

## Hong Kong

### Lok Sin Tong Leung Wong Wai Fong Memorial School

*This primary school (students aged 6 to 12), uses small class teaching, cooperative learning, promotion of self-learning skills, and “invitation education” (i.e., teaching practices based on respect, trust, optimism and intentionality). The school widely employs ICT facilities: Teachers, students and parents can share materials (e.g., with the “electric schoolbag”), there is a distance-learning classroom for joined projects with other schools, and a “smart classroom” equipped with electric whiteboards. The school has a garden and library that are both taken care of by student teams. Every classroom has a mini performing stage and a reading corner; books are also spread all over the school to stimulate children to read there after school. The school offers reading programmes for children who arrive early in the morning at school, and intensive after-school tutoring and supervised homework sessions. Social activities include mixed-age “caring groups” who have one mentoring teacher and meet monthly, commendations for academic and social behaviour, and celebrations like birthday parties. The staff regularly attends seminars for professional development and engages in collaborative lesson planning, and peer lesson observation.*

**Main Focus of Innovation:** CONTENT, RESOURCES, ORGANISATION

**Other Keywords:** technology-rich

#### General Information

**Name of the ILE:** Lok Sin Tong Leung Wong Wai Fong Memorial School

**Location/Address:** Shan King Estate, Tuen Mun, Hong Kong

**Website:** <http://eclass.lstlwwf.edu.hk:81/>

**ILE submitted by:** The Hong Kong Institute of Education, Hong Kong

**Rationale**

*Why do you suggest that it should be included in the project? How does it respond to 21<sup>st</sup> century learning challenges?*

Lok Sin Tong Leung Wong Wai Fong Memorial School (hereafter ‘The School’) is a good example of an ILE with its highly emphasis on the component of invitation education (IE), small class teaching (SCT), service learning, personal focus on the arts and the use of community resources. The School is relatively small in size when comparing to most of others in the mainstream in Hong Kong. It suffered stern enrolment problems in 2008/2009.

Hence, it started to re-establish their learning environment in order to respond better to the learning needs of the learner. The specific combination of the above components departs from the traditional approach of the large body of general education system and learners are being helped to achieve their fullest potential.

The innovation of The School in 2008 has become a milestone to implement effective educational practices and to develop the students the competencies needed in the 21<sup>st</sup> century, such as teamwork and collaboration, capacity for problem-solving, knowledge transfer to new problems and digital and media literacy in order to make individuals lifelong learners and prepares them for the 21st Century.

i) Teamwork and collaboration

Teamwork and collaboration are demonstrated among all the stake holders in school. The Principal acts as a role model to realize the IE core values (trust, respect, care, optimism) and works them out intentionally through daily practice. Team leaders also help to facilitate the IE culture through their teams and their work. All the teachers and staff have the greatest respect for each other and work together in various aspects to benefit their students. The principal is very willing to work collaboratively with the staff in implementing the school policies.

Moreover, learning in collaboration with peers at The School is strong. This is not only demonstrated between pupils during academic subject lessons, but also across grades in Caring Group. 20+ Caring Groups have been set up starting from the 2<sup>nd</sup> term of 2009/2010 school year. Each Caring Group contains around 8-10 mixed age students and is led by a teacher or staff. Different kinds of group activities are held once a month on Tuesday evenings. Group mates can discuss the kind of activities they want to do with their friends and teacher, for examples, playing badminton, going to the beach, gathering at McDonalds, etc. In the groups, students get mutual support from each other.

ii) Capacity for problem-solving

Since the IE approach is adopted to enlighten students’ full potential, problem-solving becomes one of the pathways for learning for all the learning lessons. Students’ collaborative problem-solving and teachers’ direct coaching and facilitation should be of interest in pursuing further.

iii) Knowledge transfer to new problems

The school emphasises the teaching of generic skills and values and attitudes, such as ways of thinking, attitude of learning and communication. All of the above are important elements in knowledge transfer to new problems.

iv) Digital and media literacy

There is an obvious emphasis on digital and media literacy through the school’s commitment to leveraging the latest technologies for student use during lessons. The ‘Smart Classroom’ operated since 2010 is under the technical support from e-class and Oxford Press. There are two electric whiteboards in the Smart Classroom. Teachers can demonstrate their teaching on the whiteboard. Students finish the exercise using their own notebook afterwards. The School Intranet has also operated since 2010. Teaching content is uploaded to the Intranet everyday so that parents can get a clear understanding of what their children are learning in the school. Notes, revision materials as well

as homework can be saved in students' "electric schoolbag" where teachers can gain access to monitor their students' homework, students can review their learning, such as using the software which can give off sound to review their dictation. Besides, the classroom with wireless IT facilities enhances the development of the students' IT abilities as well as learning in order to cope with the 21<sup>st</sup> knowledge-based century. Each classroom is able to provide students with immediate access to online learning facilities and interactive devices.

The establishment of the 'Distance-learning classroom and Inter-school TV broadcasting station' (facilities sponsored by the Quality Education Fund, HKSAR) extends the students' learning network by joining schools in Beijing, Shanghai and Guangzhou. Distance learning device has not only widened the students' exposure but their interest in learning as well. To make use of children's love of computer games as a kind of learning motivation, The School has set up a series of electronic educational programs on the computer. Through these electronic interactive programs, students do not only learn from games, but also develop self-learning skills.

In addition, the school planned to reallocate resources to IT aspect, such as applying for funding, employing professional staff, providing teachers with professional training and implementing e-lesson through i-school bag projects, etc.

### **Learning Aims / Intended Learning Outcomes of the ILE**

*What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)*

With the introduction of SCT and IE, the curriculum mainly comprises 6 key learning areas: Chinese Language Education, English Language Education, Mathematics Education, General Studies for Primary Schools, Arts Education and Physical Education. In line with the aims of education and the overall aims of the school curriculum, the students should be able to achieve 7 learning goals that were set out by EDB, as follow:

- recognize their roles and responsibilities as members in the family, the society, the nation; show concern for their well-being;
- understand their national identity and be committed to contributing to the nation and society;
- develop a habit of reading independently;
- engage in discussion actively and confidently in English and Chinese (including Putonghua);
- develop creative thinking and master independent learning skills (e.g. critical thinking, information technology, innumeracy and self management);
- possess a breadth and foundation of knowledge in the Key Learning Areas; and
- lead a healthy lifestyle and develop an interest in and appreciation of aesthetic and physical activities.

In order to achieve the above goals, EDB has also recommended 4 key tasks which are Moral and Civil Education, Reading to Learn, Project Learning and Information Technology for Interactive Learning.

'Working towards the greatest benefit of our students' tomorrow' is the mission statement of The School. To actualize this mission, The School tries hard to cultivate students through providing them with a quality and dynamic learning environment, designing a school-based curriculum under the above guidance from EDB that enhances students' multi-faceted abilities with a view to achieving all round development, adopting small class teaching and cooperative learning approaches so that students can reach their full potential and promoting self-learning experiences and practice to develop skills essential for students' life-long learning.

**Learners**

*Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?*

The School admits primary school children in Hong Kong. The learners are normally aged at 6 to 12 (i.e. primary one to six students). There are a total of 171 students in 2010/2011 academic year. All of them are studying in the same place (The School) which is located at a public housing estate in Hong Kong.

**Facilitators**

*Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?*

There are 20 teachers and 8 staff members including Principal Ng, who is the leader of the school. 16% of the teachers have attained Master Degree or above, 79% received their Bachelor's Degree while 5% are Tertiary non-Degree holders. All the teachers have completed the professional teacher training. 100% of the English and Putonghua teachers meet the Language Proficiency Requirements and 76% of the teachers are professionally trained in Special Education. 75% of the teachers have attained Upper level in IT competency (UIT) and 15% attained Advance level in IT competency (AIT). 80% of the teachers have more than 10 years teaching experience. One administrative staff is working as a teacher assistant in addition to the class teacher to take good care of the all-round development of the students.

**Organization of the ILE**

*How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?*

Love for students is the driving force that motivates every member of The School to work hard to realize the pledge. The School is committed to establishing and maintaining for students a 'happy home away from home' in which students, teachers and parents can enjoy a warm, caring family and a place of 'wholeness'. The school has put emphasis on the IE core values (trust, respect, care, optimism). Through the ILE, The School endeavours to intentionally:

- Create a secure and caring environment for their students;
- Cultivate mutual trust and respect;
- Build high self-esteem and an optimistic, positive attitude;
- Foster a spirit of cooperation and teamwork, of helping and serving;
- Recognize the importance of developing the potential of each individual student;
- Enhance development through self learning, self experiencing and self practicing;
- Inculcate a culture of learning and acquiring life skills.
- Comprehend the effects of class size on pupils' learning
- Develop an understanding of small class teaching in Hong Kong and other places
- Adapt teaching in small classes to cater for learner diversity
- Make adaptations in classroom organization and assessment with respect to teaching in small classes

In Hong Kong, SCT has become an education policy in the primary sector following the announcement by the Chief Executive in his 2007 Policy Address. With the implementation of SCT by phases, beginning on the 2009-10 school year in primary one of suitable public primary schools, its impact on primary education will become even greater when it reaches full implementation across the six years to the 2014-15 school year. The objective of small class teaching is to improve the quality of teaching and learning through a reduction of class size. A Report of the Study on SCT commissioned by EDB and conducted by Professor Maurice Galton in Hong Kong (The Study) was released in December 2009. The Study found that teachers were attempting to change their practice during the piloting of SCT, which in turn helped to enhance pupil performance. Thus, SCT is not simply a sheer reduction of class size, but is related to a change in teaching practice to optimize student learning.

Invitational Theory (Purkey & Novak, 1996) is based on four operating assumptions: respect, trust, optimism, and intentionality. These assumptions give consistency and direction for action. IE offers a comprehensive approach by which people are cordially, creatively, and consistently summoned to realize their full potential. The School can be seen as a real model of IE as it has successfully made use of the '5 P' of IE: people, places, policies, programs and processes, to create an environment where every person is cordially summoned to develop intellectually, socially, physically, psychologically, and spiritually.

As there are around 25 students in each class, four students are heterogeneous grouped together. Since heterogeneous grouping is a mix of various abilities and traits, students have the opportunities to work with students of various emotional, intellectual, and physical developments, which is quite apparent in students aged from six to twelve. Heterogeneous grouping allows students to socialize with, model, and adjust to a variety of peer influences. As learning beyond the classroom increasingly requires the understanding of diverse perspectives, it is essential to provide students opportunities to do this in multiple contexts in schools. In collaborative classrooms where students are engaged in a thinking curriculum, everyone learns from everyone else, and no student is deprived of this opportunity for making contributions and appreciating the contributions of others. Thus, shared knowledge and authority, mediated learning, and heterogeneous groups of students are essential characteristics of today's classrooms. These characteristics in the School lead to interactions different from those in more traditional classrooms.

The learning environment is 'student-oriented', aimed at promoting students' learning interest, techniques and attitude employing multi-learning activities. Since the introduction of SCT and IE, the school has put emphasis on the IE core values (trust, respect, care, optimism), and the teachers and staff have made a great change towards becoming more intentionally and positively. Teachers become more sophisticated in their professional development in the areas of cooperative learning, high order thinking, co-planning and co-teaching. The principal, teachers and staff are all involved in planning the school curriculum to cater for the individual needs of the students.

The Professional Development Team of The School is responsible for coordinating the different kinds of training activities in response to the educational reform and the needs of The School. Teachers have participated in various modes of professional development activities, including seminars, workshops, experience-sharing sessions and different school-based professional support services. Besides, a 3-day Teacher's Development Day is organized every year to provide the teachers a better understanding of the school's future development plans. For example, Value Education, IE and the intensification of SCT are the themes of the Teacher's Development Day this year. Periodical meetings and sharing sessions are also held among the teachers from different schools under Lo Sin Tong Benevolent Society in order to enhance teaching quality.

Collaborative lesson planning, peer lesson observation and sharing are heavily emphasised in the school since 1998. A SCT planning group has been formed this year to oversee and promote the development of SCT within the school. Two teachers have been nominated by the school to attend the in-service professional development courses for small class teaching organized by The Hong Kong Institute of Education (HKIEd) this year. After returning to the school, they shared their experiences learnt from the courses to their colleagues. Furthermore, by joining the Small Class Teaching Leadership Project organized by the Centre for Development and Research in Small Class Teaching of HKIEd, a learning circle of schools has been set up to provide the teachers with opportunities to take part in lesson observation, mutual sharing and support with teachers from other 9 participating leadership schools. The principal has regularly been invited by numerous educational organizations, for example, the Education Bureau, HKSAR and the Education Bureau, Nanjing, to give talks on the topic of how to construct a SCT environment and share the successful experience of The School.

To sum up, the teachers have participated 238 times in all kinds of teacher professional development programmes, including talks, seminars, workshops and courses, etc. The average learning hours of each teacher is 96 in 2009/2010 school year.

### **Learning Context**

*In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?*

One of the central focused areas of The School is to develop all students to be caring and committed citizens. Thus, caring culture is being widely promoted in the school. The principal is very passionate in promoting the caring culture, as evidenced in her motto 'to love, to serve, to grow'. The principal, teachers, staff, parents and students work together to foster a sense of togetherness by engaging in different school events which even take place during holidays and school breaks. Everyone voluntarily join in to make the events a success.

To help the newly-arrived students from the Mainland China to familiarize with The School, Orientation Programs for Newcomers are provided at the beginning of the school term. The School highly appreciates the students' efforts and their accomplishments throughout their learning process. Birthday parties, graduation ceremonies and various programs are held to celebrate the efforts of the students. The commendation is not only for their academic achievements, but also for their good behaviour, conduct and other virtues. 'Good Students Follow School Rules and Behave Well' Scheme encourages students to cultivate good virtues and positive values. Students and teachers can write down their words of praise and appreciation for each other on the school boards. The School also nominates students for public award schemes and encourages two-thirds of the total students to take part in outside school competitions. Great importance is also placed on enhancing students' care to the community and pupils from the South Asian families. The following teams have been set up to facilitate the nurture of the caring culture. (Refer to Appendix 4)

- Prefect Team
- Big Brother, Big Sister Team
- Student Librarian Team
- Community Service Team
- Environmental Conservation Ambassadors
- Boy Scouts and Girl Guides
- Volunteer Service Team

In order to create an ILE, The School has launched a series of programmes:

- A 'Reading is Fun' program at 7:15-8:10 a.m. to cater for students who need to be at school quite early.
- Student Gardener Team to look after plants in the school garden as well as the community garden.
- Lunchtime activities.
- Afternoon self-study.
- After school tutorial class.
- After school learning enhancement program.

Every afternoon, the students have 40 minutes of self-study to work on their homework and they can get help from the teachers if their parents are working or unable to help. Besides, there is also a 2-hour period at the end of the school day for tutorial class on academic and creative subjects.

These programmes give a family feel to support and allow students to work effectively and consistently to ensure each student fulfils his or her potential in a happy and secure environment. At the end of 2009, some students went to the northern part of Guangdong to serve the people in need. Beside this, the 'Volunteer Service Program for the Special School Grade One Students' has been awarded 'The Best Ten Volunteer Service Programs' by the Social Welfare Department, HKSAR.

The School believes that today's students bring with them not only a desire for experiential learning; they also possess technological competence that was lacking in previous generations. Thus, IT education is being highly encouraged in The School. A Distance Learning Classroom (Real Time Distance Classroom-conference room) and a Smart Classroom were introduced in the past two years. The Distance Learning Classroom enables the students to learn from their counterparts from different schools, and the teachers to carry out lesson observation and sharing among their peers who are not physically 'on site'. The Smart Classroom is an advanced technological classroom which allows the teachers to teach using a wide variety of media. It also serves as a live link with other partner schools.

To make use of children's love of computer games as a kind of learning motivation, The School has set up a series of electronic educational programs on the computer. Through these electronic interactive programs, students do not only learn from games, but also develop self-learning skills.

The School has learning partners in different places. The following activities were held in the Distance Learning Classroom:

Date	Name of Activity (Subjects)	Partners
28-04-2010	Drawing Lesson (Visual Arts)	Local primary schools from Hong Kong
29-10-2009	Hong Kong- Beijing Cross-school Teaching Lesson (English)	Feng Shi Fu Xiao (primary school) from Beijing, China
24-10-2009	Cross-school Lesson Planning (English)	Feng Shi Fu Xiao (primary school) from Beijing, China
22-10-2009	Arts Performance (Visual Arts)	4 local primary schools under Lo Sin Tong Benevolent Society from Hong Kong
21-10-2009	Online Putonghua Lesson (Putonghua)	
19-10-2009	Online Putonghua Lesson (Putonghua)	
27-9-2009	Celebration Ceremony of The National Day of the People's Republic of China (Civic Education)	Primary schools from ZheJiang, Guangzhou and Hong Kong
26-9-2009	Exchange Programme Meeting	Shi Jiang Primary School from FoShan, China
25-9-2009	School Visit and Cross-school Lesson Observation (All Subjects)	Shi Jiang Primary School from FoShan, China
10-9-2009	The History of Lo Sin Tong Benevolent Society (School Education)	Lo Sin Tong Benevolent Society from Hong Kong

In order to facilitate SCT and IE, a lot of construction works for improving the school environment has been planned and most of the works are designed or conducted by the staff, parents, students and community members. It's highly evident that The School has made every effort to create an ILE with a collaborative participation of the stakeholders of The School. The construction works include the following items:

### 1. Story Garden

Promoting students' writing is the main theme of the Story Garden. The School has made an effort to become a green garden school and is highly aware of the positive effects plants and gardens have on the school environment. Story Garden is an inviting place for students to create their writings and share them with others. The writings from different grade students are posted on the walls next to the garden after lamination by their teachers. The garden has won the award for the best school garden in Hong Kong. The garden which is designed in the pattern of Hong Kong Regional Flag is frequently made use of to teach the students civic education.

In addition to the Story Garden, a plan has been drawn up to build a vegetable garden for planting vegetables or sweet potatoes. With the help from staff and parents, and using the bricks left by the Housing Authority, the vegetable garden will soon be built up.

## 2. Classrooms

There is a mini performing stage and reading corner in every classroom. Desks and chairs of different colours are grouped in fours to arouse students' interest and facilitate discussion in groups. Reminders, students' worksheets, their wishes as well as their performance in various areas are posted on the walls. All these design and decoration are central to optimize SCT and IE.

## 3. Corridors

Encouraging and invitational posters and banners, positive signs and mottos are put up all over the school to create an inviting environment for students. Attractive student work and pictures are posted on boards to show the efforts made by the students.

## 4. Fairy Tale Library

The library offers a brighter and more tranquil study place for students and provides computer-based facilities. The spacious setting allows students to have a place of solitude for conducting study and research. The computerized library system enables easy access to the library database, thus implying an easier access to knowledge. Moreover, the library is relocated to the first floor and parents are also welcomed to the library to build up a reading atmosphere among families.

## 5. The Hall

Reading materials and books are put around the Hall to promote a reading culture. Students can go in and read books anytime after school. Positive signs, encouraging posters and banners are posted around the Hall to create an inviting environment. The Hall is also used for conducting physical education lessons, community and school activities.

## 6. Space Canteen

Space Canteen is designed to promote creativity. Drawings in relation to Space are posted on the walls inside and outside the Canteen. The Canteen, with water dispenser, offers a clean and pleasant place for students to enjoy their lunch. It also serves the purpose of a place for students' after-school tutoring. The School offers intensive tutoring services especially to the students from Mainland China and South Asian countries.

## 7. Multi-media Classrooms and Wireless IT Facilities

The classrooms, with wireless IT facilities, enhance the development of the students' IT abilities as well as learning in order to cope with the 21st knowledge-based century. Each classroom is able to provide students with immediate access to online learning facilities and interactive devices.

## 8. Wall of Appreciation

At the reception corner, The School has published 'Star of the Month' certificates to students' with commendable performance on different aspects. Candidates are elected by their classmates. Photos of teachers being elected by the stakeholders as 'Teachers of the Year' are also posted at the front entrance of the General Office.

## 9. Gallery of Glory and Hall of Fame

Students have been working hard on various fields including academic subjects and extra-curricular activities such as art, sports and music. Their efforts should be recognized and appreciated. The Gallery of Glory and Hall of Fame are places where trophies and certificates of different competitions are displayed.

### 10. Colourful Wall Paintings

The School has organized their students, parents and teachers to paint the ground floor and the third floor. Colourful paintings have brightened up the old school building.

### 11. Gallery of Arts

Students' drawings and art works are displayed in the Gallery of Arts. Besides these, local artists' works are shown in the Gallery regularly. It is a place for everyone to recognize the talents and hard work of the students and a place for inspiration.

### 12. Encouraging Posters and Multi-Language Environment

A number of encouraging posters, banners, English vocabularies as well as Putonghua expressions have been placed around the campus. They have beautified the walls, promoted the culture of appreciation and stimulated language learning.

### 13. Other changes in ILE

To maintaining a 'happy home away from home' for students, many places are redecorated, for example, the front door, playground and toilets.

As the resources of the school is limited; the Parents-Teachers Association (PTA) plays an important role in getting as much resources as they can to make sure the students can be benefited to the largest extent. A very good example is demonstrated on the recent hot issue about the exhibition 'Animated Version of the Riverside Scene at Qingming Festival: River of Wisdom'. As the PTA got help from the local community organization, all the students could visit the exhibition for free. The PTA believes that, the experience of visiting exhibition will be an unforgettable memory to the pupils.

## History of ILE

*Who initiated it? For what reasons was it started and with what purpose? Have these changed since?*

The School established in 1983, is a government subsidized co-educational primary school. The learners are normally aged at 6 to 12 (i.e. primary one to six students). The School, with 171 students and 20 teachers, is small compared to most of others in Hong Kong. The School suffered stern enrolment problems in 2008/2009. There were only 7 private primary one students enrolled to the school (the minimum number of primary one pupils required by Hong Kong Education Bureau (EDB) in 2008/2009 was 21). To avoid shutting down of the school, they operated private primary one class which would need a HK\$3 million deposit to ensure students complete six years of primary study i.e. primary one to six. The School is located at a public housing estate, where the students are mainly from families with low socio-economic status. Some of them are new immigrants of Mainland China while some are from single-parent families and some are from South Asian countries. The management of the school re-considered and re-established their learning environment under a new principal, Miss Ng Ka Chun in September 2008. Miss Ng Ka Chun was originally the vice principal of the school and got promoted when the original principal decided to take his retirement when the school faced the problem of closure due to a drop in primary one intake. The learning new environment is dynamic and high quality, with a new designed curriculum that enhances students' multi-faceted abilities to achieving all round development. SCT and IE approaches are adopted to enlighten students' full potential. Since the re-establishment, the enrolment has been on the rise, which resulted at the number of 47 primary one student's intake in 2010. The successful re-birth of The School is extensively reported by local educational mass media.

**Funding of the ILE**

*How is it funded?*

Since the school successfully enrolled the minimum required number of primary one student (i.e. 16 students) in 2009/10 academic year, the school is now a government subsidized co-educational primary school, under the funding from the government. The School has no plans to change the funding.

**Learning Outcomes**

*What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?*

By implementing all the initiatives stemming from SCT and IE, the positive effects of the ILE have already been observed in the students’ performance and the school. Besides the trophies and certificates of different competitions displayed at the Gallery of Glory and Hall of Fame, The School has also achieved many awards.

1. School’s Award

- i) Inviting School Award (2010), International Alliance for Invitational Education
- ii) Caring School Award (2009), Hong Kong Christian Service (co-organised by Education Bureau, HKSAR)
- iii) The Best Ten Volunteer Service Programs (2009), Social Welfare Department, HKSAR

2. Students’ Achievement and Attainment Levels

- i) Dr. Leung Wing-chiu Scholarship
- ii) Story Telling in Putonghua Award
- iii) Other Students’ Achievement and Attainment Levels (Refer to Appendix 19, Chinese Version Only)

3. Figures on Graduation

99% of graduates entered the secondary school which they had chosen and placed in their first three choices (i.e. satisfaction rate) in 2008-2010.

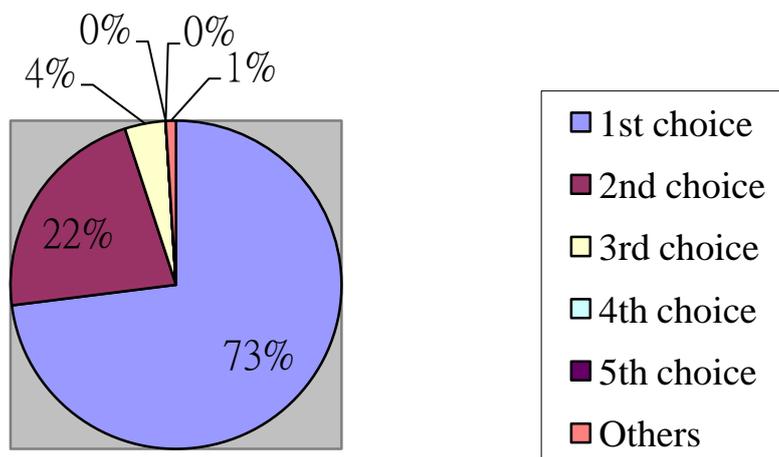


Figure from The School's website

4. Figure on Drop-Out

A significant drop on Drop-Out every year can be seen from the figure.

Class \ Year	P1	P2	P3	P4	P5	P6	Total
2007	3	4	4	8	1	0	20
2008	0	5	3	3	2	1	14
2009	1	0	3	2	0	1	7

**Documentation describing or evaluating the ILE**

*Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)*

A school review was conducted by the EDB at 2009. The inspectors visited 5 times from November 2009 to December 2009 to review the school quality. The inspectors’ judgment was that The School is making ‘good progress to get away anew’, the morale among staff was raised and the school can make good use of external support and resource to benefit the students.

Inviting School Visits by the International Alliance for Invitational Education was done from 2008-2010. The School received the Inviting School Award in those 3 years. The consultant commented, ‘A very high level of commitment to Invitational Education was demonstrated’ and they were confident that ‘this school will flourish as they continue on their IE journey’. The revised Inviting School Survey-ISS-R (Smith, 2005) is a 50-item checklist designed to informally assess the invitational qualities of the total school climate and the five environmental areas as outlined in Invitational Education theory: People, Places, Processes, Policies, and Programs. It is designed for use by Grade four students and above, parents, teachers, school administrators and others associated with the school, such as counsellors, psychologists, and social workers. According to the ISS-R report, The School scored an ISS-R Total of approximately 88%. Subscales ranged from 86% (Place) to 90% (Program).