

Exemplar of Analysis of School's Current Situation

In line with the Quality Assurance Model of the Hong Kong Education Department (1998), the following exemplar was adopted to analyse the school's current situation concerning gifted education. Based on the school's current needs, extra columns of "Outstanding", "Satisfactory", "Room for development" and "Remarks / Issues to be attended" have been added to the chart.

Part I. Management and Organisation

Scope	Major Items	Outstanding	Satisfactory	Room for development	Remarks / Issues to be attended
Leadership	Professional ability		√		
	Relationship with teaching staff		√		
Planning and Administration	Management framework	√			
	School policy		√		
	General administration		√		
Staff Management	Assignment of duties for staff	√			
	Staff coordination and contacts	√			
	Performance of senior teaching staff	√			
	Staff training and assessment of performance		√		
Financial Management	Compilation of financial budget		√		
	Supervision and assessment		√		
Allocation of Resources	Provision of resources		√		
	Arrangement and use of resources and premises		√		
Self Assessment	Assessment tools and procedures		√		
	Staff participation		√		
	Conclusion and follow-ups		√		

Part II. Teaching and Learning

Scope	Major Items	Outstanding	Satisfactory	Room for development	Remarks / Issues to be attended
Curriculum	Curriculum management		√	√	The school should make more effort on curriculum review.
	Curriculum planning and organisation		√	√	The school should consider offering more flexible lessons and activities for high-ability students.
Teaching	Teaching arrangement and organisation		√	√	Apart from adjusting the programmes and accelerating the teaching progress, a cross-level teaching scheme and related activities should be considered.
	Teaching Strategy		√	√	The school should improve the teaching approach to provide a more relaxed and challenging learning environment to students. To achieve this goal, gifted education elements should be immersed in Chinese, English and Mathematics lessons.
	Teaching Skills		√	√	The school should enhance the interaction between teachers and students.
	Classroom Climate		√	√	The school should adopt an open learning environment allowing students to have more freedom in grouping and selection of learning activities. This will help improve the class atmosphere and meet students' individual needs.
	Subject knowledge and professional development		√	√	Operating Expenses Block Grant (OEBG) can be used to provide more latitude for teachers' professional development.
Students' Learning	Learning approach		√		
	Participation and progress		√		
Assessment of Academic Performance	Assessment policy and system		√		
	Assessment method		√	√	The school should cancel one test or mid-term examination. However, when reviewing the students' assignments, more attention should be paid to the assessment for learning. Feedback should be given promptly so students will be aware of their own strengths and weaknesses and improve themselves accordingly.
	Application of assessment materials		√		

Part III. School Ethos and Supports for Students

Scope	Major Items	Outstanding	Satisfactory	Room for development	Remarks / Issues to be attended
School-based Remedial Support	Discipline and counselling	√			
	Further studies and career counselling		√		
Personal, Social and Cultural Development	Extra-curricular activities	√			
	Cross-curricular activities	√			The teachers' sound professional knowledge and experience and their efficient teamwork pave the way for the facilitation of cross-curricular learning.
Support for Students with Special Education Needs	Learning support programme		√	√	Considering the students' outstanding performance, it is necessary to promote more systematic programmes and activities to further develop their talents.
	Pastoral care		√		The school provides bursary to help students from poor families.
Communication with Parents and Local Communities	Home-school cooperation		√		
	Contact with other organisations		√		
School Climate	Morale	√			
	Inter-personal relationships	√			Good relationships among teachers, between teachers and students, as well as among peers create a strong sense of belonging for students. Alumni also keep frequent contacts with and give supports to the school.

Part IV. Academic and Extra-Curricular Performance

Scope	Major Items	Outstanding	Satisfactory	Room for development	Remarks / Issues to be attended
Academic Performance	Academic results	√			90% of the students fall into Band One. Additionally, our school is a value-added school under the criteria set forth by the Education and Manpower Bureau. Over the years, no student has ever failed Chinese, English and Mathematics in the Hong Kong Certificate of Education Examination (HKCEE). The rate of achieving Distinctions and Credits in these examinations reaches 90.2%. In the most recent 2 years, the average passing rate in the Hong Kong Advanced Level Examination (HKAL) reaches 92%, significantly exceeding the territory-wide average. Our Hong Kong and overseas University entrance rate reaches 98% last year.
	Academic achievements	√			Our school won awards in the International Mathematics Olympiad and the Science Project Design Competition last year.
Extra-curricular Performance	Participation and achievement in extra-curricular activities	√			Our school won numerous awards, including awards for the Inter-School Choral Competition, Schools Swimming Competition, Schools Basketball Competition and Hong Kong Writing Competition.
	Discipline	√			
	Physical fitness and health awareness		√		
	Attitude and self-esteem	√			The students are self-confident, self-disciplined and polite. They win great praise from parents and teachers.