

External School Review Report

Queen's College

Address of School : 120 Causeway Road, Hong Kong

External Review Period : on 11, 13 – 15 & 20 October 2010

**Quality Assurance Division
Education Bureau**

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1. Introduction

1.1 External review methodology

- The previous External School Review (ESR) was conducted on 18 and 25 to 30 May 2005.
- The ESR team conducted the review on 11, 13 – 15 and 20 October 2010 to evaluate the school’s performance in school self-evaluation and other areas of school work.
- The ESR team used the following methods to review the performance of the school:
 - Scrutiny of documents and data provided by the school before and during the school visit;
 - Observation of 49 lessons taught by 48 teachers;
 - Observation of various school activities including morning assemblies organised by students, reading periods, inter-house volleyball competitions, school orchestra training, a book exhibition organised by the Book Joy Club and other extra-curricular and club activities;
 - Meetings and interviews with members of the School Management Committee including the Chair of the Old Boys’ Association, the Principal, the Assistant Principals, panel chairs and heads of functional committees, teachers, the school social worker, parents and students; and
 - Shadowing of a sample of three students for a whole-day period to observe their school life.
- The review findings presented in this report were derived from the corporate judgement of the ESR team based on the information collected through the above methods.

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

- Founded in 1862, Queen’s College is the most historical government school in Hong Kong, providing secondary school education for boys. The following mission defines the direction of development of the school.

“It is our mission to provide students with an all-round education aimed at excellence in moral, intellectual, physical, inter-personal and aesthetic development, whereby they can achieve self-fulfillment in all aspects throughout their lives and become leaders of tomorrow.”

- In October 2010, the school has a total of 1164 students in 33 classes. The class organisation and student population are as follows:

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of classes	5	5	5	5	5	4	4	33
No. of students	180	190	197	198	192	116	91	1164

- The school has spacious premises, with 30 classrooms, two small group teaching rooms, one Lecture Room, six Science Laboratories, two Computer Rooms, one Multi-media Learning Centre, one Visual Arts Room, one Music Room and one Library. On the ground floor, there is an air-conditioned, multi-purpose School Hall. For recreation and outdoor activities, there are two playgrounds, a school garden, a gymnasium and a Student Activity Centre on the school campus.
- The school has established a clear mechanism for school self-evaluation (SSE) in which all staff members fully participate. The School-based Management Implementation and Evaluation Group (SBMG) comprises mainly heads of functional teams, and is responsible for the implementation and evaluation of school policies, ensuring all functional and academic committees are acting collaboratively in line with the direction of the school. It has striven to improve the evaluation process by setting up a framework and the evaluation procedures, aimed at enhancing the staff's understanding of self-evaluation.
- The heads of teams and panels have gained a good awareness of SSE, through the practice of setting up the evaluation methods and criteria as well as the way forward when formulating their plans.
- The evaluation of major school concerns is reported in SBMG meetings and periodically to the School Management Committee, where school plans are reviewed to enhance school effectiveness. The Annual School Report containing the evaluation of school's major concerns is uploaded on the school's web-site for stakeholders' information.

2. School Performance

2.1 Continuous Development of the School

- The development of Queen's College (QC) has been well guided by the appropriate priorities set. In the last two development cycles, 2006/07 – 2008/09 and 2009/10 – 2011/12, a sharp development focus has been placed on learning and teaching and students' whole-person development. It duly caters for school and student development needs. It also represents an active response to the reform of the New Senior Secondary (NSS) academic structure and curriculum and to stakeholders' expectations regarding students' moral development and responsibility of the school to safeguard students' physical, mental and spiritual well-being.
- As to the enhancement of learning and teaching, the core task has been to prepare for, and implement, the NSS academic system. With the joint efforts of staff members under the leadership of the Academic Committee and the NSS Core Group, the NSS curriculum has been smoothly implemented and gradual pedagogical change is taking place. The school priority of fostering students' whole-person development has been appropriately addressed through the implementation of the P.A.T.H.S. to Adulthood Programme and the Healthy School Policy. As a school concern in the last cycle, the former was introduced as a means to cater for students' growth needs and has now become a key school support measure for junior form students. Being a major concern in the current cycle, the Healthy School Policy is a key policy initiative led by the Education Bureau (EDB) and QC has served well as a pilot school, pioneering the initiative to the benefits of its students at different year levels. Another key strategy is the development of student leadership which is well supported by the old boys and remains a key strength that helps sustain school development. Given that students' moral development and capacity for coping with adversity and the negative forces in society are a shared concern among stakeholders, sustained efforts need to be made to promote and integrate values education into students' daily learning and school life.
- As a tradition, the celebration of the school's quinquennial anniversaries, such as the 145th anniversary in 2007 and the coming 150th anniversary in 2012, is another school priority. In a school like QC, which has been established for nearly one and a half centuries, the celebration of each anniversary means an act of honouring its history and the legacy it leaves. Apart from strengthening the bonding between the different generations of old boys and other members of the school community, the celebration of the quinquennial anniversaries serves two well-defined goals of further promoting the school's core values, brotherhood among students of the past and the present in particular, and enhancing the school ethos where harmony is stressed and success celebrated.

- As an active response to the reform of the NSS academic structure and curriculum, emphasis has been placed in these two development cycles on the promotion of curriculum leadership and assessment for learning as a means to foster curriculum and pedagogical change and to facilitate the preparation and implementation of the NSS curriculum. This also serves as follow-up to the recommendation in the last ESR report regarding the need to stretch students and to promote student-centred pedagogy. As a key capacity building strategy, peer lesson observation is widely adopted and it bears a clear focus on the promotion of assessment for learning. At the same time, expertise and support from external bodies, such as tertiary institutions and the EDB, are duly tapped to support teachers. The good efforts made to promote peer lesson observation have resulted in teachers' positive attitude towards this mode of professional development and raised awareness of the use of assessment for learning. To accelerate and sustain pedagogical change, more vigour is needed for embedding the use of assessment for learning in daily learning and teaching more widely across the curriculum. There could be further attempts made to promote professional exchange on the use of classroom formative assessment among teachers and with external organisations, such as schools with similar student intake and a similar concern. In the course of promoting pedagogical change, more attention could be directed to developing students into reflective learners and raising expectations of learning so as to stretch the students, develop their self-learning capacity and realise their potential, which is also a prime goal of the curriculum reform.
- Teachers' engagement and contribution are valued in the self-evaluation process. Accountability is generally achieved through ongoing review and regular reporting of work at different school- and committee-level meetings. Through mechanisms, such as level coordination meetings with teachers and students, and meetings with parents, views from different stakeholders are solicited to identify improvement needs and to inform planning. The feedback collected is openly shared at staff meetings and suggestions are given by the school management for addressing areas of improvement. It has become an established practice that the last staff development day each year is reserved for teachers to reflect on the school's major concerns and offer suggestions for improvement. Upon analysis of teachers' views, designated middle managers will take charge of the drafting of annual plans which will be refined by the SBMG and then discussed at staff meetings. In the entire process, transparency is achieved and consensus built. Ownership by the managers in charge of respective school initiatives is evident. Programme planning at the panel/committee level is generally aligned with the school development focus. There is, nevertheless, a need for more elaborate planning across subject panels to devise more explicit strategies for addressing the school concern of promoting values education and assessment for learning at the classroom level. Programme implementation is duly monitored and there is adequate depth in the review of the main programmes and activities. While it has been decided that stakeholder surveys be administered and the Assessment Program for Affective and Social Outcomes (APASO) used to support development planning, more attention could be given to the setting of specific improvement targets, especially those concerning the promotion of

assessment for learning, to better guide implementation and evaluation. Besides, a holistic review of its performance in key domains of work could help QC chart its course for the next development cycle.

- The use of school resources is generally well planned to support school and student development. Campus facilities are well utilised to support a wide range of student activities. Students learn and grow on a pleasant school campus that boasts a lot of green areas. In preparation for the implementation of the NSS curriculum, due effort has been made to develop a resource bank to support learning and teaching of different subjects. Further, renovation work is being carried out to provide better facilities for learning and teaching. Additional funding from the government is duly used to employ teaching assistants and additional teachers to provide support for students and to create space for teachers. Interactive whiteboards have been installed in two classrooms to give good quality support for learning and teaching. Nevertheless, attention needs to be given to some of the IT equipment that is showing signs of deterioration.
- The school management demonstrates good leadership in steering and supporting school development. It is appreciative and supportive and has a good grasp of the school's strengths and improvement needs. It successfully leads staff members in setting clear development focuses. A people-oriented approach is adopted to promote curriculum and pedagogical change and to strengthen student support. In the change management process, due consideration is given to teachers' readiness and views, and emphasis placed on the development of a favourable school ethos that encourages and recognises contributions and celebrates successes.
- The School Management Committee is composed of representatives of different school stakeholders, including academics and professionals. School managers are well informed of the progress of school development tasks and understand well the school's further development needs. They give strong resource and professional support for school development. The Principal is a seasoned educator and school manager. He has been able to promote pedagogical change progressively through professional sharing, giving encouragement and making sustained efforts to promote an open and supportive school ethos and harmony in the school environment. He attaches importance to the promotion of the school's core values, student leadership development and the enhancement of brotherhood among students. Under his leadership, students are provided with valuable opportunities to develop and demonstrate leadership. Adding to the strength of the school leadership is the quality support provided by the two Assistant Principals. Having served at QC for a long time, they understand the school's development needs well, including those of the teachers and students. Apart from being experienced, they are committed, competent and appreciative. They enjoy good relationships with staff members and, with such rapport, communication between the school management and the staff is good. Since the last development cycle, much attention has been directed to the nurturing of curriculum leadership through staff development programmes, such as expert talks on curriculum and pedagogical issues, and the promotion of peer lesson observation and collaborative lesson planning. With the dedicated efforts made, subject panel and committee heads are, in

general, well equipped for their role in planning and implementing the subject curriculum.

- Leadership functions are well distributed among the Principal, Assistant Principals and middle managers. The Principal oversees school development and the two Assistant Principals play a lead role in the Academic Committee and the Whole-Person Development Committee respectively. A core group of middle managers are delegated important tasks of spearheading initiatives related to school-level major concerns, such as the planning for the implementation of the NSS curriculum, promotion of assessment for learning, development of student leadership and implementation of the Healthy School Policy. They are also entrusted with the responsibility to explain plans and report progress at staff and School Management Committee meetings, where appreciation is shown for their contributions. In a school environment such as that of QC, where harmony and trust are highly valued, such distribution of leadership functions helps develop and sustain leadership forces and enhance ownership, as well as accountability. To avoid burnout, nevertheless, timely review of individual managers' workloads is needed.

2.2 Learning and Teaching

- The curriculum goals and policies are in line with the school mission, with due emphasis on students' whole-person development. The school curriculum is broad and rich, providing a good range of learning opportunities and experiences to meet the learning and development needs of students.
- To address one of the major concerns of the school – “Implementation of NSS System”, a comprehensive implementation plan covering the development of a resource bank, timetabling arrangements, alignment of curriculum, pedagogy and assessment, and promotion of assessment for learning, has been devised. The development of the NSS curriculum and handling of related issues have been well coordinated by the Academic Committee and the NSS Core Group. Regular review is carried out to secure improvement of work. With the good follow-up work done to enhance the curriculum provision, a good range of elective subjects and subject combinations is provided to cater well for students' interests, needs and abilities, and a vast majority of S4 students have been allocated to their first choice. The programme on Other Learning Experiences (OLE) is properly arranged. Students are provided with structured learning opportunities that support their moral, aesthetic and physical development. They are also encouraged to serve the school and the community through participation in a variety of social service programmes. The Student Learning Profile (SLP) has been duly developed and made accessible via the school intranet. Training has been provided for junior form students on how to record their learning experiences and achievements. To maximise the educational benefits of the SLP, more guidance could be provided for students at both junior and senior secondary levels on how to reflect on their participation and performance in the activities recorded.

- Appropriate strategies have been adopted to enhance the interface between the junior and senior secondary curricula. Importance is attached to equipping students at Key Stage (KS) 3 with adequate foundation knowledge and skills in key learning areas to better prepare them for the NSS curriculum. Good planning has been done for the design and implementation of a junior secondary school-based Liberal Studies (LS) curriculum to develop students' learning to learn capabilities. Project learning is effectively integrated into the curriculum to provide a foundation programme for building students' generic skills for self-directed learning and higher-order thinking. As such, it serves well to prepare students for Independent Enquiry Study.
- Comprehensive and strategic planning has been undertaken for the implementation of the NSS LS curriculum, including curriculum and staff development, and manpower deployment. The Advanced Supplementary Level LS has been introduced since the 2005/06 school year to provide opportunities for teachers to accumulate experience and develop expertise to support ongoing development of the NSS LS curriculum. Much attention has also been given to teachers' professional development and support needs. Professional support has been duly tapped from external institutions and specific timetabled periods set aside for collaborative lesson planning. Staff members are flexibly deployed to support split-class teaching. Student surveys and ongoing review are conducted to inform curriculum planning.
- In line with the school mission to provide students with an all-round education, valuable learning experiences are provided through an extensive range of activities to realise students' potential in various fields. Exchange programmes are arranged with schools in Mainland China and overseas to extend students' scope of learning. Civic education is duly promoted through regular morning assemblies, with students playing a lead role. A range of values education programmes is implemented under the Healthy School Policy. Life-wide learning (LWL) periods which encompass OLE elements, including moral and civic education and community service, are arranged at both junior and senior secondary levels to instill positive values and attitudes in students, as well as enriching their experiences. Providing such a range of learning experiences, the curriculum, as a whole, contributes well to students' all-round development.
- The policy of using English as the medium of instruction is well defined. Most teachers are confident and proficient in delivering lessons in English. Students, generally, demonstrate good ability in communicating in English. To enable students to benefit to the full from an English immersion environment, there is a need for more cross-curricular efforts to promote the use of English beyond the classroom.
- An array of reading programmes has been arranged to help students build a good reading habit. Apart from the student-run Book Joy Club, senior form students are nominated as reading pioneers to promote a reading culture among students. Students mostly enjoy reading and have developed good reading habits. Given the progress achieved, the school could consider reviewing the arrangement of implementing a timetabled reading session, the

current use of which is varied among classes, and exploring alternative strategies for promoting reading to learn.

- Appropriate measures are adopted to cater for students' diverse learning needs. In addition to split-class remedial teaching of Chinese and English, some subject panels provide tutorial classes for lower achievers. More able students are recommended to participate in enhancement courses, competitions and gifted programmes organised by the EDB and tertiary institutions. To more fully realise students' potential, pedagogical strategies could be further refined to foster active and independent learning in the classroom.
- Proper procedures and mechanisms, such as regular school and panel meetings, exercise book inspection and lesson observation, are in place to monitor and evaluate the effectiveness of subject panel work. Students' feedback is collected through level coordination meetings and some teachers solicit students' views through questionnaires to inform curriculum review. Curriculum planning at the panel level is, in general, aligned with the school development focus. While teachers' professional autonomy is valued and respected, there could be more joint efforts made by the school management and subject panels to set specific improvement targets in relation to the development priority of promoting assessment for learning. In this regard, there could be more deliberation and exploration of subject-specific classroom assessment strategies, within and across subject panels, to help inform and improve learning and teaching.
- The school has formulated an appropriate assessment policy, with a framework which comprises formative and summative assessments. A range of assessment methods, including project work, learning logs, on-line exercises and a web-based discussion forum, is devised to provide students with opportunities to consolidate and apply their subject knowledge and enable them to use an enquiry approach to develop their generic skills. Good effort has been made by LS teachers to make use of students' responses to web-based discussion questions to foster their critical thinking, and feedback is given at the same time to enhance students' learning. Different modes of assessment, including peer and self assessment, are adopted in some assignments to develop students' critical thinking and promote reflective learning.
- Proper measures are in place to monitor the quality of examination papers and quantity of homework assigned to students. Uniform marking of examination papers is practised at all levels to ensure consistency. Students' performance in examinations is regularly and duly analysed and the analysis of student performance data by some subject panels is thorough and effective. The assessment data are rich and could be better used for more in-depth programme review, with a sharper focus on students' learning outcomes, in order to inform learning and teaching.
- Aligned with the school's major concern and with support from the EDB, strategic use of assessment information is pioneered in the Science Education KLA to promote assessment for learning. Peer lesson observation, with a focus on assessment for learning, is conducted to promote professional exchange. To capitalise on the outcomes of this type of lesson observation, there could be more internal sharing and dissemination

of good practice within and across subject panels. Furthermore, professional sharing of assignment design and related assessment strategies could be promoted.

- Students have strong motivation and interest in learning. They are attentive, spontaneous in answering questions, and take an active part in learning activities, showing good readiness and a serious learning attitude. In most lessons, students can grasp the lesson content well. When opportunities for discussion and presentation are provided, they demonstrate a high level of participation and enthusiasm. Most of them are capable of organising their ideas logically and presenting them confidently in front of the class, showing good communication and critical thinking skills. They are also able to make good progress with reference to teachers' feedback. Some students make good use of independent learning strategies, such as note-taking and pre-lesson preparation, to support their learning. The best performing students not only show the ability to apply knowledge and skills, but they also take the initiative to express their own views and raise questions, with a view to developing a deeper understanding of the topic being studied. They also demonstrate the ability and keenness to examine the topic from different perspectives and are receptive to teachers' and classmates' comments.
- Teachers are friendly and approachable and their rapport with students is very good. Teachers, in general, possess sound subject knowledge and capability to use English as the medium of instruction. Their instructions and explanations are clear and systematic. Most lessons are well organised, with clear objectives and appropriate focuses. Classroom management is effective. In general, IT, including the interactive whiteboard, and a good range of subject resources are appropriately used to stimulate students' interest and to facilitate their understanding. In a number of lessons, the blackboard is skillfully used to facilitate teacher presentations and student understanding.
- The most commonly adopted teaching mode is a combination of direct instruction and questioning, supplemented with discussion tasks and, occasionally, with opportunities for student presentations. Teachers often use questions to check students' understanding and prior knowledge. Feedback is positive, timely and conducive to students' learning and improvement. In a majority of lessons, opportunities are provided for students with different abilities to participate in learning activities and appropriate support is given to individual students when they are taking part in class activities and completing tasks. To better cater for learner diversity, more varied strategies could be explored and adopted, especially those for helping students with more noticeable support needs.
- With regard to the school's development priority of promoting assessment for learning, effective practices were observed in some lessons where the teachers concerned could use a range of questioning techniques effectively, such as prompting, probing, redirecting or rephrasing questions, to encourage students to think and to use more language and prior knowledge. Through effective feedback strategies, such as paraphrasing students' responses, analysing their performance and suggesting specific ways of improvement, these teachers showed a good grasp of students' learning

performance and support needs. They also provided the needed scaffolding to help students improve and experience success.

- To achieve the curriculum reform goal of developing students into independent and reflective learners, more opportunities could be provided for them to demonstrate their learning and to develop and apply their self-directed learning skills in class. Given their abilities and positive learning attitude, students could be further stretched and their potential maximised. In pursuit of excellence, which is a core value of the school, more challenging questions could be posed to encourage creative and higher-order thinking and more use of subject-specific language. Now that teachers' awareness of assessment for learning has been raised, classroom formative assessment could be further promoted and integrated with daily learning and teaching. A wider range of questions could be used to check learning progress, to identify needs for support and challenge, and to help students dig deeper into the topic being studied and develop an enquiring mind. More specific feedback on students' strengths and areas for improvement could be provided to facilitate their learning and self-improvement. Apart from teachers giving feedback, more opportunities could be provided for students to offer comments to peers and contribute ideas to support peer learning, so that a livelier learning atmosphere could be created and higher quality interaction between students attained.

2.3 Student Support and School Ethos

- The school strives to provide an all-round education for students and to equip them to become leaders of tomorrow. The Whole-Person Development Committee can effectively coordinate the work of related functional committees and engage them in collaboration in the implementation of different student support programmes. As the school's close partners, old boys play a significant role in providing support for students' whole-person development. As regards values education, the LWL period is an effective platform for the promotion of the Healthy School Policy and the school's core values, including diligence, brotherhood, the pursuit of excellence, integrity and responsibility.
- The school has a strong vision to develop an all-round healthy school and is willing to share this valuable experience with other schools in Hong Kong and overseas. The Healthy School Committee communicates well with parents and staff members, helping them understand why and how the Healthy School Policy is implemented to meet the growth needs of students at different year levels. Planning for the implementation of the Healthy School Policy is comprehensive. In promoting an all-round healthy school, emphasis is placed on students' whole-person development, including their physical, emotional and spiritual health. For physical health, apart from encouraging students to take regular exercise, the school promotes healthy eating through talks, a whole-school food policy and a healthy food corner established in the tuck shop. As regards emotional health, preventive and developmental programmes, such as the P.A.T.H.S. to Adulthood Programme, are introduced to cater for students' different growth needs and

to strengthen peer support. Preventive programmes are introduced in the LWL period to enable students to have a proper understanding of a range of teenage issues, such as drug abuse and sexuality. Peer counsellors and prefects play a vital role in helping junior form students adapt to their school life. The Bright Future Programme emphasises students' reflection and goal setting for self improvement and management. Suitable support is provided for students with special educational needs. To nurture students' spiritual health, the school has directed much attention to the development of a green campus environment. Class environmental protection ambassadors help promote an environment-friendly culture in the school. Through various greening projects, activities and outings, students' awareness of environmental protection is enhanced. The "Words for the Soul" web-based platform encourages students to share their viewpoints on selected life stories and the outcomes of this sharing reflect their empathy with, and understanding of, the issues covered. With students' positive response to the Healthy School Policy and their involvement in the related activities, the school is making good progress in achieving its goal of developing itself into a healthy school.

- To meet the school's vision of developing students into leaders of tomorrow, the school has made sustained efforts to develop their leadership skills, build their confidence through systematic training and provide opportunities for application and reflection. Leadership training camps for senior form students place due emphasis on both the skills and attitudes required of a good leader. Apart from training, students' leadership is fostered through engagement in serving in different school activities and in the Peer Concern and Guidance Programme. A good range of opportunities is provided for students to shoulder responsibility and to serve the school and their peers. The Service Award Scheme can encourage students to take an active part in serving the school. Through training and service, students' leadership and sense of belonging towards school are well nurtured.
- The school has made dedicated efforts to broaden students' life experiences. Under the coordination of the Extra-curricular Activities (ECA) Team, a good range of ECA is organised by different societies and clubs to cater for students' different needs and interests. Senior form students are encouraged to form new clubs, adding to the variety of ECA offered. Moral and civic education is mainly implemented through the LWL period, morning assemblies and related activities that are aimed at arousing students' awareness of their own self, community and country. Exchange programmes and visits to Mainland China are organised to enhance students' sense of national identity and to promote their appreciation of the cultural heritage in China, including Hong Kong. The school also provides a range of opportunities for students to contribute to community service, whereby they learn to serve and serve to learn. To enhance the quality of their learning experience, students are given appropriate training before they are asked to provide community service. The Careers Guidance Team administers aptitude tests and organises career talks for senior form students to prepare them for their career paths. With good support from the Old Boys' Association, a mentorship programme is organised for some senior form students to provide them with valuable job-related experiences. While adequate information and support are given to help senior form students plan

their future studies and career, a more structured approach could be adopted at the junior secondary level to encourage and guide students to explore and learn more about their own interests, aptitudes and aspirations.

- In the previous school development cycle, the school aimed at promoting values education and enhancing the school ethos through the implementation of the P.A.T.H.S. to Adulthood Programme and major school activities, such as the Orientation Camp and those in connection with the celebration of the 145th anniversary. In this cycle, apart from promoting the school ethos through celebrating the 150th anniversary, the school has set as its priorities the development of a healthy school and the enhancement of student leadership. To forge a stronger link between the two cycles of development and to foster the school's continuous improvement, there could be more and better use of evaluation tools to identify students' support and development needs and to inform the planning of student support programmes. With the good progress in the planning and implementation of the Healthy School Policy, the impact of school work on instilling positive values in students and developing their resilience could be further enhanced with better integration of values education into different aspects of school life, including daily learning and teaching.
- The school receives great support from parents, who show appreciation of the school in its various aspects. These include the long history with good traditions, the liberal ethos with a strong culture of brotherhood, the caring teachers, a good range of opportunities for students to excel in different areas, students with good behaviour and impressive academic performance and their strong sense of belonging. Parents are provided with appropriate channels to voice their opinions, particularly on issues related to students' welfare and learning. Their views are then discussed and followed up in the meetings of the committees concerned. The Parent-Teacher Association (PTA) organises a variety of parent-child activities and activities for parents, which help improve the parent-child relationship, broaden the horizons of the parent participants and strengthen the relationship among the active members. It also conducts academic workshops for senior form students and donates funds to the school for offering scholarships to students. The school maintains a very good relationship with the old boys. The passion for the school and the deep understanding of the school spirit of the old boys help the school sustain its traditional spirit, values and strengths. The Old Boys' Association makes contributions to the development of the school in many ways, especially through providing strong support for student development. Besides giving financial assistance and professional advice on school development issues, it actively organises different activities, such as careers talks, leadership training programmes and regular guidance sessions, to cater for the different needs of their fellow schoolmates, including those aspiring, new and incumbent student leaders and those with support needs. The Morrison Fund provides ample financial assistance to the school in many aspects, such as offering scholarships to students of different forms for different achievements, sponsoring activities and purchase of equipment. To support staff and student development, the school seeks good professional support from other external bodies including academics from tertiary institutions and experts of various sectors. With the good relationship and a strong network with a number of overseas schools, the school has

successfully organised a good range of overseas exchange and study programmes for their students to widen their global perspective and learning experiences.

- Brotherhood at QC is more than a core school value. It strengthens the bonding among different generations of QC boys and contributes to their strong sense of belonging. It also makes up an important part of QC's legacy that different members of the school community, students and old boys in particular, pride themselves on. At QC, harmony and trust are valued and success is celebrated. The school ethos is open, liberal and supportive and the staff morale is good. Teachers cooperate well with each other and share the mission of providing an all-round education for students to equip them to become leaders of tomorrow. Students strive for success in their academic pursuits and are eager to serve their peers, the school and the community. The school leadership sees the importance of promoting curriculum and pedagogical change to facilitate the implementation of the curriculum reform and active steps have been taken to prepare and equip teachers for such change.

2.4 Student Performance

- Students embrace the school's core values. They are confident, cooperative and self-disciplined. They show a strong interest and motivation to learn. They demonstrate a strong sense of belonging and are eager to serve the school and their peers. They actively participate in different school activities and show good initiative in organising and running clubs and house activities. As QC boys, they aspire to become leaders of tomorrow. Senior form students strive to become student leaders and to excel in leadership, with a passion to become role models for their junior schoolmates.
- In the past three years, the percentages of students obtaining 14 or more points in the best six subjects in the Hong Kong Certificate of Education Examination (HKCEE) were significantly higher than the territory averages for day-school students. In comparison with schools with similar S1 intake, the school performed well in the HKCEE for the past three years and the performance exceeded the expected level. In the Hong Kong Advanced Level Examination, the percentages of students in the school meeting the minimum admission requirements for local degree courses were far above the territory averages for day-school students over the past three years.
- Students participate actively in a wide range of ECA, inter-school competitions and community service. They perform remarkably well in music, athletic, academic, project design and environmental protection competitions and have obtained numerous group and individual awards. Individual students have won gold medals in International Olympiad competitions in Mathematics and Science.

3. Concluding Remarks

QC's development has been well steered by its leadership with good support from the old boys and parents. Clear directions have been set and the school core values are embraced by different members of the community. The effective functioning of the self-evaluation mechanism has contributed to good consensus building and ownership of the school's major concerns among the staff members. The school ethos is supportive and the environment is harmonious. Despite the challenge of the curriculum reform, staff morale is good and teachers are positive about the curriculum and pedagogical change that is needed for effective implementation of the reform. With the sustained efforts made in these two development cycles, a number of curriculum initiatives have been effectively launched and gradual pedagogical change is taking place. The school boasts a broad and balanced curriculum providing rich and wide-ranging learning opportunities and experiences for its students. Student leadership remains a key strength that helps sustain school development. Guided by its core value of pursuing excellence, QC could further build on its own strengths and make continuous improvement by directing more attention and effort to the following areas:

3.1 Improving target setting to guide implementation and evaluation

- With respect to the development priority of promoting assessment for learning, there is a need for joint efforts made by the school management and subject panels to set specific targets that help define the expected improvement in learning and teaching and to explore and review strategies for achieving the targets. Maximising the benefits of the well-established SSE mechanism, the school could make use of the improvement targets to guide and enhance the depth of teachers' reflections and to engage teachers in setting higher expectations of student performance so as to pursue excellence.

3.2 Embedding the use of assessment for learning in daily classroom learning and teaching

- The promotion of assessment for learning as a means to inform and improve both learning and teaching is a long-term initiative and should be integrated into daily classroom learning and teaching. While gradual pedagogical change in this respect is observed, there could be more attention given to the use of questioning to scaffold learning, to stimulate creative and critical thinking, to promote interaction not only between the teacher and students, but also among students, and to encourage more use of academic language in content subject lessons. To develop students into reflective learners, consideration needs to be given to the development of students' meta-cognitive skills to help them with self-reflection, peer assessment and management of their own learning. With more opportunities for students to demonstrate learning, more specific feedback and encouragement could be given to facilitate improvement and build competence.