

Evaluation of Program Plan 2010-2011

This is the year when the Administrative Committee was set up to lead the school. The committee was composed of 5 senior teachers together with the principal and the assistant principal. At the start of 2011, the school has also secured enough funding for the commencement of the Phase 5 of the School Development Project – the rebuilding of the school hall which has been used for 55 years.

The paragraphs below provide a brief account of the implementation of the three major concerns of 2010-2011 : (1) Academic Excellence; (2) Character Formation; (3) Nurture Positive Thinking.

Academic Excellence

Academic performance was secured through including supplementary classes for F.5 students before the end of terms. To encourage mutual learning among students and appreciation of works of students, good works were displayed in the bulletin boards in the laboratories and classrooms. Subject panels like Chinese Language, Biology, Chemistry, Economics, English Language, Integrated Science and Liberal Studies joined this strategy. In Music panel, good performances for practicals at F.4 and F.5 were shared. F.1-4 winning projects were honoured in assemblies while F.4 winning projects were put in school journal Starlet.

To suit the variance of learning ability of students, more challenging activities / questions / assignments were given to more capable students, while less able students were identified and given counseling by teachers. Economics panel adopted this approach. Geography panel conducted the lessons in active enquiry approach in which questions of various difficulties were asked to arouse interest of students of different abilities. The Liberal Studies panel gave differential tasks to students during their group discussion activities for 7 times. The English teachers identified more capable and less capable students for withdrawal and streaming. Suspected SEN students received specific teaching strategies and/or referral to education psychologist. In Religious Studies, teachers showed their concern to less able students in lessons.

To strive for wider exposure, students were encouraged to participate in public competitions, for example 2 teams of F.5 students participated in the Chemistry Olympiad, but were unable to enter the final round. In BAFS, increasing proportion of students attempted LCCI examinations when they approached higher forms. Students were not eager to enter competitions of visual arts.

Online resources and eClass were used to post extra materials and exercises for students. 20 were awarded top 50 in the Series Ranking and 12 Top School Ranking in the English Builder scheme. Although below standard, 30% of F.7 chemistry students utilized online resources in voluntary base. Economics panel found students prefer reading hard copies to soft copies. Learning materials including past papers, essays, notes and news cuttings were packed and put on CD/eClass for easy

circulation among students by the Geography panel. The Integrated Science panel had also uploaded several pieces of science-related news and articles. Large amount of articles and news of various modules were uploaded to eClass and the panel (which? LS?) intermittently informed students of the new upload by iMail. The Mathematics panel made good use of eClass and intranet for sharing of good teaching methods and experiences. Only 30% the BAFS students attempted the on-line learning tasks provided by publishers. However, more than 50% of the students worked on supplementary exercises supplied by BAFS teachers through i-mail. Their response was that the exercises provided by the publishers were not so difficult while supplementary exercises provided by the BAFS teachers were more difficult. In Physics panel, an online platform with stimulating and challenging questions was provided to all the students to drill at their own pace. However, not all students would like to do the exercises.

Extensive reading was encouraged in English Language in all forms. New books about scientists and science story books were bought by the Integrated Science Panel. Students were informed of the availability of the new books and encouraged to make good use of these books. In Putonghua panel, regular broadcastings using Putonghua in the lunchtime through school radio were made from January to May 2011. In Biology panel, reflective journal had been tried, yet less than 20% of F.3 and F.6 students kept their reflective journal for the first term.

The Staff Development Committee had also helped to maintain a directory for storage of soft copies of well-designed assignments in the public directory of school server for easy reference by teachers.

Character Formation

Deriving from the school mission, 'to nurture caring leaders who are competent spiritually, morally and intellectually', the school believes our education should help our students to know themselves better and bring virtues to them when their character are forming in their adolescence. Most teachers had set up their own class rules at the beginning of the term. They found that most students conformed to the rules which they had participated in drawing up. In BAFS classes, conduct grades of students raised by 10% because of setting of class rules. One of the emphases in character formation in 2010 -2011 was the strengthening of the sense of responsibility. In science subjects, cleaning apparatus was done by the higher form students while it may be difficult for the lower forms because of the short duration of time they have in the laboratory and the larger class size. Breakage of utensils was not serious and no accident happened. Generally, low achievers were weaker in assuming responsibility and performed less satisfactorily. While the junior forms performed better, senior forms achieved only satisfactorily.

Punctuality was also pinpointed in character formation. From the reports of various subject panels, we knew that students had tried to be punctual to their classes, however, change of classrooms due to change of subjects impose difficulties for them to turn up punctually. And on the whole, fewer students were late. A stricter scheme of progressive punishment was introduced by the Discipline

Committee certainly imposed greater threat to students who were late frequently. Nevertheless, the Discipline Committee had also introduced a monthly presentation of certificate to class with the best punctuality record in each form. The above measures were sure to put positive enforcement of punctuality in the school. Students were not doing well in handing in their assignments punctually. The school would continue to enforce punctuality in submitting homework through sending SMS to their parents, sending late students to work supervision class and detention class. Most teachers, except those who took several administrative duties, came to their classes punctually and served as good role models for students.

As an indicator of reflecting civil responsibility, classroom and campus cleanliness had been emphasized for years. Teachers had closely monitored the cleanliness of the campus. Cleanliness was generally maintained. However, some classes and venues of floating classes were messy. It was difficult to find volunteers to clean up the venue for rehearsals and performances.

In order to enhance formation of good character, colleagues derived various measures to consolidate the good behaviour of students. Correct answers would be ticked while wrong answers would not be crossed out with correct answers given next to it. Students appreciated this way of marking a lot in BAFS. In Visual Arts panel, biography of masters and great artists were introduced whenever suitable, many students were inspired.

Nurture Positive Thinking

‘Positive thinking’ is vital to a caring leader who our education providing aims at. The school believes that students learning to be positive are not only beneficial to themselves, positive mind creates optimism and altruism which can motivate other people. The school recognized students who performed or served well in their learning portfolio as an encouragement. The AYP and Interact Club adopted this strategy. 49 Green Bird (GB) in Action Awards were received in Form 1 and five Silver Awards in other forms were received. All these had been recorded in the portfolio of individual students.

While we appreciate academic excellence by publicly posting the achievements of our students, the school also regarded this practice as an excellent way of fostering positive thinking among students.

Setting up class rules were regarded as important in building good character of students in the major concern of ‘Character Formation’. The school appreciated setting up ‘positive’ class rules would be more constructive in nurturing positive thinking among students and colleagues. Most of the panels followed the same idea and attained fruitful achievement. For example, the Liberal Studies panel observed that most of the students could keep silence and listened to the speakers during presentation and group discussion, even though their attention might not be focused for a long time.

Positive thoughts were encouraged at school. Through the learning of IVE, teachers were able to

arouse the awareness or sensitivity of students to seek for spiritual and ultimate meaning towards their daily life or experience. Some students, however, did not show any interest towards the spiritual level of their living as they were too pragmatic under the secular atmosphere of the society and the stress from the public examination.

In Mathematics panel, members appreciated students using alternative methods in solving mathematical problems. Good solutions were posted on the notice board to encourage students to pursue alternative methods. In the PE panel, there were positive feedbacks from most of the students to tackle the adverse situation in training. Similar to the Mathematics panel, the Visual Arts panel encouraged students to use different ways to solve problems and difficulties. It was reported that students had demonstrated creativity and problem solving skills.

The school emphasized positive thinking not only among the students, but also among colleagues. Buddy Observation was continued for sharing of good practices of teachers. Co-teaching was especially emphasized in the English Language panel in the junior forms to ensure colleagues learning from one another.

A day camp aimed at team building and fostering positive thinking was held on 25 Mar 2011 by the Staff Development Committee. 64 teaching staff attended the camp. 90% of the participants responding to the evaluation questionnaire found the camp satisfactory and very satisfactory. 75% of them agreed that the camp could enhance our team spirit. 79% agreed that it enhanced our understanding of one another. In refreshing the colleagues the essence of Jesuit Education, two 'Dialogue' camps were organized and 24 teachers had attended. More than 50% of participants found the programme rewarding in terms of sharing of ideas among colleagues and reflecting on our roles as teachers.