Performance Indicators

for Hong Kong Schools

For Secondary, Primary and Special Schools

Contents

Foreword

Foreword

Background

The School Development and Accountability (SDA) framework started to be implemented in 2003 with the aim of promoting systematic and evidence-based school self-evaluation (SSE) in accordance with the spirit of school-based management. Complemented by external school reviews (ESR) and focus inspections (FI), SSE facilitates schools' continuous improvement and development as well as enhances their accountability.

Performance Indicators for Hong Kong Schools (PI) is a set of important tools developed to support the implementation of the SDA framework. It assists schools to systematically review their work effectiveness based on relevant evidence in order to refine their school development plans continuously and enhance effectiveness of student learning. Since its launch, the PI has been widely adopted and has served as a common platform for schools and the Education Bureau (EDB) to review school development.

Development

To tie in with education development and the enhancement of the SDA framework implemented from the 2022/23 school year, the EDB has consulted the education sector for their opinions, and made reference to the experience of implementing the SDA framework to update the focus questions in the PI as well as the evidence of performance at two levels, namely "excellent" and "acceptable". The refinements to the PI further facilitate schools to follow Hong Kong's aims of education and help students achieve the seven learning goals set by the Curriculum Development Council (CDC), with a view to facilitating their whole-person development. The framework, rationale, and levels of performance of the PI remain unchanged.

This document is a revised edition of the PI. It consists of four chapters, offering detailed elaborations on the framework and features of the PI, the rationale for the PI, levels of performance, and the contents of the PI. This revised edition will be adopted by secondary, primary and special schools and by inspection personnel of the EDB. Schools can download this document from the EDB website (**http://www.edb.gov.hk/pi**).

Way Forward

The EDB will continue to take into consideration the views and experience of education practitioners as well as education development, and update the related content in a timely manner, with a view to providing schools with suitable PI and evidence of performance for reference. If members of the public have enquiries, views and suggestions concerning the PI, they are welcome to contact the Indicators Section of the Quality Assurance Division, the EDB.

Indicators Section, Quality Assurance Division, EDB

Address: Room 1214, 12/F, Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong

Tel: (852) 2892 6507   Fax: (852) 2119 9074   E-mail: indicators@edb.gov.hk
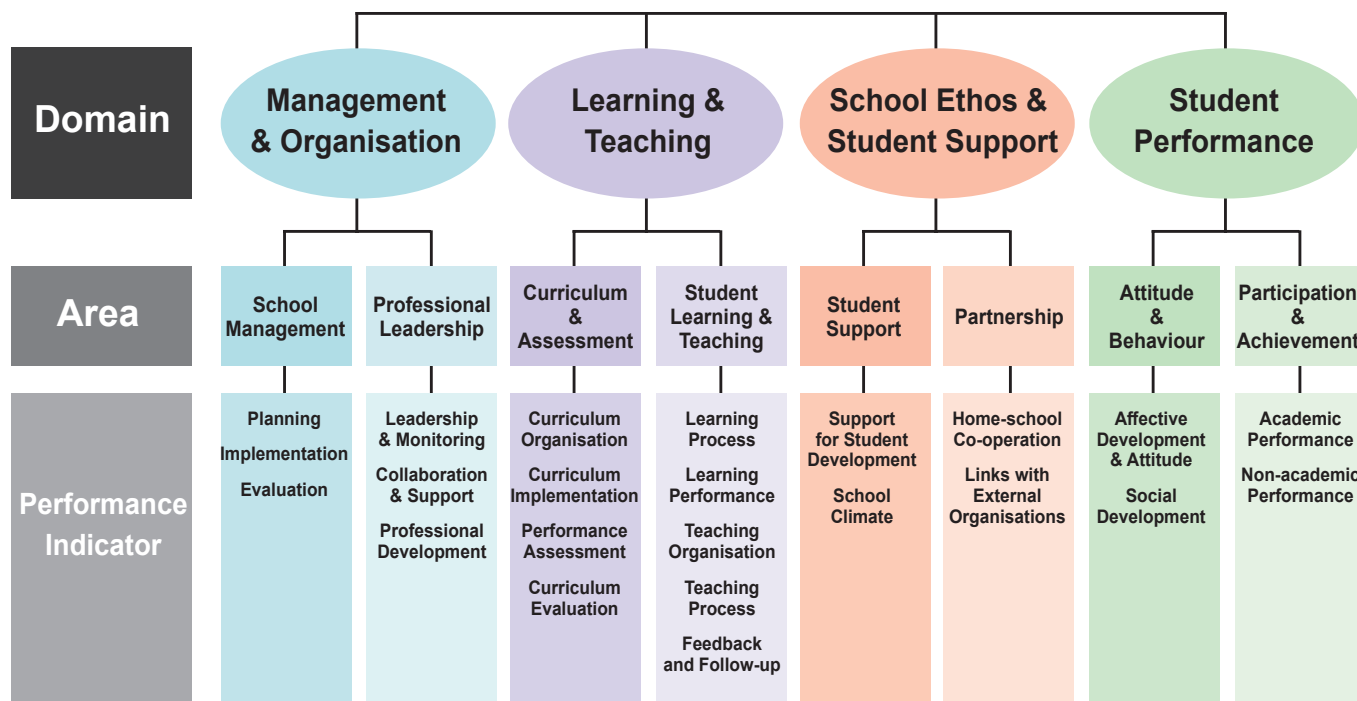
Chapter 1

Framework and Features of Performance Indicators

1.1 Framework

The set of PI is divided into four domains, namely "Management and Organisation", "Learning and Teaching", "School Ethos and Student Support" and "Student Performance". Although schools usually assign relevant staff members to be responsible for the work on the different domains, it will be more conducive to enhancing school development if the staff members are able to work collaboratively to plan, implement and evaluate the school work in a holistic manner. As school development should align with Hong Kong's aims of education, the seven learning goals[Note 1] and latest trends of education development, the EDB expects schools to use the seven learning goals as the focuses for reflection in SSE in conjunction with the PI to holistically evaluate their work effectiveness, including student performance, with a view to comprehending the effectiveness of school education in facilitating students' whole-person development and life-long learning.

The four domains of the PI are sub-divided into eight areas, and there are totally 23 performance indicators. Figures 1 and 2 illustrate the three-tier framework of domains, areas and performance indicators. Under the first three domains, evidence of performance is provided against each PI area for schools' reference in conducting SSE.

Figure 1 : Diagrammatic Representation of the Framework of Performance Indicators

Domain	Management & Organisation		Learning & Teaching		School Ethos & Student Support		Student Performance	
Area	School Management	Professional Leadership	Curriculum & Assessment	Student Learning & Teaching	Student Support	Partnership	Attitude & Behaviour	Participation & Achievement
Performance Indicator	Planning Implementation Evaluation	Leadership & Monitoring Collaboration & Support Professional Development	Curriculum Organisation Curriculum Implementation Performance Assessment Curriculum Evaluation	Learning Process Learning Performance Teaching Organisation Teaching Process Feedback and Follow-up	Support for Student Development School Climate	Home-school Co-operation Links with External Organisations	Affective Development & Attitude Social Development	Academic Performance Non-academic Performance

Note 1   Seven Learning Goals of Primary Education:
https://www.edb.gov.hk/en/curriculum-development/7-learning-goals/primary/index.html

Seven Learning Goals of Secondary Education:
https://www.edb.gov.hk/en/curriculum-development/7-learning-goals/secondary/index.html

Figure 2 : Overview of the Framework of Performance Indicators

Domain	Area	Performance Indicators
I. Management and Organisation	1. School Management	1.1 Planning 1.2 Implementation 1.3 Evaluation
	2. Professional Leadership	2.1 Leadership and Monitoring 2.2 Collaboration and Support 2.3 Professional Development
II. Learning and Teaching	3. Curriculum and Assessment	3.1 Curriculum Organisation 3.2 Curriculum Implementation 3.3 Performance Assessment 3.4 Curriculum Evaluation
	4. Student Learning and Teaching	4.1 Learning Process 4.2 Learning Performance 4.3 Teaching Organisation 4.4 Teaching Process 4.5 Feedback and Follow-up
III. School Ethos and Student Support	5. Student Support	5.1 Support for Student Development 5.2 School Climate
	6. Partnership	6.1 Home-school Co-operation 6.2 Links with External Organisations
IV. Student Performance	7. Attitude and Behaviour	7.1 Affective Development and Attitude 7.2 Social Development
	8. Participation and Achievement	8.1 Academic Performance 8.2 Non-academic Performance

1.2 Features

1.2.1 The concept of SSE embedded throughout

Emphasis is placed on the concept of "Planning – Implementation – Evaluation" ("P-I-E") cycle for SSE. Through self-evaluation, schools plan and set their development direction and priorities in accordance with Hong Kong's aims of education and latest trends of education development, school context as well as students' needs. Schools then synthesise the experience they have gained through implementation and evaluation, and feed them forward into the planning stage of the next development cycle, so that under this ongoing cyclical process, they are able to achieve self-improvement and sustainable development. The three performance indicators, namely "Planning", "Implementation" and "Evaluation" are clearly listed under the PI area of "School Management", and also fully embodied in the PI areas of "Curriculum and Assessment", "Student Learning and Teaching", and "Student Support" and so on. This facilitates schools to embed self-evaluation into their work on different domains.

1.2.2 Focus questions for promoting reflection

Each performance indicator consists of a set of "focus questions", offering school personnel a direction for reviewing their school work on a particular PI area. School personnel can use these "focus questions" as the starting point for reflection and inquiry to holistically review and analyse their schools' performance based on evidence collected, including student performance, and progress and quality of school work. It is necessary for school personnel to make flexible and integrated use of the "focus questions" under various PI areas, together with the data obtained from the Key Performance Measures and the Stakeholder Survey (SHS) as well as school-based SSE data, to conduct evidence-based self-evaluation. In this way, schools can attain a clearer holistic picture of their effort in helping students achieve the learning goals. Schools should not regard the "focus questions" as a checklist or adopt them in a fragmented approach to evaluation, otherwise they risk overlooking their special characteristics and overall performance.

### 1.2.3 Evidence of performance depicting overall performance

To help schools understand the expected school performance against the PI areas, the EDB offers evidence of performance to depict the overall standard of performance at "excellent" and "acceptable" levels for a particular PI area through more comprehensive and integrated illustrations. School personnel have to be aware that the contents described in the evidence of performance are mere exemplars for schools' reference.

Chapter 2

The Rationale for Performance Indicators

The PI is a set of important tools for evaluating school performance. Figure 3 is a diagrammatic illustration of the rationale for the PI, summarising what the four domains cover. On the whole, the core features the two areas under "Student Performance"; and the outer layer consists of the four PI areas under "Learning and Teaching" and "School Ethos and Student Support". These further extend outward to cover the two PI areas under "Management and Organisation". Figure 3 also shows that schools need to take their own context into full consideration when using the PI in evaluation.

Figure 3 : The Rationale for PI
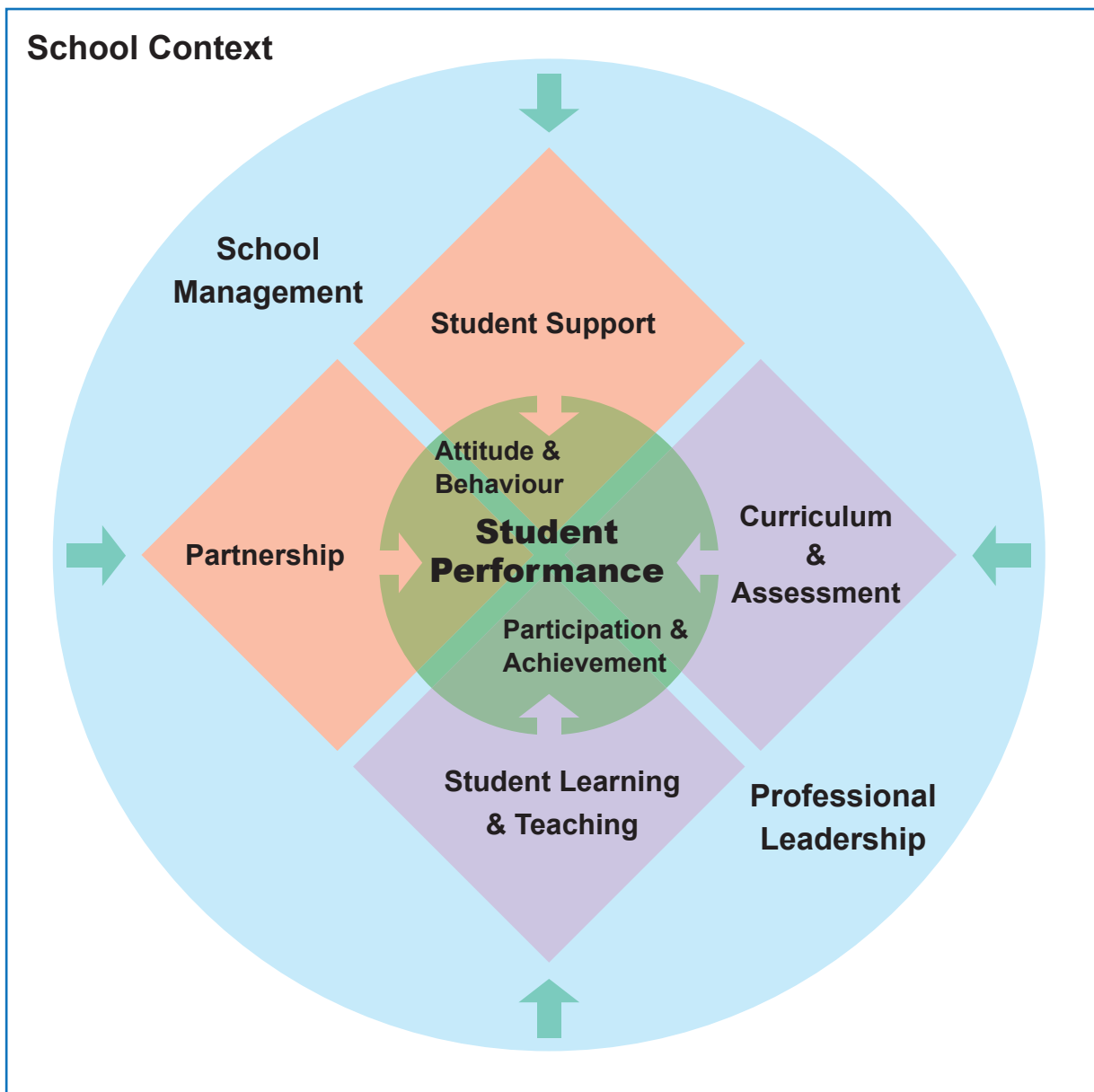
2.1 The rationale underlying the application of Performance Indicators

In order to enhance "Student Performance", schools should ensure that the two domains, "Learning and Teaching" and "School Ethos and Student Support" synchronise well with each other. Likewise, quality "Management and Organisation" can effectively promote the implementation and evaluation of programme plans relating to "Learning and Teaching" and "School Ethos and Student Support", so as to enable schools to achieve self-improvement. School performance in the four PI domains are inter-related, representing that by nature, the PI are closely intertwined, with mutual impact upon each other. Therefore, when conducting evaluation, schools need to use the PI and SSE data in an integrated manner, and the seven learning goals as the focuses for reflection to review and analyse their work effectiveness from a holistic perspective. This way, schools can grasp the effectiveness of school education in promoting students' whole-person development and life-long learning in order to feedback into holistic planning and development strategies. Moreover, given the differences among schools in terms of pace of development and students' backgrounds, schools should thoroughly consider their own context when using the PI to conduct evaluation, so as to adhere to the principle of "school-specific and target-oriented evaluation".

2.2 The rationale for the domain of "Student Performance"

Student performance is the school's core business that merits high concern; it is also the major outcome of school education. In accordance with Hong Kong's aims of education, schools should provide opportunities for whole-person development for students to achieve comprehensive and balanced development in the domains of ethics, intellect, physical development, social skills and aesthetics. Schools need to review student performance in the two areas of "**Attitude and Behaviour**" and "**Participation and Achievement**" in order to gain insight into their progress with regard to whole-person development.

2.3 The rationale for the domain of "Learning and Teaching"

In accordance with Hong Kong's aims of education, the seven learning goals and curriculum framework set by the CDC, the latest trends of education development and schools' development priorities, schools should plan and implement a broad and balanced curriculum to cater for students' needs, interests and abilities. Schools ought to adopt the notion of "learning time" [Note 2] in planning student learning, providing students with rich and meaningful learning experiences [Note 3] within and beyond the classroom with the adoption of suitable learning and teaching strategies for students to consolidate knowledge, develop generic skills, and cultivate positive values and attitudes. All these efforts aim to promote students' whole-person development and to lay a foundation for their self-directed and lifelong learning. "**Curriculum and Assessment**" is integral in nature, with the two complementing each other. Thus, schools need to develop an assessment policy relevant to the curriculum goals, have a good grasp of assessment literacy, and, through effective assessment and feedback, enhance learning and teaching effectiveness.

Quality **teaching** can facilitate **student learning**. To implement the school curriculum, teachers should adopt a student-centred approach and formulate clear learning targets for learning within and beyond the classroom. They should also make good use of apposite

---

[Note 2] In the Supplementary Notes to the Secondary Education Curriculum Guide (2017)(Published in June 2021), it is stated that learning time refers to not only classroom periods as students can gain learning experiences anywhere and anytime. Learning time includes lesson time (teacher-student contact hours in settings not limited to the classroom), the time outside class at school (such as recess, lunch breaks, after-school time, open days, examination days) as well as the time spent outside school including holidays.

[Note 3] Five essential learning experiences include values education, intellectual development, community service, physical and aesthetic development and career-related experiences.

teaching strategies and quality learning and teaching resources, and enhance teacher-student and student-student interactions. All these aim to help students construct knowledge, think deep, unlock potential, develop skills, and nurture positive values and attitudes. Teachers need to cater for students' needs and diversity, providing them with appropriate and specific feedback and enhancing their confidence, interest and motivation in learning. They should also extend student learning through engaging them in life-wide learning experiences. Schools have to empower students to develop their capacity for self-directed learning during their learning process. They should also encourage students to share and collaborate with others actively, and to dare to explore so that students become eager to learn, able to communicate effectively, ready to take on responsibilities and keen to innovate.

2.4 The rationale for the domain of "School Ethos and Student Support"

To tie in with the implementation of school curriculum and ensure all-round development and healthy growth of students, schools should create a good ethos and collaborate with parents and the community in order to provide students with suitable support services and a diversified range of learning experiences. In terms of **"Student Support"**, schools should formulate policies which are student-centred and promote whole-school participation, and strategically identify students' development needs. To align with the implementation of school curriculum, they should offer suitable learning opportunities and support for students with different learning needs to help them integrate into life inside and outside of campus, and realise their potential. By means of different support measures for student learning and growth, schools promote personal and social development of students, and help them foster positive values and attitudes. Schools also need to cultivate an active and cheerful school climate on campus, and facilitate staff and students to mutually accept one another, fostering their good interpersonal relationships and team spirit as well as develop their sense of belonging to schools. At the same time, schools ought to regard parents, alumni and external organisations as **"partners"**, and communicate well and liaise closely with them to promote parent education and home-school co-operation. By leveraging external resources effectively, schools facilitate students' whole-person development, allowing them to participate in community activities to enrich themselves and contribute to society.

2.5 The rationale for the domain of "Management and Organisation"

Quality school management and organisation is found on two key factors, namely good **"Professional Leadership"** and **"School Management"**, and is conducive to enhancing performance in the other three domains. To enable continuous school improvement, leaders at various levels need to fulfil their functions of professional leadership, build a shared vision with their staff, and realise the school's vision and mission. On top of these, it is also necessary to set clear development directions and priorities in accordance with Hong Kong's aims of education, the seven learning goals and latest trends of education development to promote students' whole-person development. To develop themselves into a learning community, schools should provide effective measures to support staff, promote collaboration and professional growth. With effective quality assurance mechanism in place, the school management monitors implementation and evaluates effectiveness of school work, faithfully reports school performance to stakeholders, and consults and seriously considers their suggestions regarding school development, in order to enhance transparency and accountability. At the same time, schools should lead and co-ordinate their various areas of work with a view to helping students achieve the seven learning goals, and effectively implement the "P-I-E" cycle for SSE for continuous self-improvement and sustainable development.

Chapter 3

Levels of Performance and Evidence of Performance

3.1 Levels of Performance

There are four levels of performance of "excellent", "good", "acceptable" and "unsatisfactory" for rating school work. Schools can make reference to the following criteria in evaluation, concluding its development against its anticipated targets, and informing planning to promote self-improvement and enhance accountability.

Levels of School Performance	Assessment Criteria
Excellent	School work in the area in question is often characterised by **major strengths**, with outstanding performance against the anticipated targets, presenting an exemplary case worthy of dissemination.
Good	**Strengths outweigh weaknesses** in the area of school work in question; the school is advancing steadily towards the anticipated targets with pleasing outcomes.
Acceptable	School work in the area in question is marked by **some strengths and some weaknesses**. The school is advancing towards the anticipated targets with some initial outcomes.
Unsatisfactory	School work displays **major weaknesses** in the area in question with undesirable outcomes; the anticipated targets fail to be attained and immediate remedial action is required.

3.2 Explanation of Evidence of Performance

To help school personnel use the PI to conduct SSE, evidence of performance at two levels, namely "excellent" and "acceptable", continues to be provided for each PI area of the first three domains in this version to describe performance under the PI areas for schools' reference. The evidence of performance, which has been formulated with reference to ESR and FI findings, and views of the education sector, reflects the general situation in schools and constitutes useful references. Adhering to the evidence-based principle of SSE, schools should duly evaluate the effectiveness of their work, including student performance, with consideration of the school context, their characteristics and pace of development. They have to formulate development priorities and targets of work based on the results of SSE. The evidence of performance, as depicted, should not be regarded as mandatory requirements.

The domain of "Student Performance" reflects the major outcome of school education, and it includes student performance pertaining to "Attitude and Behaviour" and "Participation and Achievement". Due to variations in student intake, students' backgrounds and abilities across schools, the EDB considers that it is not appropriate to state the evidence of performance in the related PI areas. Schools should set appropriate expectations of students, according to their school context, and understand student performance and progress towards whole-person development through regular assessment so as to review the effectiveness of their work.

Chapter 4

Contents of Performance Indicators

Domain I   Management and Organisation

Area 1: School Management

Performance Indicators	Focus Questions
1.1 Planning	• Does the school self-evaluation mechanism function effectively? • Is the school able to increase the transparency of its operations and management and enhance its accountability? • Is the school able to set appropriate development priorities to facilitate students' whole-person development and life-long learning, taking into account Hong Kong's aims of education, the seven learning goals and latest trends of education development, the school's vision and mission, students' needs, as well as its self-evaluation findings? • On the basis of its development priorities, how does the school formulate clear and specific implementation strategies, including the deployment of human and other resources to foster its sustainable development?
1.2 Implementation	• Is the school able to effectively co-ordinate and monitor its priority tasks? • Is the school able to enhance communication and collaboration among subject panels and committees to smoothly implement its plans? • Is the school able to deploy resources effectively for the implementation of priority tasks to promote student learning, to strengthen student support and to enhance the effectiveness of school-based management? • Is the school able to appropriately handle unexpected incidents that affect student learning and safety?
1.3 Evaluation	• How does the school evaluate the effectiveness of its priority tasks with a focus on the aims of students' whole-person development? • How does the school make use of evaluation findings in various aspects to feed back into planning? • How does the school inform the stakeholders of its performance and gather their opinions? • Is the school able to foster a culture of self-evaluation?

Evidence of Performance

Exemplar of Excellent Performance

- The school fully realises the spirit of school-based management, fostering a culture of self-evaluation effectively. When formulating its school development plan, the school ties in with Hong Kong's aims of education, the seven learning goals and latest trends of education development, and takes into account its own vision and mission, students' backgrounds and attributes. Upholding the evidence-based principle, the school is able to conduct systematic and comprehensive review of its strengths and weaknesses, followed by setting appropriate development priorities, and devising clear work targets and feasible strategies for promoting students' whole-person development and life-long learning.

- Subject panels and committees formulate suitable and specific programme plans, and develop appropriate evaluation methods and success criteria against the targets of work to align with the school's development focuses actively. Under its careful holistic planning, the school demonstrates effective deployment of manpower and other existing resources, sound use of grants for specific purposes as well as strategic sourcing and utilisation of external resources, with a view to promoting various priority tasks. The school's decision-making process is transparent, where there is wide teacher participation and thorough consideration of the views of other stakeholders. With a variety of channels available, the school is able to inform the public and stakeholders of its work effectiveness, and to collect their opinions so as to enhance its accountability and transparency of its operation and management.

- The school seriously co-ordinates the implementation of its priority tasks, effectively monitors the implementation progress of subject panels and committees and their use of resources, as well as evaluates their work effectiveness. Subject panels and committees provide regular updates so that the school management is able to make use of their reports and other evaluation data to review and analyse the implementation of programme plans and to understand student performance in knowledge, skills and values and attitudes against the planned targets of work. The school management is thus enabled to make timely adjustments to its strategies and resource deployment, taking the school's work towards the targets steadily. Subject panels and committees communicate and collaborate closely, and utilise resources well to support student learning and growth.

- The school systematically manages its daily operations and flexibly responds to changes, carrying out timely reviews and adaptations of its work flow to enhance work effectiveness. When facing unexpected incidents, the school handles them quickly and aptly, and applies itself to locate their causes, enhance risk awareness of both teachers and students, and improve ways of handling such matters.

- The school effectively utilises school-based and EDB-provided self-evaluation tools to collect data. It systematically analyses and consolidates the evaluation findings from various subject panels and committees, properly addresses the recommendations from

inspection reports, thoroughly reflects on work effectiveness in promoting students' whole-person development, and consequently devises an improvement plan. The "P-I-E" cycle for SSE is effectively actualised. The school's self-evaluation culture is found firmly on its daily work in supporting student learning and growth. Teachers and students share an affinity in striving for excellence, which contributes to the school's continuous improvement and sustainable development.

Exemplar of Acceptable Performance

- In line with Hong Kong's aims of education, the seven learning goals and latest trends of education development, the school devises its development targets and implementation strategies, taking into account its vision and mission and current conditions, as well as making reference to recommendations from inspection reports. The school is generally able to implement various priority tasks through appropriately deploying manpower and other resources as well as adhering to the guidelines on the use of government grants for specific purposes. When formulating policies, the school consults stakeholders' opinions, and provides them, through proper channels, with updates on the school's situation, and its development directions and strategies. Wide teacher participation is still lacking in the school's decision-making process, and the level of transparency in management has to be enhanced.

- The school nominates the right persons to plan, co-ordinate and monitor the priority tasks. To tie in with the school's development goals, most of the subject panels and committees plan their work, utilise resources properly and move on to the stage of implementation accordingly. They also regularly report work progress. However, the evaluation of some subject panels and committees is mainly reporting on their implementation progress, rather than evaluation of work effectiveness against the targets of their programme plans. Strong collaboration between subject panels and committees is still yet to be achieved.

- The school is able to run its daily operations smoothly, and has clear procedures and specific guidelines in place for handling crises. It properly deals with unexpected incidents and takes suitable follow-up actions, providing students with a safe and organised learning environment to support their learning and growth.

- The school utilises its own self-evaluation tools as well as those provided by the EDB to review work progress and gather feedback from different stakeholders on its work. However, despite the analysis it conducts, the school is unable to review its work effectiveness with a focus on promotion of students' whole-person development. As a result, it fails to make specific follow-up measures to inform planning. To conclude, there is room for the school to enhance its implementation of the "P-I-E" cycle for SSE more effectively, so as to sustain its development and consolidate its self-evaluation culture.

Area 2: Professional Leadership

Performance Indicators	Focus Questions
2.1 Leadership and Monitoring	• How does the school management[Note 4] lead the staff in building and realising a shared vision for the school's sustainable development?
	• With a focus on students' learning outcomes and whole-person development, how does the school management seek to create a conducive environment to help students achieve the seven learning goals and enhance school effectiveness?
	• Do the school management and middle managers[Note 5] have sufficient professional knowledge? Are they able to keep abreast of the latest trends of education development and improve their capacity accordingly?
	• Are the school management and middle managers able to manage change in accordance with education development to promote the school's sustainable improvement and development?
	• Are the school management and the middle managers able to fulfil their planning, co-ordinating and monitoring functions?
2.2 Collaboration and Support	• How good is the working relationship between the school management and middle managers? Are they able to foster communication and collaboration, boost morale, and raise team spirit among staff?
	• How do the school management and middle managers provide staff with effective support for enhancing the implementation of school policies?
2.3 Professional Development	• Is the school management able to put the right person in the right place to maximise staff's expertise?
	• How does the school formulate appropriate teacher professional development plans with reference to the Professional Ladder for Teachers of the EDB to enhance the effectiveness of student learning and support for student development?
	• How does the school management cultivate a climate of professional exchange to help develop the school into a professional learning community?
	• How does the school make use of appraisal to identify staff's strengths and weaknesses as well as their professional development needs for continuous improvement of their work performance?

Note 4 The school management generally refers to the Incorporated Management Committee / School Management Committee, school heads and deputy heads.

Note 5 Middle managers generally refer to all chairpersons of subject panels and committees.

Evidence of Performance

Exemplar of Excellent Performance

- The school management has vision and aspirations for education. It takes into full consideration the opinions of different stakeholders in formulating school-based development strategies and measures relevant to students' needs. It also flexibly utilises school resources and sources external support to co-ordinate and implement various priority tasks effectively. The school undertakes timely review of its work effectiveness, and revises its implementation strategies and resource deployment accordingly. It performs very well in various domains of work in promoting students' whole-person development.

- The school management and middle managers have rich professional knowledge and foresight to effectively manage change, taking into consideration the education development, and to reach consensus and set appropriate goals of work with their staff for realising the school's vision. In case of special situations (e.g. epidemic), they can lead the team to handle contingencies effectively. The middle managers are keen to take on responsibilities and draw up specific programme plans for subject panels and committees to echo the school's direction of development actively. They effectively execute their roles as planners and co-ordinators, steadily monitoring work progress and effectiveness, and supporting staff in need, thus ensuring that targets are achieved.

- The school management is able to create a positive, mutually-supportive and stimulating learning environment. All the staff and students are trusted, valued and respected. Mutual support and strong co-operation between the school management and middle managers are evident. They are able to enhance teachers' initiative, connect closely with teachers and specialist staff, and create a harmonious collaborative atmosphere. All these are conducive to strengthening morale and team spirit. With its outstanding leadership abilities and interpersonal skills, the school management effectively engages teachers in professional exchanges and self-reflection, makes sustained progress in supporting student learning and growth, and builds a culture of continuous self-improvement. The school management strategically deploys and empowers middle managers to realise their potential, assigning them key roles to enhance their leadership and decision-making skills, thereby nurturing them into future education leaders.

- The school management selects the right people for the right roles, with a view to optimising the potential of the staff. In terms of human resource development, it makes good use of appraisal to enable the staff to recognise their strengths and weaknesses. With reference to the Professional Ladder for Teachers as well as "T-standard[+]", the school management formulates suitable and sustainable professional development plans with teachers based on the needs of school development and teachers' needs at different stages of professional growth and career development. These efforts promote the teaching team to strengthen professional capabilities and uphold professional conduct and values, with a view to enhancing their professional quality and work effectiveness. The school management effectively utilises internal and external resources to strategically strengthen teachers'

professional exchange, and directs them to internalise such knowledge and experiences for maximising collective professional capacity. Such undertakings enable the school to achieve its targets of enhancing the teachers' professional capacity and developing itself into a professional learning community.

Exemplar of Acceptable Performance

- The school management understands the latest trends of education development and relevant policies and measures, and leads its team to set development targets, and taps resources from within and outside of the school to build a learning environment that is favourable for student learning and growth. Aside from its main focus on supporting various priority tasks, it regularly conducts review on work progress and resource deployment. Its overall performance in various domains of work is satisfactory.

- In general, the school management and key middle managers have adequate professional knowledge about their work. They are responsible and hard-working, each duly and conscientiously doing their part. In case of special situations (e.g. epidemic), they seek ways to respond to contingencies. Most middle managers are able to formulate the programme plans of subject panels and committees congruent with the school's development direction, and carry them out orderly. However, they fall short of being thoroughly able to execute their roles in monitoring and evaluation.

- The school management gets along well with most of the staff. Communication between them is largely adequate, and together they are able to drive school development. However, in terms of policy setting and strategy implementation, the school management and staff do not collaborate enough, and this diminishes the impact of their work. A few of the middle managers need extra professional support from the school management so as to perform their roles and responsibilities.

- The school management is generally able to allocate tasks according to the school's development needs and teachers' strengths, and to define roles and responsibilities of staff clearly. It is also capable of using appraisal to assess the staff's performance and provide them with timely feedback with a view to enhancing their work productivity. With the emphasis that the school management places on staff's professional development, teachers attend training programmes from time to time. In general, the school is able to formulate teacher professional development plans relevant to its and the students' needs, so as to achieve the goal of enhancing learning effectiveness. A platform has also been established on campus for teachers to share experiences, and as a whole, there is a satisfactory atmosphere of professional exchange within the school. However, in terms of strengthening teachers' self-reflection culture and expanding their professional vision, the school still has some way to go.
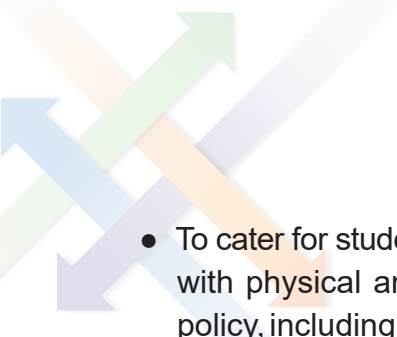
Area 3: Curriculum and Assessment

Performance Indicators	Focus Questions
3.1 Curriculum Organisation	• In accordance with Hong Kong's aims of education, the seven learning goals and latest trends of education development, how does the school plan its curriculum based on its development targets and students' learning needs to create space and opportunities for facilitating students' whole-person development? • How does the school develop a broad and balanced curriculum, and adopt the notion of "learning time" to help students acquire rich learning experiences within and beyond the classroom and achieve the seven learning goals? • How does the school adapt the learning content and formulate appropriate learning and teaching strategies to cater for learner diversity? • How does the school strengthen curriculum interface according to students' needs at different key stages?
3.2 Curriculum Implementation	• How does the school strategically implement its curriculum? • Are the various Key Learning Areas (KLAs), subjects and committees able to effectively communicate and collaborate with one another to facilitate curriculum implementation? • Is the school able to effectively monitor the implementation of its curriculum to continuously enhance the quality of learning and teaching?
3.3 Performance Assessment	• How does the school strategically formulate and implement its assessment policy, including homework policy? • How good is the teachers' assessment literacy? Are they able to effectively adopt diversified modes of assessment to assess student performance in respect of knowledge, skills and values and attitudes? • Is the school able to effectively use assessment information and data to provide students with effective feedback and support in a timely manner so as to enhance their learning effectiveness?
3.4 Curriculum Evaluation	• How does the school evaluate curriculum implementation with a focus on the aims of students' whole-person development? • How does the school make use of curriculum evaluation findings to inform curriculum planning?

Evidence of Performance

Exemplar of Excellent Performance

- In accordance with Hong Kong's aims of education, the seven learning goals and latest trends of education development, the school has formulated well-defined and prioritised curriculum development targets, as well as clear and specific policies in relation to, for example, language and assessment based on students' needs. All these efforts, along with the creation of space and opportunities for students, promote their whole-person development effectively. Having a thorough grasp of the aims and targets of curricula of KLAs and subjects, the curriculum leaders, through the co-ordination among subject panels and committees, adopt the notion of "learning time" to plan and implement a broad and balanced curriculum. Under both normal and special situations (e.g. epidemic), the school is able to appropriately schedule students' learning time. It also adeptly integrates learning within and beyond the classroom to enable students to experience whole-person development in the domains of ethics, intellect, physical development, social skills and aesthetics. In terms of overall curriculum planning, there is robust vertical continuity and smooth interface between key stages. The school has increasing expectations of their students according to their learning progress. This helps students enhance their knowledge in different KLAs, sharpen their generic skills and develop positive values and attitudes[Note 6], thereby becoming citizens with a sense of social responsibility and national identity, an affection for Hong Kong as well as an international perspective. The school curriculum connects learning with students' daily life, and provides them with diversified life-wide learning experiences to effectively cater for learner diversity, such as their learning motivations, interests and abilities, thus helping them build a positive self-image and foster physical and mental well-being. Various KLAs and subject panels and committees are able to devise their programme plans based on the planned targets and carry them out consistently. The school is also able to review and refine curriculum planning and implementation in a timely manner so as to enhance student learning effectively.

- The school can suitably deploy manpower and financial resources, and create space for teachers to support and implement curriculum planning. Curriculum leaders have a good understanding of the latest curriculum development, and effectively perform their leadership roles in guiding their colleagues to plan and organise cross-curricular learning activities. Various subject panels and committees communicate and collaborate well with each other. Capitalising on professional development activities, they discuss with and learn from each other to thoroughly examine factors affecting student learning and growth against the school's development focuses. As a result, a strong professional sharing culture is established, which contributes significantly to improving the quality of learning and teaching.

[Note 6] Values are explicit or implicit beliefs that students should develop. It is suggested that schools should first cultivate students' ten priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness", "Empathy" and "Diligence".

- To cater for students' levels, needs and abilities, and fully consider their balanced development with physical and mental well-being, the school has devised an appropriate assessment policy, including homework policy to provide students with sufficient time for rest, development of interests and building of good interpersonal relationships. It informs parents about these policies in a timely manner, keeps them in close contact, and encourages them to appreciate and recognise their children's academic and non-academic performance. The school continues to enhance teachers' assessment literacy, so that all KLAs and subjects are able to implement the assessment policy formulated by the school and design homework assignments with highlights on key learning points and due incorporation of cross-curricular learning elements. "Assessment for Learning" is thus strategically promoted. In addition, they help students connect learning and assessment[Note 7] to enhance self-directed learning. Based on learning objectives, the school makes good use of diverse modes of assessment to gauge students' knowledge, skills, values and attitudes. Not only does the assessment effectively enable students to understand the key learning points, but it also facilitates teachers' grasp of student performance in different aspects. Teachers provide timely feedback on students' learning progress and performance to encourage self-reflection. Teachers also offer students suitable guidance, which helps sustain their motivation and significantly increase their learning effectiveness. The school systematically keeps records of students' academic and non-academic performance and experiences, which fully reflect their learning progress, outcomes and abilities at different key stages.

- The school effectively monitors implementation of its curriculum. It has a comprehensive understanding of how various teaching plans and learning activities are run and how effective they are so as to provide suggestions to subject panels and committees where necessary. Apart from considering suggestions from the school management seriously, subject panels and committees make good use of various evaluation data to analyse student performance within and beyond the school as well as their learning difficulties. They also conduct thorough reviews and reflections on their work effectiveness. Appropriate follow-up measures are devised to effectively improve curriculum planning and learning and teaching strategies to continuously enhance the quality of learning and teaching.

[Note 7] In order to develop skills and habits for self-directed learning and effective learning, students should not passively wait for their teachers to judge whether their answers are correct or not, or rely on their teachers' advice on how to improve. They should be more proactive in connecting learning and assessment to actualise the essence of "Assessment as Learning". "Assessment as Learning" encourages students to establish their roles and responsibilities in relation to their learning and assessment, and to reflect on and monitor their progress of learning. Students use feedback from reflection and monitoring to make adaptations and adjustments to the learning objectives and strategies, and to improve learning.

Exemplar of Acceptable Performance

- In consonance with Hong Kong's aims of education, the seven learning goals and latest trends of education development, the school sets the direction of its curriculum development and implementation strategies based on its vision and mission as well as students' needs. The school curriculum covers all KLAs and offers learning experiences both within and beyond the classroom to enable students to enhance knowledge, sharpen generic skills and develop positive values and attitudes. The school also employs suitable strategies to facilitate student learning. Collaboration takes place among some subject panels in curriculum planning to help students integrate and apply the knowledge and skills from different disciplines, understand history and development of the nation and enhance their sense of national identity. Individual KLAs and subjects failed to include certain core learning elements, which affects students' knowledge foundation and the interface between key stages. Life-wide learning usually takes the form of isolated activities organised by individual subject panels or committees. Coherent overall planning seems wanting.

- In general, the school can deploy manpower and financial resources, and create space for teachers to support curriculum development plans and strategies. Curriculum leaders have not been able to fully perform their leadership roles in implementing and improving the holistic planning and development of the school curriculum. The school utilises resources to cater for learner diversity, such as arranging split class teaching, and providing learning support and extended learning beyond the classroom. In terms of curriculum adaptation and the adoption of teaching strategies, it has not been entirely able to address students' motivation, interests or abilities. Some KLAs make a good effort in fostering collaboration and exchanges among teachers through lesson observations and discussions about learning and teaching.

- The school makes use of its website and other means to inform parents of its assessment policy, including homework policy. Some of the KLAs prove capable of carrying out the assessment policy, and manage a reasonable grasp of the concept of "Assessment for Learning". Teachers are generally able to use different modes of assessment to gauge students' knowledge, skills, values and attitudes. Most of the assignments are designed with the purpose of catering to students' abilities and needs, and their content and mode are appropriate to the subjects' key learning points. The assignments basically aim to consolidate student learning, with some seeking to develop their generic skills. Teachers attempt to make reference to different assessment data and are capable of providing students with specific feedback on their performance in assessments, including that in learning tasks to help them improve.

- The school is capable of using different means to review its work and to understand the delivery of its curriculum. Through collecting and drawing on curriculum- and assessment-related information, the school evaluates how the curriculum has been planned and implemented. However, inadequate effort has been put into curriculum evaluation in some KLAs. They fail to probe students' specific learning difficulties and use evaluation outcomes to inform curriculum planning and learning and teaching strategies, in order to enhance learning effectiveness.

Area 4: Student Learning and Teaching [Note 8]

Performance Indicators	Focus Questions
4.1 Learning Process	• Do students have good learning attitudes, and are they motivated and interested in their learning? • Are students able to achieve learning objectives through making effective use of learning strategies and resources, as well as planning and managing their own learning progress? • Are students able to make use of feedback to reflect on and improve their learning?
4.2 Learning Performance	• Are students able to master and apply the knowledge and skills they have learnt? • How well do students perform in learning activities and assignments? • How well do students apply their generic skills? • How good are students' language proficiency and reading habits?
4.3 Teaching Organisation	• How do teachers design meaningful learning activities and adopt suitable teaching and assessment strategies to meet learning objectives and cater for learner diversity?
4.4 Teaching Process	• Are teachers able to apply their communication skills effectively to facilitate student learning? • How do teachers re-adjust their teaching pace and strategies in response to students' needs, so as to promote their learning? • Are teachers able to effectively engage students in learning? • Are teachers able to provide various opportunities for students' sharing, exchanges and demonstration of learning outcomes to promote teacher-student and student-student interactions and enhance learning effectiveness? • Do teachers have professional knowledge and good teaching attitudes? Do they have appropriate expectations of students?
4.5 Feedback and Follow-up	• Are teachers able to provide students with appropriate and specific feedback to help them reflect on and improve their learning? • Are teachers able to follow up on students' learning progress and provide opportunities for students to extend their learning in consideration of learner diversity?

Note 8 This area includes student learning and teaching inside and outside classroom.

Evidence of Performance

Exemplar of Excellent Performance

- Students are highly interested and motivated in learning. They take the initiative to participate actively in the learning activities within and beyond the classroom, displaying confidence in learning. They have a serious learning attitude and commitment to self-learning, and are keen to volunteer their opinions and respond to teachers' questions enthusiastically. Students are able to harness various learning strategies and resources to achieve their learning objectives, demonstrating their self-directed learning skills. A case in point is their ability to proficiently and ethically use information and information technology (IT), thus widening their space for learning. Most students have developed a habit of reading and mastered a range of reading strategies. They are also equipped with, for instance, comprehension and analytical skills, and can connect ideas in reading materials with their learning in different subjects. Students are generally capable of grasping the key learning points, and can flexibly apply the knowledge and skills in different contexts. They have good communication skills, and can verbally express themselves in a clear, coherent and presentable way. During activities within and beyond the classroom, students are happy to share ideas with their peers, and are able to respect and collaborate with others in solving problems. They take their assignments seriously, and are unafraid to ask questions in order to clarify concepts. They are willing to accept others' opinions, and consistently use different sources of feedback to identify their strengths and weaknesses, and strive for improvement and excellence.

- Based on students' prior knowledge, interests, abilities and learning styles, teachers set suitable learning objectives and content for learning activities within and beyond the classroom. They make flexible use of a diverse range of learning and teaching strategies to create purposeful contexts to connect student learning to their life experiences, so that they can engage in active learning, and develop their self-management skills, self-learning skills, critical thinking skills, creativity and so on. Teachers also design field studies and exchange activities which dovetail curriculum aims and objectives for students to understand the nation and society from different perspectives in authentic contexts with the aid of suitable learning materials. To help nurture and strengthen students' positive values and attitudes, teachers strategically make use of learning content to guide students into reflecting on the underlying moral values behind their actions. Teachers effectively use subject resources and IT to thoroughly plan and enrich students' learning experiences within and beyond the classroom according to the learning objectives.

- Teachers successfully create a learning environment conducive to mutual support, encouragement of trial and innovation, arrange suitable learning activities and provide students with rich opportunities for exchange, collaboration and new experiences, thus effectively increasing their self-confidence and capacity to co-construct knowledge. Teachers make proficient and accurate use of the school's medium of instruction, which suits students' ability and provides an appropriate language environment to help students

express their ideas competently. Not only is their delivery fluent, vivid and coherent, teachers are also capable of providing clear instructions and demonstrations, and posing questions to provoke students' thinking and develop their higher-order thinking skills, and to encourage them to learn through exploration. Teachers have considerable professional knowledge and a firm mastery of the teaching strategies suitable for their subjects. They are responsible, seriously committed to teaching, and hold realistic expectations of their students. They are able to duly adjust their teaching pace and the lesson content, as well as use a diversified range of learning and teaching strategies to suit students' learning progress. This allows students of different abilities to make steady development, and motivates them to take their learning to higher levels.

- To achieve the set learning objectives and cater for learner diversity, teachers adopt suitable modes to assess and follow up on students' learning progress. Teachers often encourage students to express their opinions, provide rich opportunities for them to demonstrate what they have learnt, and make good use of self- and peer-assessment to enable students to reflect on their learning from different perspectives. They also duly acknowledge student performance in a timely manner, specifically identify their strengths and weaknesses, and aptly motivate students to sum up their learning and make improvements. Teachers have a clear picture of students' learning progress. Accordingly, they offer students opportunities for extended learning to empower them to consolidate, apply and deepen what they have learnt, and encourage them to seek continuous improvement, and to maximise their potential.

Exemplar of Acceptable Performance

- Students are interested in learning and are able to follow teachers' instructions to take part in activities within and beyond the classroom. They are attentive, generally well-disciplined, and ready to answer teachers' questions. In general, they are able to express their ideas clearly and completely. Most of them are receptive to suggestions, and can make use of teachers' feedback to understand how they have performed and try to improve. They understand the key learning points, and generally have a grasp of knowledge and skills. They can complete their assignments according to their teachers' instructions. In general, they are interested in reading, and have steadily formed a habit doing so. They demonstrate a basic understanding of learning strategies, as well as language and IT skills. Nonetheless, their initiative in learning and capacity for self-learning is not high.

- Taking into consideration students' prior knowledge, teachers can largely devise suitable learning objectives and content, and properly deploy learning materials and subject resources in accordance with the learning objectives to help students master the key learning points. In terms of the design and organisation of learning activities, teachers have not fully factored in the needs of students of different abilities.

- Teachers conduct lessons using the medium of instruction which the school has adopted. Their explanations and instructions are clear and teachers can maintain students' learning motivation through the use of questions. Some teachers pose different levels of questions to provoke students' thinking. Teaching principally takes the form of lecturing. Students' active engagement in the learning process is limited, and more opportunities have to be offered for students to develop their generic skills. Teachers have sound professional knowledge and are in tune with their subjects' developments. They continuously seek to refine their learning and teaching strategies, hold expectations of their students, and support as well as encourage them to participate in learning.

- Teachers use different modes to assess students' learning progress. They also encourage students to answer their questions so as to understand the latter's viewpoints and highlight what they have done right and vice versa. Despite the encouragement and praise they offer at times, teachers fall short of undertaking specific and apposite follow-up actions to help students reflect on and improve their learning. Nonetheless, they do provide a fair range of opportunities for learning beyond the classroom, which in most cases serve to broaden students' horizons and enable them to apply, consolidate and extend what they have learnt.

Domain III　School Ethos and Student Support

Area 5: Student Support

Performance Indicators	Focus Questions
5.1 Support for Student Development	• How does the school identify students' varied needs in the area of support for student development?
	• Is the school able to effectively plan its support services for students so as to facilitate their whole-person development?
	• How does the school arrange learning experiences relevant to students' personal development needs, enabling them to strengthen their self-management skills and establish personal goals for learning?
	• How does the school formulate support strategies to cater for students' social needs, with a view to fostering their positive values and attitudes and enhancing their interpersonal relationships and sense of social responsibility?
	• Is the school able to provide appropriate learning opportunities and support for students with different learning needs[Note 9], so that they can integrate into life inside and outside of campus, and fulfil their potential?
	• How does the school evaluate the effectiveness of its student support services with a focus on the aims of students' whole-person development and use feedback to inform planning?
5.2 School Climate	• How good are staff relationships, teacher-student relationships and student-student relationships?
	• What unique characteristics has the school developed in accordance with its vision and mission and goals?
	• How do the school's unique characteristics impact on its culture and sustainable development?

[Note 9] Students with different learning needs include gifted students, students with special educational needs, non-Chinese speaking students, newly-arrived children, etc.

Evidence of Performance

Exemplar of Excellent Performance

- The school fully understands students' attitudes, behaviour and mental and cognitive development at different stages of growth, and can make good use of information and data obtained from various means, such as observation, SHS, and the Assessment Program for Affective and Social Outcomes to identify students' varied needs for development support. Based on the school's vision and mission, its curriculum as well as students' needs, the school consistently realises the principle of whole school approach and effectively leads its team into building consensus around taking care of students' whole-person development. It establishes appropriate and comprehensive policies and measures for supporting student development, and formulates plans with clearly-set targets so as to provide students with diverse learning opportunities and support services through effective co-ordination and monitoring mechanisms. The school evaluates its work with a focus on students' whole-person development, carrying out proper follow-up actions through timely and flexible adjustments to its human and financial resources. It is also able to make good use of the results of its self-evaluation to feed back into planning.

- With reference to the design of its curriculum, the school strategically makes close connections between values education, curricula of KLAs and subjects, and life-wide learning activities in a complementary way, providing students with diverse learning experiences. The above strategic planning comprehensively develops students' positive values and attitudes, especially in nurturing their qualities of perseverance, respect for others, responsibility, national identity, commitment, integrity, care for others, law-abidingness, empathy and diligence, as well as enhancing their media and information literacy. Capitalising on themes of daily life that are appropriate to students' abilities and mental and cognitive development, the school guides students to think from different perspectives and clarify the related values before making sensible judgements.

- In order to help students apply what they have learnt and fulfil their potential, the school duly organises personal growth activities and challenging learning tasks both inside and outside campus. Students are also guided to reflect on and review their learning outcomes in a timely manner to enhance their self-confidence and self-management skills. The school systematically nurtures and trains student leaders to develop their skills in planning and organising activities independently. It also strategically offers students appropriate developmental, preventive and remedial counselling services according to their needs at different stages of growth, in order to consolidate their experiences both in terms of their personal and social development, as well as foster their resilience and adaptability so that they can face challenges with a positive mindset. A caring, harmonious and supportive atmosphere is successfully created, and through efficient classroom management and peer support, students' sense of belonging to the school is effectively enhanced.

- The school comprehensively and systematically links together life planning education with its curriculum, and gradually helps students at different key stages understand their own
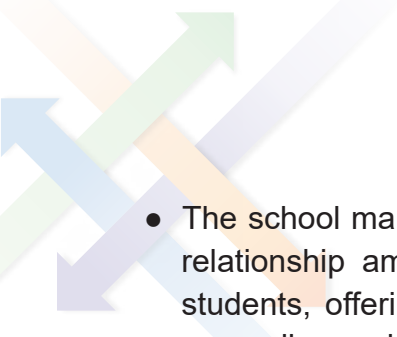
aspirations, needs, interests and abilities. Making good use of various resources to enrich students' learning experiences, the school helps them understand the relationship between career aptitudes and subject selection as well as characteristics of different occupations. These efforts enable students to fully grasp the multiple pathways to studies and employment, and develop a broader view of further directions and occupations, for their early planning and preparation. In view of students' varied needs, the school provides effective group and individual counselling and follow-up, and regularly reviews its work and adjusts its strategies to further enhance the breadth and depth of its services.

- An effective student support network has been established at the school, which systematically helps students develop their potential and foster good interpersonal relationships through group activities. The school strategically provides students with a wide range of life-wide learning opportunities to take them beyond the classroom so that they can learn about society, the nation and the world through authentic contexts, with a view to broadening their perspectives, nurturing their entrepreneurial spirit and sense of national identity. Students are assessed in terms of academic and non-academic performance through diversified modes in order to help them better understand themselves, and set and achieve personal goals for learning and growth so as to strive for improvement.

- The school identifies students' learning needs at an early stage. In accordance with the requirements of various discrimination ordinances[Note 10], the school caters to learner diversity for students with varied needs and different cultural backgrounds to learn and grow in a mutually-appreciated and motivating environment, successfully creating an inclusive culture. Comprehensive and specific policies have been established to ensure that every student is empowered to reach their potential. In order to help teachers cater for students' varied needs more effectively, the school has drawn up appropriate professional development plans for teachers to enhance their professional competence.

- The entire staff of the school work together to promote and create a proactive school climate. They have realistic expectations of their students and encourage them to pursue excellence. Teachers and students share a good rapport. Students are self-disciplined, rule-abiding, hard-working, respectful and courteous to others. Students get along well and enjoy friendly relationships with one another, and they show their acceptance and tolerance to others. They actively engage in school activities and service opportunities. The campus atmosphere is harmonious and caring.

- The staff and students love campus life and there is strong cohesion among them. Together they strive to implement the school's vision and mission and goals, and to uphold its excellent traditions and culture. Teachers actively promote educational research, adopting a professional attitude in seeking to enhance learning and teaching effectiveness and to continually develop the culture of a professional learning community in the school.

Note 10   Various discrimination ordinances refer to "Disability Discrimination Ordinance", "Sex Discrimination Ordinance", "Family Status Discrimination Ordinance", "Race Discrimination Ordinance", etc.

Exemplar of Acceptable Performance

- The school is able to identify the basic needs of students in the area of support for development and to offer relevant learning experiences for them. Subject panels and committees plan and organise apposite support services for students on the basis of the school's development focuses. But the school only monitors and reviews whether the strategies are implemented. It has yet to make full use of evaluation data to analyse and assess the overall effectiveness of its student support plans and measures in fostering students' whole-person development and inform planning.

- Through the provision of, for instance, school-based counselling services, moral and health education, the school provides students with different experiences or trainings in various areas such as self-understanding, interpersonal relationships and social life, allowing students to nurture their mental and cognitive development, improve their physical fitness, manage their emotions, and acquire knowledge about different developmental stages. The school fosters positive values and attitudes among its students through curricula of KLAs and subjects and life-wide learning activities, but it lacks a clear strategy in guiding different subject panels and committees to review and continuously refine their curricula collaboratively, thus affecting its holistic planning in values education. The school manages to deploy resources to help students understand their personal abilities, interests and aspirations at an early stage, and to assist them in pursuing their goals and unleashing their potential. However, it is less successful in implementing comprehensive life planning education systematically that responds to the students' needs at different developmental stages. While the school has different posts of responsibility for students to gain experience and to foster their serving spirit, such arrangements do not offer suitable guidance on how students should reflect on their performance, and provide recommendations for improvement. Thus, the effectiveness of promoting students' self-management skills and their desire to be of service to others is average.

- Through the measures of, for example, a clear reward and punishment system, suitable counselling activities and leadership trainings, the school helps students observe school regulations, learn how to get along with peers, take care of their juniors, understand social norms, and develop proper values.

- The school is able to identify students with different learning needs, and takes into account the requirements of various discrimination ordinances in catering for student diversity. Appropriate measures are also implemented to help them integrate into life both within and outside campus. There is insufficient collaboration among subject panels and committees, which precludes the school from fully catering for students' varied learning and development needs.

- The school management and middle managers are able to foster a harmonious working relationship among staff and promote mutual co-operation. The staff care about the students, offering them praise and encouragement, and the teacher-student rapport is generally good. The students are well-behaved, respectful of their teachers, able to get along with others, and willing to participate in school activities and services.

- The staff identify with the school's vision and mission. They carry out their respective duties, and are generally supportive of the school's activities and affairs. The students enjoy campus life and are satisfied with the school environment. The school regularly carries out reviews for improvement, but it has yet to establish the culture of a professional learning community.

Area 6: Partnership

Performance Indicators	Focus Questions
6.1 Home-School Co-operation	• How does the parent education that the school provides cater for students' whole-person development needs? • How does the school mobilise parents to support its sustainable development? • How does the school help the Parent-Teacher Association (PTA) to fulfil its function as a bridge between parents and the school? • Are there appropriate channels for parents to express their opinions? How are parents' opinions taken and followed up on?
6.2 Links with External Organisations	• Is the school able to establish appropriate links with external organisations according to its development needs? • Is the school able to facilitate students' whole-person development through connecting and collaborating with external organisations? • How does the school make good use of its alumni networks to facilitate students' whole-person development?

Evidence of Performance

Exemplar of Excellent Performance

- The school regards parents as significant partners in supporting student learning and development. It establishes convenient and diversified channels to maintain close contact with parents, with the aim of facilitating students' whole-person development collaboratively. The PTA fully performs its role as the bridge between the school and parents, effectively collecting and following up on parents' opinions to schools, and facilitating close mutual co-operation. As members of the School Management Committee / Incorporated Management Committee, the parent representatives objectively convey to the school their opinions and suggestions based on facts, and are engaged in formulating school policies. Members of the PTA are enthusiastic and proactive. They trust the school, and recognise and support its development direction. Through a broad range of parent education activities, the school helps parents develop relevant knowledge and skills and encourage them to help their children lead a healthy life. Parents actively participate in school activities and provide appropriate support to the school.

- The school is keen to maintain close liaison with the community and external organisations. Not only does the liaison facilitate the school's development, it also broadens students' perspectives and enriches their learning experiences, fostering their whole-person development. To meet its development needs, the school tactically brings in support from external organisations to facilitate teachers' professional exchanges and collaboration in relation to its development focuses, thus effectively enhancing the school's curriculum and student support services. Various exchange activities and programmes, including Mainland field studies and local mentorship programmes, are strategically arranged by the school, with a view to promoting student learning and growth in a wide range of ways. The alumni take interest in the development of the school and the cohesion among them is strong. They actively participate in the alumni association and student support programmes, and provide support for learning and growth of their junior counterparts. A resource network is successfully established to help advance the school's sustainable development.

Exemplar of Acceptable Performance

- The school values home-school co-operation, and maintains communication with parents through various channels. The PTA conveys opinions to the school, and there are opportunities for its members to get involved in school affairs. Its members are generally active, organising a number of social and parent-child activities annually to facilitate home-school co-operation and communication. Parent education activities organised by the school cater for students' development needs, and are able to assist parents in supporting their children's growth. Parents are glad to participate in PTA and school activities. They are willing to co-operate with the school and understand the school's general situation. Yet, the school's effort in planning the promotion of parental involvement in the school's development seems lacking.

- The school maintains links with the community and external organisations to support the implementation of various activities and programmes. These initiatives are generally capable of addressing the school's development and students' needs. The introduction of external resources to provide professional development programmes for teachers enhances their understanding of curriculum development and strategies for learning and teaching. The school encourages its students to participate in community services as well as field studies and exchange activities to broaden their horizons. In terms of support for students' whole-person development, its liaison and professional exchanges with external organisations according to the school's development and students' needs are yet to be fully enlisted. The school maintains communication with its alumni and they are glad to participate in school activities.

Domain IV   Student Performance[Note 11]

Area 7: Attitude and Behaviour

Performance Indicators	Focus Questions
7.1 Affective Development and Attitude	• How good are students' self-concepts? • How good is students' attitude towards learning? • How good is students' moral character? How appropriate are their values and attitudes towards aspects such as social harmony, civic obligation and national identity? Are they able to use information and information technology ethically? • Are students able to master self-management skills such as developing a healthy lifestyle, maintaining emotional stability and handling stress?
7.2 Social Development	• How good are students' social skills, interpersonal relationships and leadership skills? • How good are students' behaviour and self-discipline?

Note 11 The domain of "Student Performance" reflects the major outcome of school education, and it includes student performance pertaining to "Attitude and Behaviour" and "Participation and Achievement". Due to variations in student intake, students' backgrounds and abilities across schools, the EDB considers that it is not appropriate to state the evidence of performance in the related PI areas. Schools should set appropriate expectations of students, according to their school context, and understand student performance and progress towards whole-person development through regular assessment so as to review the effectiveness of their work.

Area 8: Participation and Achievement

Performance Indicators	Focus Questions
8.1 Academic Performance	• How well do students perform in internal assessments? • How well do students perform in public examinations and how good are the school's value-added results? (applicable to secondary schools) • How good are students' performance and achievements in other academic-related areas?
8.2 Non-academic Performance	• How good are students' participation and achievements in the activities inside of the school? • How good are students' participation and achievements in interschool activities and open/international competitions? • How good are students' levels of physical fitness?