

# **External School Review Report**

## **Delia Memorial School (Broadway)**

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Broadway,  
Mei Foo, Kowloon**

**External Review Period: on 4<sup>th</sup>, from 9<sup>th</sup> to 11<sup>th</sup> & 15<sup>th</sup> January 2008**

**Quality Assurance Division  
Education Bureau**

April 2008

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**Education Bureau  
The Government of the Hong Kong  
Special Administrative Region (2008)**

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# 1. Introduction

## 1.1 External review methodology

- The External School Review (ESR) team conducted the review on 4<sup>th</sup>, 9<sup>th</sup> to 11<sup>th</sup> & 15<sup>th</sup> January 2008 to evaluate the school performance in school self-evaluation (SSE) and various domains.
- 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;
  - 47 lessons and 43 teachers were observed;
  - Observation of various school activities, including form teacher period. (Because of the imminent examination programme, there were no extra-curricular activities [ECA] taking place during the observation period of the ESR);
  - Meetings and interviews with the School Management Committee, Principal, Assistant Principal, panel chairpersons, heads of functional committees, teachers, school social worker/student guidance teacher, parents and students; and
  - Shadowing of a sample of five students for a whole-day period to observe their school life.
- The review findings presented in this report were derived from the corporate judgment of the ESR team based on the information collected through the above-mentioned methods during the review period.

## 1.2 Basic information about the school (original text provided by the school)

- With the principle of “education for diverse needs without exclusion”, Delia Memorial School (Broadway) is envisioned to become “OUR HOME” to its students and staff, in accordance with the school motto “Harmony in Diversity”. Broadwayers strive to be **O**pen-minded and strive to **U**nderstand people of different cultures and places with mutual **R**espect. Achieving a society of **H**armony is Broadwayers’ **O**bligation by developing the virtues of **M**orality and **E**quality.
- Delia Memorial School (Broadway), which was established in 1972, is a school under the Delia Group of Schools. It joined the Direct Subsidy Scheme (DSS) in 1999. The school is located in a 4-storey building of twenty two classrooms. There are special rooms including Biology, Physics, Chemistry and Science

laboratories, a Music room, Art Room, 2 computer rooms, Multi-media Learning Centre (MMLC) and Gymnasium. All rooms are equipped with air-conditioners, computers and projectors. There have been dramatic changes in student enrolment, medium of instruction (MOI), implementation of academic and non-academic curricula and professional development for teachers, since the school joined the DSS. In 2005 the school set up a through-train primary school called Delia (Man Kiu) English Primary School in Tsing Yi.

- There are currently 22 classes of 887 students. The class structure for the 2007/08 school year is as follows:

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of classes	4	4	4	4	4	1	1	22
No. of Students	180	171	162	163	134	37	40	887

- In 2007/08, in addition to the Principal, there are 51 teachers in the school including 6 expatriate teachers. The School also employs 1 Multimedia Designer, 3 IT Assistants, 2 Laboratory Technicians, and 1 Librarian.
- School Self Evaluation (SSE) was introduced into the school in 2004 to assure the implementation of new policies and strategies to cope with the dramatic changes caused by the significant increase in numbers of non-Chinese speaking (NCS) students. The SSE process consists of Planning, Implementation and Evaluation (P-I-E) on both a five year and annual basis to maintain the ongoing development of the school, adhering to the main direction compatible with the school motto, vision and mission. The evaluation of annual work can help adjust and/or add new major concerns to the new school annual plan.
- The SSE has developed from departmental subject base to different levels. The heads of departments, learning areas, forms and subject panels are responsible for drafting year plans at the beginning of the school year. The heads have to discuss and amend the drafted plans with the group members before submitting them to the Principal for approval and to form the School Year Plan for implementation. At the end of the school year, heads of various departments, learning areas, forms and subject panels have all-round reviews with their team members on their work and reach conclusions to form an annual report.
- In 2004, the school invited the Commission on International Trans-Regional Accreditation (CITA) to accredit the school. From the perspective of professional development, CITA recommended Delia Broadway to take a more proactive stance. In response to this suggestion, the school formulated the Group Appraisal System (GAS) to combine staff development work with staff appraisal and the school development policy. The GAS has been developed with theoretical consultations and backup from scholars of local universities and has been endorsed by the teachers for implementation in 2007/08.

- In view of the process and the strategies being adopted, the school is committed to be open-minded, to understand others and to respect all opinions. Delia Broadway follows the model of group and institutional learning, hoping to make the school 'HOME' and a learning organisation for all.

## 2. School Work on Self-evaluation

- The school understands and is committed to SSE as a means of systematically pursuing ongoing school improvement. There is a clear and transparent framework in place to involve stakeholders in the process. The school adopted a systematic and rigorous approach to SSE four years ago following a commissioned external review conducted by the CITA. The relatively new framework for SSE is based on the school's horizontal and vertical committee structure and is described as the group appraisal system (GAS). The vertical structure is provided by the Learning Areas Committee (LAC) whilst the horizontal element consists of the Form Committee (FC). Each of these two groups oversees and coordinates the separate committees at form and subject level so that all members of the teaching staff are involved in the process. The seven members of the School Administration Committee (SAC) act as intermediaries (IM) attached as advisers to, and appraisers of, the groups. The IM meet on a monthly basis to achieve a whole-school view of progress against the group plans and group leaders are invited to attend these meetings. The GAS, chosen by the Principal because of its underpinning developmental philosophy, has been the subject of staff development input from visiting academics. The SAC members share an informed commitment to the GAS and teachers clearly identify themselves with the school's direction and priorities, although they vary in their level of understanding of the SSE structure.
- A significant step forward for SSE occurred in June 2007 when two staff development days (SDD) were devoted to a SSE exercise which culminated in the school's self assessment report (SSA). This event effectively launched the GAS and a self-evaluation committee was formed to monitor the process over subsequent meetings, during the late summer. This led to agreement on the school's major concerns and development plans (SDP) for both the current school year and the next five years. For the purpose of reaching agreement on priorities the teachers worked in groups based on the four domains of the school development and accountability (SDA) framework, appropriately adapting the performance indicators to match the school's particular characteristics. The ongoing work uses several sources of evidence, including the Stakeholders' Survey (SHS), the Assessment Programme for Affective and Social Outcomes (APASO), the findings of the School Value-added Information System (SVAIS) and data from internal and external assessment of students' learning. However, the data could be further exploited to inform the changes in teaching strategies necessary to bring about the school's target of more interactive learning. School-based questionnaires are also used to solicit teachers' views on various aspects of the

school's work.

- Students are able to contribute their views by means of the intranet-based 'Guest Book', which provides a platform for dialogue between the Principal, some teachers and the students. It is also used by school alumni and is characterized by frank and open comment, suggestions and response. For the most part, Broadway students are happy to make suggestions and offer their feedback on a spontaneous and constructive basis. It is greatly to the school's credit that students feel that their views are welcomed and that they can speak freely within a supportive and respectful context. This being the case, the school is very well placed to systematically solicit student feedback on their experience of teaching and learning. Initially this can be undertaken by teachers on an individual and confidential basis through the use of questionnaires, the results of which may be used by teachers for their own reflection. At a later stage the feedback can be pooled, again on an anonymous basis, to provide data to inform changes in pedagogy in line with the school's aims. The Broadway students display a very strong commitment to the school and are articulate in their proud description of the school's character and qualities. They are capable of making a significant contribution to the ongoing school improvement process and members of the SAC are committed to promoting further opportunities for the 'student voice' to be heard.
- The school's procedures for reporting on progress to stakeholders are developing but not yet firmly established. Reports have been compiled over the last two school years but have been shared only with the School Management Committee (SMC) and "key stakeholders", not clearly defined. The reports are clear and honestly compiled, with reference to evidence data and reflections on progress against the targets of the major concerns. It is to be welcomed that the school will, at the end of the current school year, produce an Annual School Report (ASR), which will be fully available to all stakeholders and published on the school's website.
- The school is making significant strides towards achieving an efficient and all-round, effective SSE system, characterized by the increasingly open involvement of all parties. A fully effective planning, implementation and evaluation (P-I-E) cycle is evolving, with a clear and shared sense of purpose, although its full realization is somewhat constrained by weaknesses in the planning component. With improvements to this aspect, as outlined in the following pages, the work on SSE should better meet the development needs of the school.

## 3. School Performance

### 3.1 Management & Organisation

- The school has a clear and logical organisational structure which allows for the efficient and effective administration of its daily life, in accordance with its own stated aims and those of the Hong Kong education reform programme. The SMC effectively delegates day-to-day responsibility for the school's conduct to the Principal and his staff. The Principal chairs the SAC, the school management team comprising the Assistant-principal (AP) and five experienced colleagues with major remits, including discipline, guidance and academic aspects. This team meets weekly and takes responsibility for overall policy and procedural matters, including crisis management. There are a number of standing committees to oversee areas such as extra curricular activities (ECA) and guidance, and ad hoc groups are formed periodically for specific tasks. An example of the latter being the S1 Management Committee on preparation for the New Senior Secondary (NSS) structure and curriculum. Subject departments are grouped under eight learning areas, each having a coordinator who is a member of the LAC, the key curriculum and pedagogy group. Student support and pastoral matters are primarily the concern of class teachers, whose representatives at form level comprise the FC. Responsibility post-holders have clear and appropriate job descriptions, set out in the Teachers' Handbook on the school's intranet. This comprehensive document fully informs and supports the smooth implementation of the organisational framework.
- The SMC is supportive, seeing its role as that of liaising with the EDB, organisation of inter-school events, auditing expenditure and the provision of resources. It advises on administrative matters but devolves a great deal of autonomy to the school, strongly supporting its successful efforts to become a truly multi-cultural learning community. The same SMC serves other schools administered by the Delia sponsoring body and the Principal regularly reports to the committee on school development. SMC members include representatives of the school's sponsoring body (SSB) and the principals of other Delia secondary schools. In order to benefit from the perspectives of key stakeholders, the SSB might consider including representation of parents and teachers in the SMC. This would further enhance the otherwise inclusive nature of the school community.
- The school has a clear and concisely described mission and its motto summarizes its defining purpose, "Harmony in Diversity". A strong emphasis is placed on providing for diverse needs in knowledge, skills and attitudes, irrespective of ethnicity, religious belief or socio-economic background. In striving to become a learning organisation, it emphasizes open-mindedness and the understanding of others' points of view. It employs the acronym 'HOME' to remind all stakeholders of its belief in harmony, obligation, morality and equality.

- The school's major concerns and plans represent the affective as well as the cognitive aspects and are appropriate to the school's current and medium term needs and to its stage of development. The current five-year plan dates from the beginning of this school year and sets out, in fairly general terms, changes in pedagogy and student affairs which are to be achieved by the end of that period. While it is useful in setting a direction on which teachers and managers can focus, it is of limited use as a working plan for the reasons outlined below. The plan for this year has four major concerns, namely the formulation of policies for both assessment and homework and improving time management and appearance of students. Subject department plans align with the whole-school concerns and also include subject specific aims. They largely conform to a standard format but some vary. For example, in one or two instances a strengths, weaknesses, opportunities and threats (SWOT) analysis has been included. This could be usefully developed as a required and consistent feature of all plans.
- It is the responsibility of the relevant IM to ensure that the plans are based on observable and measurable features and that reports on progress are evidence-based. However, the success criteria and methods of evaluation of the plans are expressed in very general terms, which make accurate measurement of progress difficult. The link between evaluation and planning could be further strengthened with the formulation of more specific success criteria and a sharper focus on outcomes, particularly in terms of student learning. Hitherto, planning has not been a strength of the school and the SAC acknowledges that it is an area where needed improvements are being made. As a result, major concerns are now limited in number, more precisely described and focused.
- The school has formulated clear procedures, which are disseminated appropriately, to safeguard the interests of students and staff. The SAC acts as a contingency management team to ensure that all concerned are able to deal appropriately with unforeseen events and emergencies. There are comprehensive guidelines and procedures to ensure the school's safe and smooth daily operation. Staff and students cooperate well in daily routines and there is a sense of orderly, but lively, social cohesion in the school. The clerical staff members have clearly defined roles and work well to maintain the school's various administration systems. They are led by a highly efficient and conscientious administration executive and the team is well supported by IT personnel, hardware and software.
- The school is well led by dedicated and efficient senior managers who are supported in turn by a hard-working and loyal middle management team, most of whose members demonstrate a high level of knowledge and competence. As well as facing the changes initiated by territory-wide educational imperatives, the school has undergone a major change in its student intake, with a steadily increasing proportion of NCS students. In response to this the school has been proactive in introducing significant curriculum development in, for example, Chinese as a Second Language (CSL) and Basic Liberal Studies (BLS). The Principal is leading the school through this era of change with skill and sensitivity and is well aware and appreciative of the demands on staff at all levels. He has a clear and intellectually sound vision for the school and takes a strong but supportive lead in working towards the goal of providing an environment where

everyone is a learner. To this end he is successfully practising devolved and distributed management through effective delegation and empowerment. He believes in a democratic approach and is open to suggestions through formal and informal channels. He is willing to respond to the ideas of others and is decisive when needed. The Principal has a highly visible presence around the school, meeting informally and good-humouredly with teachers and students. His cheerful and relaxed manner is a key element of the school's warm and inclusive culture.

- The Principal is ably supported by the AP who, being responsible for planning and development, shares his vision and identifies strongly with the pursuit of pedagogical and curriculum change. He sees himself as a team-player and has played a major role in curriculum development, including very successful exploitation of the Quality Education Fund (QEF), from which the school derives great benefit. The school's senior managers encourage an open and trusting atmosphere within which teachers can work flexibly. Together they serve as a good role model for cooperation and teamwork. Middle managers are, generally, hard-working and fulfil their responsibilities well. The best of them provide excellent curriculum leadership and support for their teams. They are knowledgeable and experienced in their subject disciplines and areas of responsibility and the most effective of them have a clear grasp of current educational developments and their implications for the school. The SAC members share a common understanding of the school and provide a coherent lead in procedural and administrative matters, as well as playing the central role in SSE. The inclusion in the SAC of enthusiastic and professionally capable teachers is a positive move, bringing a more representative and inclusive approach. The open invitation to teachers to attend SAC meetings, though not frequently taken up, illustrates the open and transparent management style which the school leadership wishes to promote.
- The school has a well developed communications network, mainly supported by the LAC/FC committee structure, and there are also open and inclusive informal channels. There is a two-way exchange of information, views and suggestions between senior and middle managers and teachers. The latter feel that their contributions are valued and that they are included in the decision-making process, particularly at the department level. The Principal has cultivated good links with tertiary institutions and serves as an SMC member for other Delia schools. Additionally, his services are called upon by a range of civic and educational bodies, including some which support the school's local community. Through a range of high quality and attractive publications, the school widely disseminates news of its activities and achievements and celebrates its students' work.
- The school organisation chart outlines the structure and hierarchy and provides a clear picture of the school governance and management, including the delegation of duties to the SAC, LAC and FC. The comprehensive teacher handbook clearly states the duties and responsibilities of different departments and teams, together with role descriptions for teachers' assigned duties and guidelines on daily routine matters. A systematic and thorough lesson observation programme complements the newly introduced GAS, with both being seen as developmental in nature.

Nevertheless, the fact that observations are conducted both by the Principal and line managers, as well as by peers, ensures a balance of accountability and development. At the end of this first school year of GAS, groups and departments are to be appraised by the IM, who will submit reports to the Principal. He, in turn, will interview the relevant staff members concerned in order to inform overall staff development.

- Staff deployment is open and transparent and takes into consideration the expertise, preferences and strengths of teachers. Duties are fairly allocated and in alignment with the major concerns. The school wisely deploys the Capacity Enhancement Grant (CEG) to employ teachers and teaching assistants to create space and relieve workload. The Teacher Professional Preparatory Grant (TPPG) is used to employ substitute teachers to free colleagues to take part in NSS preparation courses and the effectiveness of the teaching assistants is evaluated annually. All LAC heads are invited to make feasible proposals for the use of the available grants for professional and curriculum development. Given the relatively modest number of promoted posts available to support the management framework, the SSB may consider whether more opportunities for advancement for teachers within the school might reduce the teacher turnover rate and bring greater staffing stability.
- The revised new-teacher induction programme is a positive response to feedback from those previously involved and incorporates teachers' views on improvements to the process. Experienced senior teachers are assigned as mentors to help new teachers adapt to the new environment. The teachers find the programme effective, both in helping them improve their teaching and in handling daily routine tasks.
- Taking into consideration the relatively high rate of staff turnover in recent years, the school has been very successful in providing effective team building courses for teachers. Consideration needs to be given to using the data from the rigorous lesson observation practice to inform staff development programmes, especially in improving teaching and learning and making better preparation for the implementation of the NSS curriculum.
- The school management arranges Tuesday and Wednesday meetings for FC and LAC heads in addition to the whole staff meetings, which are mainly used to disseminate important messages to all teachers. Meetings are thoughtfully planned to allow for issues to be efficiently and effectively considered by the different groups involved. The school also makes use of the e-class for communication. The small campus, despite its restrictions, does facilitate informal conversation and discussion of issues concerning teaching and student support.
- The school maintains good links with external organisations in order to tap resources to provide various learning opportunities for students. Examples include the QEF projects to develop the school-based curriculum for CSL and BLS. The SSB also provides support and sufficient resources for school development as well as joint school staff development activities. The school

participates actively in competitions and MCE activities organized at district level so that students may broaden their horizons and gain different insights for development. The school also sponsors students to join visits to Mainland China and other countries so as to enhance their life-wide learning (LWL) experience. These include the Canadian French Immersion Programme and visits to Beijing.

- Good use is made of the limited library space to house Chinese and English books, magazines and newspapers and to provide an environment for reading and self-study. The library, together with the computer rooms and MMLC, is opened during lunchtime and after school. The school is well aware of the need to provide more English books for the students and to update the facilities in the library in order to further encourage students to visit and borrow books. Such motivation will contribute towards promoting a stronger reading culture.
- The school has established an open, transparent and flexible financial system. SAC members are delegated with the authority to approve small amounts of petty cash and teachers in need of resources may apply directly to the Principal. Subject departments have to formulate their budgets, which are then overseen by the senior management and the Principal, before seeking final approval from the centralized Delia School Management Board. Resource allocation is made in line with school development needs and expenditure is closely monitored. Members of staff are provided with clear and concise financial management guidelines and procurement procedures. Financial reports are overseen by the Principal and the Accounts department.
- The school provides support for the improvement of teaching and learning and student development. The e-class has been used to facilitate the dissemination of learning and teaching materials, to promote e-learning and self-directed learning by students. Whilst the facilities have been made available, the school should consider further promoting their use to maximise students' independent learning outside lessons.
- The school premises are small and far from ideal. Of major concern is the possible inability of the campus to provide the teaching spaces which may be required for the NSS. However, a supportive learning environment is created by keeping the premises in very good condition. The campus is extremely well maintained and provides a good environment for learning, including the aesthetically pleasing display of students' work. This is complemented by colourful pictures, posters and photographs, which are very student-centred and celebrate the different cultures and backgrounds of students and teachers. The quality of display in corridors and other shared areas is exceptionally good and the school deserves great credit for making the most of its limited accommodation.

### **3.2 Learning & Teaching**

- In line with its motto "Harmony in Diversity", the school has clear goals and policies for curriculum development to address the learning needs of its ethnically and culturally diverse students, through the provision of a series of well planned

school-based curriculum and LWL activities. Active steps and good efforts are made to develop the school-based curriculum, including CSL, BLS, tailored Mathematics and Life Education in junior forms, to address students' various learning needs as well as to keep pace with curriculum reform. The design rationale of the CSL curriculum, to equip NCS students with basic proficiency in spoken and written Chinese, is innovative. The curriculum materials are supplemented with a concise teacher handbook containing a clear teaching scheme and learning objectives which are useful for teachers' reference. The school is actively developing a CSL curriculum at the S4-5 level to pave the way for the NSS. The BLS curriculum is developed to replace Social Studies in S1-3 with the appropriate inclusion of some elements of the Personal, Social & Humanities Education Key Learning Area (KLA), Hong Kong issues, values education and topics relating to multi-ethnicity. In sum, the development of the school-based curriculum is highly commendable. The curriculum design duly addresses the wide variety of student background and the presentation of the curriculum materials is of high quality. To widen the subject choice for students, the school is offering French as a second language subject from S1 to S5 and a range of optional subjects, including the arrangement of Applied Learning courses for S4-5. However, the lesson time in the Technology Education KLA is relatively low at Key Stage 3.

- The school has invested significant manpower and other resources to address learner diversity. Streaming of students, split-class teaching and co-teaching are purposefully used at various levels and in a number of subjects. Extra support has been given to address students' specific learning needs in Mathematics, including the allocation of one more Mathematics lesson in the time-table for S1-S5, curriculum tailoring and school-based "pre-learning tasks" at S1 that aim to arouse students' interest in the subject. A variety of enrichment and enhancement classes is provided after school and during school holidays for students with additional learning needs. The school also identifies and sponsors students with high abilities to attend a French immersion course in Canada and an intensive summer course in Science at a local university. After completion of the courses, the students can apply their learning by serving as student mentors to support their peers in the subjects. However, teaching strategies to cater for students' diversified learning needs in lessons are limited and need to be strengthened.
- The implementation of the 4 key tasks of the Curriculum Reform was one of the major concerns of the school's last SDP. A whole-school approach is adopted to implement project learning at the S1 level. All teachers are involved in the supervision of students, divided into small groups, for project learning. A clear working schedule is prepared and students' progress is duly monitored. The Teacher Handbook and the Student Handbook contain clear assessment criteria, report format requirements and general guidelines for conducting project learning. However, the content of the handbooks lack detail on the concrete project learning skills for the reference of teachers and students. Such information is crucial, particularly as the supervision of students' work involves all teachers. Other than the S1 projects, subject departments are encouraged to assign project work. Although good examples are in evidence, the actual implementation varies among subjects. The school has conducted comprehensive evaluations of the implementation of project learning. As well as providing direction for enhancing

logistic arrangements, this information could be further employed to review the overall impact on student learning and to formulate well focused priorities for developing students' generic skills at Key Stage 3. The school publication 'Reach Out' is a good channel for exhibiting students' project work and for giving recognition to their efforts.

- Moral and civic education (MCE) is appropriately implemented through the school-based Life Education and BLS curricula. Besides, LWL activities are aptly arranged for students of different ethnicities so that they may learn about Chinese culture and integrate with the local community. The promotion of reading is mainly implemented through a self-reading period in English lessons from S1 to S3 and book report assignments in some subjects. The strategies to promote reading and the post-reading follow-up activities could be broadened to better match students' strengths, characteristics and interests. The school's construction work of last year allows students easier access to the school library. However, a reading culture has not yet been established in the school. A concerted effort, between those responsible for the school library and teachers from subject panels, is needed to cultivate students' reading habit and so achieve the goal of "reading to learn". The e-class platform is used by some subjects for uploading learning materials and for the submission of student assignments. While it has been a shared objective for subject panels to promote the use of IT in learning and teaching, more efforts need to be made to devise strategies for using IT to facilitate interactive learning.
- An ad hoc 'Secondary 1 Management Committee' was established in the last school year to prepare for the first NSS cohort in student support and academic issues. In this school year, these tasks are appropriately handled by the existing committees through regular meetings. Teachers attend relevant training offered by the EDB to become familiar with the NSS curriculum and assessment requirements. The school has formulated an initial framework for the NSS subject combinations and manpower planning, which is yet to be finalised. Consultations with various stakeholders, such as parents and students, and the preparation for Other Learning Experiences and Student Learning Profiles are still at the planning stage.
- Using English as the medium of instruction (EMI) is appropriately implemented in the school. The visual English environment within the school campus is very rich and English is generally used inside and outside the classroom. However, as the school recognizes, there are some students who are in need of English language support in order that they can learn more efficiently and effectively in the EMI environment.
- The subject programme plans are, in general, formulated in line with the school's major concerns. The school has put in place a systematic hierarchy for curriculum planning and implementation. Key personnel are appointed to support curriculum development and monitoring, including the AP to oversee curriculum development, the Head of Academic Affairs to monitor the curriculum implementation at the subject level, and the LAC Heads to coordinate the relevant subjects within the respective areas. Good efforts are made in enhancing communication through regular meetings of the LAC and panel heads and informal

sharing on curriculum matters. The collaboration in some subjects is good, as evidenced in the thoughtfully designed project work that integrates subject knowledge and generic skills. This good practice could be extended to other subject panels. Evaluation is conducted mostly by reviewing students' achievement in tests and examinations for curriculum adaptation in some subjects, streaming arrangements and the provision of remedial support. The use of curriculum evaluation results to inform pedagogy is still not yet a common practice in the school.

- Teachers are patient, open-minded, friendly and approachable and take lessons seriously. Some have a good sense of humour and good interpersonal skills. Most of the lessons are well prepared, with clear teaching objectives. Lessons are systematically delivered and the media of instruction (MOI) used are in line with school policy. Explanations and demonstrations given by most teachers are clear, with English securely and fluently used as the MOI for most subjects. A good rapport with students is established and the learning atmosphere is harmonious. There is generally good and appropriate use of classroom resources, including PowerPoint presentation and teacher-designed worksheets.
- In the, relatively fewer, more effective lessons, teachers employ a good variety of teaching strategies. They relate the lesson content to daily life, thus offering students opportunities to apply knowledge and skills. To maximise students' participation and to sustain their motivation in learning, interactive activities such as role-play, pair-work, group discussion and presentation are suitably adopted to stimulate the learning process and develop collaborative and communication skills. Some lessons begin with students being asked to make suggestions or to give examples, thus building on their existing knowledge. There is recapitulation of what has been learnt, with a clear conclusion at the end of the lesson and the setting of appropriate extended tasks. Questioning is frequently used in most lessons to tap prior knowledge and to check students' understanding. At times, thought-provoking questions to develop students' thinking skills are employed by some teachers. In these better lessons, teachers can motivate students to engage in tasks, through peer-learning or discussion, to attain the learning objectives. Individual guidance or coaching/demonstration is given to students who lag behind, encouraging them to work on different learning materials.
- In general, there is a lack of differentiated strategies used to address learner differences. In this respect, teachers could pay more attention to the individual needs of students within classes. There could be more exploration and use of teaching strategies, such as the adoption of flexible grouping, differentiated tasks and cooperative learning activities, to cater for learner differences at classroom level. Teachers' questions serve mainly to check students' understanding and do not fully stretch their higher order thinking or develop their creativity. Moreover, adequate wait time after questioning should be provided to develop students' thinking skills and allow for clarification and negotiation of meaning. Teachers should also provide constructive feedback, encouragement and praise to reinforce student learning and boost self-confidence. There is a need to raise expectations of all students in classroom teaching and design varying and more challenging tasks, especially for the more able in different disciplines. In the less effective

lessons, teachers adopt an over teacher-centred approach, with insufficient interaction, thus limiting students' output. Opportunities for class interaction should be increased to allow students to construct knowledge within a more dynamic learning context. Learning strategies such as pre-lesson preparation and note-taking are insufficiently used to maximize students' performance. The few least successful lessons were characterized by a lack of clear learning objectives and inadequate lesson preparation.

- For the most part, students have a positive attitude and show interest in learning. They are energetic, highly motivated, lively, attentive and co-operative in class, as well as respectful towards their teachers. They listen well to teachers' instruction, strive to learn and enjoy their lessons. Most of them have very good mastery of communication skills, as is evident in their fluent speaking and listening in English. NCS students try very hard to learn Chinese as an additional language and most experience some success. Students collaborate well in pair and group work, rendering support and giving advice to peers in the group discussion. They are responsive in class, ready and eager to answer teachers' questions. Most of them are capable of taking the initiative to raise their concerns and express their own ideas and/or opinions, if encouraged to do so. They participate actively in interactive learning activities, such as role-play and group presentation. Students are able to use reading and turn-taking skills to prepare for role-play and they show confidence in their presentations. Most of them understand the lesson content and are able to complete their assigned tasks independently. The learning strategies of listening, reading, raising questions and making good use of feedback are mostly used by the students. They also discuss with classmates, work collaboratively and encourage each other. With regard to generic skills, students are relatively strong in communication and critical thinking, particularly in the senior forms. However, there is room to provide more opportunities for creativity.
- Where students are insufficiently involved in activities during lessons, they adopt a passive mode which is not conducive to effective learning. Others become bored and inattentive. Their performance in learning and participation in group discussion varies and depends largely on the pedagogical style adopted by the teacher. The school needs to strengthen its support for students in developing self-directed learning. Overall, students are capable of good quality performance if they are engaged in meaningful learning tasks that seek to enlist and facilitate their active participation. They are capable of further advancement if presented with greater challenge and higher teacher expectations.
- The school has a clearly defined and well implemented assessment policy to assess student learning through coursework, tests and examinations. A whole-school standardised policy on mode, format, frequency and mark allocation is also formulated. Besides academic achievement, good attempts have been made to provide an "Interim Report of Continuous Learning Assessment" to parents before the mid-term examination. To enhance parent-school cooperation in monitoring students' daily work, parents are able to check their child's assigned homework on the school website. Parents are kept informed of their children's learning progress, including both academic and non-academic performance, providing a

comprehensive reflection of their holistic development.

- As assessment and homework policies are the major concerns of the school this year, both are being well implemented. A mechanism for assignment inspection is in place for panel chairs to monitor the quality and marking of assignments. Subject departments are given the liberty to decide on the weighting for continuous assessment, which varies significantly from department to department. Continuous assessment is formative in nature, yet needs further strengthening to strike a balance between assessment for, and of, learning. The analysis of S1 and S2 students' academic performance and achievement helps to review the quality of students' performance in the assessed tasks and to identify areas where improvement is required. Of the samples of students assignments scrutinized, some are well designed with respect to students' learning needs. They provide for the development of generic skills, exemplified by the Visual Art and Music cross-curricular project work, offering good opportunities for different modes of learning experience and creativity. Greater attention could be paid to engaging students in collaborative learning, involving diversified modes of assessment such as peer and self assessment. Different learners' needs could be further catered for by incorporating both core items and challenging questions in assignments and assessment. The introduction of a learning portfolio could help students to scaffold their work and reflect on their learning progress, both of which are integral elements of the preparation for the NSS curriculum. In terms of staff development, creating a culture of experience sharing in assignment design and evaluation could be an area for further consideration, as could the use of assessment outcomes to inform improvements in pedagogy.

### **3.3 Student Support & School Ethos**

- In line with the school motto, 'Harmony in Diversity', the school places strong emphasis on maintaining a harmonious learning environment, including helping students from a variety of ethnic backgrounds to develop positively and adapt to the local community. In this connection, the school actively participates in different kinds of programmes, related to social services and local charities, devised by the relevant student support departments, including Discipline, Guidance and Extra-curricular Activities (ECA). This takes place under the supervision of the Head of Student Affairs, who is also the Master of Guidance and ECA and who co-ordinates closely with the Discipline Master. Both of them are enthusiastic and caring, and possess good professional skills. However, the planning and implementation of strategies could be strengthened, for example in connection with one of the major concerns of the Discipline Department. The theme of "Be a Smart Delian" is focused on appropriate personal appearance and punctuality and there is room for co-ordination with the ECA Department by organizing inter-House competitions to enhance the awareness and motivation of students in improving their behaviour. For sustainability and ongoing development, for example in the implementation of NSS, the school needs to revise the allocation of the responsibilities within student affairs. Given the wide range of responsibilities carried by the head of student affairs, consideration might

be given to reviewing the level of human resources in the areas of Careers and MCE. The school should also enhance collaboration across departments and subject panels to promote LWL.

- The Discipline and Guidance Departments have been working closely with each other. The school rules and the system of reward and punishment are clear to all students and seen to be fair and reasonable. Due to the amount of lateness and frequent absence in recent years, relatively higher than the average for local schools, the 20-C-50 policy has been introduced to provide a clear benchmark. The policy expects that students will not be absent from school for more than 20 days in a school year, that their final average marks are over 50, and that the conduct grade should not be lower than C. It helps students to understand the school's expectation but could be usefully complemented by the provision of a formal channel to collect more students' views on school policies for better implementation and evaluation. Under the strong leadership of the Discipline Master, standard procedures are adopted to deal with discipline problems. Co-class teachers take an active role in handling student minor misconduct and liaison with parents. Form Masters are ready to communicate and support class teachers and regular meetings are held to share their views and opinions. However, the school should provide more professional development programmes on disciplinary matters, especially for the less experienced teachers. There is a tradition whereby the senior students act as mentors in supporting their junior counterparts in carrying out the duties of the service posts. Student leaders serve as role models for other students and a Prefect Club is well established to deal with students' disciplinary issues. Peer Mediators are also deployed to settle conflicts among schoolmates. The local Chinese senior students have also participated in the Big Brother and Sister Programme to help their junior counterparts to learn Chinese. Most local Chinese students have immersed themselves well into the multi-cultural environment.
- The school has created an environment to cater for different ethnicities. The Guidance Department provides a series of adaptation programmes and volunteer services to encourage students to respect different cultures and to serve each other. The Department and the school social worker can complement each other in providing individual and group counseling services to students in need. As there is a close teacher-student relationship, students with problems are easily identified and referred to the social worker for intervention at an early stage. To address students' special needs, a good range of preventive, developmental and remedial activities is organized. Supportive measures such as the Positive Adolescent Training through Holistic Social Programme (PATHS) and volunteer services are carefully planned and effectively implemented, particularly with regard to respecting local cultures and people. The school has also developed a systematic annual award scheme, the Services Learning Programme, to encourage students' involvement in school and community services, such as Prefects, Road Safety Patrol and voluntary services in social welfare centres. Different badges are awarded to students according to their number of service hours. Although the students' total number of service hours is high, the number of participants is relatively low and measures to involve more students should be considered. The school organizes an appropriate S1 Bridging programme, including touring the local community, to help new students' adapt to secondary education and to

stimulate academic and personal growth. The S6 Orientation and Leadership Training Camp helps the seniors enhance their sense of belonging. The school has identified a strong need for career information and further studies for NCS students. To cater for their needs, various programmes are organized to enhance their understanding of their study and career choices. Some efforts are also made to help students define their personal goals. Supportive measures, such as the tailor-made talks by specialists from the Institute of Vocational Education and Unison, arouse students' interest in, and concern for, their own future. For further enhancement, and in preparation for the NSS, local workplace visits and business partnerships could also be arranged to enlighten students as to their future academic or career prospects at different stages. The school could also promote students' awareness of future opportunities progressively from the junior forms.

- The goals of the ECA Department are "Esteem, Cheerfulness and Achievements". The school seeks to enrich students' learning experiences by offering LWL activities, community service, work-related experiences and a good range of ECA under four categories - services, academics, sports and interests. Such activities, including Hip Hop Club, Cricket and Cheering Teams, serve to cater for different needs and interests of students. The students' collegial network with other schools is close, promoted through hosting joint-school functions and activities. This year, there is a clear policy to ensure that all junior-form students take part in at least one activity. This arrangement will serve well as a preparation for the Other Learning Experience in NSS. For further development, the school should broaden the students' participation in ECA.
- The school can fully utilize both external and internal resources. This year, a number of professional coaches/instructors for clubs/teams have been employed. The school provides an ECA handbook for teachers to guide them in how to operate the clubs/teams. Safety regulations are always stressed. Students' leaders are another valuable internal resource of the school. Four Houses have been set up in the current year and systematic leadership training, such as the Youth Leadership Training Camp, is provided for student leaders. Students' performance in clubs has been recorded systematically as 'excellent', 'good', 'satisfactory', and 'need improvement'. To widen the assessment, students' involvement in the planning, organisation and evaluation of ECA could be increased in order to better realize their potential and sharpen their leadership skills.
- Under the leadership of the Guidance Master, the school has formulated clear objectives for MCE, with reference to students' needs. To enhance students' belonging to the community, in the S1 BLS curriculum they are guided to think about whether Hong Kong is their home, and to discuss how to face racial and cultural differences. The integration of health and sex components into BLS has provided a more comprehensive programme for students to explore and express their concerns about their personal growth. Such elements are well complemented by the use of the PATHS programme. Moreover, the PATHS links learning activities across different key learning areas and is arranged for S1 and S2 students in the Life Education Curriculum. The school has put a lot of effort into curriculum tailoring and translates the learning materials of PATHS. This is in order to nurture students with positive values towards life and to develop a stronger sense of the local community, Hong Kong and China, as well as learning the importance of self-

discipline and self-understanding. This year, the school has organized an activity to teach students about protecting an endangered species, the Chinese White Dolphin. This activity cultivates students' civic and environmental awareness. In the school year 2006/07, there were some special activities, which aimed to cultivate students' cultural identification and sense of belonging, including the Ethnic Minority's Happy New Year Carnival, S1 Outdoor Education Camp, Adventure-ship Training, and the celebration of the 10<sup>th</sup> Anniversary of the establishment of the HKSAR. All of them were large-scale and fruitful.

- The existing number of students identified with special educational needs (SEN) is small and the school has provided sufficient support. Teachers, prefects and fellow students are willing to help. However, consideration could be given to putting in place an early identification system and a clear policy for handling students with such needs.
- The school maintains appropriate links with parents, who are largely satisfied with the school's ethos and achievements, especially the teachers' devotion to caring for their children. The Parent-teacher Association (PTA) serves as a bridge to enhance mutual communication between parents and school. An annual newsletter is sent to keep parents informed about PTA developments and the school's news. The PTA organizes various activities, such as a trip to Ocean Park and a Chinese Class for Parents, to strengthen the relationship between school and home. There is a perceived need among some parents to enhance their parenting skills, and voluntary services between parents could also be organized.
- The school is capable of sourcing external financial resources and additional manpower to support its development in sports and arts by employing coaches/instructors. The school maintains good links with external organisations in order to tap resources to provide various learning opportunities for students. Additional involvement could be sought with voluntary service agencies and the business world in order to increase vocational and service learning experiences. Another strong feature of the school is the long-term participation of alumni. There are some alumni actually continuing to serve in the school, emphasizing the sense of family.
- The mission of fostering "harmony in diversity" is fully supported by teachers and students who demonstrate love and care for the school. The school leadership is respected and teacher-student and student-student relationships are very good. Students enjoy studying in the school and have a strong sense of belonging. Taking into consideration the numerous changes the school has experienced in the past few years, including the nature of the student intake, MOI and curriculum tailoring, the school has been very successful in managing the various challenges and developing good quality, effective teaching teams.

### 3.4 Student Performance

- Students are energetic, amiable, polite and cooperative. They are open, possess good verbal communication skills and are generally well-behaved. They respect and get along well with each other, irrespective of their ethnic and cultural differences. They enjoy school life and have a strong sense of belonging to the school. They generally show a positive attitude towards, and participate readily in, learning activities. However, their self-directed learning skills need to be further developed. The school is aware of the continuing need to improve the attitudes of some students and their parents towards punctuality and attendance, and is actively addressing the issues. Measures which are in place to develop students' leadership qualities, could be further enhanced. The school might consider how it may, systematically, best promote increased autonomy and involvement for students.
- In the past three years, the percentages of students with 14 or more points in the best six subjects in the Hong Kong Certificate of Education Examination were lower than the territory averages for day-school students. In 2005 and 2006, the percentages of students with five or more passes <sup>[Note]</sup> were below the territory averages for day-school students. In comparison with schools with similar S1 intake, the school performed very well in the HKCEE for the past three years and the performance far exceeded the expected level. In the Hong Kong Advanced Level Examination, the percentages of students in the school awarded the minimum entrance requirements for local degree courses were below the territory averages for day-school students over the past three years. Students participate actively in extra-curricular activities and are willing to serve the community. They have attained good achievements in speech, dance, drama and cricket competitions.

[Note]: With effect from 2007, standards-referenced reporting will be adopted for HKCEE Chinese Language and English Language examinations. The Hong Kong Examinations and Assessment Authority no longer releases the percentages of students with five or more passes.

## 4. Concluding Remarks

Delia Memorial School (Broadway) has undergone major change in recent years and continues to do so. It has successfully met a series of challenges with a dynamic and positive attitude, characterized by an open and inclusive commitment to education for all, irrespective of ethnicity, belief or culture. The school's practice is faithful to its motto of "harmony in diversity" and the open management style of the leadership allows all stakeholders to feel part of the Broadway family and contribute towards its development. The school's work on self-evaluation is developing in a transparent manner and is beginning to improve the planning process. Innovative and valuable curriculum development has taken place in order to create a school-based provision which meets the needs of a diverse and changing student population. Teachers work hard, have good subject knowledge and care for their students. Relationships are warm and positive and students are outgoing and friendly, with good attitudes towards learning. Support for student development is a strength of the school, with an underlying framework of form-based collaboration and teamwork. The school has given a high priority to helping students improve their punctuality and personal appearance and to creating opportunities, particularly for NCS students, for fuller integration with the wider Hong Kong community. Students enthusiastically participate in sporting and arts activities and, in comparison with schools of similar student intake, have performed well ahead of expectations at HKCEE.

In order to build further on these significant strengths, the school should address the following issues:-

### 4.1 School Work on Self-evaluation

- The link between evaluation and planning could be improved with the formulation of more specific success criteria and a sharper focus on outcomes, particularly described in terms of student learning. Data derived from assessment could be used to inform reflection on teaching strategies and styles which should then feed forward into the planning process. Annual reports on the progress of SSE should be widely shared amongst all stakeholders.

### 4.2 Learning & Teaching

- One of the school's clearly stated goals is to develop more interactive teaching and learning and to become a learning community for all. In order to achieve this, there needs to be a greater shift in the balance of teaching methodology, away from teacher direction and instruction and towards greater student involvement and autonomy. Teaching approaches in all subjects and at all levels should be characterized by the high level of active student involvement which is currently seen only in the best of lessons. Praise, open-questioning and formative feedback should be used to motivate students further and to provoke higher-order thinking.

## 5. Appendices

### Appendix I

#### Performance in Classroom Teaching

No. of Lessons Observed	Performance in Classroom Teaching			
	Excellent	Good	Acceptable	Unsatisfactory
47	11 %	28 %	48 %	13 %

## **School Response**

The school response on the draft ESR report was received 11<sup>th</sup> April 2008 and the original text was incorporated as follows.

We would like to express our sincerest thanks to the External School Review Team led by you, with members from the Curriculum and Quality Assurance Branch of the Education Bureau Ms Chow Tuen Yi, Mr Mui Ho Kay Michael, Mr Ng Siu Kai and Principal of Buddhist Sin Tak College Mr Ho Moon Tim, Michael for conducting the External School Review (ESR) on 4<sup>th</sup>, 9<sup>th</sup> – 11<sup>th</sup> and 15<sup>th</sup> January 2008 in Delia Memorial School (Broadway).

During the 5 days' visit, the ESR Team reviewed documents, shadowed students, observed lessons, interviewed School Management Committee members, teachers, parents and students. A brief oral report regarding the School's performance on different domains was given at the end of the visit. It was positive focusing on our good practices and areas for improvement. We also appreciate the prompt written feedbacks of the ESR Team as the final report was sent to the School within 2 months after the visit. It was a thorough and rigorous reflection of what we have done and whether we are working towards the right direction.

The experience of the ESR has been both rewarding and satisfying. The comments are also of utmost importance to the development of the School. Here, once again, we would like to thank all the parties who have assisted in conducting the ESR and contributed to the smooth proceeding of the ESR.

Dr Chan Kui Pui  
Principal