroom are provided for students. Echoing the school's major concern, subject panels focus on the development of students' learning skills. Proper measures are in place to cater for NCS students' learning of the Chinese language.

3.3.1 The school provides a broad curriculum and rich learning opportunities for students. A range of elective subjects is provided for the senior secondary (SS) students, with prime consideration given to their interests and preferences. Cross-curricular activities are organised to enable students to integrate their knowledge and skills acquired in different subjects. "STEAM³ for all" is arranged at the junior secondary (JS) level to progressively develop students' related skills and knowledge. Students demonstrate collaborative and problem-solving skills in designing products for the STEAM group projects. In view of students' needs and great interest, the "Minds+" programme is newly introduced to S1's regular timetable, focusing on developing students' attitudes, skills and knowledge in thinking, global citizenship, and STEAM education.

3.3.2 Subject panels well echo the school's major concern on "further enhancing students' learning capacity for lifelong learning", with due emphasis on developing students' learning skills, e-learning and learning beyond regular classes. Projects and self-learning materials on online platforms are commonly used to enhance students' inquiry skills and independent learning.

³ STEAM refers to Science, Technology, Engineering, Arts and Mathematics.

Learning skills and generic skills are also well embedded in the daily learning and teaching materials. To extend student learning beyond the classroom, students at different year levels are provided with many other learning experiences of specific themes, such as environmental protection, perseverance and organic farming. Talks, visits and field trips are often arranged for students. Friday Afternoons, a special arrangement of activities or programmes in the regular school timetable for nurturing students' personal growth and values education, have long been in place. Different kinds of co-curricular activities, such as academic clubs, interest groups, sport teams and music teams, are suitably provided for students to realise their potential.

3.3.3 To better address learner diversity, there is grouping of students at the JS level in the three core subjects so that learning is pitched at students' ability levels. The SS students can choose to study Citizenship and Social Development and Liberal Studies using Chinese or English, with bilingual learning and teaching materials appropriately designed to address their learning needs. Various remedial and enrichment classes are conducted after school and on Saturdays, with the support of teachers, teaching assistants and alumni, or through the hire of external services. Some students have made discernible improvements upon joining the remedial classes. Proper measures are in place to support NCS students' learning of the Chinese language. While the Chinese Language Curriculum Second Language Learning Framework for NCS students has been adopted, school-based materials for S1 to S5 have been specially developed to better suit students' specific learning needs. It is observed that NCS students demonstrate pleasing abilities in speaking Cantonese and recognising Chinese characters.

3.4 Appropriate direction for school curriculum development has been identified, following which training on curriculum leadership should be enhanced to support the implementation of curriculum changes. A holistic review of the JS curriculum needs to be conducted.

3.4.1 Currently, the learning time released from the optimising measures of the four core subjects at the SS level has been mainly used to offer one more elective subject to students, incorporate Module 1 and Module 2 of SS Mathematics into the regular timetable, and extend the time for the morning reading periods and class teacher periods. The arrangement generally aligns with the primary goal of optimising the four SS core subjects. To capitalise on the opportunity brought by optimisation, the school could consider introducing Applied Learning, where appropriate, to provide alternative pathways for students.

3.4.2 In the JS curriculum, some essential learning elements are not sufficiently covered, including those in Strands 2 and 3 of the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA), and the knowledge contexts of "materials and structure" and "system and control" in

the Technology Education (TE) KLA. Besides, some learning content of the SS curriculum, such as Economics and Business, Accounting and Financial Studies, is unduly included in the JS curriculum. The school has to review the JS curriculum to ensure students are provided with a solid knowledge foundation for their future studies.

3.4.3 Various types of assessment are adopted by subject panels to a differing degree to cater for students' varied needs and abilities. Tying in with the school's major concern of enhancing students' learning capacity for lifelong learning, a range of assignments are appropriately designed to develop students' creativity as well as critical thinking and problem-solving skills. Students' solid grasp of knowledge and skills to investigate questions from different perspectives is reflected in samples of subject-specific research projects, posters designed, and models of STEAM projects.

3.4.4 Review of the school curriculum has been initiated in an appropriate direction. Future changes, including adding subjects like History and Citizenship, Economics and Society at the JS level, reorganising the current five subject departments, such as the Chinese and Chinese History Department, in accordance with the eight KLAs, and revisiting the timetable setting, are appropriately proposed to enhance alignment with the curriculum guide and for better management. In view of the turnover of staff in recent years, the school should provide further support to subject panel heads and strengthen the training on curriculum leadership in order that the proposed changes could be realised to meet both the curriculum requirements and the school context. In the meantime, subject panel heads should take a more proactive role in keeping abreast of the curriculum trends in leading curriculum development at the KLA/subject level.

3.5 Flipped learning is widely adopted across subjects to sustain students' self-learning habit. While teachers cater for learner diversity through the use of various strategies, peer interaction and consolidation of learning at the end of a lesson could be enhanced.

3.5.1 Students are highly attentive during lessons, and actively engaged in learning activities, showing a positive learning attitude. They are able to connect and apply knowledge and skills to complete learning tasks, including the use of information technology skills. Students are competent at communicating in both Chinese and English, and readily share learning outcomes with the class. In some of the lessons observed, students demonstrate a good command of subject-specific language, such as explaining the cause and effect in an experiment. There is good teacher-student interaction; yet students could be further engaged in peer learning. Students are able to take notes following teachers' instructions, but not many take the initiative to create their own notes.

3.5.2 Continuing with the practices developed in the previous SDC,

teachers often use the flipped learning approach through assigning different pre-lesson tasks and following up on the tasks during lessons, which help sustain students' self-learning habit. Some lessons echo the school's major concern about "enquiry learning", and exploratory or investigative learning tasks are arranged, such as asking students to discover geometric properties of a quadrilateral drawn on a circular paper. Positive values, including empathy and law-abidingness, are delivered in some lessons. Teachers' questions are of different levels ranging from checking students' understanding and recalling their memory to higher-order questions and extended questions. Their feedback is positive, timely and specific, helping students to improve. Moreover, encouragement from teachers, which could help build up students' confidence in learning, is evident. However, some teachers wrap up the lesson without requiring students to summarise the key learning points, or make conclusions in a rush, which are not favourable for helping students consolidate their learning at the end of the lesson.

3.5.3 In response to the recommendation of the previous ESR on catering for learner diversity in class, teachers aptly adopt different measures in lessons to meet students' varied abilities and learning needs, including providing individual support, adjusting teaching pace, and designing tiered learning tasks. In some lessons, heterogeneous grouping is used to initiate peer learning. In the lessons with higher effectiveness, purposeful group activities or enquiry activities are successfully arranged to motivate students' active participation and discussion. Teachers make good use of probing and open-ended questions, and effectively stimulate students' thinking and extend their learning. Peer evaluation in writing tasks is aptly arranged to enhance students' engagement and deepen their learning.

3.6 An ethos of acceptance and respect has been successfully fostered. Promotion of national security education should be enhanced.

3.6.1 The school is committed to helping students develop positive dispositions and attitudes, particularly priority values such as empathy, respect for others and perseverance, in alignment with the school's promotion of positive education. Through organising an assortment of talks, discussions and video-viewing activities, the school instils in students an appreciation for diversity, an attitude of not giving up easily and the belief that they can succeed. A systematic and effective community service programme is in place, allowing students of all year levels to put into practice what they have learnt about positive values and attitudes. Post-activity reflections and related survey findings show that students' positive values and attitudes have been enhanced, such as showing more empathy, being thankful, or having perseverance. Besides, students' respect for each other's cultures is promoted and manifested through different activities organised by the school, including the henna tattoo workshop and Chinese tea ceremony in the Cultural Week.

3.6.2 Effort is made to strengthen students' sense of national identity both in and outside of the classroom. Besides largely following the National Education – Event Planning Calendar in organising the flag-raising ceremony, the school makes good use of the weekly assemblies and board displays to promote national education. Examples include presentations on our country's environmental conservation work at the school assembly and board displays of Chinese historical figures, through which students gain a better understanding of our country's culture, history and development. As observed, students behave in a solemn and respectful manner in the flag-raising ceremony, but many have yet to develop a habit of singing the national anthem. Elements of national education are naturally incorporated into different subject curricula. Nevertheless, due to insufficient coverage of essential learning elements in the JS PSHE KLA curriculum, the implementation of Constitution and Basic Law education is adversely affected. Regarding the promotion of national security education, some subject panels have integrated related learning elements into the curricula, or organised relevant life-wide learning activities, including visits to Tai Kwun and sharing on national security. These measures suitably extend and enrich students' learning experiences on national security education. Currently, the teaching focus lies more on fostering students' awareness of national security in the cognitive aspect. The promotion of students' sense of responsibility for safeguarding national security in the aspects of affection and action needs to be strengthened through the use of a wider range of learning and teaching strategies and learning tasks.

3.7 Students' physical, mental and social well-being is effectively promoted. Students are well involved in various peer support programme to nurture mutual care and support among them.

3.7.1 The school's key tasks on developing students' healthy lifestyle in terms of physical, mental and social well-being are effectively implemented. To strengthen students' physical well-being, various activities, such as Sports for All Fun Day and Just Dance Thursday, are organised. Students have developed the habit of enjoying different sports with their schoolmates at lunch breaks. The school has made commendable efforts to better understand students' mental health and emotional needs. Mental health questionnaire surveys are duly conducted in each school term, and the monthly Growth and Personal Story journal is used by students to express their thoughts and feelings to their class teachers. Based on the information collected from the above channels, timely and appropriate measures are taken to meet students' needs. Examples include arranging an array of talks and workshops to equip students with useful knowledge in managing their emotions and organising leisure activities to help release students' pressure. The measures have succeeded in cultivating a positive and supportive learning environment and a harmonious relationship among teachers and students, thereby safeguarding students' mental well-being.

3.7.2 The school takes good care of students' social well-being through a series of supportive measures. For example, a wide range of class-based and inter-class games and activities is organised to enhance students' peer relationship; adventure programmes are arranged for JS students to build team spirit; and Rainbow Leadership Programme is provided for S1 students to strengthen their interpersonal skills. As shown in students' reflection, they appreciate the chance to work with their classmates and their collaboration, communication and interpersonal skills have been enhanced through different games and activities.

3.7.3 The school engages students in peer support and promotes the positive values of care and sympathy effectively. Through various peer support programmes, such as Peer Counsellor Programme, Secret Angel Scheme and Sunshine Ambassador Scheme, ample opportunities are provided for students to show their care for and share their experience with each other. The programmes have succeeded in strengthening class bonding and promoting positive messages in classes.

3.8 Students are provided with ample opportunities to develop their leadership skills. Life planning activities are systematically organised.

3.8.1 Students are entrusted to take up different roles and responsibilities to further strengthen their leadership skills. Class committees, Houses and the Student Council are effective platforms in which students frequently and actively plan and initiate various class-based competitions and school-based sports and academic events. Additional leadership training workshops are suitably provided to help student leaders develop their problem-solving and communication skills. The school also provides ample opportunities, such as Talent Fiesta and sharing in morning assemblies, for students to showcase their strengths and boosting their confidence. As seen in students' reflection, they find the learning experience helpful in enhancing their confidence and leadership skills.

3.8.2 Life planning programmes are systematically implemented through Friday Afternoons and morning assemblies, in which abundant opportunities are provided for students to identify their character strengths and weaknesses, and equip themselves with the essential skills for setting meaningful goals for education and career. Having close and extensive connections with external organisations, alumni and parents, the school provides students with opportunities, such as campus tours, job shadowing and career sharing sessions, to explore their interests and abilities, helping them make informed decisions on their future pathways.

3.9 Students actively participate in a wide range of activities and competitions. The overall academic performance of students is excellent.

3.9.1 Students are affable and courteous. They are studious and

attentive in learning, and actively take part in different kinds of school activities. They are helpful and willing to serve others, both at school and in the community. Student leaders of different year groups are confident in and dedicated to performing their duties, demonstrating good leadership skills in organising activities. Embracing and appreciating one another's differences, students have amiable friendships with their peers and a trusting relationship with their teachers. They enjoy school life and have a strong sense of belonging to the school.

3.9.2 Students are enthusiastic about joining different co-curricular activities, such as sports teams, mathematics and science club activities, and debate competitions. Students perform well and have gained several group or individual awards in different competitions, including the Hong Kong Secondary Schools Debate Competition and Yau Tsim Mong Basketball Invitation Competition.

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

4. Suggestions for Improvement

- 4.1 The school is advised to enhance curriculum leadership for smooth realisation of its proposed school curriculum development, such as restructuring the five subject departments in accordance with the eight KLAs, and for helping the curriculum leaders keep abreast of the latest curriculum trends. The JS curriculum should be reviewed to ensure the essential learning elements of the PSHE and TE KLAs are covered, so as to help students lay a solid foundation at the JS level.

School Response

The school response on the draft ESR report was received on 13 October 2023. The original text of the school response is incorporated as follows.



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October 13, 2023

Mr. CHAN Siu Chuen
Curriculum and Quality Assurance Branch
Quality Assurance Division
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Dear Mr Chan,

School Response to External School Review Report

We would like to express our sincere appreciation for the thorough evaluation and feedback provided in the External School Review 2023. Your recognition of our commitment to quality education, lifelong learning, and whole person development is truly valued. We are pleased that our efforts in cultivating an international outlook and fostering social harmony in the community have been acknowledged. The College remains dedicated to preparing our students to become global citizens who are not only academically competent but also socially responsible. We firmly believe that a well-rounded education, emphasizing both academic excellence and character development, is vital for the holistic growth of our students.

The College values the constructive recommendations made via the Review Report and will have the following plans to sustain the College's success.

The College acknowledges the need for a solid understanding of "enquiry learning" among our teachers to enhance its effectiveness in developing students' lifelong learning skills. In response, the College promptly arranged staff meetings to facilitate alignment among teachers regarding "enquiry learning." Clear guidelines outlining the College's expectations for were provided to teachers at the beginning of the 2023/24 school year. This ensures a shared and consistent implementation of "enquiry learning" strategies among our dedicated teaching staff.

To ensure a comprehensive curriculum coverage in the Personal, Social and Humanities Education (PSHE) and Technology Education (TE) Key Learning Areas (KLAs) within our junior secondary curriculum, the College has initiated revisions to these two KLAs since the 2022/23 academic year. Specifically, we have introduced Citizenship, Economics and Society in S1 and S2 to replace Integrated Humanities in 2023/24. The new subject will be extended to S3 in 2024/25 to replace Economics.



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BAFS, our school-based curriculum will be revamped to cover more elements of entrepreneurship, foster innovation and cultivate students' financial literacy. In addition, we are progressively incorporating History and Geography into the S1-S3 curriculum to provide a holistic education in the PSHE KLA. Furthermore, we are revamping the STEAM curriculum to include the key elements in Technology Education, with a focus on materials and structures and systems and control.

The College will continuously enhance curriculum leadership to ensure smooth implementation of new curriculum changes. Measures include restructuring our existing subject departments according to the Education Bureau's eight KLAs; appointing curriculum leaders to oversee the KLA planning and implementation across relevant subjects and tailoring professional development programmes to build the capacity of our KLA leaders. In addition, the College acknowledges the importance of broadening teachers' horizons and expanding their network with other professional organizations and universities. The College will provide them with more opportunities for professional exposure, including visits to the Mainland. Such exposure will empower teachers to drive educational changes and to inspire students to make positive contributions to our country.

These follow-up actions demonstrate our unwavering commitment to providing a high-quality education to our students. Through regular feedback from the Education Bureau and continual self-evaluation exercises, the College will continue to explore strategies to maximize students' potential, nurture them to be lifelong learners and encourage them to pursue excellence in both academic and non-academic areas.

Sincerely yours,

Michael Tien Puk-sun

School Supervisor

