

Report on Effectiveness Review on Resource Management

Hong Chi Morninghill School, Tsui Lam

Address of School : Tsui Lam Estate, Tseung Kwan O, Kowloon.

Review Period : 17 to 20 October 2005

**Quality Assurance Division
Education and Manpower Bureau**

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1. Review Methodology

- ✚ The effectiveness review was conducted by Mr Wan-lung LEE, Mr David GARDINER, Mr Francis YU, Mr Yan-keung CHEUNG, and Ms Wai-fong WONG on 17 to 20 October 2005;
- ✚ The reviewers employed the following methods to evaluate the effectiveness of resource management of the school :
 - ✚ Observation of 26 lessons taught by 26 teachers;
 - ✚ Meeting with the Principal, teachers, specialists, teaching assistants, janitor staff, parents and students;
 - ✚ Scrutiny of documents, students' work, assessment data and information provided by the school; and
 - ✚ Observation of school activities such as morning assembly, recess time lunch time activities, arrival and departure, and extra-curricular activities.
- ✚ The review findings presented in this report are derived from the corporate judgment of the review team based on the information collected through the above-mentioned methods during the review period.

2. School Context

- ✚ The school has just received its new wing under the School Improvement Programme (SIP) and is still following up the construction and finishing defects. A number of the facilities, such as the computer room, the student activity center and the library, are still under completion and testing before they can be brought fully into use.
- ✚ As the number of students with intellectual disabilities who are integrating into mainstream schools has increased over the past few years, the students now attending the school have considerably more complex learning needs than previously was the case. This includes more than 60 students who have varying levels of autism. There are also a number of students who have been transferred back from mainstream schools as they cannot cope with the mainstream schools' demands. This means that the staff now face greater challenges in meeting all their students' educational and social needs.

3. Resource Management

Planning and Evaluation

- ✚ Strategic planning, effective monitoring, strong team collaboration and immediate follow through are the factors that lead to the success of the school's resources management. Moreover, resources management is one of the major concerns in the school Development Plan (SDP) covering 2002 to 2005 because of the implementation of SIP. The school has assigned appropriate school personnel or departments to manage the resources, such as human, finance and the facilities of school, to ensure that they are being appropriately monitored.
- ✚ The departments are effectively led by the Principal and supported by a team of enthusiastic middle managers who are keen and dedicated to supporting the students. The departments work out strategic plans which are very detailed and student-centred. The implementation processes are evaluated on time and immediate action is taken for further improvement.
- ✚ There is strong teamwork among the staff. They communicate and collaborate effectively so that the plans are followed through smoothly. Moreover, the school is keen to seek additional external resources to enhance learning and teaching. In general, the school manages its resources effectively. A safe and inviting environment is created for learning.
- ✚ The workload of staff is quite heavy as the school is keen to try out initiatives. To avoid overloading the staff, the school should strike a careful balance between workload and the pace of school development.

Human Resources

- ✚ The Principal is visionary, sensitive to the current issues in special education and responsive to the educational changes. She provides very effective leadership as well as management of the school. There is a strong team of middle managers who effectively carry out the duties and responsibilities which have been assigned to them.
- ✚ Generally, staff are deployed effectively. There are examples of very good teamwork and interdisciplinary collaboration in classrooms by teachers and other professional staff. This good practice could be disseminated and practiced in other situations.
- ✚ There is an effective appraisal system which is conducted efficiently by senior staff. It is supplemented by other forms of professional support such as co-teaching, mentoring and peer observation. Together, these provide well for the professional development and accountability of staff.
- ✚ Teachers and other staff are hardworking and committed to improvement. They are appropriately trained and experienced in working with the

students. Many of the teachers have additional training and qualifications. Professional and supporting staff contribute well to the work with students and parents.

Finance

- ✚ The school budgets are aligned with the SDP. The Sponsoring Body has formulated clear and comprehensive financial regulations with which the subject panel heads and committees comply. The subject panel heads and committees formulate the school budget involving all members according to the schedule. A proper mechanism is adopted for the staff to reflect the developing needs of the school.
- ✚ The school management is well aware of the limited resources and taps very actively additional external resources to develop the school. Teachers work cohesively to help acquire external financial support. Financial expenses are clearly distributed to the major areas of learning and student support. Most expenses are met through the school budget. All items of income and expenditure are clearly and accurately recorded..
- ✚ The school management administers the school finance systematically. Resources are effectively used to run training programmes for teachers and parents. A flexible mechanism has been established to monitor the progress of the budget expenditure and enable the subject panel heads and programme coordinators to present a justifiable case to re-deploy the available financial resources in order to achieve the optimal learning outcomes for the students.
- ✚ The school reports regularly the statement of accounts to the stakeholders and the public. The financial report is available on the school's website and is distributed to the stakeholders through various means, including annual reports, school magazines and the PTA annual meeting. The school has established comprehensive procedures to review its financial management to formulate the budget for the next year.

Information Technology

- ✚ The information technology (IT) team manages the IT system well and provides advice to staff, keeping them informed of and new developments. The school has a website which enhances home-school communication and students' self-learning.
- ✚ The IT storage system is well managed and effectively used by the subject teachers to store teaching materials, minutes of meetings and learning programmes. It facilitates sharing of teaching resources and information among teachers.
- ✚ The teachers make good use of the IT equipment to plan teaching and prepare teaching materials for the students. They usually make use o the

IT resources to introduce ideas and teaching content during lessons to facilitate students' understanding and promote interactive learning.

- ✚ The students generally make progress in developing their computer skills through the provision of a formal curriculum providing for the development of skills, such as operating the computer, application of software for learning, and browsing homepages. The students are eager to use the computers available in the school for leisure during recesses. However, the application of IT for learning has yet to be strengthened in different Key Learning Areas (KLAs), when the provision of the facilities is improved after SIP.

Facilities and Education Resources

- ✚ The school has good facilities, including appropriate specialist accommodation. These will be enhanced further when the new accommodation and resources are fully operational.
- ✚ The school provides a safe and secure environment for the students. The ethos of the accommodation reflects the school's philosophy of the active promotion and celebration of the students' progress and achievements.
- ✚ The accommodation and teaching resources are used effectively and efficiently to support learning and teaching. The rooms are generally used effectively and the teaching materials are stored in an orderly manner so that they are readily available to support learning and teaching in the classrooms. There are good inside and outside facilities for teaching physical activities and for leisure use during recesses and after school.
- ✚ The new facilities such as IT room and the library, provide an opportunity for the school to further improve the use of IT by students to support their learning and the promotion of the students' participation and performance in reading.

4. Impact on Learning and Teaching

Curriculum

- ✚ Curriculum development is given high priority in the school. The curriculum provides the essential subjects to meet the KLA requirements. Learning goals are clear and attainable by students at different stages.
- ✚ The Resource Teaching Programme for the autistic students takes the form of suitably varied learning activities to match with the core curriculum and to ensure the continuity of learning. The STAR programme (School Leaver Programme) reinforces knowledge and skills gained and could serve as the foundation for a future curriculum in preparing the school leavers for adult life.
- ✚ There are various extra-curricular and cross-curricular activities to reinforce learning and stretch the students' potential. These activities recognize and cater for the students' diverse interests and abilities.
- ✚ The curriculum co-ordinator is able to monitor and co-ordinate curriculum matters at the school level. The curriculum development team collaborates effectively, with a clear hierarchy and good co-ordination with the subject panel heads, to provide a compact and well-articulated curriculum for the students. There is complete and systematic documentation to record the planning, implementation, and review of the curriculum.
- ✚ However, more learning activities to promote the use of IT in learning should be built into the KLAs. While learning through reading is always the concern in the school, the use of the library service to support reading and communication needs further developments. In addition, project learning should be promoted and developed further so that students could have more opportunities to develop their self-learning and study skills.

Learning and Teaching

- ✚ The teaching staff are competent and work hard. They exhibit good professional knowledge and attitudes. The lessons are well prepared and a good variety of teaching aids, as well as learning materials, are used to promote classroom interactions and solicit good responses from the students. Teachers are proficient in using IT in teaching to facilitate understanding and classroom interaction.
- ✚ Teachers demonstrate good pedagogical skill. Appropriate teaching strategies are employed to make teaching effective. Time management and classroom management are generally effective with a clear focus on communication skills, an activity approach by the students, and on learning outcomes. Moreover, some teachers are able to create

opportunities to develop critical thinking the problem and solving skills of students.

- ✚ Good teacher-student relationships are established. This helps a lot in conveying and understanding instructions. Good classroom discipline is maintained through purposeful teaching with good organization for each lesson.
- ✚ The teachers should consider measures to minimize the loss of lesson time when students have to change rooms between lessons.
- ✚ The students are motivated and attentive in lessons, irrespective of their abilities. They are always on-task in the lesson time and are confident to speak up and express their ideas and feelings. Students learn effectively from prompt feedback and hands-on experience.
- ✚ Eagerness to learn is evidenced by good classroom discipline. Students seldom cause nuisance in the classroom because they are engaged keenly in learning activities during lessons. They contribute well to discussions, make choices and put into practice the skills they are learning. They make steady progress in communication skills, social development and develop independent living skills.
- ✚ Students are good at verbal communication, collaboration and problem solving in general. Creativity is seen in Music and Visual Art lessons but could be extended in other KLAS. Study skills are yet to be developed sufficiently for the higher ability students. Students benefit from the use of IT in teaching, but IT for learning should be promoted in order to support self-learning.

Learning Outcomes

- ✚ Most of the students' learning attitude is good. They are enthusiastic learners and most of them are attentive in lessons and sometimes strive for success. Students have good social skills and maintain positive peer relationships with one another. They are keen to help others showing that they have developed a sense of serving and a sense of responsibility. They act as peer tutors, helpers and take care of other students. Their self-management skills are good. They are very polite and approachable. They manage their behaviour quite well though occasionally some challenging behaviour by individual students is observed.
- ✚ The communication skills of the students are generally good. The verbal students are confident to speak and try to express their ideas. Some students at senior secondary level undertake self reflection and share their ideas with their peers. In general, the students are trained to recognize quite a number of Chinese characters. The higher ability students can write diaries, showing good ability in the use of language. Sometimes they show higher order thinking through answering complex questions

- ✚ The students generally make progress in developing their computer skills such as manipulating the computer, application of software for learning and browsing homepages, but these skills could be extended further. In addition, the students' interest in and motivation for reading should be developed further. Students usually are able to solve simple mathematical calculations, using the four rules with accuracy. The higher ability students can apply simple data handling and measurement in their daily life.
- ✚ The students participate actively in extra-curricular activities, in serving the community, and in inter-school sports competitions. They get very good results in sporting events and some have received prizes. Individual students have won prizes in international sports competitions. The school band is well-known for undertaking public performances.
- ✚ The school has suitably provided the STAR programme to prepare the students for transition to further education. A stable number of students leave the school to attend further training at the Skills Training Centre each year.
- ✚ Parents are very satisfied with the service provided by the school. They are pleased that their children learn happily in school according to their abilities. Their children make apparent progress in various areas, such as learning motivation, word recognition, social skills development and managing emotions and behaviour. There are good communication and relationships between parents and school. The staff respond rapidly to parents' enquiries. Parents are willing to be involved in supporting school activities.
- ✚ Reviewing the policy of performance assessment and report on the progress of the students in one of the major concerns of the school. The school has adopted suitable formative and summative assessments with appropriate frequency to assess the learning outcomes. Different parties, such as teachers, specialists, parents and students, are involved in the assessment of the students' performance in order to provide a wider view of the students' progress and development. However, peer evaluation could be further developed. Good practices on assessment methods, such as using video recording and project learning as the tools, were observed during this review. These practices are encouraged, as they enable assessment of the students in a more comprehensive and objective way.
- ✚ Encouragement, such as giving tokens or praise, is appropriately used by teachers. However, the provision of more direct feedback on students' work would help the students improve more. The reports provided to parents are detailed and comprehensive. However, more objective methods to report on the progress and attainment in learning stages of students are required and it is recognized as the major concern of the school this year. The application and use of student assessment data to impact upon and improve learning and teaching has yet to be fully developed.

5. Concluding Remarks

Overall Effectiveness of the School

- ✚ This is a good and effective school.
- ✚ The school is very well led and managed by the Principal and middle managers.
- ✚ The available resources and facilities are used effectively and efficiently to promote the progress and achievement of the students.
- ✚ The curriculum has been effectively developed and managed. It meets the needs of the students and reflects the proper guidance of the Education and Manpower Bureau (EMB) and the sponsoring body.
- ✚ The quality of teaching is good. All staff work hard and are committed to the students and the school.
- ✚ The students make good progress, combined with good personal development.

Recommendations

In order to realize the vision of the Principal and the staff to seek further improvement, the school should build upon the existing good practice to :

- ✚ Review the use of human resources and time in order to maximize the effective promotion of students' learning and development. While this should build upon the existing good practices, care should be taken to ensure that this does not produce too heavy a workload for the already committed and hard working staff;
- ✚ Develop further a system of assessment which clearly records the students' progress and achievement as they move through the school, and ensure that the system is implemented consistently across the school; and
- ✚ Use the opportunity of the additional facilities and resources recently provided to ensure that the students' IT skills are used in classrooms to promote their learning, and to ensure that the new library facilities are used to encourage students to improve their attitude to, and performance in , reading.