

Delia Memorial School (Broadway)

School Report

2005/2006

**For School Management Committee and
Key Stakeholders' Reference**

Delia Memorial School (Broadway)



School Vision & Mission

Vision

- ✧ We persevere in the principles of education to offer every learning opportunity to all students regardless of their racial and cultural background, and provide various learning environments to meet their diverse needs, enabling them to become responsible citizens.
- ✧ We practice the belief of quality education for both the rich and the poor.
- ✧ We are ready to make adaptation to the curriculum and teaching strategies, so as to take care of the students of different needs in different stages to keep in pace with the fast changing society.

Mission

- ✧ We comply with the education objectives of EMB, facilitating students with all-round development in virtuous, intelligent, physical, social and aesthetic fields by means of academic and life-wide learning, so that they can achieve life-long learning.
- ✧ We are devoted to actualising the vision in accordance with the spirit of our school motto "Harmony in Diversity".
- ✧ We adopt inclusiveness in education policy to ensure all students have equitable opportunities.
- ✧ We provide our students with multicultural education to help develop their multi language abilities and integrate into school and society easily.
- ✧ We strive to become a learning organisation, in which our teachers participate in planning and achieving the shared vision.
- ✧ We care for the cooperation with parents and serving the community.

Our School

General Information of the School

Delia Memorial School (Broadway), which was established in 1972, is a branch school under the Delia Group of Schools. It joined the Direct Subsidy Scheme in 1999. The school locates at a 4-storey residential building of twenty two classrooms. There are special rooms including Biology, Physics, Chemistry, Science laboratories, Music room, Art Room, 2 computer rooms, Multi-media Learning Centre and Gymnasium. All rooms are equipped with air-conditioners, computers and projectors.

Dr. Cheng Kar Shun is the school supervisor. The school management rests on the School Management Committee (SMC) which comprises, Mr. Lee Chiu Chung, the Executive Director, Mr. Leung Chi Kin, Mr. Chow Yu Chun, Ms Chor Siu Har and 6 principals in the Group which are responsible for auditing branch schools' expenditure, administering and coordinating intra-school activities and functions, suggesting measures in administrative matters and handling liaison with the EMB. Dr. Chan Kui Pui was transferred to Delia (Broadway) in 2000 as Assistant Principal and was then appointed Principal in 2003/04. Under the supervision of the Principal, the School Administrative Committee (SAC) was set up with seven members heading different departments to manage routine works as well as crisis management.

There have been dramatic changes of student enrolment, medium of instruction, implementation of academic and non-academic curricula, as well as professional development of teachers when the school joined the Direct Subsidy Scheme in 1999.

It started enrolling non-Chinese speaking (NCS) students in 1999/2000 and the number of enrollment of the NCS amounts to 650 in 2005/06.

To implement "Multicultural Education", teachers agreed on a new school motto, "Harmony in Diversity" 「和而不同」, in the year 2003/04. In the same year, CITA, an international education accreditation institution, was invited to evaluate the education quality of the school and they suggested a number of measures for the improvement of the school.

Other supportive measures aiming at adaptation and integration of students to local society have been initiated. Students enjoyed happy school life in school as commented by CITA. School rules and regulations have been adjusted in accordance with the cultural characteristics of different cultural groups. The 20-C-50 policy institutionalised in 2004/05 constitutes the benchmarks of behavioural and academic advancement. 20 refers to the maximum number of days a student can take leave; C refers to the minimum conduct grade; 50 refers to the minimum average academic marks. With the implementation of the school policy, students are more concerned about their academic results, conduct grade as well as the number of leaves they have taken in a year.

Seeing the rise of ethnic minorities in the school, integrating them into the society becomes immensely important. Delia (Broadway) started constructing a second language Chinese programme to provide basic language training for students in 2002/03. A more systematic programme began when a 2-year curriculum plan titled "Construction of Curriculum of Chinese as a Second Language for Non-Chinese Speaking Students" 「為非華裔學生建設作為第二語言之中國語文課程」 was launched in 2004/05 and was successfully granted funding from the Quality Education Fund.

Our Students

Class Organisation

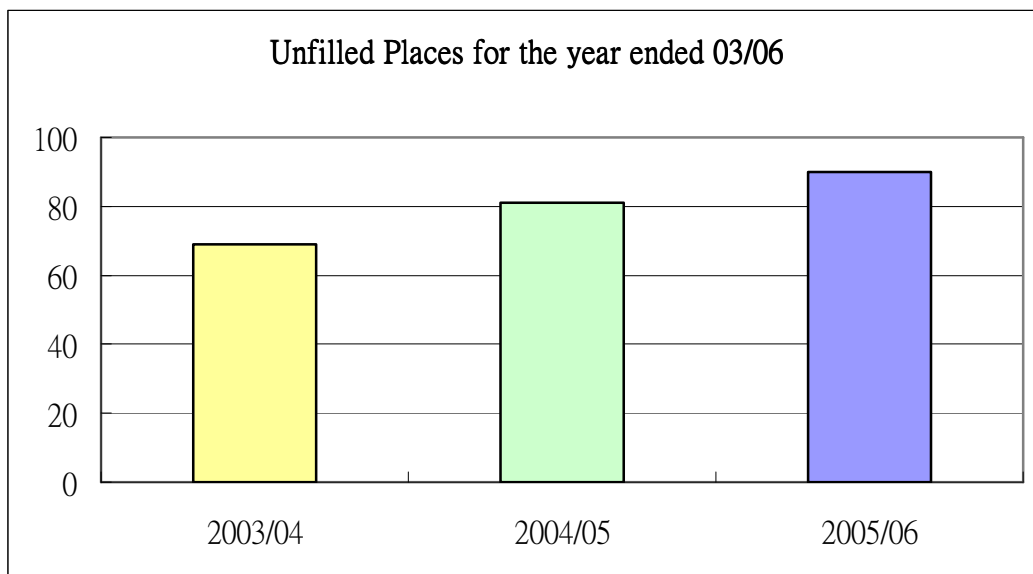
Number of operation classes for the year 2005/06

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	4	4	4	4	4	1	1	22

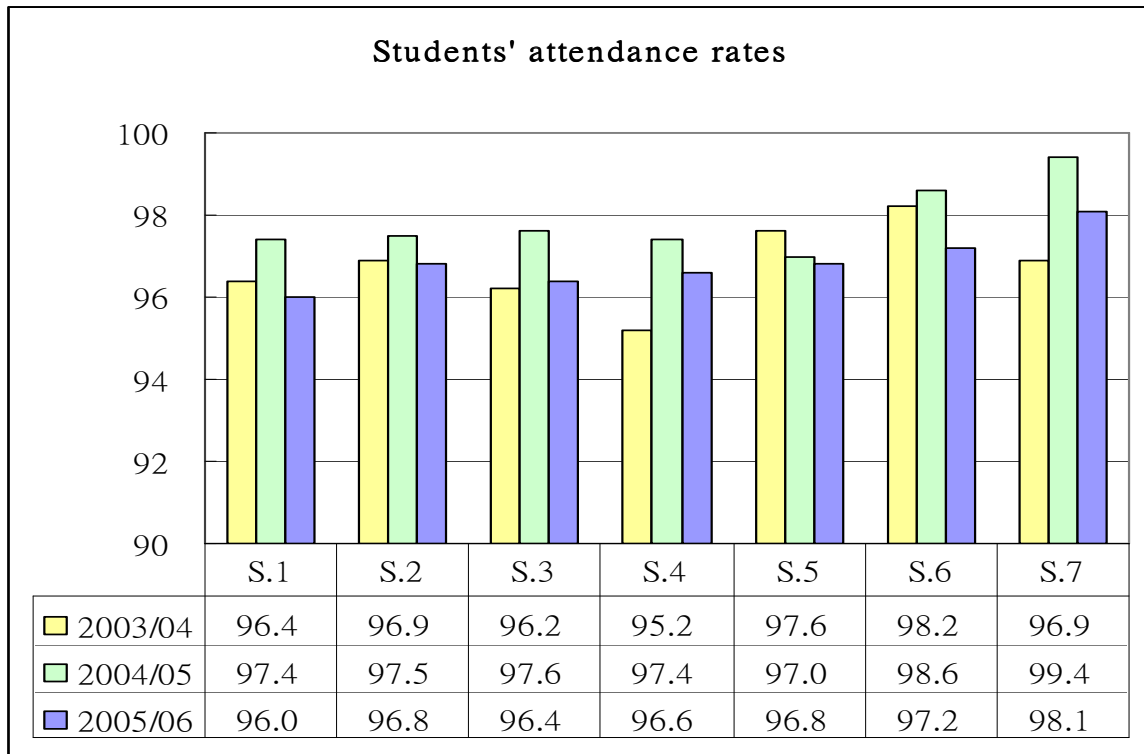
Number of students for the year 2005/06

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys	65	83	68	58	49	14	20	357
No. of Girls	94	73	71	62	66	23	24	413
Total Enrolment	159	156	139	120	115	37	44	770

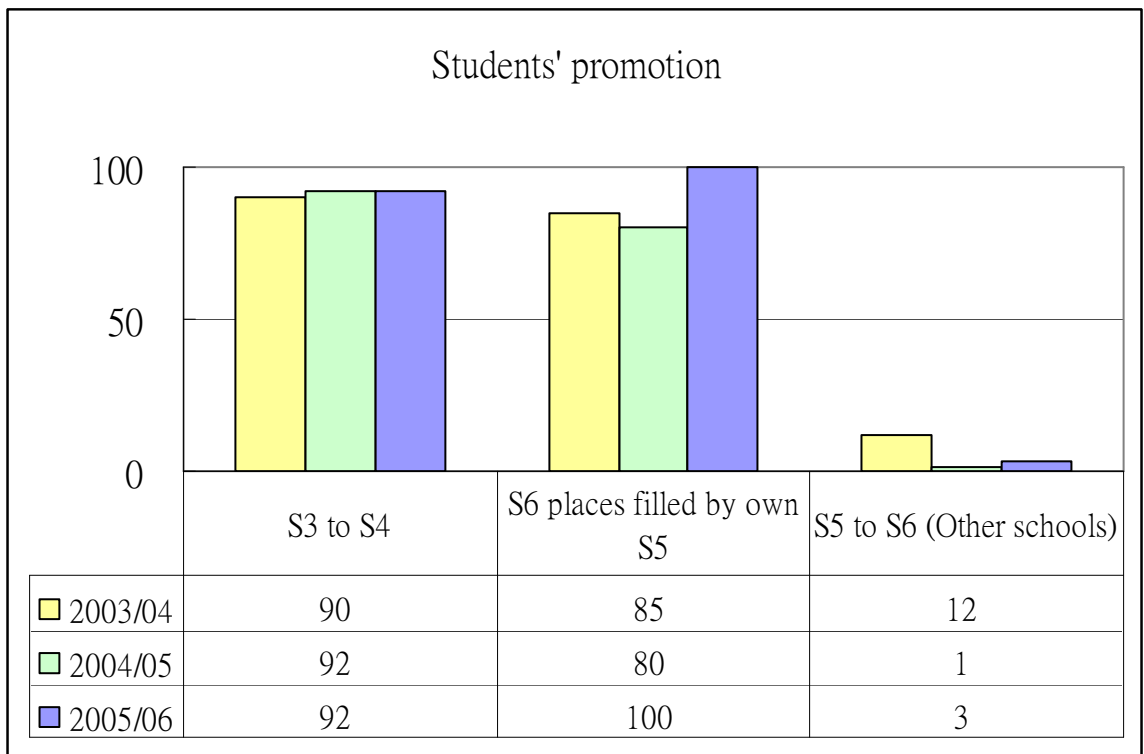
Unfilled Places



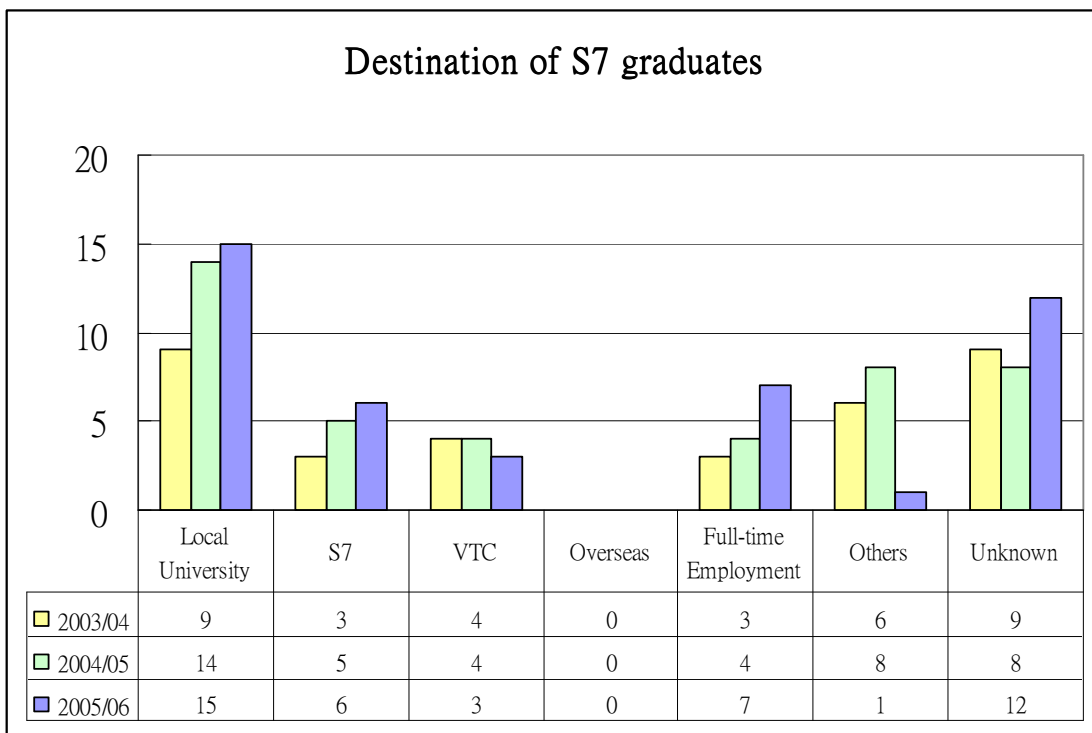
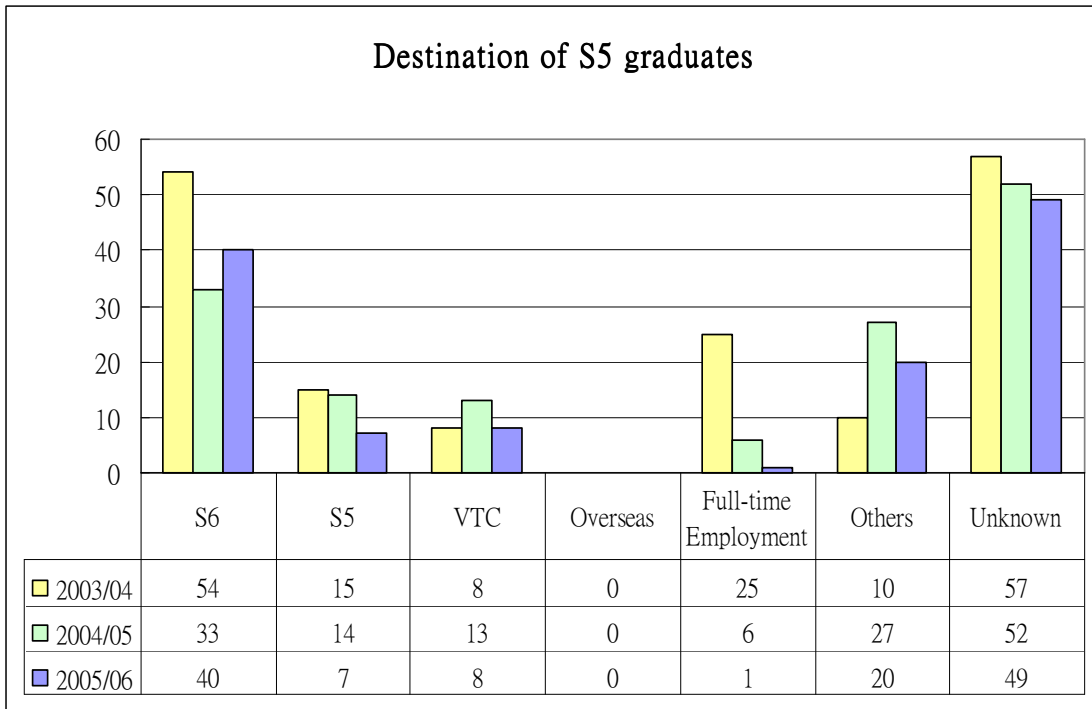
Attendance (in percentage)



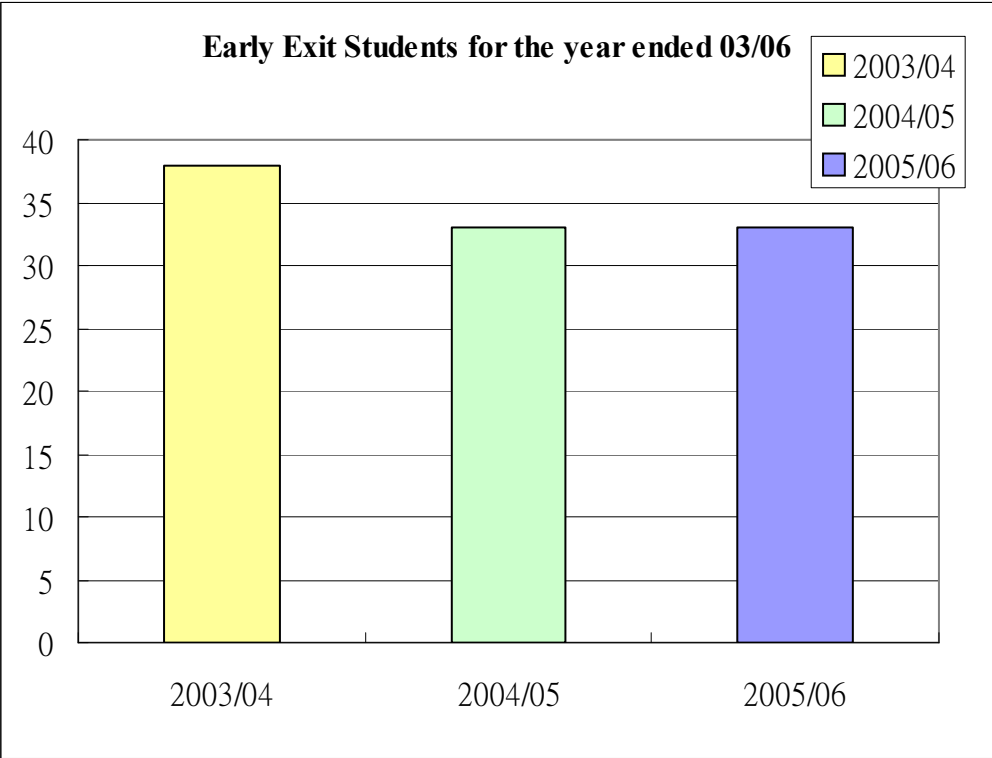
Promotion (in percentage)



Destination of exit students, including early exits



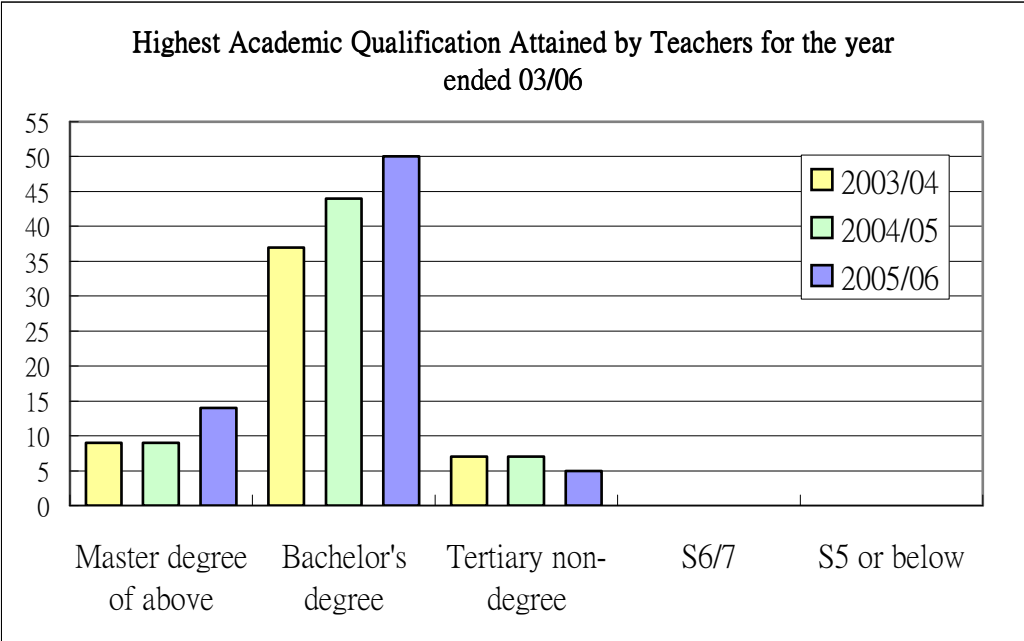
Early exit students



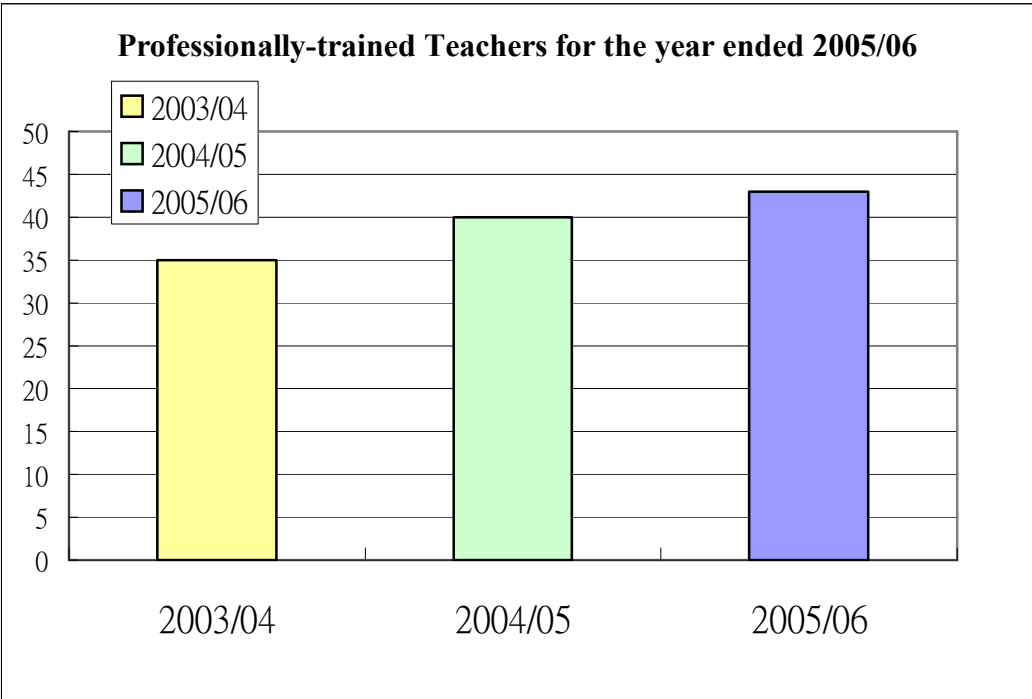
Our Teachers

Qualification

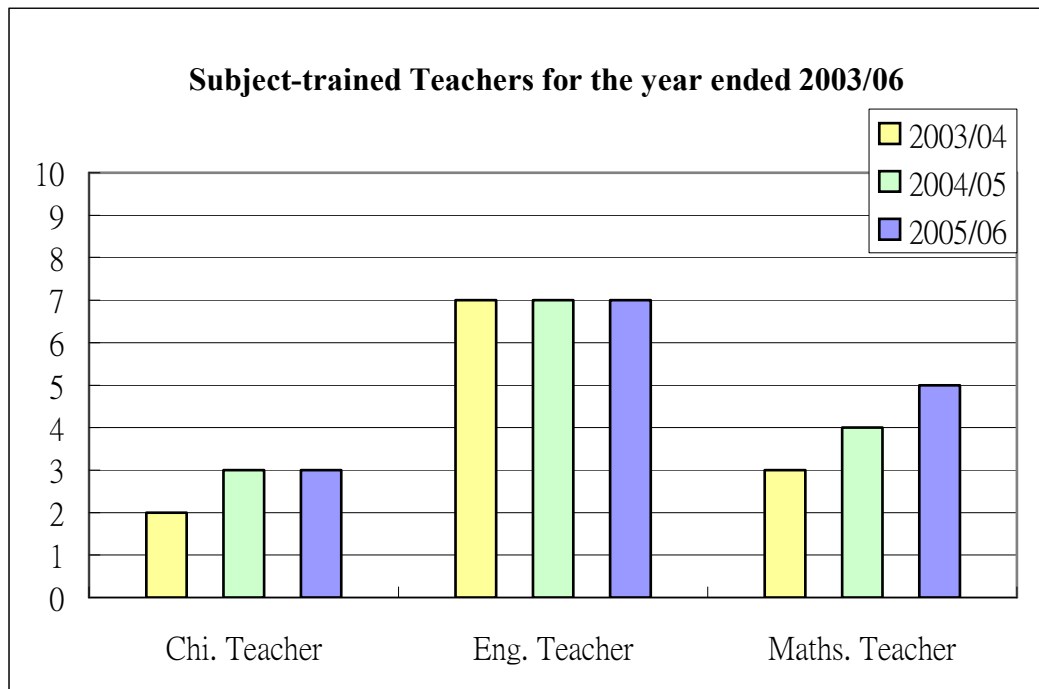
Highest academic qualifications attained by teachers



Professionally-trained teachers

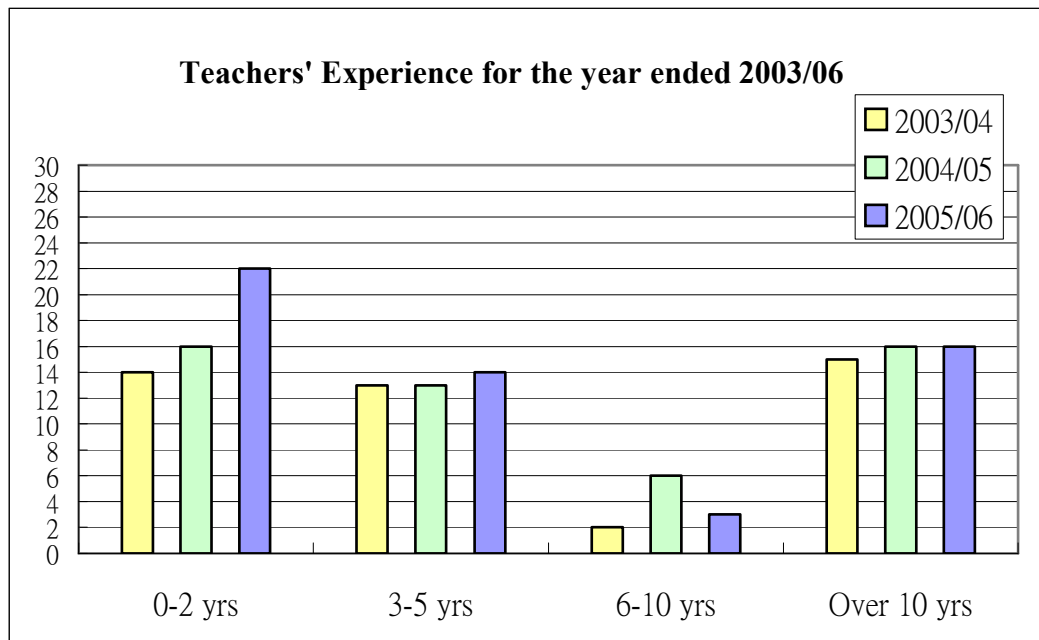


Subject-trained teachers



Experience

Teachers' experience



Professional Development

In terms of the professional knowledge and attitude of the staff, the Principal has obtained a Doctorate Degree in Education while 62.5% of the SAC members and 18% of the teachers are Master Degree holders. Most teachers are degree holders with teachers' training certificates. All the teachers take the initiative in pursuing life-long learning by attending seminars, courses or workshops organised by various tertiary institutions and the EMB through the services platform. Some of the teachers even attend evening and Saturday classes in different tertiary institutions for improving their teaching and obtaining a higher degree.

The Principal is also active in establishing external links with other tertiary institutions, organisations and the EMB. This can be reflected from the frequent visits of the EMB officials, the provision of the professional expertise and the consultative advice from different scholars of various tertiary institutions.

Besides this, the Principal strives to provide a harmonious working environment for the staff. According to the comments of CITA in 2004, *"Delia Broadway has a good leader (Principal) and good staff members who not only have a great sense of ownership, but also contribute to the cultivation of a warm and friendly learning atmosphere for students."*

The Principal assigns duties to teachers with reference to their expertise, experience and preference as expressed in the yearly questionnaire to teachers. Teaching assistants are employed to have co-teaching with other teachers in order to care for the individual difference among students in big classes. All the teachers in the school are class teachers this year with new teachers and teaching assistants working with experienced teachers as Class Teachers of a class. Through this practice, the more experienced teachers can provide mentoring advice for the new teachers who could adapt to a new working environment more easily.

The school fosters the atmosphere of peer lesson observation. Besides that, the Principal together with the Vice Principal or the Academic Master conduct lesson observation for novice teachers or teachers with teaching experience of less than 3 years. Teachers are always encouraged to pursue continuous professional development. Full subsidies are provided for teachers taking Benchmark Tests in English and Putonghua.

Our Learning and Teaching

To comply with the new curriculum development, the Learning Area Committee (LAC) was set up in August 2005 to prepare for the NSS. The LAC forges a platform for teachers to develop collaborative culture. To match with the school characteristics, there are seven learning areas, namely English & French Languages, Chinese Language, Mathematics, Liberal Studies, Science, Information Technology and PE/Art. A convenor with expertise in the learning area was appointed to coordinate with the subject heads concerned in each Learning Area to plan for the future in the bi-weekly LA meeting on Wednesday. The convenor also brings the issues and suggestion forward to the agenda of bi-weekly LAC meeting on Tuesday with the presence of all SAC members. On the other hand, the convenor is the mentor of new teaching staff. He/she also observes teachers' lesson.

The major concerns in curriculum development of the school year were S1 Project Work Mentorship Scheme; extension of the QEF Project No. 2003/0233; the construction of school based curriculum of Basic Liberal Studies.

The EMB officers led by Ms. LINN Hon Ho, Bernadette, Deputy Secretary for Education, visited us in January 2006. They observed CSL lessons and interviewed our students and teachers. No sooner after the visit, we were invited to share our experience with the teachers of Chinese Language from Sir Ellis Kadoorie Secondary School. In order to collect more information of GCSE, our Principal contacted Mr. Jack Ho, the chairman of the UK Federation of Chinese Schools in England. The Federation generously shared with us their textbooks and teacher's guide. In March, our school was invited by EMB to discuss the possibility of providing GCSE for the NCS students as recognition of their competence in Chinese Language.

The QEF officer visited our school on 9th May 2006 to check on the progress our QEF project. After interview with principal and teachers and lesson observation, the QEF officer highly praised the efforts of our teachers. Being encouraged by the QEF officer and to further consolidate our CSL curriculum, we submitted another application for extension of our CSL project to S3 together with BLS and Mathematics. We were just informed that the proposal has been successful.

Our teachers felt the needs of revising Liberal Studies curriculum in view of its importance in NSS and the unfamiliarity of Chinese culture for our students. In order to allow more time to adapt to the new curriculum, it was planned to begin the new subject as Basic Liberal Studies in S1 this school year. The school allocated teaching assistant to each subject teacher to handle co-teaching in the lessons. Subject meeting was held every week to review the teaching effectiveness and prepared teaching materials as well as strategies for the lessons the following week. Teachers found it helpful to work in collaboration.

After one year of teaching, our teachers became more confident to extend the curriculum to S2 next school year. At the same time, we submitted an application to QEF for more resources to implement S1 Basic Liberal Studies based on the experience of this school year.

In the academic year of 2005/06, the school operated a pilot scheme of "S1 Project Learning" involving all S1 students and teachers. The whole student-centered learning activity is not only for developing our students' generic skills, but also for developing our teachers' professionalism.

Before the start of the whole scheme, our principal Dr. Chan initiated a Professional Development Day on 13th December, 2005, during which Dr. Chan himself, Ms Sithi, Mr. Yu and Mr. Fung shared their experience in conducting project work. All teachers committed that the whole activity should be student-centered and the focus would only be put on the process, rather than the product. All S1 students were divided into groups of 3 to 4 with different abilities. Dr. Chan then authorised Mr. Ip,

the academic master, to organise a working committee to follow the whole scheme. The working committee decided the working procedure, the form of assessment and the arrangement of students' presentation.

The feedback from the students and the teachers was positive and encouraging, though some of them felt much pressure owing to their inexperience in project learning. Most of the S1 students prepared seriously and performed unexpectedly outstanding in their presentations as recorded in students' peer assessment and teachers' evaluation.

As the abilities and interests of our senior form students become more diverse, the school implemented new subjects in senior forms. They are Integrated Humanities in S4, as well as Psychology in S6. With such arrangement, senior form students can opt for the courses that match with their aptitude. At the same time, class size of these optional courses is reduced.

Teachers followed closely the teaching schemes which had been discussed fully in the 1st panel meeting of the academic year. Teaching activities like visits, project presentations and discussions were organised to enhance students' learning. Peer observations were organised voluntarily so that they could share and evaluate their teaching experience and performance among their subject members and tried to make improvement in the future.

To cater for learner differences, S1 to S3 classes were streamed to cater for the learner differences. S.1 students were streamed into four classes. Two classes were more able in English and Mathematics respectively according to their entrance attainment test results. In S.4 and S.5 French, students were streamed into four groups. The group size decreased from the high-end of the ability spectrum to the low-end. The move propelled the passing rate of 2006 HKCEE to 86.9%. At subject level, junior form mathematics teachers restructured the teaching syllabus for our S1 students in response to the unfavourable performance of our S1 students in the pre-secondary one attainment test. Meanwhile, mathematics tutorial lessons were arranged on Saturday mornings to give extra support to the S1 students.

In some weak foundation classes, co-teaching was arranged so that more care and attention could be given to individual students, e.g. Mathematics and French. Extra support in Mathematics was given to some S.5 students who chose to do only one optional subject instead of two.

S.5 students are in general strong in both English and French. Moreover, the passing rates in English (both Syllabus B and A) and French are above the mean in Hong Kong. Word Processing and Business Communication attains the highest value-added Stanine score according to the Value-Added Report.

The students are quite willing to share their ideas in lessons and are sensible to work hard. Many of them want to score high marks in the tests and examinations.

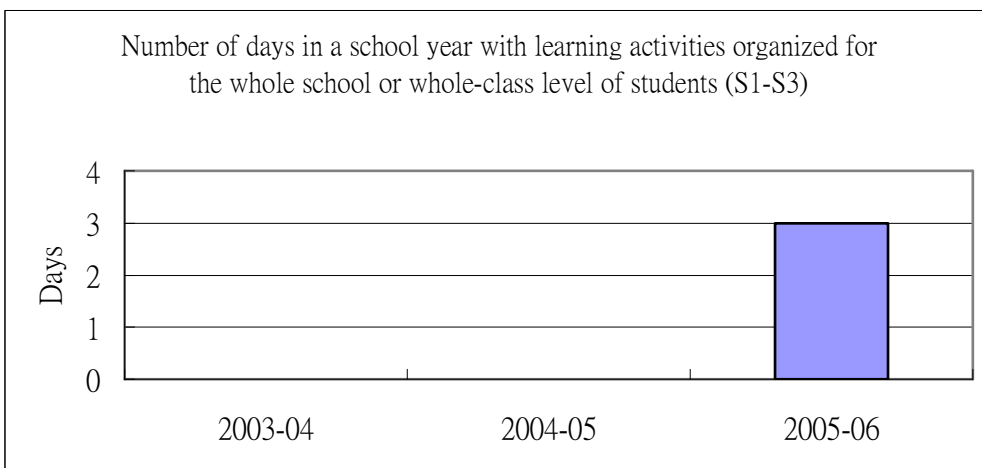
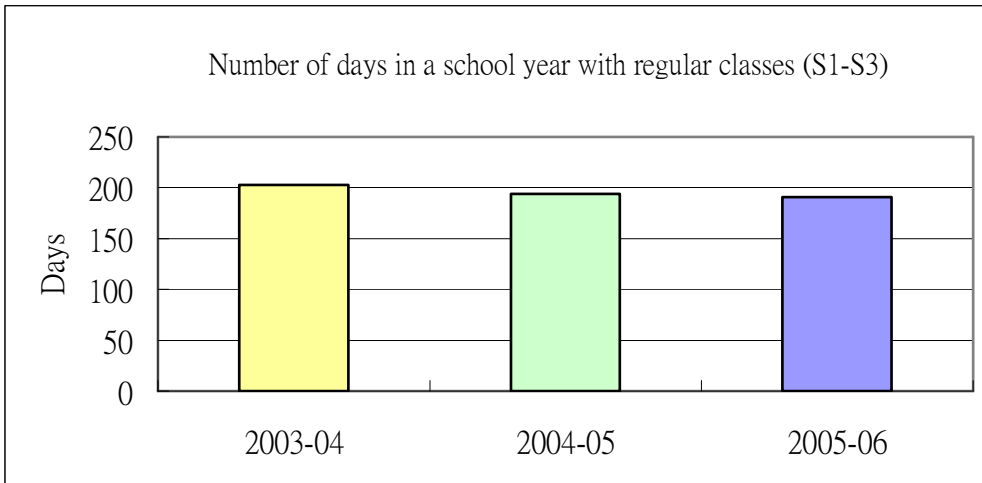
The school also devised two measures to help students' learning. They were Homework Detention Class which was compulsory and Homework Guidance Lesson which was voluntary. Furthermore, to enhance parent-school cooperation in monitoring students' daily schoolwork, parents could check their children's homework assignments on the school website.

Extra help is always given to students as extra tutorials after school are commonly given to senior form students to prepare them for the public examinations.

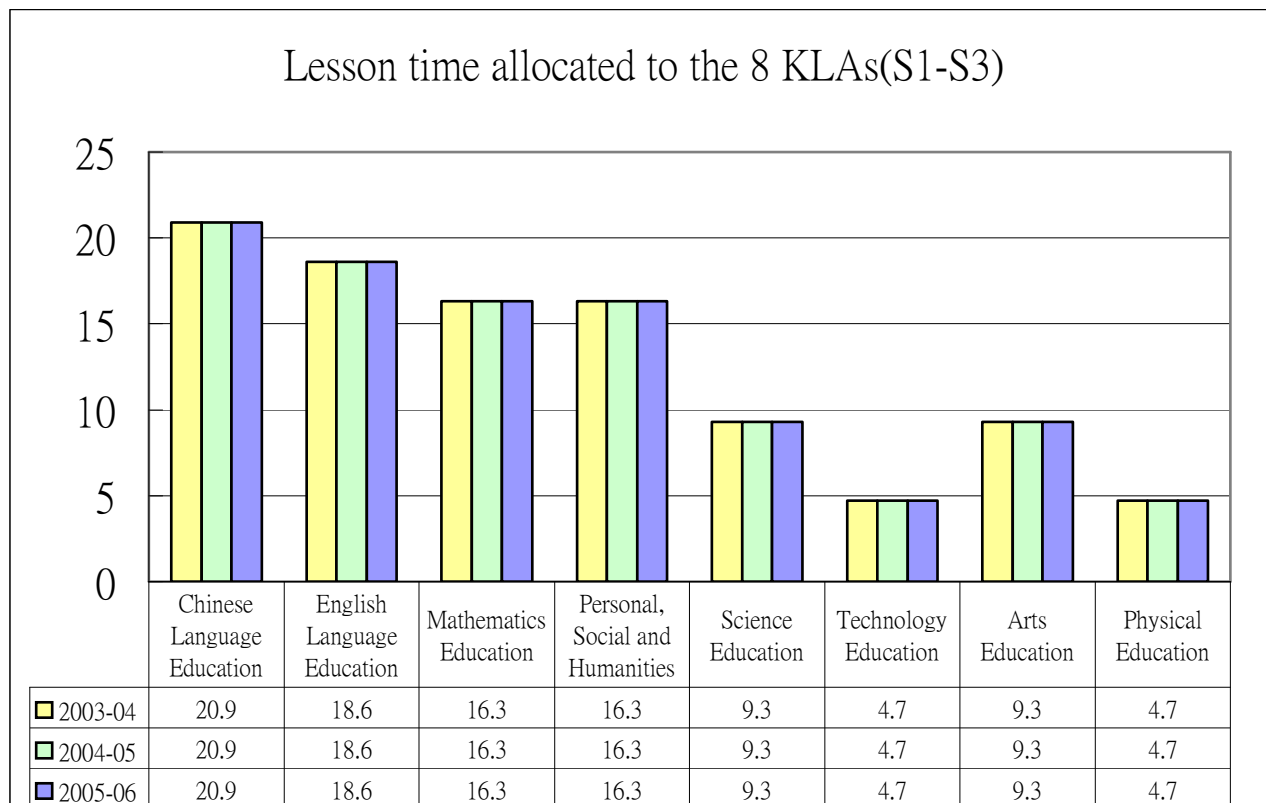
On the issue of assessment, the school has a clearly defined and well implemented assessment policy to assess curriculum learning through coursework, tests and examinations.

The school has a standardised policy on assessment pertaining to the mode, format, frequency and mark allocation. The school adopted a variety of assessment methods. Teacher assessment is the major form of formal assessment. Self assessment and peer assessment are tried in S.1 Project Learning as a means to reflect students' autonomy in learning. The assessment information was systematically recorded by individual teachers in school WebSAMS system.

Number of Active School Days



Lesson Time for the 8 Key Learning Areas (KLAs)



Support for Student Development

During the year 2004/05, the Form Committee (FC) was formed to plan and help students' personal development and solve disciplinary problems. The FC consists of 6 Form Masters, each handling the above-mentioned affairs in a level. Through regular meetings on Tuesday, all the Form Masters together with the SAC members discuss issues and policies concerning students' growth and behaviour. The Head of Student Affairs was assigned by the Principal to chair the meeting. The Form Masters acted as bridges between the school administration and class teachers of different forms. After the Tuesday FC meeting, the Form Masters brought the information to Form Meetings with the class teachers on Wednesday and brought the issues or suggestions to FC meeting. There were altogether seventeen meetings in the school year. Form Masters submitted year plans for endorsement at the beginning of the school year. The major concerns of each form might vary. Matters concerning areas of discipline, guidance and extra-curricular activities were discussed through the year to ensure supports to students and teachers were well maintained.

Emergency Fund has been established by the SMC so that students can still enjoy schooling in critical situations. SMC donates more than \$120,000 to send students abroad for a French Immersion programme in Canada. Scholarships are provided for the exchange programmes and students excelled at public examinations. More than 40% senior form students enjoy fee remission. Life Wide Learning Fund is also available for families with adverse financial situation.

Servicing, preventive and developmental guidance programmes such as PATHS, Drugs Education, Sex Education, Civic & Moral Education, ICAC Workshops, Health Education, Group Counselling, Careers Guidance, Volunteer Services, Leadership Training, Student Appreciation Project, Adventure based counselling ABC, etc are organised by Guidance Committee this year.

Performance of Students

Pre-Secondary One HKAT

School	2003/04	2004/05	2005/06
Chinese	32.80	17.07	21.21
English	70.84	69.13	61.74
Mathematics	24.79	22.86	24.04

Territory	2003/04	2004/05	2005/06
Chinese	50.64	51.27	47.67
English	50.10	46.71	44.96
Mathematics	52.50	50.62	54.76

HKCEE

	2004		2005		2006	
	School	Territory	School	Territory	School	Territory
No. of students sat	114		104		122	
Percentage of students awarded grade E or above in at least 5 subjects	51.4	62.7	36.3	66.1	53.3	67.1
Percentage of students awarded 14 points or more in the best 6 subjects	16.2	27.4	11.1	28.7	18.3	25.5

HKALE

	2004		2005		2006	
	School	Territory	School	Territory	School	Territory
No. of students sat	32		43		39	
Percentage of students awarded the minimum entrance requirement for local degree courses	25.0	50.0	27.9	49.2	20.5	47.5

International and Inter-school Activities and Awards Won in the Past Three Years

Nature	Name of Competition / Organisation	Award details		
		2003/04	2004/05	2005/06
Art	Hong Kong Schools Drama Festival / Hong Kong Art School	Adjudicator Award Merit in Acting Merit in Team Cooperation Merit in Acting	Outstanding Cooperation Outstanding Director	Commendable Overall Performance Outstanding Director Outstanding Actor
	Hong Kong Schools Dancing Festival / Hong Kong Schools Dancing Association	1 Grade A Award 1 Grade B Award	2 Grade B Awards	1 Grade B Award
	Hong Kong Drawing Contest / St. James' Settlement			Excellent
Music	Hong Kong Schools Music Festival / Hong Kong Schools Music & Speech Association	3 rd place / Merit / Proficiency		1 merit
Sports	Hong Kong Junior Judo Competition / The Judo Association of Hong Kong, China	1 Second place 4 third places	4 Champions / 1 second place / 2 third places 1 Champion (SaiKung)	1 Champion 2 second places 1 third place (SaiKung)
	Hong Kong Junior Table-Tennis Competition / Hong Kong Table-Tennis Association		The 2 nd & 3 rd Places	
	Hong Kong Schools Athletics Competitions (D3) / Hong Kong Schools Sports Federation	Shot put 1 st Triple Jump 2 nd		
	Hong Kong Schools Swimming Competitions / Hong Kong Schools Sports Federation			(50 M Free Style) 1 st runner-up 2 nd runner-up
	Hong Kong Schools Cricket Competition / The Hong Kong Schools Cricket Association		Champion	The 2 nd place
Academic	Hong Kong Consumer Project Competition / Hong Kong Consumer Council	Champion The Best Production Skill		
	The Annual Essay Competitions / Consulate General of the Islamic Republic of Pakistan			(i)English Essay Writing Senior Champion (ii)Urdu Debate Senior Champion
	Hong Kong Speech Festival / Hong Kong Schools Music & Speech Association	5 Champions 5 second places 6 third places 49 Merits 21 Proficiencies	5 Champions 9 second places 3 third places 2 fourth places 44 Merits 32 Proficiencies	4 Champions 5 second places 7 third places 58 Merits 18 Proficiencies
	Statistical Project Competition for Secondary School Students / Statistic Department of Hong Kong Gov.	Merit		
	Keep Clean HK Project Competition / EMB	The third place		
Scholarship	Guru Nanak Quincentenary Scholarship	2 winners	2 winners	1 winner
	Harmony Scholarships (Home Affairs Bureau)		2 winners	6 winners
	Sir Edward Yude Memorial Prizes	2 winners	2 winners	2 winners
	Lion & Globe Best Improved Students Award / Lion & Globe Educational Trust	11 winners	12 winners	13 winners
	Road Safety Patrol Scholarship / Hong Kong Road Safety Association			1 winner
	The Yan Chai Award Scheme-The Most Improved Junior Secondary Students	1 winner	1 winner	
	Woo Hay Tong Scholarship		1 winner	
Others	Sunshine Project / LoveFaithHope Charitable Foundation	2 Merits		

Participation in Extra-curricular Activities

Activities in school are designed with reference to school's mission as well as students' characteristics and cultural background. Activity records have been kept in WebSAMS system. Guidelines are also available in school computer server for easy reference. HK Jockey Club Life Wide Learning Fund amounted to \$37440 and Student Activity Fund amounted to \$15000 are provided this year to subsidise students to join different types of activities. 13 coaches / instructors are employed to provide professional training to our clubs / teams in order to train students up and to reduce the teachers' workload. The Outstanding Student Awards subsidised by the SMC and the Harmony Scholarship provided by Home Affairs Bureau amounted to \$15000 are to compliment students' outstanding achievement in activity and service accomplishments. Teachers' preference and expertise in activity is also respected before allocation of duties in yearly questionnaire.

There are altogether 32 clubs / teams in school and more than 1300 students participate into different clubs / teams this year. Students' participation and performance in inter-class, intra-school and inter-school competitions is outstanding. Regular annual activities such as School Picnic, Community Chest Fund Raising, Speech Day, Singing Contest, Christmas Party, Blood Donation Day, Dancing Competition, Joint-School Prize Giving Day, Halloween Costume Design, summer activities, Graduation & Completion Ceremony, Leadership Training Camp are all very popular events for students.

In this school year, the SMC subsidised more than \$50,000 to organise the territory-wide Primary School Game Booth Design competition and Harmony Carnival to spread the message of ethnic harmony in Hong Kong.

Physical Development

To enhance physical fitness, students are asked to participate in at least one activity. Due to the physical limitation in our school, the following methods are adopted:

- No fixed area of the skill test in the physical examination, students can select according to their interests
- Besides the conventional curriculum, the school also provides activities like martial art, cricket, golf, bowling etc.
- Make use of sports facilities in the district for different activities such as basketball, soccer, volleyball, badminton, table tennis, tennis, martial art, trampoline, swimming etc.

To maintain and improve students' health condition, we have adopted the following methods.

- Fitness test is part of the examination and it weights 20% which shares the same proportion as the skill test. The average score of our students in the fitness index can be maintained in the level around 3.0.
- Fitness exercises are implemented in the normal P.E. lessons like sit up, level run, sit and reach and so on.
- Competitions of all sorts are arranged. Besides Fitness Competition, King of the Road, Soccer Competition, Cricket Competition, Volleyball Competition, Basketball Competition, Badminton Competition, Table-tennis Competition, Annual Sports Day, Joint School Sports Day, Joint School Swimming Gala and all different kinds of inter-school competition organised by Hong Kong School Sports Federation.

The general financial situation of our students' families makes the school difficult to ask students to participate in regular training after school. Cultural characteristics may also be considered since female cultural dress code may hinder the participation for female students. More intensive sport activities may not be suitable all year round and we have to arrange activities with consideration of

religious practices and cultural festivals.

Major Concerns (Achievements and Reflection)

Seeing the steady increase of application for S1 into the school, it is agreed to withdraw from the Central Allocation of SSPA in the school year 2006/07 so that the school has the flexibility to select our students. A few follow-ups have to be taken such as informing the primary schools of the new arrangement, as well as the establishment of a new selection procedure. It was suggested that the Principal should visit the primary schools before the beginning of the S1 application procedure and SAC would be responsible to conclude a new procedure for the admission.

A new target ...

Despite the imbalanced academic background of our students as reflected in the HKAT, in this school year, about half of our S7 graduates can be admitted into local universities. It is advocated in the LAC that “Getting 40 students in the University” can be our new target. According to SVAIS, our school scores Stanine 9 for 2 consecutive years in HKCEE. Maintaining this climax performance will not be easy. However, we believe that Stanine 9 should not be the limit of our students’ accomplishment. Consolidation of successful experiences will be immensely critical for further development of the school.

Education policies such as requiring all students to take a single Chinese curriculum in the NSS and the emphasis on Chinese cultural appreciation in the core subject, Liberal Studies, as well as the social negligence of the needs of ethnic minorities, may pose hindrance for students’ incentive to study. Our education should aim at enforcing students to face the adverse environment so that one day they may enjoy equal opportunity like all other counterparts in Hong Kong. Even though training ethnic minority students Chinese by means of Romanisation appears to be naïve in terms of the opportunity of recognition and academic advancement, we must hold on our belief in the development of CSL simply because nothing comes before knowing Cantonese during the integration process to the local community. Further development of CSL and the try out of Liberal Studies become our major concerns in the coming school year.

Facilitation of professional dialogue and communication

It is exaggerating to suggest we have had a learning organisation even though the formation of FC in 2004/05 and LAC in 2005/06 can surely facilitate communication between administration and frontline teachers. In face of the new S1 students in 2006, the first cohort of the NSS, the strengthening of the leadership role of Form Masters and the LAC heads, and the establishment of S1 Management Committee become crucial to bring change and to facilitate professional dialogue.

Alongside with the encouragement of co-teaching and split-class, a number of new teachers and teacher assistants have been recruited. An tailor-made induction programme and a school based appraisal system which can fit with the existing school culture can also enhance teachers’ satisfaction and development. We need to construct our appraisal system so that it can be both formative and summative to help teachers identify the areas for further development. Studies to explore the possibility of a new appraisal system for us will be essential.

Cultivation of civic mind and sense of citizenship

The initiative of sending 4 students abroad to a French Immersion programme in Canada can not only widen students’ scope of horizon but also boost students’ interest in learning a remote language like French for our students. It is not unusual in school to hear that students want so much to learn good French so that they may join the programme. We believe that exchange programme of the kind can help students understand the place and people of other country.

In view of the difficulties the ethnic minorities face in integrating themselves into local community, a large number of students in school left Hong Kong to other countries such as the UK or go back to their countries of origin. It should be one of our major concerns to provide more opportunity for students to make contact with local people. Through social service activities and different types of cultural activities, students of different ethnicities can communicate with local people and understand local culture. Provision of opportunities to join exchange programmes and to visit other places especially in China, we can cultivate students' civic mind and sense of belonging.

We need space...

In APASO, our students demonstrated positive attitudes to the school. The figure of our school for measuring attitudes is higher than that in the average schools or the schools of the same type. From the data, it has been found that the students in the junior forms feel satisfied more easily than the students in the senior forms. The attribute for senior form students' dissatisfaction is that our students were confined to a small area for their activities because of the physical constrain of our school building. Indeed, the school building affects both their physical movements, the opportunities for their self-development to great extent.

We were also informed the forthcoming class structure of 4,4,4,4,4 in the NSS. 24 classes actually exceed the physical limit of existing campus. Seeking possibilities to extend physical space as well as to apply for new school campus is very important for the school's long-term development.