



Quality Assurance Division Education Bureau



QA

Inspection Annual Report

2006 / 07

Foreword

The Education Bureau (EDB) launched the School Development and Accountability (SDA) framework in the 2003/04 school year to ensure the continuous improvement of schools through the interrelated processes of School Self-Evaluation (SSE) and External School Review (ESR) conducted by EDB. From the second term of the 2003/04 school year to the end of the 2006/07 school year, a total of 622^(Note 1) secondary, primary and special schools had undergone ESR, with 188 schools reviewed in the 2006/07 school year^(Note 2).

In the past three years, EDB reported on school performance in the four domains of ‘management and organisation’, ‘learning and teaching’, ‘school ethos and student support’, and ‘student performance’, with suggestions for improvement for schools’ consideration. The Annual Report of the previous year also contains a summary on special schools which underwent ESR in the years of 2003 to 2005, to enable the general public to have a better understanding of these schools.

The 2006/07 school year was the fourth year of conducting ESR by EDB, almost bringing the first cycle of implementing the SDA framework to a close. This report will briefly summarise the performance of secondary and primary schools in the four school years from 2003 to 2007, in the domains described above. It will also give an account of the developments in schools since the start of SSE, and to propose some suggestions for the way forward.

As can be seen from the performance of schools during the past four years, SSE has brought about positive outcomes for schools’ development. The majority of schools have had a self-evaluation mechanism in place and are able to evaluate their work by using data and evidence. In addition, transparency has been enhanced in school management, with a culture of distributed leadership steadily taking shape. It has become increasingly common for opportunities to be provided for teachers of different ranks and responsibilities to take part in school policy making. This reflects the value schools place on the views of stakeholders and illustrates how this can support the development of openness, trust and commitment. At the same time, teachers increasingly engage in professional exchange of experience by opening up their classrooms for peer observation and conducting collaborative lesson planning, a trend which is instrumental in improving the quality of learning and teaching.

Following the completion of the first ESR cycle in March 2008, and in preparation for ESR for the next stage, we have drawn on the views of school sponsoring bodies, schools, teaching staff and experts in the field to evaluate our experience in conducting ESR. Various tools for school evaluation have been revised and tested, a pilot scheme has been conducted and a series of training workshops for schools has been organised. Looking ahead, we shall continue to

perfect the SDA framework, streamline procedures, reduce the need for documents and provide full support for school development so that self-evaluation can be embedded in daily school practice as an integral part of school culture.

Notes:

- (1) Of the 622 schools, 399 are primary schools, 277 are secondary schools and 36 are special schools.
- (2) Please see Chapter 1 Introduction for details.

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Chapter 1 Introduction

1.1 In the 2006/07 school year, ESR, focus inspections on various themes and Comprehensive Review were conducted in 323 schools.

1.2 A total of 188 schools underwent ESR in the 2006/07 school year, as summarised in Table 1:

Table 1: Number of schools undergoing ESR

	Primary Schools	Secondary Schools	Special Schools ^(Note 3)
Government	5	4	--
Aided	73	94	9
Caput	--	3	--
Sub-total	78	101	9
Grand Total	188		

1.3 A total of 133 schools underwent focus inspections on various themes in the 2006/07 school year. ^(Note 4) The areas of inspection and the number of schools involved are summarised in Table 2:

Table 2: Information on Focus Inspections

	Primary Schools	Secondary Schools	Special Schools
Chinese Language Education	3	6	--
English Language Education	3	5	--
Mathematics Education	15	3	--
Personal, Social and Humanities Education	--	2	--
Science Education	--	3	--
General Studies	17	--	--
Arts Education	6	--	--
Technology Education	--	3	--
Physical Education	4	4	--
Medium of Instruction	--	5	--
Integrated Education	9	--	--
ESR Follow-up Inspection	2	2	--
QAI Follow-up Inspection	4	1	--
Life-wide Learning	20	16	--
Sub-total	83	50	--
Grand Total	133		

Notes:

- (3) As the number of special schools inspected is small and their situations vary, it is inappropriate to compare their performance with those of mainstream primary and secondary schools. Chapter 2 “Major Findings of External School Review” analyzes and reports on the general performance of 101 mainstream secondary schools and 78 mainstream primary schools.
- (4) As the number of schools involved in most focus inspections is small, this report does not cover them. With reference to the focus inspections on Life-wide Learning, since schools were developing along the recommendations contained in the 2005/06 Inspection Annual Report, this report will not cover these inspections as a separate issue.

- 1.4 A total of 2 Direct Subsidy Scheme (DSS) schools underwent Comprehensive Review, as summarised in Table 3:

Table 3: Number of Schools Inspected in Comprehensive Review Mode

	Primary Schools	Secondary Schools	Special Schools
DSS Schools	--	2	
Sub-total	--	2	
Grand Total		2*	

*Another 4 DSS secondary schools underwent Comprehensive Review conducted by external educational organizations commissioned by the schools.

- 1.5 The Inspection teams adopted the published Performance Indicators for Hong Kong Schools (2002) to evaluate school performance. Depending on the mode of inspection, various methods were used to consolidate an understanding of schools' present stage of development, including scrutinising school documents and information, observing lessons and school activities, and interviewing SMC/IMC members, principals, teachers, parents and students.

Chapter 2 Major Findings of External School Reviews (ESR)

2.1 Management and Organisation

2.1.1 School management

Enhancing transparency of management and strengthening planning for development

In line with the spirit of school-based management, school governance has increasingly become transparent and accountable with the establishment of Incorporated Management Committees (IMC), through which representatives of school sponsoring bodies, principals, teachers, alumni and independent lay persons may directly participate in the decision making of schools, putting the idea of school development and accountability into practice. ESR findings in the 2006/07 school year indicate that the management committees of nearly half the schools do not have full stakeholder representation. Schools seek advice on school development through other management or consultation mechanisms such as the School Executive Committee, School Advisory Council and Consultative Meeting of School Management Committee (SMC) and Teachers. The schools engage stakeholders to serve as their members, to regularly discuss school policies and give advice on school development, and take their views into consideration in SMC/IMC decision-making.

The SDA framework, which integrates the two processes of SSE and ESR, is intended to promote continuous school development and improve learning and teaching. The key to schools attaining their expected targets lies in whether schools can be run with the effective use of the self-evaluation concept of “planning – implementation – evaluation” (PIE). This includes working out appropriate school development plans and strategies, implementing them, reviewing the results and improving planning based on the review findings. Schools have made marked progress in planning since ESR was launched in the 2003/04 school year. Most schools reviewed have been able to formulate 3-year development plans and areas of concern in alignment with education trends and students’ needs in studies and personal growth. Well-performing schools have formulated school development plans which are well-defined, practicable, focused with clear priorities. The subject panels/committees have been working better together. In over half of the schools that underwent ESR in the 2006/07 school year, the programme plans of the subject panels/committees are aligned with the direction of school development, especially in primary schools.

While continued progress in school planning is noted, there is still room for improvement. The development plans of about 30% of the schools reviewed in the 2006/07 school year are too broad in their coverage, with too many major concerns and unclear focuses, thus adversely

affecting their implementation and effectiveness. The plans of the subject panels/committees of a small number of schools fail to distinguish between development priorities and routine tasks, which leads to a lack of clear focus on development.

Allocating manpower and planning resources to drive development

Proper allocation of manpower and resources is vital to effective implementation of school development. ESR results in the past four years show that most schools have strategically deployed staff based on teachers' subject specialism, professional training and preferences, and the development needs of schools. Schools have also set up administrative frameworks with well-defined duties and clearly delineated lines of reporting to match their development needs and human resources, so that staff members are clear about their duties and responsibilities. Specific guidelines and well-developed filing systems are also provided to ensure smooth operation.

Schools continue to improve their management strategies in line with education reforms. Well-performing schools are able to flexibly allocate internal human resources to address their concerns and smooth the implementation of reforms, and gradually introducing specialised teaching to improve learning and teaching. However, a small number of schools still need to improve their administrative frameworks, to clearly delineate the functions of subject panels/committees or the roles and responsibilities of teachers of different ranks and positions. In particular, the leadership of middle managers needs to be developed along with enhanced delegation. However, care should be taken, especially in primary schools, to avoid overloading teachers with excessive responsibilities.

The schools are making gradual improvements in resource planning. While many have already established budgeting and vetting procedures, most do not regularly evaluate the use of resources or have a mechanism to consult teachers on the budget. There is nevertheless improvement in this aspect as more schools have become more open in their management culture. Some of the schools reviewed in the 2006/07 school year, especially secondary schools, consult teachers on the use of the Capacity Enhancement Grant (CEG) and the time-limited CEG. Some schools made reference to the result of their review on the use of CEG at the end of the year to feedback to resource planning in the coming year. Well-performing schools can flexibly allocate resources in line with their development plans and priorities. However, subject panels/committees are less experienced in formulating budgets to closely match resource planning with their development needs.

Most schools properly use EDB grants to meet school-based development needs, and to create space for teachers in order that they can concentrate on curriculum development and teaching. In preparing for the new senior secondary (NSS) system, most secondary schools use

the Teacher Professional Preparation Grant (TPPG) to employ substitute teachers, in order to provide room for regular teachers to make preparations for the NSS curriculum. Some schools actively tap extra resources and work in liaison with external agents, for example by applying for support from the Quality Education Fund (QEF) or by taking part in school improvement projects led by the higher education institutions. These include action research to improve classroom teaching or performance assessment, and the development of Liberal Studies (LS) in preparation for the NSS curriculum. Half of the schools reviewed in the 2006/07 school year enlist external support to develop school-based curriculum development and to improve teaching and learning. Some schools exploit community resources to implement measures to promote student growth. Most schools provide new teachers with appropriate support based on their own school culture and resources, using mentoring, induction, lesson observation and interview, to expedite the new teachers' adaptation to the teaching environment.

Learning and teaching lie at the heart of schools' work. School libraries play an important role in helping students learn how to learn and teacher-librarians have a key role to play in helping to meet the school's objectives related to learning and teaching. In promoting the four key tasks of "Reading to Learn", "Project Learning", "Moral and Civic Education (MCE)" and "Information Technology (IT) for Interactive Learning", most schools make good use of EDB grants to enrich library stock and improve library facilities. Some schools involve students in the process of book purchase, which effectively adds to students' reading interest. Most schools reviewed in the 2006/07 school year have adequate library collections and have installed computers and internet facilities which students can also use after class. This helps to promote the key tasks and enhance students' learning skills. The teacher-librarians of some schools work closely with teachers to organise reading-related activities and contests to promote students' interest in reading, or search for resources to support learning and teaching. A few schools allow students to participate in library design, which helps inspire their creativity, enhance their sense of ownership and promote their interest in reading. Most schools have adequate IT hardware and internet-enabled classrooms, which facilitate the use of IT in teaching. A small number of schools develop self-learning platforms with an array of resources to promote students' self-learning.

Stepping up overall work planning to enhance learning effectiveness

Since systematic self-evaluation was launched in the 2003/04 school year, most schools have been able to define school development priorities in alignment with school needs and curriculum reform. As the core business of schools is "learning and teaching", most schools have identified "improving learning and teaching" as their major concern and worked out implementation strategies. These strategies are in general implemented at subject panels/committees level. Teaching and learning in schools is usually monitored by functional

teams, Key Learning Area (KLA) coordinators and subject panel heads. In some schools, special task groups are set up to implement action research on learning and teaching. Most schools monitor and review the effectiveness of curriculum implementation through lessons observations, inspection of students' assignments and examination papers, regular meetings, and stakeholder surveys or school-designed questionnaires. In fact, the enhancement of learning and teaching covers a very wide scope of school work. The development plans of some schools are lack of focus and progressive development, which affects implementation results. In a small number of schools where subject autonomy is greater, there are variations in performance and insufficient collaboration and coordination among subjects. Overall curriculum planning, coordination and monitoring need further improvement.

Establishing self-evaluation mechanisms and updating evaluation methods

The use of information and data to evaluate effectiveness and to feed back into future planning is an important process of self-evaluation. With the implementation of the SDA framework, schools have grown in their awareness of, and agreement with, the importance of self-evaluation for school development. ESR results from 2003 to 2007 show that most schools have set up task forces to coordinate and promote SSE, and that membership of the task forces has broadened from predominately school leaders in the early days to now include more basic rank teachers. The schools arrange for teachers to participate in relevant training activities, including workshops conducted by EDB, support programmes offered by higher education institutions, within-school exchange of experience, and sharing of self-evaluation experience with other schools. Such arrangements represent an effort to enhance teachers' understanding and conduct of self-evaluation. ESR also serves as a catalyst to increase schools' attention to self-evaluation. According to the "Analysis of Post-ESR Questionnaire Survey Data in the 2006/07 School Year", over 80% of the teachers agreed or strongly agreed that they have a better understanding of the overall performance of the school through school self-assessment. This illustrates the schools' increasing acceptance of SSE.

In the four years of implementation of the SDA framework, most of the schools reviewed had established well-defined SSE mechanisms, including procedures, coverage and tools for evaluation. The mechanisms cover the three levels of school, subject panels/committees and individual teachers. All schools use tools developed by EDB to conduct SSE. For example, they use performance indicators as a platform to evaluate the performance of the schools in the four domains, i.e. 'Management and Organisation', 'Learning and Teaching', 'School Ethos and Student Support' and 'Student Performance'. Schools also use Key Performance Measures to generate quantitative school-specific data and to make comparison with the performance of other schools. Schools examine their learning and teaching effectiveness through the Schools Value Added Information System, and evaluate students' needs for growth support with reference to

data derived from the Assessment Programme for Affective and Social Outcomes (APASO). Moreover, most schools have developed some form of school-based evaluation tools, the most common being questionnaires on classroom teaching, which enable teachers to reflect on their classroom teaching performance based on students' evaluation. Such arrangements show a growing trend of schools incorporating self-evaluation into daily teaching practice, and the increasingly open attitude of teachers. On the whole, the EDB inspection mode of SSE supplemented by ESR has actually guided schools away from an evaluation based on impressions and sentiments, towards one that is evidence-based and data-driven.

Adjusting strategies based on judicious use of data

SSE aims to review work results through systematic evaluation, thereby providing reference points for drawing up plans and strategies better suited to practical development needs. ESR results in the 2006/07 school year indicate that about 30% of the schools are good at SSE, making appropriate use of data to evaluate effectiveness, proposing specific improvement plans based on the review results, and following them through in the next annual school plan or school development cycle. These schools, in particular, excel in using SSE data to feed back on learning and teaching by, for example, systematically analysing students' academic performance within and outside school, appropriately assigning students to different classes and tailoring the curriculum to their needs. They are also able to review the learning and teaching results based on quantitative and qualitative data, including learning and teaching questionnaire survey outcomes, assignment inspection and lesson observation and revising learning and teaching strategies accordingly. In this way, self-evaluation assumes a clear role in promoting continuous school development. The schools with average performance in SSE need to improve their methods of evaluation and their success criteria, which are also the areas identified for improvement over the past four years. ESR results in the 2006/07 school year show that over 60% of schools fail to closely link their evaluation with the schools' major concerns. Typically, they focus on whether specific measures were completed as scheduled or how popular the activities were, rather than on the effectiveness of learning and teaching. Their success criteria sometimes lack clarity, over-emphasise quantitative data or set standards which are too low, all of which undermine the effectiveness of evaluation.

Another area in which the schools needed to improve is the effective use of evaluation results to provide feedback for planning. About 10% of the schools reviewed in the 2006/07 school year had evaluated the effectiveness of their preceding three-year development plan and drawn on their experience in addressing their major concerns, their evaluation results and analysis of school context, in formulating their major targets for the next 3-year development cycle. In this way, items that needed to be accomplished could be continued and deepened, and those that were accomplished could be included as school routines, thus making for continuous

school development. To conclude, schools need to enhance their grasp of the SSE concept of PIE and to make good use of evaluation findings to feed back into planning, so that SSE can effectively promote continuous school development.

2.1.2 Professional Leadership

Maximising professional leadership for building a shared vision

The professional leadership capacity of school leaders has a direct bearing on school development. ESR results in the past four years show that school supervisors and members of the SMC/IMC keep track of and monitor, school development by reviewing school plans and reports, visiting schools and attending school activities, thereby, exercising their school-based management role. Among the schools reviewed in the 2006/07 school year, the SMC/IMC of the schools with good professional leadership keep themselves abreast of education development trends, and the members can provide the schools with professional advice and support based on their own expertise or personal network. Some provide schools with substantial financial support, encourage schools to make innovations, support and encourage student learning, thus promoting school development effectively.

Although school leadership is manifested in a variety of styles, ESR results in the past four years indicate that highly effective school leaders share some common characteristics. They tend to listen actively to stakeholders' views, work to build consensus with stakeholders and gather teachers to join forces in driving school development. In the process, the leaders put equal emphasis on providing both support and monitoring for teachers, thus effectively promoting within-school professional exchange and enhancing teachers' work capacity, so that the development tasks achieved their intended results.

In contrast with the early days of ESR, more principals of the schools reviewed in the 2006/07 school year adopt a positive attitude towards open school administration, and are able to collect opinions from teachers and other stakeholders through different channels when formulating development plans or key policies, thereby providing them with a chance to participate in policy making. Most middle managers lead their panels/committees in planning their work in the direction of school development, but some perform unsatisfactorily in this regard due to inadequate administrative experience or unclear roles and responsibilities. They need to improve their ability to devise programme plans and to use evaluation data. Some middle managers also need to take up the professional role of promoting collaboration and sharing among teachers in and outside the subject panels/committees.

Most schools have established mechanisms to monitor and support implementation of their work. ESR results in the 2006/07 school year indicate that the management of well-performing

schools keeps a close watch on school development. Specifically, principals or assistant principals monitor developments by attending meetings of subject panels/committees, scrutinising their plans and reports, observing lessons and conducting face-to-face discussions with teachers. Middle managers, such as panel heads, monitor the effectiveness of learning and teaching within their respective panels by observing lessons and reviewing assignments, examination papers and students' academic results. However, some schools need to strengthen monitoring and support, in particular on curriculum implementation, when the middle managers are not able to fulfill their monitoring role, either because of a lack of management experience or because of inappropriate delegation. Some schools do not clearly define their monitoring mechanism or fail to strike a balance between professional autonomy and accountability, resulting in slack monitoring and less than satisfactory results.

Emphasising teachers' professional development and enhancing their professional capacity

Lifelong learning is an important goal of curriculum reform and teachers need to equip themselves with relevant professional knowledge and skills to enhance their professional capacity. ESR results in the 2006/07 school year indicate that most schools attach importance to the professional development of teachers and allocate the necessary resources, for example, by setting up special teams to coordinate teachers' professional development activities, arranging school-based training and enlisting external support. The SMC/IMC of a small number of schools set up funds to subsidise teachers' continuous training. ESR results in the past four years indicate that well-performing schools are able to draw up professional development plans targeting their major concerns. Examples include arranging lesson observations and post-observation discussions in line with the development priorities for learning and teaching to review the effectiveness of learning and teaching, and then to organise specific and appropriate professional development activities for improving teaching skills. To enhance support for student growth, training is also provided on guidance and counseling skills for teachers.

In contrast with the early days of ESR, more schools now set, as their major concern, the need to improve classroom teaching. They often arrange collaborative lesson preparation periods for the core subjects of Chinese, English and Mathematics so that teachers may discuss teaching and share their experience. In fact, in response to curriculum reform, more and more schools arrange lesson observations as a school-based professional development strategy. This not only promotes professional exchange but also fosters an open and collaborative culture. A few schools are able to systematically bring together collaborative lesson preparation and lesson observation. By using the findings from lesson observation to inform planning for teaching, they employ the self-evaluation concept of PIE as a means to improve teaching quality.

Since SSE was launched, many schools have designed school-based questionnaires to gauge students' feedback on the teachers' teaching performance, which helps teachers to conduct self-reflection and an increasing number of teachers have accepted such an arrangement. In schools without such an arrangement, some teachers nevertheless design questionnaires on their own initiative to collect comments from students for their own evaluation of teaching. This reflects the growing importance teachers place on students' feedback. If schools hope to capitalise on the outcomes of lesson observation and collaborative lesson preparation, they could set clearer focuses for the observation, to accommodate the expected learner difficulties and the room for improvement in teaching strategies. Appropriate and focused post-observation exchange and follow-up will significantly improve the results.

Schools have made good progress in conducting performance appraisal, which is an important mechanism for identifying teachers' professional development needs and enhancing teachers' accountability. Over half of the schools reviewed in the 2006/07 school year have set up appraisal systems with clear targets, well-defined procedures and extensive coverage. Some schools, when adopting the performance appraisal system devised by the school sponsoring bodies, have introduced school-based mechanisms to enable teachers to analyse their own strengths, weaknesses and development needs. These include teachers' self-evaluation and two-way evaluation mechanisms, which can evaluate teachers' work and professional growth from various perspectives. However, schools still need to make good use of the appraisal results to help teachers devise professional development plans and enhance their professional skills.

Summary

Since EDB launched school-based management in 2000, school governance has become increasingly more transparent and accountable. In the 2003/04 school year, EDB launched the SDA framework and implemented a rigorous and systematic evaluation mechanism to engage schools in evaluating school performance based on evidence and data, and using the evaluation results as feedback for planning to promote continuous school development. The SDA framework, with SSE at centre stage and supplemented by ESR, has been implemented for four years, during which the schools have taken a big stride forward in school development planning. Schools are generally able to work out their three-year development plans and major concerns in line with education trends and school-based development needs, and support implementation with appropriate allocation of manpower and resources. A small number of schools are capable of making good use of data in reviewing work results, especially those related to learning and teaching, followed by specific proposals for improvement and follow-up measures. Looking forward, if the schools can gradually embed SSE into different aspects of school work, infusing teachers' way of thinking and practice, the impact of SSE in driving school development will become even more prominent.

With regard to professional leadership, the schools reviewed in the 2006/07 school year perform better in all aspects than in the early days of implementation of the SDA framework. School staff members are largely able to fulfill their various roles. Specifically, SMC/IMC can play their leading and supervisory role and effectively promote school development. More principals adopt a positive attitude towards opening up school administration and are more receptive to the views of different stakeholders, which is conducive to building consensus and fostering team spirit. The teachers' professional development plans in most schools match the major concerns and resources are allocated to support teachers' professional development and improve teachers' professional knowledge and skills, thereby enhancing the continuous improvement of learning and teaching. The middle managers also lead the subject panels/committees in devising programme plans to support school development. However, the schools need to make greater efforts to promote monitoring and collaboration among subject panels/committees and the middle managers need to further enhance their leadership role.

2.2 Learning and Teaching

2.2.1 Curriculum development and evaluation

Providing balanced curricula to cover all Key Learning Areas

Curriculum reform, with students' whole-person development and learning how to learn as the key objectives, has now entered the second five-year development phase. ESR results in the past four years indicate that most of the schools agree with the curriculum reform and in accordance with EDB's recommendations formulate school curriculum framework which comprises the three interrelated components of key learning areas, generic skills, and values and attitudes. This in turn ensures that students acquire the basic knowledge in the respective areas of learning, cultivate the generic skills needed for lifelong learning, and foster proper values and attitudes for whole-person development. Most schools focus on enhancing learning and teaching effectiveness and have implemented strategies meeting the specific needs of their schools, such as tailoring the school curriculum content, organising lesson time and implementing the key tasks of curriculum reform. In doing so, they develop students' learning ability and enrich their learning experiences, through improving the quality of classroom teaching.

Flexibly designing timetables to extend students' learning experiences

Most schools make reference to EDB's recommendation in allocating lesson time to various key learning areas. A small number of secondary schools allocate slightly more lesson time to some areas of learning in consistency with their developmental needs. Schools generally arrange lesson time in accordance with student learning and school development needs. ESR

results in the 2006/07 school year indicate that most schools flexibly arrange learning hours that supports the development of school-based curriculum. Examples include courses on drama education, civic education, project learning, life-wide learning sessions or reading sessions, to develop the students' generic skills, promote values education and enrich their learning experiences. Schools generally draw up timetables to cater for the needs of different subjects, with some schools arranging parallel periods for the same subjects and year levels to facilitate the organising of learning activities or collaborative teaching. This increases interactivity between teachers and students and among students themselves, thereby improving learning effectiveness. Other schools extend teaching periods to provide diversified learning experiences. Some schools arrange collaborative lesson preparation periods for core subjects to enable teachers to discuss teaching and share teaching ideas, which helps to promote teachers' professional development. However, a small number of primary schools arrange shorter teaching periods, which adversely affects the organisation of learning activities, and are thus unable to take full advantage of whole-day schooling. A review is necessary in this matter.

Implementing the four key tasks to help develop self-learning skills

Of the four key tasks, schools are most active in promoting 'Reading to Learn'. In the past four years, about 80% of schools have set it as a major concern and promoted it through school-wide participation. Most schools have worked out appropriate plans to promote reading, for example by improving library facilities and enriching library collections, arranging morning reading or afternoon reading sessions to foster a school-wide reading atmosphere and cultivate the students' reading habit. They also stimulate students' reading interest through various reading award schemes, sharing sessions, book displays and online reading programmes. Some schools invite parent volunteers to help promote reading or assist in library work. Some include reading lessons in the timetable and arrange language teachers or teacher-librarians to teach reading strategies, which successfully enhances the reading ability of students. There is greater collaboration between teacher-librarians and teachers. Elements of reading are also incorporated in the teaching plans of some subjects, which help to develop students' ability to learn through reading. However, systematic training is necessary to develop students' ability to learn through reading. On the whole, schools still need to guide students to improve their reading strategies and to develop independent learning. Schools also need to review the arrangement and effectiveness of reading sessions from the perspective of development. ESR results in the 2006/07 school year indicate that some schools need to strengthen the general strategies for promoting reading, such as the coordination of morning reading sessions, the teaching of reading skills in language subject lessons, and the reading schemes promoted by the school library. Some schools also need to ensure that morning reading sessions are actually used for reading, and avoid, for example, the sessions from being used by teachers in handling class matters.

Schools typically promote student learning through project learning by adopting subject-specific or cross-subject themes and integrating the use of reading and IT skills. Most schools are already quite experienced in this matter. Over half the schools reviewed in the 2006/07 school year manage to capitalise on community resources to promote project learning, for example by collecting data through visits and interviews. Most primary schools have developed the subject of general studies as a platform to promote project learning, a common practice since curriculum reform began. Some schools systematically define the project learning skills to be covered across the year levels. A small number of secondary schools have embarked on school-based curriculum development in the junior year levels, or mobilise all teachers to provide school-wide support to systematically develop the students' skills in exploration, self-learning, collaboration and reporting. They employ different methods such as teacher evaluation, student self-evaluation and peer evaluation to help students reflect and self-improve. A few schools practise school-wide coordination and across-year-level collaboration, where teachers lead junior and senior secondary school students to engage in project learning in groups. Senior secondary school students even serve as team leaders to help junior students learn. Such an arrangement not only develops the generic skills of students but also achieves the purpose of peer support and leadership training, with desirable effects.

With respect to using 'IT for interactive learning', most schools have adequate IT hardware and have gradually developed their intranets to promote information exchange and teacher-student communication. Some teachers use IT and appropriate teaching software to aid teaching and stimulate students' interest in learning. Most schools employ project learning to train students to search the internet for information and present their learning outcomes with PowerPoint presentations. Some schools also arrange for students to read online in order to cultivate their reading habit. However, it is not common for IT to be effectively used for interactive learning in the classroom. Some schools are slow in promoting 'IT for interactive learning' and have not yet worked out strategies to promote classroom interaction and students' self-learning. The schools still need to enrich the self-learning materials on the internet-based learning platform and the resources of the intranets, in order to promote active self-learning both inside and outside the classroom.

Committed to cultivating good character and proper values and attitudes of students, schools generally make relevant provision in the school-based curriculum, such as personal growth programme, moral education and life education, and employ themes relating to students' daily life to promote MCE. Most schools encourage school-wide participation through morning and weekly assemblies and form-teacher lessons, and some endeavor to inculcate positive values in students through service learning. In promoting national education, most schools strengthen students' recognition of their national identity through flag-raising ceremonies, singing of the national anthem, visits to the Mainland or organising activities relating to key national events. ESR results in the 2006/07 school year indicate that well-performing schools define different

development priorities for different year levels and promote values education through thematic cross-curricular activities. However, the schools need to step up coverage of values education in subject teaching and to enhance teachers' skills in conducting form-teacher periods. Schools may further improve the overall plan of MCE by strengthening professional training of teachers and collaboration among subject panels/committees.

On the whole, schools are ready to promote the four key tasks in an integrated way to improve the students' learning ability. ESR results in the past four years indicate that well-performing schools mostly employ project learning as the hub for promoting the other key tasks. Examples include setting MCE themes at different year levels, outlining the key learning points with their relevant learning strategies, specifying the learning elements for reading, the use of IT and other generic skills, and conducting suitable evaluation to go with them. Some schools include field trips in project learning to enrich students' learning experiences. To enhance the impact on student learning, schools may draw on the experience of others and strengthen the overall planning to implement the four key tasks. Among the three skill sets of communication, critical thinking and creativity, students are better at communication than the other two, which still need strengthening.

Expanding the scope of learning to promote Life-wide Learning

Schools have made satisfactory progress in promoting life-wide learning. ESR results in the past four years indicate that most schools arrange different learning activities such as co-curricular activities, visits, field trips, social services and overseas exchanges, so that students can extend their scope of learning outside the classroom and, through first-hand experience, attain learning objectives which are not easy to achieve by classroom learning alone. Such learning objectives include contact with people from different walks of life and exposure to different environments and circumstances, enabling students to have their interest in learning enhanced, potential developed and self-confidence boosted. The schools performing well in promoting life-wide learning all excel in planning for and using resources to provide students with equal and appropriate opportunities for participation.

Tailoring the curriculum to address learner differences

In addressing learner differences, the schools generally arrange split-class teaching, remedial classes and tutoring before or after classes to cater for the needs of the weaker students. ESR results in the 2006/07 school year indicate that the well-performing schools can tailor their curriculum and adjust teaching strategies to match students' learning ability, strengthen training for students' specific learning difficulties, maximise the use of split-class teaching to formulate learning support strategies, and arrange collaborative teaching to strengthen care for

underperforming students. In addition, to give more help to stronger students, some schools offer special classes on creative writing, public speaking and the Mathematics Olympiad, or recommend students to take part in courses organized by external bodies and competitions for the gifted. In summary, schools have properly devised a sound mechanism for streaming and grouping to enhance teachers' care for, and support of students. However, continuing improvements are still necessary in the following strategies: tailoring of curriculum and learning content to cater for learner differences, using more diversified teaching resources, such as using internet resources to promote students' self-learning, implementing project learning to develop students' learning capabilities by encouraging them to explore different topics based on their ability and interest; and taking advantage of split-class or small group teaching to increase teacher-student interaction and to help students in constructing knowledge.

Creating a language environment to improve students' competence in biliteracy and trilingualism.

Cultivating students' competence in biliteracy and trilingualism is one of the seven learning goals of the curriculum reform. Over half of the schools reviewed in the past four years have made efforts to enhance students' language proficiency as a strategy to improve learning effectiveness. In line with the reform of the language subjects of Chinese and English, a range of initiatives conducted as classroom teaching and through relevant learning activities have been adopted to train students' skills in these two languages. These include school-based programmes on drama in education, intensive reading and writing, and literacy programmes, engaging students in activities such as campus radio or TV, public speaking, debate and drama performance to heighten students' interest in language learning, conducting morning assemblies and making announcements in Cantonese, English and Putonghua to create a suitable language environment. A few schools reviewed in the 2006/07 school year achieve good results by arranging courses on reading and writing in Chinese in regular lessons, and assigning teachers of different subjects to compile reading materials, design exercises and guide student discussions. This provides opportunities for students to read articles on different themes and have their reading interest and writing skills enhanced through appreciation, discussion and writing exercises. Some schools provide extra support for the Chinese and English subjects, with differentiated emphases for students at different key stages. For example, they might strengthen training on reading and writing for both Chinese and English in junior secondary, while focusing on English speaking skills in senior secondary. In promoting the learning of Putonghua, in addition to offering it as a subject, some schools arrange morning assemblies and drama contests in Putonghua and visits to the Mainland to give students more opportunities to practise its use. However, some schools need to create a richer English environment to increase opportunities for students to use English both inside and outside the classroom.

Planning NSS curriculum in line with developments in the education system

Most schools have actively prepared for the NSS system. Over 90% of the schools reviewed in the 2006/07 school year have set up task groups to work on curriculum and manpower planning. 90% of the schools consult teachers on which electives to offer and then seek their opinions as reference in planning the NSS curriculum and formulating teacher professional training plans. Over 60% of the schools incorporate preparation for NSS in their school development plans or annual school plans. In resource planning, 70% of the schools have concrete plans for utilising additional non-recurrent cash grants, while about 60% of the secondary schools have worked on the coordination of manpower planning of different KLA, and on deploying and obtaining resources for the implementation of the NSS. With regard to professional development and support, over 60% schools have reinforced support to teachers, with plans made for school-based professional development and collaboration for teachers of different KLA.

60% of secondary schools have begun to plan their NSS curriculum choices and combinations. Over half of the secondary schools have stepped up measures to bridge the junior and senior secondary curricula, integrated the junior secondary curriculum, or offered Integrated Humanities or school-based LS at junior secondary level. This is helping teachers to acquire the relevant teaching experience through adopting the enquiry approach, and to prepare students for LS at the senior secondary stage. About 70% of schools have adopted school-based assessment measures to meet the requirements of public examinations for the Chinese and English subjects. However, in trying to integrate the junior secondary curriculum, schools should ensure adequate coverage of the foundation knowledge. Furthermore, they need to work out timely and appropriate plans for applied learning, preparation for OLE, catering for learner diversity, use of teaching time, support for further studies and career guidance for students on their promotion to senior secondary. The schools also need to consult with students and their parents to learn more about their needs.

Promoting student learning through assessment

With the gradual implementation of the curriculum reform, in line with the learning targets, students' ability and daily life experience, schools generally now design more diversified assignments such as discussion on current affairs, interview records and model-making, with some assignments integrating key tasks or cross-subject elements. Such assignments not only consolidate what the students have learned but also enable them to assimilate the knowledge of different subjects, enhance their learning interest and generic skills in communication, collaboration and problem-solving. Assignments such as those for project learning feature continuous guidance from teachers in the learning process and link assessment to learning.

ESR results in the past four years indicate that most schools have worked out well-defined policies on homework and performance assessment. Consequently, assignments and assessment are more appropriate in terms of quantity and frequency, and a sound vetting mechanism is in place to ensure the quality of examination papers. As part of the ESR procedure, the schools select a sample of quality assignments and introduce their design rationale to the ESR teams. A small number of schools have worked out criteria for selecting quality assignments and, in the process, teachers have shared their experience in designing and marking. This practice helps to improve the quality of the assignments and encourages reflection. A few schools have made this work a regular topic for professional exchange, with good results achieved. The modes of performance assessment have become increasingly diversified. Over half of the schools reviewed in the 2006/07 school year adopt different forms of assessment other than summative, including evaluating student performance in knowledge, skills and attitude based on classroom performance, daily assignments, oral reports and project learning. In line with the development of school-based assessment, some schools also include student performance in co-curricular activities or life-wide learning in the scope of assessment. Other than teacher assessment, some schools have developed assessment involving different parties, including self and peer assessment, helping to cultivate students' reflective ability. Some schools, mostly primary schools, involve parents in assessing students, enabling them to know their children's learning progress.

It is the very rationale of SSE to evaluate the effectiveness of curriculum provision and learning and teaching strategies by using self-evaluation data and findings, and then feed back into planning for curriculum and teaching to better meet the needs of students. Since systematic self-evaluation was launched, schools have attached more importance to the analysis and use of data to analyse student performance and formulate follow-up measures. The data includes statistics of internal school results, evaluation of examination papers, external evaluation data such as Territory-wide System Assessment performance, public examination results and data of value-addedness. This illustrates that the SSE concept is increasingly incorporated in learning and teaching. However, schools need to continue improving feedback and follow-up on student performance. At present, schools generally adopt such follow-up strategies as increased use of drills, arranging after-school and holiday extra classes, and split-class or group teaching. However, more needs to be done to continue improvements targeted at classroom teaching strategies and curriculum design.

Reporting students' learning outcomes to support whole-person development

Schools have always reported on students' academic performance, but have also recently begun to report on their non-academic performance in line with the direction of whole-person development as part of the curriculum reform. ESR results in the 2006/07 school year indicate that the great majority of schools already report on students' academic and non-academic performance, with records on students' conduct, extra-curricular activities, contests and awards as well as their academic achievement. A small number of schools are even more comprehensive and detailed in their reporting, with a range of formats covering student performance in different aspects of the learning of core subjects, and the students' skills and attitude in project learning or reading, so that the students are better informed about their strengths and weaknesses, and parents can also provide support accordingly. A notable school practice is to guide students to summarise, by way of a student learning profile, their subject learning and non-academic performance at four stages in a school year. This practice helps the students to learn through reflection and enables parents to be better informed of the learning outcomes of their children. A small number of secondary schools design their own record books to enter records of student performance in learning and activities in line with school-based assessment.

2.2.2 Teaching and Student Learning

Creating opportunities for participation to promote student learning

The ultimate aim of curriculum reform is to translate ideas into action for implementation in daily teaching and learning. At the outset of curriculum reform, schools focused on planning for implementation of the four key tasks in the curriculum. As reform proceeded, schools began to attach greater importance to enhancing teaching and learning effectiveness. In line with the development of SSE, in recent years more efforts have been made to adopt such strategies as collaborative lesson planning, lesson observation, action research, and student surveys to gauge feedback on classroom teaching. Schools are trying to search for more effective ways to conduct classroom teaching.

Driven by curriculum reform, the mode of classroom teaching has gradually moved away from one where "teacher talks, students listen". Besides imparting knowledge through lecturing, some teachers are able to create classroom settings that increase students' active participation, using role play, group discussion and presentation, and competition. In so doing they are attempting to match the learning materials and learning focus to students' abilities and interests. This reflects teachers' growing awareness of the importance of students' participation in class and many are gradually adopting a 'student-centred' approach to teaching, with settings designed to increase opportunities for interactive learning and to enhance students' initiation to learn. ESR

results in the past four years indicate that lessons with good teaching performance tend to have a well-planned structure, where teachers attach importance to introduction and summing-up for building on and consolidating previous learning. They have sharp learning focuses, well-sequenced and graded learning activities, including opportunities for students to discuss and collaborate. As facilitators of learning, teachers of these lessons are able to exercise flexibility in guiding students to discuss and exchange ideas, raise queries and questions to deepen their understanding of topics being learnt, and to develop their generic skills of communication, collaboration and problem-solving. Follow-up activities after group work, including presentations, peer assessment and teachers' summary and feedback, can promote peer learning and self-reflection, and develop students' assessment and critical abilities. Most teachers are also open-minded towards students' opinions and their different perspectives.

However, the effectiveness of quite a number of lessons is reduced because of limitations in the way learning activities are organized and instructions are given to students. The teaching modes of some lessons are still not diversified enough, limiting students' participation. Observations in ESR in the 2006/07 school year indicate that lessons in over 40% of the schools are characterised by students spending most of the time listening, with far too little time to express themselves, exchange their views and engage in enquiry. Indeed, it is quite common for the lessons in some senior secondary subjects to be limited to practising examination skills.

On the other hand, improvement in teaching resources and the use of the internet have also brought about change in classroom teaching. ESR results indicate that the use of IT to assist teaching has generally helped stimulate the students' interest in learning and enhanced their understanding of the learning content. However, there is room for improvement in the use of IT for interactive learning.

Improving questioning skills and giving appropriate feedback

Asking inspiring questions and giving immediate and specific feedback help develop students' communication skills, guide them to actively think about, consolidate and extend their learning. These are teaching strategies where improvement by teachers is still needed. ESR results in the past four years indicate that, other than lecturing, questioning is the teaching strategy most often used by teachers as an important method of promoting interaction. 60% of the teachers in schools which underwent ESR in the 2006/07 school year have adopted questioning as a teaching strategy. In lessons where questioning is successfully used to enhance teaching effectiveness, good practices include asking graded questions to expand the scope of student thinking. Prompt follow-up is given by teachers to the responses from students, guiding them to rectify or extend their thinking. Thus, students are helped to construct knowledge and develop generic skills such as those of problem-solving. However, teachers' questioning skills need further improvement. They particularly need to guide the students to participate in in-depth,

theme-based discussion and analysis, for example, by asking follow-up questions on student responses, and guiding them to think, extend and deepen their learning. Another useful strategy is cross-questioning around the class to encourage interaction and peer learning. Teachers also need to create opportunities and encourage the students to ask questions. In a small number of lessons, it was observed that insufficient questioning was used, some teachers gave answer instantly to the questions they asked or tended to look for an answer from students that would fit in their pre-determined one.

Giving immediate and appropriate feedback on students' response and performance can promote learning and self-reflection. ESR results in the past four years indicate that feedback is valuable when the teachers specifically point out strengths and weaknesses and suggest ways to improve. It is also useful to guide the students to positively assess classmates' performance in order to develop their critical thinking skills and to promote interactive learning. However, the quality of teachers' feedback still needs to be improved. Some teachers only give students commonplace praise, agreement, a 'no' response or the 'correct' answers. There is a need for more feedback which better promotes students' self-improvement.

Flexibly adjusting teaching to cater for learner diversity

To enhance the effectiveness of classroom teaching, teachers need to design lessons according to students' abilities and learning needs, so that potential is fully exploited, and appropriate support is provided for those who are underperforming. Lesson observations during ESR in the 2006/07 school year show that about 40% of lessons are designed to match students' abilities, giving students the appropriate challenges and reasonable expectations to succeed, and provide sufficient coverage of teaching content. However, on the whole, the level of challenge needs to be raised and it is especially important to address the learning needs of the more able students so that their full potential can be realised.

In the past two years, a few schools have begun to adopt "catering for learner differences" as a strategy to improve learning and teaching. They mainly arrange split-class or small group teaching in order to reduce either the class size or variations among students. Most teachers walk around the classroom, when the students are engaged in learning activities or class work, to assess students' participation or response and to identify underperforming students in need of guidance. However, some teachers tend to just lower the requirements by over-simplifying the demands of some activities and assignments when supporting these students. They could better allocate tasks to guide the students to cooperate with and encourage each other and thereby, effectively promote learning through peer collaboration. On the whole, the teachers still need a better grasp of the students' learning styles and what students consider being the difficulties of the subject matter, so that they can design more appropriate content, and flexibly adjust the teaching strategies and pace to align with students' learning progress and response.

Laying the language foundation and cultivating students' self-learning

Language is fundamental to the learning of all subjects. One of the learning aims of the curriculum reform is that students can actively and confidently communicate and discuss with others in English and Chinese (including Putonghua). Use of, and exposure to, the language environment are key to language learning. ESR results in the past four years indicate that, in effective language lessons, teachers are good at applying different strategies. These include questioning, group discussions and presentations, and role playing to provide the students with more opportunities to listen, practise and communicate. However, some English lessons still lay stress on pronunciation or grammar drills, instead of creating an appropriate context for students to use English. In the non-English subject lessons for some senior secondary classes, where English was used as the medium of instruction, a mixed code of Chinese and English is used most of the time, which is not favourable to student learning.

Cultivating students' independent learning is a development priority during the intermediate phase of curriculum reform and one of the key strategies schools have adopted in recent years to improve learning and teaching. Lesson observations during ESR in the 2006/07 school year indicate that students of nearly 70% of schools need to continue improving their self-learning strategies. Most students do not have such habits as pre-lesson preparation or note-taking. Their key learning strategy is listening to the teachers' instruction. Only very few students actively ask questions to clear up doubts or give opinions. The teachers need to step up the cultivation of self-learning, appropriately assign extension learning activities, and give students clear instructions and requirements so as to develop their independent learning ability and lay a solid foundation for lifelong learning.

Promoting peer interaction and collaborative learning

In class, most students are attentive and interested in learning, observe classroom discipline and are engaged in learning activities as directed by teachers. The learning attitude of primary students is generally better than that of their secondary counterparts and junior students of both primary and secondary schools are more responsive to teachers' instructions. Students' ability to express themselves in their native language is good. They can talk fluently but need to improve on organisation and the use of vocabulary. Their ability to express themselves in English is more varied and they need to improve in confidence.

The change in mode of teaching has also brought about more opportunities for the students to participate in classroom activities and engage in thinking and exploration. Group discussions have become common. As long as the learning objectives are well-defined and instructions clear, the students are generally active in participation, able to collaborate well with classmates, respect one another and complete the learning tasks together. Students who perform better in group discussions are able to apply strategies such as mindmapping to analyse problems, actively

contribute their views, coherently present their ideas and report on their learning outcomes. During the group tasks, the better-performing students offer help to weaker classmates, achieving cooperative learning. In cases where teachers appropriately guide other groups to propose supplementing views or making peer assessment after the students' presentations, students can generally apply their prior knowledge to raise objective and fair comments. They, thereby, display critical thinking and assessment skills. However, students' initiative in classes still needs to be enhanced. Some students depend too much on teachers or classmates and seldom respond actively to the teachers' questions or become adequately involved in group activities. Teachers need to make appropriate use of the opportunities afforded by group activities to allow students to take turns in performing different tasks, so as to ensure their participation and to cultivate a range of skills.

Applying learning strategies to improve learning effectiveness

In class, students generally learn through such basic skills as reading, listening, observation and application. When teachers make clear and consistent requirements, the students can apply different self-learning strategies such as pre-lesson preparation, note-taking, asking questions and using reference books and online information to aid learning. About 30% of the students in the ESR schools in the 2006/07 school year have a habit of making preparation before class and taking notes of key learning points. Students' learning strategies in class, however, need improving. Some schools arrange reading lessons which help the promotion of reading to learn. Some schools systematically promote project learning, and train the students in the whole range of project learning skills. These include setting the project topic, formulating the scheme of work, data collection, processing and analysis, all of which can effectively enhance students' skills in enquiry and collaboration. As the IT facilities of most schools have already been improved, most students can do their reading, project learning or assignments online and they are generally good at using skills in IT. On the whole, the change in mode of classroom teaching and the implementation of the four key tasks have also brought changes to the way students learn.

Summary

The curriculum reform has entered the intermediate phase of development. According to ESR results in the past four years, schools generally design balanced curricula for the students in line with the key rationale of the curriculum reform. In the light of their own conditions, students' abilities and development needs, schools design the content of the curriculum, arrange the timetable and promote life-wide learning and the key tasks of curriculum reform, to widen students' scope of learning experiences and to enhance learning effectiveness. In the past two years, the schools have begun to plan the NSS curriculum, work out the subjects to offer and

have teachers trained. However, along with the development of the NSS system and gradual implementation of small class teaching, schools need to pay more attention to learner differences and teachers need to have a better understanding of curriculum tailoring and teaching strategies. In addition, schools need to give serious thought to how they can create an appropriate English language learning environment when planning for the school curriculum. In terms of performance assessment, most schools follow the recommendations of EDB to make gradual changes to the assessment mode, so that assessment may better facilitate learning. However, some schools still rely too much on summative assessment and do not make good use of assessment data and findings. Schools need to appropriately adopt different assessment modes to have a comprehensive knowledge of students' abilities and learning difficulties, so as to provide appropriate feedback for students to improve their learning.

With the development of SSE, teachers increasingly open up their classrooms and engage in mutual exchange. They prepare their lessons together and gradually bring about an atmosphere of sharing of experience. Schools bring in external support, engage in action research, and explore school-based modes of learning and teaching. Teachers who accept students' involvement in evaluating their quality of teaching and conduct self-reflection find that these practices do help improve teaching. Classroom teaching has gradually become student-centred, and most teachers are willing to organise classroom learning activities in ways that create opportunities for participation and interaction for the students, stimulate their initiative to learn and develop the generic skills such as those of communication and problem-solving. For the small minority of teachers who are adept at organising and conducting learning activities, guidance is flexibly given to students during the activities, so that the teacher changes from being a transmitter of knowledge, as in the past, to being a facilitator of learning. Questioning is the most common strategy that teachers use to create opportunities for participation and interaction for students. However, lesson preparation and flexible classroom teaching are essential to improving the effectiveness of questioning and feedback, and teachers still need to hone their skills in this respect. Adapting teaching to align with students' abilities, and their difficulties in acquiring subject knowledge, is the basic strategy to address learner differences. Teachers still need to pay more attention to ensuring that the needs of both stronger and weaker students can be catered for.

Change in classroom teaching mode and the implementation of the key tasks have changed the students' learning methods and performance. Students' learning attitude is generally good. They are attentive and interested in learning. In class, most students are willing to answer the teachers' questions and participate in learning activities. During group activities, students generally are active in sharing views with classmates. The great majority of schools promote the four key tasks in line with the curriculum reform. Most students can read in silence during designated reading sessions, with their interest in reading developing. Through project learning, they can apply their skills in using IT to collect and process data, effectively enhancing their

ability to enquire and to collaborate. Under the teachers' strict requirements and clear guidance, students of some schools can also make pre-lesson preparation and take notes in class, gradually forming the habit of self-learning.

2.3 School Ethos and Student Support

2.3.1 Student Support

Valuing support for student growth and clarifying its role in curriculum

Schools generally accord great importance to support for student development. Ever since the SDA framework was launched, most schools have, in line with their own vision and mission, current educational trends or students' needs, set the development of students' values and attitude, morality and quality as major concerns in their school development plans. Even schools which do not make these their major concerns, select annual themes to highlight their expectations for student development. In the initial phase of ESR, while providing support for student development, most schools set up clear organisational structures with well-defined allocation of duties, but consensus about student support and an appropriate coordination mechanism had yet to be formed. Some schools reviewed in the 2006/07 school year have set up such a coordination mechanism for student support and a few of them work to encourage the different teams to collaborate and coordinate on common focuses for development. Some schools use data collected through such tools as APASO and the stakeholder questionnaire survey to analyse student performance, learn about their needs and, from this, map out the school's major concerns related to support for student growth.

Schools have been generous in deploying resources to support student growth. Many schools have put in place a dual class teacher system to step up guidance for students, established regular timetabled sessions to conduct support activities or personal growth programmes, and allocated resources to encourage and subsidise students' participation in activities. Recent years have seen increasing measures or financial assistance from the community for student development and most schools are also able to tap external resources, thus making their work on student support more diversified.

In context of curriculum, early ESR results indicated that schools mostly conducted student support activities as extra-curricular provision, which resulted in support for student growth and classroom learning being implemented as separate measures. With the implementation of the curriculum reform and deeper understanding of the rationale of whole-person development and balanced learning experiences, schools have begun to regard student support as a key component of school curriculum which is as important as the KLA. Some schools have begun to integrate

student support into regular classes, in the form of teaching periods for form-teacher, moral education, and extra-curricular activities. Some have even taken a greater step forward in developing a school-based curriculum including lessons on personal growth, civic or life education as independent subjects. More than ever, this reflects a growing awareness in schools that support for student growth is a major component of their curriculum.

Implementing key tasks and enhancing coherence and coordination

MCE is one of the key tasks of curriculum reform, heading the five key learning experiences. The majority of schools are able to take action to develop five principal values and attitudes, which cover the themes of health, environment, sex, national and life education. A small number of schools focus on one or some of the above five in accordance with their own contexts.

To foster national identity is a priority of MCE. Schools have gradually enriched their strategies in relation to national education. Flag-raising ceremonies, exhibitions, theme weeks and visits to the Mainland have become increasingly common in practice for enhancing the students' care and knowledge about developments in the Mainland. Values education in most schools is conducted through regular classes and a variety of extra-curricular activities, among which service activities are most popular. In recent years, a small number of schools have strategically promoted service learning to develop the students' sense of responsibility, commitment, care for the community, and skills in leadership and organising. In addition, some schools have designed a school-based curriculum to promote values education through discrete subjects taught in regular school hours. However, it is necessary to step up the incorporation of values education in regular subject teaching. Some schools still need to strengthen the overall coordination and coherence of their MCE.

Encouraging positive experience and continuing to improve monitoring

To develop students' moral integrity is a regular concern of schools. ESR results in the past four years indicate that schools have increasingly focused on broadening the students' experiences and promoting their development through personal experience.

In respect of guidance and discipline, most schools emphasise the need to strike a balance between being sensitive and being firm towards students. Many schools have in place incentive plans, and plans for compensation for misconduct with good deeds, to reinforce students' positive behaviour. A few schools have revised school rules after consulting students and parents, thus strengthening the legitimacy of the school rules among students. According to ESR results in the 2006/07 school year, most schools continue to build a positive school culture as a development priority in support for student growth and, at the same time, work on the

development of a caring spirit and students' capacity for self-discipline and self-care. Some schools have introduced external resources, offered development training in the junior secondary and, through guidance and experiential activities, strengthened students' life skills and ability to cope with adversity. Some projects are able to adjust to social conditions and target specific groups, such as school children newly arrived in Hong Kong, families on Comprehensive Social Security Assistance and non-Chinese speaking school children. In addition, according to ESR results in the past four years, most schools formulate their discipline and guidance plans through a whole-school approach, with discipline and guidance integrated, and incorporating strategies such as class-based team-building. In so doing, some schools have achieved very good results, with teachers making a concerted effort. In these cases programme plans on guidance and discipline complement each other and class-based identity and character are given full play, leading to harmonious teacher-student relationships and a congenial school ethos. However, there are still many schools which lack a proper understanding of such strategies as whole-school approach, integration of discipline and guidance, and class-based team-building. In these schools, because of a lack of clear consensus, implementation related to work on discipline and guidance is lacking in consistency and coverage.

According to ESR results in the past four years, schools are generally able to provide support for students upon admission and graduation in accordance with their needs. Schools run summer vacation bridging programmes for new students and include personal growth lessons in regular classes. Some schools have peer guidance programmes in place to help new students adapt to school life. Generally, secondary schools also provide information on further studies and career guidance and organise activities such as talks and visits. In line with life-wide learning, some schools add elements of career planning to the curriculum, and encourage and arrange for students to participate in school-enterprise cooperation and employment experience schemes, broadening the students' learning experiences. However, along with the implementation of the NSS system, further education and employment guidance for the students who are promoted to NSS still needs to be strengthened in schools, and teachers need also to familiarise themselves with the latest developments related to guidance work for further studies and career guidance.

The activities in most schools are wide-ranging. Some schools achieve significant results by hosting special activities matching students' interests and wishes to enhance their participation and learning experiences, so as to build a proper attitude towards life. A small number of schools create channels to collect students' feedback on extra-curricular activities and, accordingly, make adjustments and revisions. This reflects schools' concern about the use of resources and the meeting of students' needs. Schools generally attach importance to extending students' experiences and horizons through extra-curricular activities. Some schools organise exchanges and visits, training activities such as military-style adventure training, and provide the chance for students to stage performances in order to build up confidence and promote growth through experience. In recent years, with service learning being more widely adopted, more and

more schools have encouraged students to participate in community service. By integrating service learning with project learning, exchanges, visits, and leadership training, a few schools are able to enhance the effectiveness of such activities through systematic implementation, in line with life-wide learning. ESR results in the past four years indicate that many schools have implemented the policy of 'lifelong development of at least one interest in sports or arts' and encourage the students to participate in extra-curricular activities. Yet, some schools still need to put in place a systematic monitoring mechanism to ensure students' balanced and continuous participation.

2.3.2 Links with External Organisations

Enhancing home-school co-operation to support school development

Schools undertake crucial responsibility for student education but need the support and cooperation of parents, alumni and the local communities to effectively put the ideals of education and curriculum reforms into practice.

Home-school links and cooperation have made obvious progress in recent years. According to the ESR results in 2006/07 school year, most schools are able to put in place a variety of channels to communicate with parents, and to enable parents to support school development in different ways. Schools have generally set up parent-teacher associations (PTA) and build parents' commitment to schools through organising various activities. These include implementing parent education to encourage parents to support their children's learning and to enhance parent-child communication, and organising parent volunteer teams to assist the school in leading students to participate in community service. Some parents even draw on their own professional expertise to provide the school with advice and suggestions for improvement. Some parents directly participate in schools' decision making as members of the SMC/IMC. Some schools have set up parent resource centres with parents taking roster duty, and some PTA fund scholarships for schools to encourage students to apply themselves to learning. A few schools even invite parents to observe lessons, so that they can better understand how their children learn.

In line with school development needs, schools with good home-school co-operation regularly collect opinions from parents and maintain a proper two-way channel of communication with them. The schools also mobilise parents' support in running programmes including promotion of reading, lunch supervision, assisting with field trips, and serving as tutors for extra-curricular activities. Parent members of the PTA have gradually developed from their bridging role, in the past, to playing a key role in school development.

For those parents who have not paid due attention to school development and have not

actively participated in school activities, because of work commitments or for other reasons, schools should further learn about their needs and extend parents' networks for liaison and support. This will enable parents to share their experience in helping their children learn and grow, thus forming a culture of parent participation in school development.

Linking with external organisations to improve student learning

More schools are seeking external support to meet the needs arising from curriculum development. The SDA framework promotes SSE and SSE is expected to become the work culture in schools and to enhance schools' educational effectiveness. Since the 2003/04 school year, many schools have been working to enhance teachers' understanding of SSE through collaborative programmes with higher education institutions and exchange with other schools. In line with the major concern, schools also conduct action research to explore ways to improve teaching and learning and to broaden teachers' horizons. Most schools are able to take advantage of community resources, such as financial assistance and community facilities, to enable students to participate in social service and training for the whole-person development of students. Some schools have developed partnership through cooperating with schools out of the territory to achieve mutual progress in academic development.

Support from alumni, a valuable resource for schools, benefits secondary schools relatively more than primary schools. Alumni of some schools are invited to join the SMC/IMC and directly participate in school management by offering their professional advice. Alumni of some schools share experience on further education and employment with students and some of them serve as tutors of after-class support or activity groups. In some cases, alumni associations are very cohesive groups and keep close contact with schools. The alumni assist school development in accordance with their own capabilities and expertise, including making donations to aid school expansion, funding scholarships to award well-performing students, and even sponsoring the needy ones for higher education. Some alumni also sponsor school facilities to improve the learning environment in support of students' learning and activities.

Summary

Schools have always attached great importance to support for student growth. Drawing on the implementation of the curriculum reform and in-depth understanding of the philosophy of whole-person development and balanced learning experience, schools have generally improved student support through formal classroom learning and extra-curricular activities, in order to inculcate proper values and attitudes in students. Schools make increasing efforts to enrich and promote student growth through personal experience, such as volunteer service, exchanges outside Hong Kong, and work experience schemes. Under the NSS system, schools need to step

up guidance on further studies and career guidance and arrangements for OLE. Schools also need to strengthen overall planning and collaboration among support groups on the long-term development of student support.

Most schools keep in close contact with external organisations to improve the learning effectiveness of the students. ESR results indicate that home-school cooperation has made obvious progress. Most schools are able to build various channels to communicate with parents and parents also support school development in various ways. In addition, some schools make good use of community resources to broaden students' learning experiences, or participate in the learning and teaching improvement programmes of education institutions to broaden teachers' horizons and improve their professional skills.

2.4 Student Performance ^(Note 5)

ESR results in the past four years indicate that most students like their school life. They are willing to help each other, get along well with each other and respect both teachers and peers. Primary school students are particularly ready to interact with others. Students in most schools love to participate in the activities and competitions inside and outside schools. Some schools attach great importance to leadership training and the students are able to employ leadership skills. They are willing to undertake responsibilities, serve classmates and lead classmates to organise activities. The student unions in a small number of schools are able to collect classmates' opinions, helping the schools to understand students' needs. More students in recent years participate in community service such as flag-selling, visits to homes for the elderly and performing other volunteer work, showing a strong sense of responsibility. ESR results in the 2006/07 school year indicate that students in some schools have won awards in inter-school competitions in sports, art, speech, music, and academic events, displaying a variety of talents. Some well-performing students or teams are even invited to represent Hong Kong in international competitions or performances.

Note:

- (5) Student performance covers academic and non-academic aspects, both of which will be described in the ESR report of every school. In respect of 'Academic Performance', the ESR reports of primary schools included comments on students' internal performance while the ESR reports of secondary schools included comments on students' performance in public examinations. Only some of the schools in Hong Kong undergo ESR every year, so the data collected on 'Academic Performance' were not representative of students in Hong Kong as a whole and were therefore omitted here. Only non-academic performance is reported here.

Chapter 3 Conclusion

3.1 Fostering a self-evaluation culture

The 2006/07 school year is the fourth year of implementation of the SDA framework, nearly marking the end of the first cycle of ESR. As shown by ESR results in the past four years, the schools which underwent ESR in the initial phase were rather concerned about the exercise. Currently, over 80% of the teachers agree that SSE has given them a better understanding of the overall performance of their schools and facilitated exchange and collaboration among teachers, even fostering team spirit. The percentage of teachers who agree that ESR helped the schools to formulate future objectives and plans has increased from 70% in the early days of ESR to 80% now.

The impact of SSE and ESR on the schools is commensurate with the development pace and phase of the schools, the vision of the school leaders and the cooperation of the teaching staff. ESR results in the past four years indicate that a common and obvious change has been the establishment of the SSE mechanism, by means of a task force, to co-ordinate related work. Through practice, teachers are able to better understand SSE. Schools conduct SSE based on the data collected with the self-evaluation tools, thus developing from a mode of evaluation based on impressions and feelings to one which has its roots in evidence and data.

The schools performing well in SSE have open school policies and attach importance to the opinions of stakeholders. For example, the membership of the SSE task forces includes teachers of different ranks, thus increasing teacher participation in school development. Teachers respond positively to student feedback on teaching performance and seek to improve teaching quality through reflection. Some school principals also encourage staff members to contribute comments on the principal's work performance and make improvement plan with reference to the suggestions received. This reflects an open attitude toward accountability and self-reflection. All these schools review work results based on evidence and data, then devise concrete improvement proposal and ensure actual implementation. These schools in particular attach importance to the feedback to the curriculum and teaching with a view to addressing concern relating to the quality of learning and teaching..

Under the SDA framework, most schools adopt a 3-year cycle in their school development planning. Co-ordination among subject panels/committees is gradually improvement. The schools performing well in planning have well-defined, practicable and focused implementation

strategies which align with schools' priorities. However, there are still some schools which fail to plan the work phases coherently when formulating their development plans and their concerns are too broad, lacking well-defined objectives and thus limiting the effectiveness. Schools differ widely in their monitoring work. Some have well-defined mechanism which enables them to keep track of the progress of implementation effectively through different means, such as regular reporting, scrutiny of documents and interviews. Schools which are slack in monitoring are usually those with a team of middle managers with less management experience, or inadequately empowered or those not yet capable of striking a balance between the notion of autonomy and accountability. In terms of professional support, schools generally allocate resources and arrange professional training in line with the development plans but need to make improvements in these plans, based on performance appraisal data so that evaluation can inform planning.

In summary, schools differ widely in their progress and effectiveness in implementing SSE, but have already made substantial headway.

3.2 Effectiveness of Learning and Teaching

ESR results in the past four years indicate that most schools define improving the learning and teaching effectiveness as their major concern and formulate different strategies to that end, for example by enhancing the reading interest and habit of the students, cultivating their self-learning skills, improving the mode of performance assessment and enhancing classroom teaching. These are built around the objectives of the curriculum reform and the core business of schools to cultivate the students' learning ability, enrich their learning experiences, and improve the quality of classroom teaching. Since the implementation of curriculum reform, most schools have formulated plans for implementing the key tasks of curriculum reform with reference to students' needs and the school's conditions and help the students develop their self-learning skills, especially by promoting "Reading to Learn", which shows signs of success in raising the reading interest of students. Modes of performance assessment have also improved gradually. Most schools show awareness of the importance of assessment in promoting student learning, begin to place more emphasis on teachers' continuous assessment and feedback in the students' learning process. Assessment modes have become increasingly more diversified. For some subjects, consistent with school-based assessment in public examinations, co-curricular activities or life-wide learning has been included in the scope of assessment. In line with ESR procedures, schools select quality assignments for scrutiny. For this some schools have laid down criteria for quality assignments and developed the selection process into an occasion for professional exchange among teachers on the design and grading of assignments.

The secondary 1 intake in the 2006/07 school year was the first batch of students under the NSS system, and schools have started the relevant planning. Most schools assign designated teachers or task forces to coordinate the relevant work. Over half of the schools include developing NSS curricula in their school development plans or annual school plans and have made plans for curriculum provision and teachers' professional development activities under the NSS System.

Classroom teaching has shifted gradually towards the student-centered mode. Teachers manage to get students actively involved by adopting different teaching strategies, including questioning, group discussion and oral presentation. While such strategies can still be improved on, with self-evaluation in progress, teachers in many schools have been exploring better teaching modes through collaborative lesson preparation and peer lesson observation, which has actually helped improve teaching quality through professional exchange of experience. The change of teaching modes has had a direct influence on the learning methods and performance of students. In class, the students have more opportunities to participate in learning activities, thinking and exploration. As long as teachers provide appropriate guidance, students generally display a good command of generic skills, such as those of communication, collaboration and problem-solving, even evaluation.

However, quite a number of lessons still mainly focus on imparting knowledge, with inadequate feedback to students and thus are unable to extend student learning. Most schools address learner differences by streaming and grouping students. Although detailed arrangements are made for streaming/grouping, less progress is made for curriculum tailoring and adjustment to teaching strategies in the light of students' ability and needs. With regard to students, their readiness for self-directed learning and learning strategies need to be enhanced.

Chapter 4 Recommendations

The SDA framework in the first cycle aimed to promote rigorous, systematic and evidence-based SSE, so as to make school management more transparent, open and accountable. This has in turn given impetus to schools focusing more on the effectiveness of student learning as their major concern. At the same time, schools have benefited from ESR conducted to complement SSE. In the next phase of SDA, schools should build on their experience during the first cycle for continuous improvements and embed SSE in their daily practice and classroom teaching.

4.1 Achieving school-specific development based on SSE

Schools have generally established an SSE mechanism and assumed a more open attitude towards SSE and ESR. What they need now is to embed SSE in the school culture, infusing the minds of the school staff. While most schools are in the process of implementing their second 3-year development plans, the plans of quite a number of schools are still too broad in coverage, including too many concerns and lacking in coherence among subject panels/committees. This shows that some schools have not mastered the use of data and evidence in reviewing the effectiveness of their work, or the practice of using evaluation findings to feed back on planning and of cascading development work across different levels of the school. The schools need to draw up clear development objectives, formulate practical and progressive strategies matching the school contexts, strengthen collaboration among, and monitoring of, subject panels/committees. There is also a need to regularly review the appropriateness of their work, so as to extend and strengthen in areas where targets have not been achieved and to incorporate successful initiatives into regular school routines.

4.2 Strengthening leadership through empowerment

SSE emphasises on a culture of openness, transparency, reflection and self-examination. In the schools performing well in SSE, the members of the school improvement team come from different levels within the school organisation to bring together diversified views and heightening legitimacy. Curriculum reforms aim at lifelong learning of the students. Principals and teachers can set an example to their students by developing the schools into learning institutions. Principals are leaders of the school-based curriculum and teachers are the facilitators of learning. Middle managers, in their role of bridging between school leaders and teachers, have the important duty to ensure the integration of rationales and strategies into classroom practice.

They should, therefore, keep abreast of various education reforms and develop the capacity to adjust their instructional orientation and skills in order to lead subject panels/committees towards effective development. Schools need a teaching team comprising knowledgeable and committed teachers with the common vision to take forward the various development tasks through collaboration. Schools need to continue developing the professional capacity of teachers and, through empowerment, give full play to the functions of the school improvement teams and the leadership of the middle managers. This will increase the overall effectiveness of planning, implementation and monitoring, thereby ensuring continuous school development.

4.3 Enhancing teaching and promoting learning

Learning and teaching are the core business of schools. Some schools actively evaluate the effectiveness of learning and teaching but in their follow up work plans lay too much emphasis on repeated instructions and after-class drills. If they should identify the root of the problems and provide the solutions that could address the difficulties students encountered in their learning, through curriculum tailoring, adjustment to teaching strategies and assessment methods, students' learning could be enhanced. The current phase curriculum reform places emphasis on the development of school-based curricula and the cultivation of students' self-learning skills. For secondary schools, they are making preparation for the implementation of the NSS curriculum. Schools may capitalise on their previous experience to continue developing a student-centred approach to teaching, improve classroom interaction strategies and enhance the students' readiness for active learning and enquiry. With the development of the NSS system, all the students will have the chance to receive education to a higher level and arrangements to cater for learner differences need to be stepped up. Schools may improve classroom teaching by further enhancing their system of peer lesson observation and collaborative lesson preparation, so as to develop a culture of innovative educational practice.

Annex

1. Schools that underwent ESR in the 2006/07 school year
 - Secondary Schools
 - Primary Schools
 - Special Schools
2. Analysis of Post-ESR Questionnaire Survey Data in the 2006/07 School Year

Annex 1 Schools which underwent ESR in 2006/07

Secondary Schools

ABERDEEN TECHNICAL SCHOOL	HKSYC&IA CHAN NAM CHONG MEMORIAL COLL
AD&FDPOHL LEUNG SING TAK COLLEGE	HO LAP COLL (SPSD BY THE SIK SIK YUEN)
BAPTIST LUI MING CHOI SECONDARY SCHOOL	HO NGAI COLL (SPONSORED BY SIK SIK YUEN)
BISHOP HALL JUBILEE SCHOOL	HOLY TRINITY COLLEGE
BUDDHIST SIN TAK COLLEGE	HOTUNG SECONDARY SCHOOL
BUDDHIST SUM HEUNG LAM MEMORIAL COLLEGE	JOCKEY CLUB TI-I COLLEGE
BUDDHIST YIP KEI NAM MEMORIAL COLLEGE	JU CHING CHU SECONDARY SCHOOL (TUEN MUN)
C&MA SUN KEI SECONDARY SCHOOL	KIANGSU-CHEKIANG COLLEGE (KWAI CHUNG)
CARITAS CHAI WAN MARDEN FDN SEC SCH	KOWLOON TRUE LIGHT MIDDLE SCHOOL
CARITAS FANLING CHAN CHUN HA SEC SCH	KWUN TONG MARYKNOLL COLLEGE
CARITAS MA ON SHAN SECONDARY SCHOOL	LING LIANG CHURCH E WUN SEC SCH
CARITAS ST JOSEPH SEC SCH	LIONS COLLEGE
CATHOLIC MING YUEN SECONDARY SCHOOL	LIU PO SHAN MEMORIAL COLLEGE
CCC FONG YUN WAH SECONDARY SCHOOL	LOCK TAO SECONDARY SCHOOL
CCC KEI TO SEC SCH	LOK SIN TONG YU KAN HING SEC SCHOOL
CHINA HOLINESS CHURCH LIVING SPIRIT COLL	MA ON SHAN ST JOSEPH'S SECONDARY SCHOOL
CHOI HUNG ESTATE CATHOLIC SEC SCH	MADAM LAU KAM LUNG SEC SCH OF MFBM
CHONG GENE HANG COLLEGE	MAN KIU COLLEGE
CHRISTIAN ALLIANCE CHENG WING GEE COLL	MARYKNOLL FATHERS' SCHOOL
CNEC CHRISTIAN COLLEGE	MARYKNOLL SECONDARY SCHOOL
CNEC LEE I YAO MEMORIAL SECONDARY SCHOOL	MKMCF MA CHAN DUEN HEY MEM COLLEGE
CONCORDIA LUTHERAN SCHOOL	MU KUANG ENGLISH SCHOOL
COTTON SPINNERS ASSOCIATION SEC SCHOOL	MUNSANG COLLEGE
DMHC SIU MING CATHOLIC SEC SCH	NING PO COLLEGE
ELEGANTIA COLLEGE (SPONSORED BY ED CONV)	PAOC KA CHI SECONDARY SCHOOL
FORTRESS HILL METHODIST SECONDARY SCHOOL	PHC WING KWONG COLLEGE
FUNG KAI LIU MAN SHEK TONG SEC SCH	PLK C W CHU COLLEGE
FUNG KAI NO.1 SECONDARY SCHOOL	PLK CENTENARY LI SHIU CHUNG MEM COLL
GCC&ITKD LAU PAK LOK SEC SCH	PLK NO.1 WH CHEUNG COLLEGE
HELEN LIANG MEMORIAL SEC SCH (SHATIN)	PUI CHING MIDDLE SCHOOL
HHCKLA BUDDHIST CHING KOK SEC SCH	QES OLD STUDENTS' ASSOCIATION SEC SCH
HK & KLN CHIU CHOW PUB ASSN SEC SCHOOL	SAN WUI COMMERCIAL SOCIETY SEC SCH
HK & KLN KFWA SUN FONG CHUNG COLLEGE	SHAU KEI WAN GOVERNMENT SECONDARY
HKFEW WONG CHO BAU SECONDARY SCHOOL	SCHOOL

SHENG KUNG HUI ST BENEDICT'S SCHOOL
SHUNG TAK CATHOLIC ENGLISH COLLEGE
SING YIN SECONDARY SCHOOL
SKH ALL SAINTS' MIDDLE SCHOOL
SKH BISHOP BAKER SECONDARY SCHOOL
SKH KEI HAU SECONDARY SCHOOL
SKH LAM KAU MOW SECONDARY SCHOOL
SKH LI FOOK HING SECONDARY SCHOOL
SKH LUI MING CHOI SECONDARY SCHOOL
SKH ST SIMON'S LUI MING CHOI SEC SCH
SKH TSOI KUNG PO SECONDARY SCHOOL
ST BONAVENTURE COLLEGE & HIGH SCHOOL
ST FRANCIS XAVIER'S SCHOOL, TSUEN WAN
ST MARK'S SCHOOL
ST STEPHEN'S COLLEGE
STFA CHENG YU TUNG SECONDARY SCHOOL
STFA SEAWARD WOO COLLEGE
SUNG LAN MIDDLE SCHOOL
TAK NGA SECONDARY SCHOOL
TAK OI SECONDARY SCHOOL
TEXTILE INT ACC WOO HON FAI SEC SCH
THE JOCKEY CLUB EDUYOUNG COLLEGE
TIN KA PING SECONDARY SCHOOL
TSANG PIK SHAN SECONDARY SCHOOL
TUEN MUN GOVERNMENT SECONDARY SCHOOL
TWGH CHEN ZAO MEN COLLEGE
TWGH MRS FUNG WONG FUNG TING COLLEGE
TWGH MRS WU YORK YU MEMORIAL COLLEGE
TWGH SC GAW MEMORIAL COLLEGE
TWGHS MR & MRS KWONG SIK KWAN COLLEGE
UNITED CHRISTIAN COLLEGE
YOT CHAN WONG SUK FONG MEM SEC SCH
YUEN LONG CATHOLIC SECONDARY SCHOOL
YUEN LONG LUTHERAN SECONDARY SCHOOL

Schools which underwent ESR in 2006/07

Primary Schools

APLEICHAU ST PETER'S CATHOLIC PRI SCH
ASBURY METHODIST PRIMARY SCHOOL
BISHOP WALSH PRIMARY SCHOOL
BUDDHIST CHI KING PRIMARY SCHOOL
CARMEL LEUNG SING TAK SCHOOL
CASTLE PEAK CATHOLIC PRIMARY SCHOOL
CCC BUT SAN PRIMARY SCHOOL
CCC HEEP WOH PRIMARY SCHOOL (AM)
CCC HEEP WOH PRIMARY SCHOOL (PM)
CCC KEI FAAT PRIMARY SCHOOL
CCC KEI TSUN PRIMARY SCHOOL
CCC MONG WONG FAR YOK MEMORIAL PRI SCH
CCC TAI O PRIMARY SCHOOL
CHINESE YMCA PRIMARY SCHOOL
CHIU YANG PRIMARY SCHOOL OF HONG KONG
CHRISTIAN ALLIANCE HC CHAN PRI SCH
CHUNG SING SCHOOL
CNEC LUI MING CHOI PRIMARY SCHOOL
DIOCESAN PREPARATORY SCHOOL
EMMANUEL PRIMARY SCHOOL
FR CUCCHIARA MEMORIAL SCHOOL
FUK WING STREET GOVERNMENT PRIM SCH
HENNESSY ROAD GOVERNMENT PRIMARY SCH
HING TAK SCHOOL
HK & MC LU CH WONG CHAN SOOK YING MEM SC
HK INST OF EDU JOCKEY CLUB PRI SCH
HOLY ANGELS CANOSSIAN SCHOOL
HONG KONG STUDENT AID SOCIETY PRI SCHOOL
HUNG HOM GOVERNMENT PRIMARY SCHOOL
IMMACULATE HEART OF MARY SCHOOL
LA SALLE PRIMARY SCHOOL
LEI MUK SHUE CATHOLIC PRIMARY SCHOOL
LOK SIN TONG YEUNG CHUNG MING PRI SCH
LST LEUNG KAU KUI PRIMARY SCHOOL (BR)
MA ON SHAN LING LIANG PRIMARY SCHOOL
MARY OF PROVIDENCE PRIMARY SCHOOL
MARYMOUNT PRIMARY SCHOOL
NORTHERN LAMMA SCHOOL
PAK TIN CATHOLIC PRIMARY SCHOOL
PAT HEUNG CENTRAL PRIMARY SCHOOL
PING SHEK ESTATE CATHOLIC PRIMARY SCHOOL
POK OI HOSPITAL CHAN KWOK WAI PRI SCH
PRECIOUS BLOOD PRI SCH (WAH FU ESTATE)
PRICE MEMORIAL CATHOLIC PRIMARY SCHOOL
PUI TAK CANOSSIAN PRIMARY SCHOOL
SACRED HEART OF MARY CATHOLIC PRI SCH
SAI KUNG SUNG TSUN CATHOLIC PRIMARY SCH
SALESIAN SCHOOL
SALESIAN YIP HON MILLENNIUM PRIMARY
SCHOOL
SALESIAN YIP HON PRIMARY SCHOOL
SAM SHUI NATIVES HUEN KING WING ASSOCIATION
SCHOOL
SHAM SHUI PO GOVT PRI SCH
SHATIN TSUNG TSIN SCHOOL
SHAUKIWAN TSUNG TSIN SCHOOL
SHEK LEI CATHOLIC PRIMARY SCHOOL
SKH CHU OI PRIMARY SCHOOL
SKH CHU OI PRIMARY SCHOOL (LEI MUK SHUE)
SKH FUNG KEI PRIMARY SCHOOL
SKH ST MATTHEW'S PRIMARY SCHOOL
SKH WING CHUN PRIMARY SCHOOL
SKH YUEN CHEN MAUN CHEN PRIMARY SCHOOL
SSP KF WEL ADVANCEMENT ASSN PRI SCH
(AM/PM/WD)
ST ANDREW'S CATHOLIC PRIMARY SCHOOL
ST CHARLES SCHOOL
ST EDWARD'S CATHOLIC PRIMARY SCHOOL
ST ROSE OF LIMA'S SCHOOL
ST STEPHEN'S GIRLS' PRIMARY SCHOOL
TSANG MUI MILLENNIUM SCHOOL
TSUEN WAN PUBLIC HO CHUEN YIU MEMORIAL
PRIMARY SCHOOL
TSZ WAN SHAN CATHOLIC PRIMARY SCHOOL

TUEN MUN GOVERNMENT PRIMARY SCHOOL
TUN YU SCHOOL
TWGH LEO TUNG-HAI LEE PRIMARY SCHOOL
TWGH LI CHI HO PRIMARY SCHOOL

TWGH WONG YEE JAR JAT MEMORIAL PRI SCH
TWS ST BONAVENTURE CATHOLIC PRIMARY SCH
WANCHAI CHURCH KEI TO SCHOOL
YUEN LONG LONG PING ESTATE WAI CHOW SCH

Schools which underwent ESR in 2006/07

Special Schools

CARITAS LOK YI SCHOOL

CARITAS PELLETIER SCHOOL

KO FOOK IU MEM SCH THE SPASTICS ASSN HK

SAM SHUI NATIVES ASSN LAU PUN CHEUNG SCH

MARGARET TRENCH RED CROSS SCHOOL

TWGH KWAN FONG KAI CHI SCHOOL

JOCKEY CLUB ELAINE FIELD SCH THE SPASTIC

HONG CHI MORNINGJOY SCHOOL, YUEN LONG

CHOI JUN SCHOOL

Annex 2 Analysis of Post-ESR Questionnaire Survey Data in the 2006/07 School Year

No. of ESR Schools	Questionnaires Issued	Questionnaires Collected	Overall Response Rate
188	8778	7621	87%

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Missing Data
1	I am clear about the objectives of ESR.	26.51%	67.83%	4.97%	0.63%	0.05%	0.01%
2	I am clear about the procedures of ESR.	25.88%	67.30%	6.18%	0.58%	0.07%	0.00%
3	I am clear about the scope covered by ESR	20.30%	69.32%	9.36%	0.96%	0.07%	0.01%
4	The Performance Indicators embrace the important areas of work in the school.	13.29%	70.25%	14.42%	1.89%	0.14%	0.01%
5	In general, the questionnaires in the stakeholders survey are able to effectively collect stakeholders' views about the school.	8.61%	64.82%	22.95%	3.27%	0.35%	0.01%
6	The information provided by the Key Performance Measures (KPM) is helpful for school self-evaluation.	10.92%	71.18%	15.71%	1.97%	0.22%	0.03%
7	I played an active part in evaluating the performance of our school .	21.96%	62.39%	13.69%	1.65%	0.30%	0.04%
8	Through school self-assessment, I have a better understanding of the overall performance of our school.	18.23%	65.91%	13.20%	2.39%	0.28%	0.01%
9	School self-assessment has enhanced the professional exchange among staff on school improvement.	13.07%	64.89%	18.11%	3.45%	0.49%	0.00%
10	The number of documents (the stakeholders survey, the Key Performance Measures and the school self-assessment report) required for ESR is appropriate.	8.19%	59.51%	25.85%	5.63%	0.81%	0.07%
11	The pre-ESR briefing conducted by the ESR team leader in June/July of the previous school year (to be completed by the school staff who have participated in the briefing):						
	(a) enhanced my understanding of ESR;	12.26%	70.29%	15.55%	1.73%	0.17%	
	(b) allayed my anxiety about ESR;	7.16%	48.66%	33.11%	10.01%	1.07%	
	(c) clarified the requirement for ESR and reduced unnecessary preparation work.	7.39%	48.95%	31.20%	10.89%	1.57%	
12	The pre-ESR visit has:						
	(a) enhanced my understanding of the ESR procedures;	13.77%	72.99%	11.51%	1.57%	0.16%	0.61%
	(b) addressed our queries and concerns on ESR.	10.21%	69.88%	17.72%	1.95%	0.24%	0.62%
13	The variety of activities observed by the ESR team was adequate.	10.37%	63.72%	20.73%	4.48%	0.70%	0.13%
14	The external reviewers were professional in their work.	14.69%	64.54%	17.96%	2.39%	0.42%	0.12%
15	The attitudes of the external reviewers were sincere and friendly.	20.48%	61.65%	14.73%	2.61%	0.53%	0.12%
16	Participation of front-line educator(s) as member(s) of the ESR team enabled the school's performance to be assessed from different perspectives.	13.40%	68.27%	15.92%	2.01%	0.39%	0.12%
17	The external reviewers were able to listen objectively to the views expressed by the school staff in interviews/ meetings. (to be completed by the school staff who had participated in interviews/meetings with the ESR team)	12.88%	61.88%	21.26%	3.20%	0.79%	

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Missing Data
18	Preliminary findings of the ESR team were clearly conveyed to the school staff through the Oral Feedback Session. (to be completed by the school staff who had participated in Oral Feedback Session)	13.87%	64.05%	19.82%	1.89%	0.37%	
19	The ESR has:						
	(a) given us an accurate judgement on the effectiveness of our self-evaluation processes;	7.87%	64.38%	23.26%	4.01%	0.49%	0.13%
	(b) accurately identified the strengths of our school and the areas for improvement;	11.21%	63.75%	20.05%	4.47%	0.53%	0.14%
	(c) helped our school devise future goals and development plans.	12.54%	67.83%	16.73%	2.55%	0.35%	0.14%
20	I agree with the recommendations made in the ESR draft report.	8.07%	63.11%	24.39%	3.85%	0.58%	0.18%
21	There was adequate time for the school to prepare the written response to the draft ESR report. (<i>to be completed by the school staff who had participated in preparing the written response</i>)	9.27%	61.46%	25.42%	3.40%	0.46%	
22	There was adequate discussion among the school staff before finalising the school's written response to the draft ESR report.	10.17%	61.65%	23.27%	4.17%	0.74%	0.29%
23	ESR helps me reflect on the effectiveness of my school work.	11.86%	69.12%	15.43%	3.09%	0.50%	0.66%
24	The amount of preparatory work which the school has done for ESR is appropriate.	6.49%	47.13%	27.98%	14.42%	3.97%	0.17%
25	ESR did not exert much pressure on me.	3.57%	27.74%	28.12%	30.32%	10.24%	0.16%
26	The entire ESR process is open and transparent.	7.57%	61.32%	25.30%	5.23%	0.57%	0.22%
27	On the whole, I am satisfied with the ESR process.	6.20%	60.49%	27.20%	5.05%	1.06%	0.17%