

**Ying Wa College**  
**Report on School Development Plan 2008–2013**

**Major Concern 1: Maintenance of student performance under Through Train with YWPS**

Targets	Strategies	Evaluation
<p><b>MORALS</b></p> <ul style="list-style-type: none"> <li>• Students have good manners and respect of school rules, respect to teachers</li> <li>• Collaboration with parents and adopt whole school approach in Moral Education</li> <li>• Formulation of school SEN policy</li> <li>• Students serve the community voluntarily and are socially responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline and counseling teams, Moral Education Committee &amp; all teachers to formulate moral programmes</li> <li>• Home-school Cooperation Committee &amp; Careers Team to engage parents</li> <li>• YW Church support</li> <li>• Split class teaching to overcome learning diversity</li> <li>• Elite learning programmes for gifted students</li> <li>• Peer-observation &amp; professional sharing</li> <li>• Mentoring &amp; Sweet campus scheme</li> <li>• Self access learning facilities in the library</li> </ul>	<p><b>MORALS</b></p> <ul style="list-style-type: none"> <li>• Student support and development programmes jointly developed by the Guidance and Discipline Committees, with the full support of the Careers and Guidance Committee, Civic Education Committee, OLE Committee as well as the Religious Education Committee and the School Social Workers, were put into practice.</li> <li>• Explicit themes developed for junior forms served as a clear reference for class teachers to follow.</li> <li>• Theme-based assemblies (e.g. Respect) and talks (e.g. Sex education) provided a platform for class teachers to conduct class teacher periods based on the framework of P.A.T.H.S..</li> <li>• Class cultivation remained the major concern of class teachers and was promoted in regular Form Meetings. Talk on class cultivation was also held by QSIP before the commencement of the school year for better preparation of class and subject teachers. In addition, increased frequency of class activities was observed, with emphasis on teacher-student and student-student relationship.</li> <li>• Close collaboration among Guidance, Discipline Committees and the School Social Workers provided tailored service to needy students, including those students with special educational needs.</li> <li>• On the whole, students' manners and behaviors were becoming better. Their sense of belonging to the school was increasing.</li> <li>• Through arranging various service programmes and promoting NGO/world-wide service projects, more and more students got involved in community services. Some graduates continued to serve the community when they studied in universities.</li> </ul>
<p><b>ACADEMIC EXCELLENCE</b></p> <ul style="list-style-type: none"> <li>• Students perform outstandingly in TSA and HKDSE</li> <li>• Students actively participate in academic activities outside school</li> </ul>	<p><b>ACADEMIC EXCELLENCE</b></p> <ul style="list-style-type: none"> <li>• Core subject panels had been planning strategically to help students face the TSA every year. With large learning diversity due to Through-train mode in recent years, over the past 5 years, the results of TSA were still far above HK average. It was estimated that only a few students could not meet the standard.</li> <li>• On the whole, S6 students showed good results in HKDSE examinations 2012 and 2013. The school works on preparing students for HKDSE were proved to be effective: <ul style="list-style-type: none"> <li>- All core subjects (Chinese, English, Mathematics, Liberal Studies) obtained good percentages of Level 5+ and Level 4+. Most of the YWC figures of core subjects doubles / triples HK figures.</li> <li>- Some other elective subjects also obtained significantly higher percentages than those of HK figures.</li> <li>- Many core / elective subjects obtained good percentages of 5**/5*, from nearly 2 times to nearly 4 times the figures of HK.</li> </ul> </li> <li>• 2013 was the first year of Through-train students taking HKDSE. Although there was a very large learning diversity, the school and all teachers have tried their best to maintain good performance in public examinations. The indices of value-addedness were very high in CORE 4, BEST 5, individual core subjects and most of the elective subjects. The effort and effectiveness over the past few years had been proved.</li> <li>• In the past few years, students actively participated in academic activities outside the school with extremely fruitful results.</li> </ul>	<p><b>ACADEMIC EXCELLENCE</b></p> <ul style="list-style-type: none"> <li>• Core subject panels had been planning strategically to help students face the TSA every year. With large learning diversity due to Through-train mode in recent years, over the past 5 years, the results of TSA were still far above HK average. It was estimated that only a few students could not meet the standard.</li> <li>• On the whole, S6 students showed good results in HKDSE examinations 2012 and 2013. The school works on preparing students for HKDSE were proved to be effective: <ul style="list-style-type: none"> <li>- All core subjects (Chinese, English, Mathematics, Liberal Studies) obtained good percentages of Level 5+ and Level 4+. Most of the YWC figures of core subjects doubles / triples HK figures.</li> <li>- Some other elective subjects also obtained significantly higher percentages than those of HK figures.</li> <li>- Many core / elective subjects obtained good percentages of 5**/5*, from nearly 2 times to nearly 4 times the figures of HK.</li> </ul> </li> <li>• 2013 was the first year of Through-train students taking HKDSE. Although there was a very large learning diversity, the school and all teachers have tried their best to maintain good performance in public examinations. The indices of value-addedness were very high in CORE 4, BEST 5, individual core subjects and most of the elective subjects. The effort and effectiveness over the past few years had been proved.</li> <li>• In the past few years, students actively participated in academic activities outside the school with extremely fruitful results.</li> </ul>
<p><b>SELF DISCIPLINE</b></p> <ul style="list-style-type: none"> <li>• Students set goals, aim high and strive for their best</li> <li>• Students have efficient time management both in school and at home</li> </ul>	<p><b>SELF DISCIPLINE</b></p> <ul style="list-style-type: none"> <li>• Through class cultivation, Principal's class visits, careers education (life planning workshops) and mentorship programme, students had a sense of seeking their aspiration and started their life planning and they became more responsible for themselves.</li> <li>• Due to the heavy study workload (especially in senior forms) and the colorful campus life full of opportunities in stretching their potential and different talents, it was not easy for students to have efficient and effective time management. The NSSC greatly reduced students' learning time, lesson time and leisure. It was hoped that the curriculum be trimmed down by CDI &amp; HKEAA. On the other hand, there would be a need for the school to review the school-based arrangements so as to help students strive for a balance and have effective time management.</li> </ul>	<p><b>SELF DISCIPLINE</b></p> <ul style="list-style-type: none"> <li>• Through class cultivation, Principal's class visits, careers education (life planning workshops) and mentorship programme, students had a sense of seeking their aspiration and started their life planning and they became more responsible for themselves.</li> <li>• Due to the heavy study workload (especially in senior forms) and the colorful campus life full of opportunities in stretching their potential and different talents, it was not easy for students to have efficient and effective time management. The NSSC greatly reduced students' learning time, lesson time and leisure. It was hoped that the curriculum be trimmed down by CDI &amp; HKEAA. On the other hand, there would be a need for the school to review the school-based arrangements so as to help students strive for a balance and have effective time management.</li> </ul>

## Major Concern 2: Smooth transition and operation of DSS

Targets	Strategies	Evaluation
<b>TEACHER PROFESSIONALISM</b> <ul style="list-style-type: none"> <li>Teachers cater for learning diversity effectively</li> <li>Teachers adequately update themselves with effective teaching methodologies</li> </ul>	<ul style="list-style-type: none"> <li>Split class teaching</li> <li>Peer-observation &amp; professional sharing</li> <li>Reading period for newspapers &amp; news magazines</li> <li>Student exchange programmes overseas</li> <li>Visiting students from other countries</li> <li>Tutorial rooms for LS &amp; projects</li> <li>Wireless learning facilities</li> <li>Extra manpower for OLE programmes</li> <li>Parents and old boys mobilized to serve students' learning needs</li> </ul>	<b>TEACHER PROFESSIONALISM</b> <ul style="list-style-type: none"> <li>Training for subject panels and middle-managers were provided in order to strengthen the curriculum and instructional leadership. PIME cycle was emphasized.</li> <li>Peer lesson observation had been implemented in recent years with gradual increase in requirements such as appreciation, suggestions for improvement, cross-subject observation. Post-observation subject-based sharing was also held.</li> <li>Collaboration on lesson preparation was also introduced in recent years in order to enhance "lesson study" and improve classroom learning and teaching effectiveness. Teaching materials and strategies were gathered in each subject as subject-based resources (knowledge management).</li> <li>It was suggested that collaboration should be implemented together with peer lesson observation in order to make the measures more effective, and to promote in-depth lesson study for teaching effectiveness.</li> <li>Time in pre-lesson study was counted as compulsory CDP hours. Teachers were also welcome to record their time spent on peer lesson observation and sharing sessions in their own CPD records.</li> </ul>
<b>GLOBAL VISION</b> <ul style="list-style-type: none"> <li>Students engage in world affairs through reading and discussion</li> <li>Students experience global culture through exchange programmes</li> </ul>		<b>GLOBAL VISION</b> <ul style="list-style-type: none"> <li>Through morning world news critics, sharing in morning assemblies and learning and teaching in Liberal Studies, students engaged in world affairs. Their knowledge was deepened and their global vision was widened.</li> <li>To widen students' horizons and develop their potential, the school welcomed visitors, educationalists and musicians from Hong Kong and other countries to promote cultural exchange. Students also took part in different learning programmes outside Hong Kong. For example, in 2012-2013, at least 10 exchange programmes (for grouped students) were held by the school or outside organizations. The aspects involved language, science, humanities, visual arts, music, sports, ..... etc.</li> <li>In recent years the school welcome schools, universities and visitors from Mainland China and foreign countries to have visits and learning exchange in cultural, visual arts, music, sports and many other aspects. Our students served as ambassadors to meet the visitors and therefore their global experiences were gained.</li> <li>Many old boys and parents provided help in exchange programmes and visits.</li> </ul>
<b>LEARNING SUPPORT</b> <ul style="list-style-type: none"> <li>School is equipped with effective learning and teaching hardware and software</li> <li>School personnel is effectively deployed to meet the needs of different stakeholders</li> </ul>		<b>LEARNING SUPPORT</b> <ul style="list-style-type: none"> <li>Split-class teaching had been implemented in junior form core subjects in order to reduce the class size and cater for learning diversity.</li> <li>S1 bridging programme, after-school S1 tutorial lessons, after-school junior form remedial classes and senior form tutorial classes were held intensively in order to help low-achievers and stretch the potential of the elites.</li> <li>Summer remedial programmes for junior form students and Summer classes for senior form students were also held intensively in order to provide learning support to various forms of students.</li> <li>School-based curriculum frameworks in junior and senior forms were modified in order to meet the need of students and to prepare students for further studies in the next learning stage (junior to senior secondary education; senior secondary education to tertiary education).</li> <li>To cater for the need in learning support, the team of teaching staff had been expanded.</li> </ul>

### Major Concern 3: Effective implementation of NSSC

Targets	Strategies	Evaluation
<p><b>HOLISTIC CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• A good balance between academic and non-academic pursuits</li> <li>• Choice of subjects and electives reflect students' needs</li> </ul>	<ul style="list-style-type: none"> <li>• Wide consultation of elective subjects among teachers, students &amp; parents</li> <li>• 3X for all with sets of options to link between arts and science</li> <li>• Continual teacher training to update subject knowledge</li> <li>• Peer-observation &amp; professional sharing</li> <li>• Cross-subject collaboration</li> <li>• Whole person development including spiritual growth</li> </ul>	<p><b>HOLISTIC CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• A wide range of subjects was provided to junior form students in order to help them build a wide and solid foundation of knowledge.</li> <li>• An extremely flexible senior form curriculum framework was provided to students. The subject allocation exercise also met the preferences and academic background of S3 students for their senior form studies.</li> <li>• Every year, with reference to stakeholder student survey, academic performance and school resources, the school-based NSS curriculum framework was modified in order to suit the need of students.</li> <li>• Career education was emphasized in recent years. Careers workshops, Inventory Test, individual and group counseling interviews, numerous talks on JUPAS and further studies were held throughout the years for S3 to S6 students. With the careers guidance as stated above, it was observed that students had a strong sense of individual planning and better sense of preparation for their own future. The good rates of further studies, university entrance and overseas/mainland China studies also revealed the effectiveness of the work of career planning and talks on multiple pathways.</li> <li>• For non-academic aspects, the school provided a wide range of Other Learning Experiences and students found the campus life colorful and enjoyable.</li> <li>• Students actively participated in academic and non-academic activities outside the school with extremely fruitful results.</li> </ul>
<p><b>PARADIGM SHIFT</b></p> <ul style="list-style-type: none"> <li>• Teachers equipped with knowledge of new syllabuses</li> <li>• Teachers acquired teaching skills to achieve academic excellence</li> </ul>	<ul style="list-style-type: none"> <li>• Collegial support among staff at all levels</li> <li>• Ying Wa Church to provide long-term follow up</li> </ul>	<p><b>PARADIGM SHIFT</b></p> <ul style="list-style-type: none"> <li>• To promote paradigm shift, middle-managers played an important role. Training for subject panels and middle-managers were provided in order to strengthen the curriculum and instructional leadership. PIME cycle was also emphasized.</li> <li>• Teachers of various subjects took part in seminars, workshops and courses in order to get familiar with the curriculum, pedagogies and assessment methods in their subjects.</li> <li>• The school promoted peer lesson observation and collaboration in order to enhance the learning and teaching effectiveness, favoring the paradigm shift.</li> </ul>
<p><b>CHRISTIAN FAITH</b></p> <ul style="list-style-type: none"> <li>• Students supported spiritually in school with Christian values</li> <li>• Students developed spiritual home at church to meet life-long challenges</li> </ul>		<p><b>CHRISTIAN FAITH</b></p> <ul style="list-style-type: none"> <li>• There were morning prayer and Christian message every day in morning gathering, or hymn-singing, prayer and Bible-reading every day in morning assembly. Students lived in Christian culture.</li> <li>• With the strong support of Ying Wa Church, various religious activities were held frequently, such as Gospel Camp, Gospel Week, cell groups, morning devotion and evangelistic meetings. Hundreds of students believed in Christ or reconfirm their faith.</li> <li>• More and more students attended Ying Wa Church. Their lives were flourished and rooted in Christian Faith and values.</li> </ul>

## APPENDIX

### Refined English Enhancement Scheme Project-end Evaluation Report

Name of School: Ying Wa College

Project Period: 2011/12 to 2012/13

**Part 1 - Project deliverables** [Please refer to Part 1 of *Guidelines on completing the Project-end Evaluation Report*]:

No.	Describe the tangible deliverables (e.g. Language-across-the- curriculum and English language curriculum materials, teaching and learning resources by non-language subjects, etc.) <i>[details to be entered by school]</i>	Suitable for dissemination; reason(s)
1	Language-across-the-curriculum teaching packages were designed by English and IH teachers.  In S.1, 4 topics were covered, including <ul style="list-style-type: none"><li>• The use of Phonics in Government and I</li><li>• The use of prefixes and suffixes for IH vocabulary</li><li>• How to write news reports</li><li>• Expressing opinions on social issues</li></ul> In S.2, 4 topics were covered, including	*Yes / No

	<ul style="list-style-type: none"> <li>• Describing graphs in Weather &amp; Climate</li> <li>• Causes and effects in The Age of Revolution</li> <li>• Describing the pros and cons in Modern China</li> <li>• Giving Examples in Globalization</li> </ul>	
2	<p>Language-across-the-curriculum teaching packages were designed by English and IS teachers.</p> <p>In S.1, 4 topics were covered, including</p> <ul style="list-style-type: none"> <li>• The use of Phonics in What is Science?</li> <li>• The use of prefixes and suffixes for IS vocabulary</li> <li>• Writing purposes and hypotheses in science reports</li> <li>• Describing graphs in science reports</li> </ul> <p>In S.2, 3 topics were covered, including</p> <ul style="list-style-type: none"> <li>• Describing processes</li> <li>• Writing procedures</li> <li>• Describing changes</li> </ul>	* <del>Yes</del> / <del>No</del>
3.	<p>English reference books were purchased to strengthen teachers' professional knowledge of LAC.</p> <p>IH: 12 (2012) + 11 (2013) = 23 books  IS: 23 (2012) + 34 (2013) = 57 books</p>	<p>*<del>Yes</del> / <del>No</del></p> <p>The book lists can be shared, but may not be useful for other schools if different topics are covered.</p>

	LAC: 12 (2012) + 2 (donated by HKIEd) = 14 books	
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\* Delete the inappropriate.

**Part 2 - Attainment of output targets** [Please refer to Part 2 of *Guidelines on completing the Project-end Evaluation Report*]:

<b>Output / outcome-based targets pledged by school in the proposal</b> <i>[details to be entered by school]</i>	<b>Extent of Attainment (please elaborate)</b>
<p>Teachers' evaluation of the LAC programme with regard to:</p> <ul style="list-style-type: none"> <li>● Integration of LAC materials into the schemes of work</li> <li>● Co-planning and collaboration</li> <li>● Usefulness of LAC teaching materials</li> <li>● Awareness of applying LAC knowledge in teaching</li> <li>● EMI teaching</li> </ul>	<p>With the extra teacher and teaching assistant hired under the REES, it was the first time that the school was able to establish an LAC Team to develop S.1-2 cross-curricular teaching packages with collaboration among English, IH and IS teachers. The topics covered were selected based on the meeting discussion among teachers of the three subjects, addressing students' needs for language support to learn the non-language subjects. The LAC teaching materials were integrated into the schemes of work.</p> <p>The collaboration among the IH, IS and English teachers was smooth and fruitful. Without the REES grant in the past, such collaboration was not possible due to teachers' heavy workload and the lack of time. The REES offered some room for teachers to try out cross-curricular collaboration and accumulated experience in aspects ranging from the selection of appropriate topics to the design of teaching materials. Teachers have become more ready for collaboration as such culture is promoted.</p> <p>Questionnaires were given to teachers after each school term to collect their opinions on the implementation of the LAC programme. According to the survey results, it was found that both language teachers and non-language teachers considered the LAC programme useful. The following is a brief summary:</p>

<b>Output / outcome-based targets pledged by school in the proposal</b> <i>[details to be entered by school]</i>	<b>Extent of Attainment (please elaborate)</b>
	<p><u>English teachers:</u></p> <ul style="list-style-type: none"> <li>● All English teachers agreed that the LAC teaching materials raised their teaching efficacy.</li> <li>● All English teachers became more aware of applying LAC knowledge in their teaching.</li> <li>● All English teachers reflected that the teaching materials were helpful for students to learn subject knowledge more efficiently in English based on their observation during lessons.</li> </ul> <p><u>IH and IS teachers:</u></p> <ul style="list-style-type: none"> <li>● Over 80% of IH and IS teachers reported that they became more confident and effective in teaching the language features required by the subject knowledge in English.</li> <li>● All IH and IS teachers encouraged students to use the LAC knowledge learnt in their lessons.</li> <li>● Nearly all IH and IS teachers reflected that the teaching materials were helpful for students to learn subject knowledge more efficiently in English based on their observation during lessons.</li> </ul> <p>With the LAC teaching packages, it is believed that teachers were better prepared for EMI teaching and facilitating students to have a smooth transition to use English to learn non-language subjects.</p>
<p>Students' evaluation of the LAC programme with regard to:</p> <ul style="list-style-type: none"> <li>● Mastery of language functions for subject</li> </ul>	<p>Questionnaires were given to students after each school term to collect their opinions on the implementation of the LAC programme. According to the survey results, positive response was received from students in general, though it varied slightly from module to module. The</p>

<b>Output / outcome-based targets pledged by school in the proposal</b> <i>[details to be entered by school]</i>	<b>Extent of Attainment (please elaborate)</b>
<p>content</p> <ul style="list-style-type: none"> <li>● Usefulness of LAC teaching materials</li> <li>● Awareness of applying LAC knowledge in learning subject knowledge</li> <li>● Confidence in learning with English as the MOI</li> </ul>	<p>following is a brief summary:</p> <ul style="list-style-type: none"> <li>● Over 80% of students said that they could master the language functions taught in LAC lessons.</li> <li>● Over 70% of students mentioned that the LAC teaching packages were useful in helping them learn subject knowledge more efficiently in English.</li> <li>● Over 70% of students applied the LAC knowledge in learning IH and IS.</li> <li>● Over 70% of students became more confident in learning IH and IS with English as the MOI.</li> </ul> <p>As the language functions required by IS and IH were highlighted by both language teachers and non-language teachers, teachers observed that in lessons, tests and assignments, more students were able to spell difficult words and complete tasks with the appropriate language forms, improving students' performance in the non-language subjects. Non-language teachers also emphasised that the language skills students acquired will be useful even when they are promoted to the senior forms.</p>

**Part 3 - Reflections on the project** [Please refer to Part 3 of *Guidelines on completing the Project-end Evaluation Report*]:  
*(in concise and precise language, point form acceptable)*

- The measures to implement the LAC programme were effective as a whole. The involvement of both language teachers and non-language teachers in the design of teaching packages could bring together the expertise of the former to lay the language foundation and that of the latter to provide students with opportunities to apply language features in exercises and assessments.
- The culture of cross-curricular collaboration among teachers from different departments was developed. It is well expected that future



collaboration will be more welcomed by teachers.

- The importance of English as the MOI was better acknowledged not only by English teachers, but also non-language teachers and students. In other words, more teachers and students agreed that higher English proficiency can help students attain better achievements in non-language subjects. This was of particular significance for us as an EMI school.
- Careful selection of language skills covered in the LAC programme was important. Teachers and students will find the LAC materials more beneficial if the skills taught can be used when students are promoted to the senior forms.
- Given that all the syllabuses of English, IH and IS were demanding in terms of the amount of subject content included, the teaching schedule was found to be very tight after integrating the LAC materials into the existing schemes of work. Teachers needed more time to adjust the appropriate teaching pace.

**Part 4 - Self-rating on the implementation of the project** [Please refer to Part 4 of *Guidelines on completing the Project-end Evaluation Report.*]:

Taken Parts 1 to 3 above together, the overall rating on my school's implementation of the Project is : (   3   )

[4= Very good   3 = Good   2 = Satisfactory   1 = Can be improved]