

ENSURING EXCELLENCE:

An ESF Project on School Self-Evaluation a Strategy For School Improvement.

The 'Ensuring Excellence' Project had another successful academic year 2000-2001. The eight participating schools from the previous years were joined by the remaining seven schools to produce a full complement of ESF schools. The project was funded centrally, which enabled all schools to embark on their own project.

ENSURING EXCELLENCE

The school-based activities undertaken during the year are summarised as follows: -

Beacon Hill School

- To produce indicators of excellence and observable features for 'Reporting to Parents'. Initially concentrating on written report but expanding to deal with all aspects of the reporting process.

Bradbury School

- To evaluate the consistency in the approaches to teaching of writing in Year 6 and Year 7. The purpose being to ensure that there is a seamless progression for the students in the area of writing across the two phases of education. This involved cross phase liaison with primary colleagues working closely with secondary colleagues from South Island School.

Clearwater Bay School

- Writing was identified by the whole staff as an area of development and it was decided to use the 'Ensuring Excellence' model to improve the writing in the school.
- Using information from all the stakeholders to produce indicators of excellence and observable features about what makes a good school.

Glenealy School

- To develop indicators of excellence and observable features for 'Involving children in the Learning process'.

Island School

- The project has begun in three core areas. English and Science are using the model to produce departmental 'Homework policies'. Mathematics is using the model to evaluate numeracy.

Jockey Club Sarah Roe School

- To evaluate methods of assessing students bearing in mind the range of severe learning difficulties.

Kennedy School

- The focus has been on implementation of the action plan for EAL following last year's whole school review on EAL.

Project Team Members

- | | |
|-------------------------|--|
| • Beacon Hill School | - Nick Manley/ Jonathan Straker |
| • Bradbury School | - A Wilkinson/J Cadman/L Quinton
Jane Rose/Ken Woodward |
| • Clearwater Bay School | - M Mahoney |
| • Glenealy School | - E Harvey/B Archer/M McNally
Mary Scarborough |
| • Kennedy School | - John Ainsworth / Katie Jones |
| • Kowloon Junior School | - F Caligiuri/C Denny/M Godridge |
| • Peak School | - Perry Tunesi / Steve Hallam |
| • Quarry Bay School | - David Smith |
| • Sha Tin Junior School | - G Lewis/C O'Brien/R James |
| • Island School | - Paul Chillingworth/Adam Conway
Michelle Hughes |
| • KGV School | - Brian McDouall |
| • South Island School | - Eric Jabal |
| • Sha Tin College | - Neil Hodgson/James Playford |
| • West Island School | - S M Cheung / Richard Dyer |
| • JC Sarah Roe School | - M Doherty/A Richardson/K Chan |

King George V School

- Whole School Review.

Kowloon Junior School

- Evaluation of the writing initiative.

Peak School

- Evaluating and improving the writing process.

Quarry Bay School

- Review of English work focusing on reading and writing.

Sha Tin College

- Continuation of long-term evaluation of the school's Teaching and Learning Policy.

Sha Tin Junior School

- A whole school evaluation on appropriate behaviour.

South Island School

- English Cross Phase Liaison project (see Bradbury School).

West Island School

- Support for QEF bid for ICT in Directed Study at 16+.
- Links with SRD.
- Promoting use of English Language.
- Promoting cultural diversity.
- Effective lifeskills in Year 7.
- Variety in teaching and learning in Mathematics.
- Matching teaching to learners at KS3 in Science.
- Promoting linguistic diversity.
- Creative and imaginative learning in the Arts faculty.
- Speaking and listening.
- ICT in technology.
- ICT in humanities.
- Concepts related to the existence of God.
- Effective lifeskills teaching and pastoral curriculum in Years 9-11.



The first meeting of the group took place on Tuesday, 10th October 2000 where we welcomed eight new schools to the project. It was agreed at this meeting that, having produced the support materials for use by schools, the main purpose of this year's work would be to support the schools that were new to the project. It was also felt that the group had a role in making colleagues aware of the interface between self-evaluation and external inspection.

THE CENTRAL PROJECT

The first full day on Friday, 10th November took the form of a workshop led by colleagues who have been involved in the project for some time. This provided an excellent opportunity to establish a support network for schools new to the project.

The second full day on Friday, 9th March followed up the work of the two colleagues who had been seconded during the previous year and resulted in the production of two papers. The first paper outlined suggested indicators of excellence and observable features for inspection; the second paper indicated how the work of the 'Project Team' could be developed in the future.

Our final meeting was attended by the two education officers who gave an insight into the position of the Foundation in relation to self-evaluation and external inspection. We also explored the possibility of adapting generic performance indicators and their suitability to our context.

The project has now been completed although the legacy of the work will continue in the schools. At its inception it was conceived as a project concerned with self-evaluation but as it has evolved it has developed becoming increasingly involved with the complex processes involved in school improvement. It has been a privilege and a pleasure to be involved with the group and to be given the opportunity to coordinate the project over the last two years.

Kevin Rae / CWB
'Ensuring Excellence' Project Co-ordinator
1999-2001



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If you are interested in advertising in the next edition of Reshuffle, published in September 2002, then contact Chris Smith at the J.C. Sarah Roe Centre. Two thousand five hundred copies will be printed and distributed, not only to over six hundred and fifty teaching staff, mainly expatriates, in the fifteen schools but also to:

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The magazine is designed as a source of information to last throughout the academic year and includes a calendar, staff lists, resource suppliers, addresses etc. as well as more general information. The expected life of the magazine is therefore considerably longer than that of a monthly publication or an annual report. Deadline for placement confirmation.

31st May 2002

Deadline for camera ready artwork.

8th June 2002

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