

External School Review Report

TWGHs Kap Yan Directors' College

School Address: Choi Yuen Estate, Sheung Shui, NT

Review Period : 14 to 16, 20 and 23 November 2023

**Quality Assurance Division
Education Bureau**

March 2024

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 Education Bureau (EDB) will upload the concluding chapter of the ESR reports to the EDB website for public access. The school should also 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.
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. Conclusion and Way Forward | 9 |
| 5. Appendices | 10 |
| I. Overall Performance in Classroom Learning and Teaching | |
| II. School Response | |

1. External School Review Methodology

- 1.1 The ESR team conducted the review in November 2023 to validate the school 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 ESR;
 - Observation of 42 lessons taught by 43 teachers;
 - Observation of various school activities, such as morning assemblies, national flag raising ceremony and life-wide learning activities; and
 - Meetings and interviews with the key stakeholders of the school including the school management¹, teachers, specialist staff, parents and students.

2. Current Development of the School

- 2.1 Sponsored by Tung Wah Group of Hospitals (TWGHs), TWGHs Kap Yan Directors' College was founded in 1982. The school aims to achieve an all-round development in the young generation through the provision of a congenial learning environment. The school's vision is to prepare all students to become proactive lifelong learners and responsible citizens to meet the challenges of the future.
- 2.2 The class structure approved by the EDB and the number of students² in the current school year are as follows:

| Level | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|--------------------|-----|-----|-----|-----|-----|-----|-------|
| Number of Classes | 5 | 5 | 5 | 5 | 5 | 5 | 30 |
| Number of Students | 169 | 165 | 159 | 162 | 152 | 146 | 953 |

- 2.3 The Principal took up the post in the 2020/21 school year. One of the vice-principals has served the school for two years. The other two vice-principals, who have taken up the post for two to three years, have served the school for about 20 years. Around 60% of the teachers have worked in the school for over 10 years.
- 2.4 The previous ESR report (2011) made the following recommendations: (1) Sustaining school development through distributed leadership; and (2)

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

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

Equipping teachers with strategies to cater for learner diversity and creating an English learning atmosphere.

- 2.5 The major concerns of the previous school development cycle (2020/21 to 2022/23 school years) are: (1) To help students build positive emotions, enhance personal resilience, and nurture them with positive values and life competencies; and (2) To equip students as proactive, independent and purposeful learners through school curriculum, life-wide learning activities and community services with Green Education as the main theme.
- 2.6 The major concerns of the current school development cycle (2023/24 to 2025/26 school years) are: (1) To empower students to be a proactive learner with 21st century learning competencies; and (2) To promote well-being and positive values to cope with future challenges.

3. External School Review Findings

3.1 The school management sets appropriate development directions to nurture students' whole-person development for continuous development of the school; holistic review of the school's overall performance is needed.

3.1.1 With a vision to foster students' whole-person development, the school management is devoted to providing ample opportunities for students to enrich their learning experiences in and outside the classroom, launching different initiatives in recent years. Appropriate development focuses or major concerns on equipping students with the core competencies, like collaboration and communication skills, to meet the challenges in the 21st century and strengthening their mental health are set, with due consideration of the educational trends and the school's development direction. Since face-to-face classes were suspended during the pandemic, a significant number of cross-boundary students (CBS) could not experience a normal school life, affecting the implementation of various strategies in the previous cycle. During that period of time, students, especially CBS, lacked opportunities to communicate and collaborate with peers in authentic context. The school also found it necessary to address students' emotional and social needs. As a result, the school decides to continue to develop students as "proactive learners" and to foster the development of "positive education". Both quantitative and qualitative data are used to evaluate work effectiveness. Commendable effort is made by the school to widely collect evaluation data, from not only the Assessment Program for Affective and Social Outcomes and Stakeholder Survey but also the school-based survey which covers more specific items set by subjects and functional teams according to their needs. Annual analysis of the data is well in place to evaluate the work in the previous school year.

3.1.2 Self-evaluation mechanism is generally adopted at the subject level with evaluation of students' academic performance and the work of each subject panel to inform planning at the next developmental stage. Annual review of work effectiveness is also in place at the committee level. However, review of work is confined to subject and committee levels. At the school level, a holistic review of the school's overall performance in different aspects is needed at the end of each cycle to comprehensively understand the school's performance in achieving its development goals as a whole. There is variation in the interpretation of some development goals of major concerns among teachers, for example, over the expected learning outcomes of core competencies. More deliberation to reach consensual understanding among all is necessary. This would help develop teachers' ownership of the decisions and bring more concerted efforts in implementation to achieve better results.

3.1.3 The management obtains strong support from different stakeholders in launching its initiatives. The IMC members, including experienced education practitioners, provide professional advice to the school on different areas, such as school development and curriculum. The school sponsoring body helps the school establish networks for professional sharing across schools and for widening students' horizons in study tours. The school has also gained strong support from the parents, who actively participate in and help organise school events. It makes good use of various channels to collect stakeholders' views and disseminate key school messages. Examples include e-platform and "Tea Gathering with the Principal". The extensive alumni network supports students in various aspects. The alumni offer job shadowing opportunities, deliver careers talks, teach remedial and enhancement classes, and coach students in extra-curricular activities. They also contribute funds to upgrade facilities and provide scholarships to recognise students' achievements in different aspects. Besides, the school actively harnesses external resources to enhance its development, forging partnerships with external organisations, tertiary institutions and the business sector, and applying for different funds to provide pastoral support for students. The resources help provide more diversified learning experiences for students.

3.2 Succession planning for leadership is enhanced; teachers' professional development needs are properly addressed.

3.2.1 In view of the current composition of the management team, the leadership of the three vice-principals is progressively groomed in their fields of expertise. The school management strategically has formulated its succession plan by assigning deputies for functional teams and subject panels in recent school years to support the school's continuous development. The middle managers are also provided with suitable professional training on enhancing their leadership capacity, for example, through a workshop on

leadership skills organised by the school.

3.2.2 The school has placed due emphasis on the professional development of teachers. A range of professional development activities, including school-based and joint-school ones, are held to address the needs of teachers. Subject departments have developed an ambience of professional exchange. In some subjects, collaborative lesson planning and peer observation are scheduled and conducted with clear pedagogical foci such as e-learning. In the appraisal system, teachers are given the opportunity to reflect on their performance and professional development needs, facilitating their professional growth. A mentorship programme for new teachers is well in place, helping them settle in and develop professionally.

3.3 The school has provided a broad curriculum with STEAM education properly implemented; ample life-wide learning (LWL) opportunities are given to address students' interests and extend their learning.

3.3.1 At the junior secondary (JS) level, the school has made sustained effort in providing a broad curriculum but there is a need to further enrich the core learning elements of the Technology Education Key Learning Area. The curriculum arrangement of JS Chinese History and Citizenship and Social Development is implemented in an orderly manner. Constitution and Basic Law education is properly included in the school curriculum. A good range of elective subjects is offered at the senior secondary (SS) level. Tourism and Hospitality Studies has been offered in recent years with a view to widening the choices of subjects for students. Under the optimisation of the four SS core subjects, appropriate measures have been taken. A school-based curriculum on entrepreneurship (ENT) is implemented to enrich students' learning experiences. ENT is designed to provide students with other learning experiences to develop their generic skills, like problem solving skills and creativity, and inculcate positive values in serving and caring for others. Visits are arranged to enrich students' exposure in social enterprises. Authentic learning opportunities are given to students in developing and marketing solutions to enrich cultural experience. Examples include visits to local heritage, operation of a café in school and development of STEAM products for the betterment of human life. Arts Education is compulsory at S4, fostering students' aesthetic development.

3.3.2 STEAM education is implemented collaboratively by relevant subject panels. At the JS level, all students are given ample opportunities to engage in the design and make activities. As seen in the assignments, students are well-versed in the application of the design cycle. Aligning with the major concern of cultivating students' world of work skills, growth mindset is developed throughout students' learning process with the adoption of assessment rubrics. Exposure to scientific concepts, hands-on activities in coding and operation of enterprise under specific themes, such as healthy life,

further enriches students' learning. A booklet on "Reading across the Curriculum" is designed to encourage students to access relevant reading for the school-based "STEM education" subject. Heading towards STEAM education, arts elements are incorporated in some of the projects, for instance, model making in an interior design project. To further address students' interests and the needs of the talented, a variety of school teams in STEAM are provided according to students' choices, covering biotechnology and robotics.

3.3.3 Samples of student assignments scrutinised are well designed with a good variety, for example, model making, poem and journal writing, and drawing of mind maps, many of which are conducive to students' development of generic skills such as creativity, problem-solving skills and information technology skills, aligning with the school major concern. The questions in the assignments provide contextualised scenarios that connect with students' daily-life experiences, which can arouse students' interest in learning. Assessment data in school assessments and public examinations are aptly analysed to review student performance. A school-based electronic system is developed to trace students' performance across years. Learning difficulties are generally identified. While follow-up measures such as providing additional practice and arranging remedial lessons are mainly adopted, some subject panels make good use of the assessment data to inform learning and teaching strategies and curriculum planning.

3.3.4 LWL opportunities are provided to students to extend their learning in real life context and to develop confidence in applying their knowledge and skills. For instance, there is a variety of English activities in the school, including English Tuesdays, English weeks and public speaking activities named "Ted Talk", to enrich the English learning environment for students. Sports activities and serving opportunities are also provided to students with different calibers. Some activities are thoughtfully designed for the talented to further excel in their areas of interests; for example, activities relating to STEAM education are organised for those who excel in the field and some service groups are formed to provide students with opportunities to exercise leadership. Form-based LWL learning activities are suitably arranged according to students' developmental needs. Some examples are life skill camps and outdoor cooking activities for JS students.

3.4 Considerable progress has been made in incorporating student-centred learning activities to increase student engagement; more varied strategies to cater for learner diversity should be explored to help students learn better and stretch their potential.

3.4.1 The learning content aligns with the lesson objectives and is delivered clearly. Students are attentive and engaged in class, showing high motivation in learning which is evident in their keen discussion with peers during group activities. In general, students have a good grasp of the lesson content and

aply apply relevant knowledge and skills to complete tasks. They express their ideas in Chinese and English fluently and confidently during group presentation.

3.4.2 In response to the last ESR, considerable progress has been made in increasing students' participation through the incorporation of student-centred learning activities, including group discussion, presentation and practical tasks. The incorporation of activities with group learning elements can foster communication and collaboration skills in students. In some lessons, students demonstrate higher order thinking skills, such as critical thinking skills, when they provide peer feedback or raise questions in class. Some teachers suitably employ e-learning tools to facilitate the understanding of knowledge and interaction between teacher and students, for example, visualising abstract concepts and offering instant feedback on students' work through e-learning applications. To promote self-directed learning, some teachers design relevant pre-lesson tasks and instruct students to complete the tasks on e-learning platforms. Such good practices should be further promoted to enhance students' self-directed learning skills.

3.4.3 Heterogeneous grouping and rendering of individual support are the key strategies observed to cater for learner diversity in class. Teachers are helpful and friendly. They maintain good rapport with students. However, the needs of some less able students are yet to be further supported through more diversified strategies, including tiered lesson materials or scaffolding. In some lessons, the subject content taught is not challenging enough for students and some students remain idle after completing the assigned tasks. A wider range of strategies to cater for learner diversity should be explored to address students' varied needs. Questioning is frequent and mainly used for checking understanding. Some teachers make effective use of prompting and probing to elicit elaborative responses or stimulate students' thinking. In general, teachers provide timely feedback to rectify students' mistakes or clarify their misunderstanding.

3.4.4 In the highly effective lessons, students provide specific feedback to their peers on the e-learning platform during discussion, contributing to a vibrant learning atmosphere. Students are adept in using e-learning tools to exchange their fruitful ideas or carry out peer evaluation. Learning activities are designed in a way that positive values and attitudes are infused; for instance, scenarios connecting to students' daily-life experiences are provided and students are prompted to reflect on the underlying values through guiding questions.

3.5 A caring and supportive school culture fostering students' whole-person development is created; students demonstrate positive values and are committed in the various learning experiences and services.

3.5.1 The school aptly promotes priority values and attitudes according to

students' needs. With the major concern to develop students' positive emotions, the school is dedicated to establishing a caring and inclusive culture. At the early stage of resumption of face-to-face classes, in order to develop mutual respect and a harmonious relationship among students, "care for others" and "empathy" were adopted as the priority values, providing students with more chances to get along with peers and support each other. In the current school year, to encourage students to face challenges positively, "diligence" and "perseverance" are selected as the focuses. As reflected in a photo competition, students capture pictures representing the "diligence" moment with detailed elaboration, helping them realise how to put "diligence" into practice. Their works are displayed on campus to further promote "diligence" within the school. The school provides various opportunities for students to serve others through different schemes and roles. Community services, like visiting the elderly and promoting small shops in the district, are arranged to let students know more about society and the needy. In sum, apart from promoting moral education from intellectual and emotional perspectives, the school suitably encourages students to put it in action in their daily life.

3.5.2 Diversified support measures are adopted to cater for the needs of different students. The school amply supported the CBS during the pandemic. Apart from online strategies, including video conferencing on guidance programmes, lessons conducted in hybrid mode and virtual tour on school picnic day, the school facilitated peer support among CBS. Dedicated schemes are provided for new students to adapt to the school environment, for instance, support on studying in English, school tours, and workshops on social and self-management skills. Peer counsellors prepare gifts to cheer up S6 students in facing the public examination and organise social activities for new students. These measures have helped established a caring and supportive atmosphere in school.

3.5.3 With the implementation of national security education, relevant elements have been incorporated into different subject curricula for classroom learning. National education is extensively promoted through different activities. According to students' reflection in study tours and service learning on the Mainland, they grasp a better understanding of the culture in different provinces and the recent development of the country by participating in the study tours. Through visits and online exchanges, students have developed a good relationship with their peers in the sister schools and gained valuable insights of each other's culture and lifestyles. During the national flag raising ceremony observed, students followed the required etiquette and gave respectful attention in general. However, more guidance should be given to students to cultivate their habit and confidence in singing the national anthem. The topics of "the speech under the national flag" cover different areas, including national historical events, national security issues and Chinese culture. The content enriches students' understanding of national

development and achievements, developing their critical thinking skills. To further promote Chinese culture, traditional Chinese virtues are incorporated into different activities and displays. For example, filial piety is introduced through audible stories during the morning assembly, and students' calligraphy of Chinese classic sayings on diligence is displayed on campus.

3.5.4 Holistic life planning education is provided to students, fostering them to plan their study and career pathways. JS students identify their strengths and weaknesses in activities in form teacher periods, and S3 students understand elective subjects and related career pathways through seminars. For SS students, apart from talks, exhibitions and sharing on post-secondary studies, students are grouped according to their preferences to participate in courses and sharing on career development. With good use of resources and connection with the business sector, up-to-date information and authentic field experiences are properly provided to students. Students have a lot of chances to unleash their potential via different posts like prefects, peer counsellors and moral ambassadors. All students participate in the Whole Person Development Award scheme of the school throughout their secondary studies. Through the scheme, students set goals in different areas, especially in non-academic domains, and pursue excellence. Students also review and reflect on their performance. Such reflection facilitates their ongoing development.

3.6 Students are caring and willing to serve; their performance in the academic field is satisfactory.

3.6.1 Students are polite and caring. They show respect to teachers. Harmonious relationships among peers and good teacher-student rapport are found on campus. Students have a strong sense of belonging to the school. They are reflective and eager to better themselves. They are willing to serve the school and the community. Student leaders are responsible and committed when discharging their duties. They demonstrate strong communication and collaboration skills.

3.6.2 In the past three years, the percentages of students meeting the general entrance requirements for the local undergraduate university programmes and sub-degree courses in the Hong Kong Diploma of Secondary Education (HKDSE) Examination were above the territory average of day school students. Taking into account the S1 intake, the school performed satisfactorily in the HKDSE Examination in the past three years.

3.6.3 Students take an active part in a wide range of extra-curricular activities and community services. They have attained outstanding achievements in various district and inter-school competitions, including sports, writing and debating competitions. Some students excel and have obtained individual awards in national or territory-wide mathematics, science and speech competitions.

4. Conclusion and Way Forward

Dedicated to foster students' whole-person development, the school provides ample opportunities to enrich their learning experiences in and outside the classroom, addressing their diverse interests and extending their learning. Sustained effort has been made to provide students with a broad curriculum, featuring collaborative implementation of STEAM education, a good range of elective subjects at the SS level and the development of students' generic skills with provision of authentic learning opportunities. Appropriate development focuses are set and external resources are suitably utilised to support the school's continuous development. Strong support from the IMC, parents and alumni has been obtained to facilitate the implementation of various strategies. With various support measures, a caring and inclusive culture with good teacher-student rapport is successfully cultivated. Students are encouraged to demonstrate positive values and attitudes in their daily life. They are willing to serve others and have developed a strong sense of belonging to the school.

Looking ahead, the school needs to make reference to the following suggestions to facilitate self-improvement and enhance continuous development.

- 4.1 To enhance the effectiveness of SSE, a holistic review of the school's overall performance at the end of each cycle is needed to facilitate a comprehensive evaluation of the schools' performance in achieving its development goals. More in-depth deliberation on the expected learning outcomes is necessary to reach consensual understanding among all teaching staff.
- 4.2 In view of students' diverse learning needs, more varied strategies to cater for learner diversity in class should be explored to help students learn better and develop their potential.