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# Annex

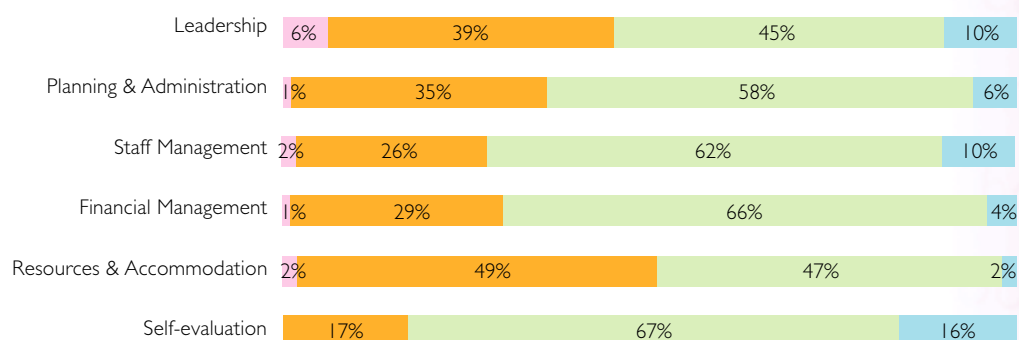
This Annex includes the following appendices:

<i>Appendix 1:</i>	School Performance (By Area - Primary Schools)
<i>Appendix 2:</i>	School Performance (By Area - Secondary Schools)
<i>Appendix 3:</i>	School Performance (By Area - Special Schools)
<i>Appendix 4:</i>	School Performance (By Aspect - Primary Schools)
<i>Appendix 5:</i>	School Performance (By Aspect - Secondary Schools)
<i>Appendix 6:</i>	School Performance (By Aspect - Special Schools)
<i>Appendix 7:</i>	List of Schools Inspected in 2001/02
<i>Appendix 8:</i>	Schools' Responses to QA Inspection
<i>Appendix 9:</i>	Statistical Analysis of Post-inspection Questionnaires on QA Inspection

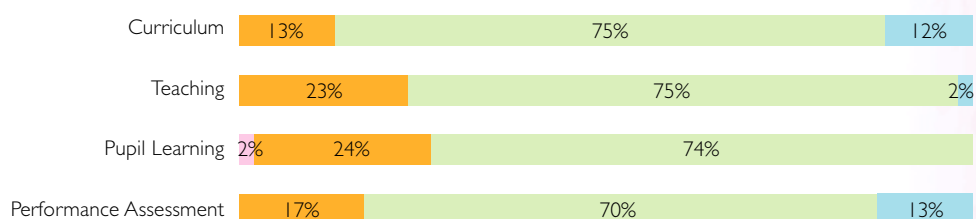
## Appendix I

### School Performance (By Area - Primary Schools)

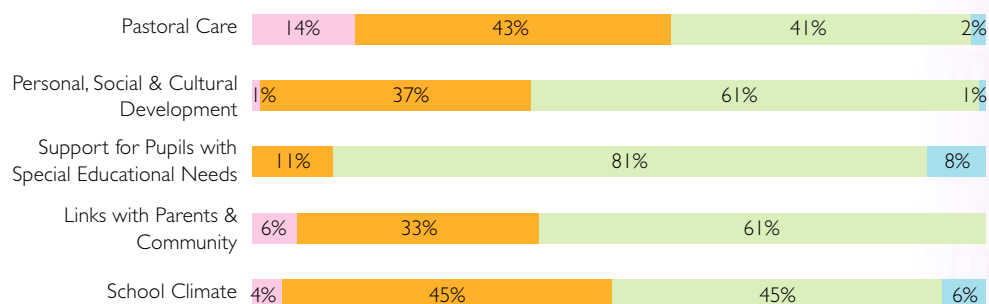
#### Domain : Management & Organisation



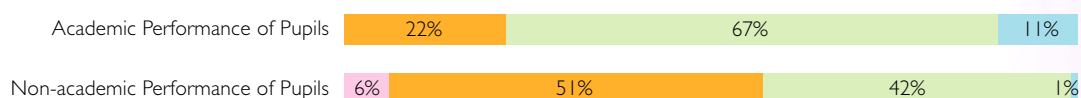
#### Domain : Learning & Teaching



#### Domain : Support for Pupils & School Ethos



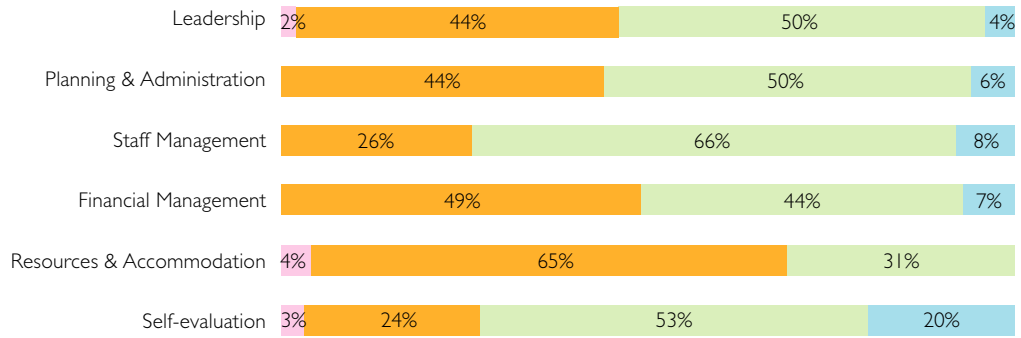
#### Domain : Attainment & Achievement



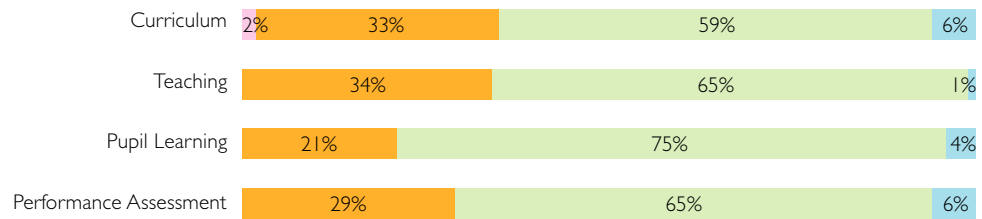
## Appendix 2

### School Performance (By Area - Secondary Schools)

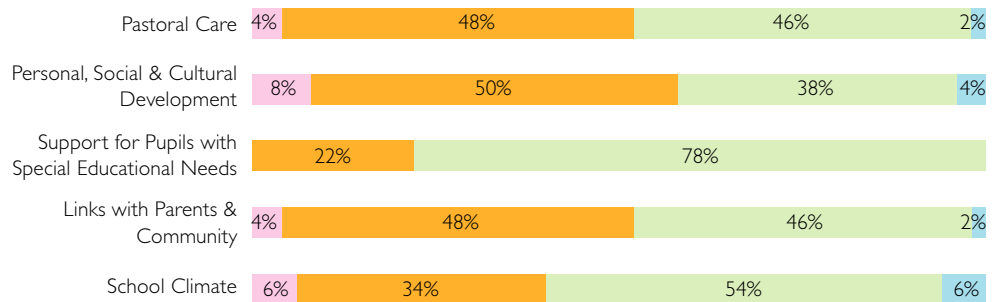
#### Domain : Management & Organisation



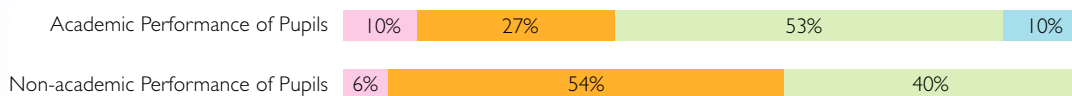
#### Domain : Learning & Teaching



#### Domain : Support for Pupils & School Ethos



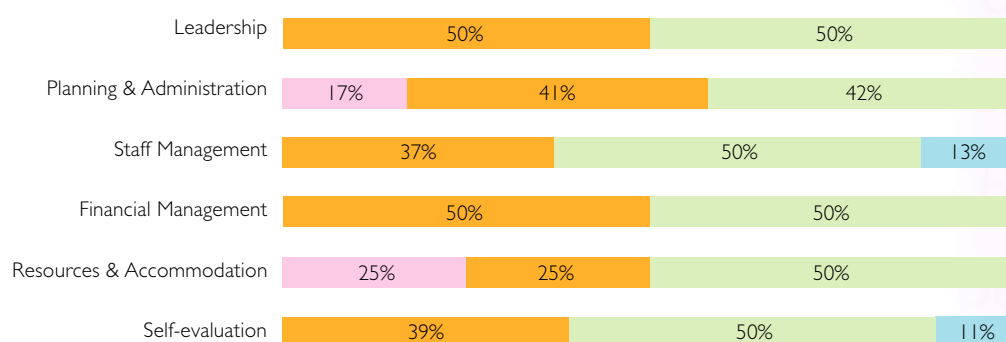
#### Domain : Attainment & Achievement



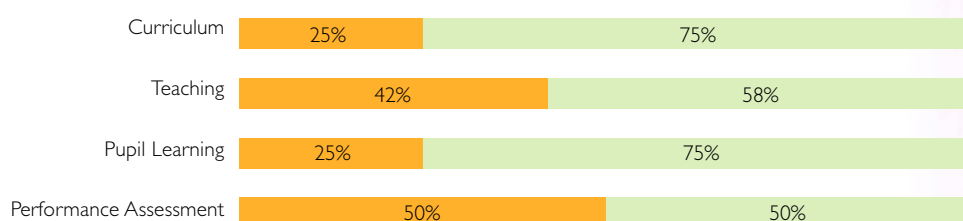
## Appendix 3

### School Performance (By Area - Special Schools)

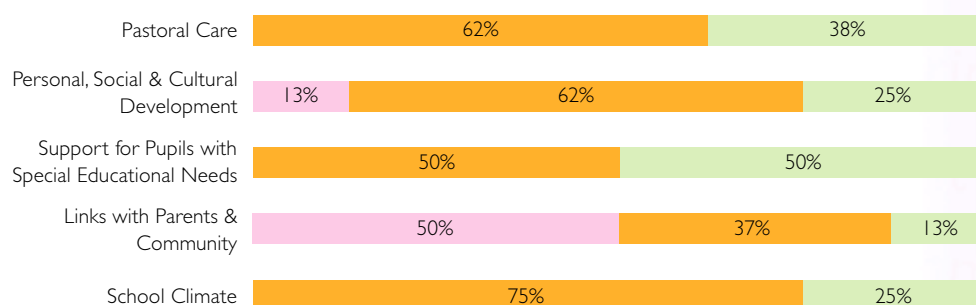
#### Domain : Management & Organisation



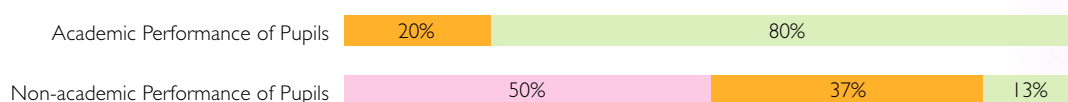
#### Domain : Learning & Teaching



#### Domain : Support for Pupils & School Ethos



#### Domain : Attainment & Achievement



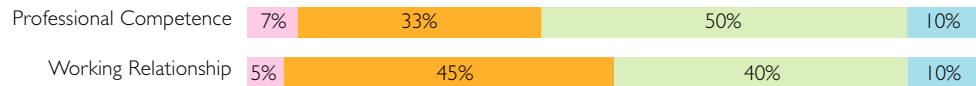
■ Excellent    
 ■ Good    
 ■ Acceptable    
 ■ Unsatisfactory

## Appendix 4

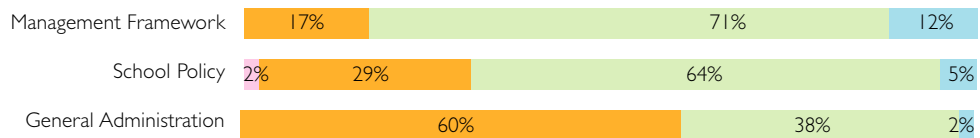
### School Performance (By Aspect - Primary Schools)

#### Domain : Management & Organisation

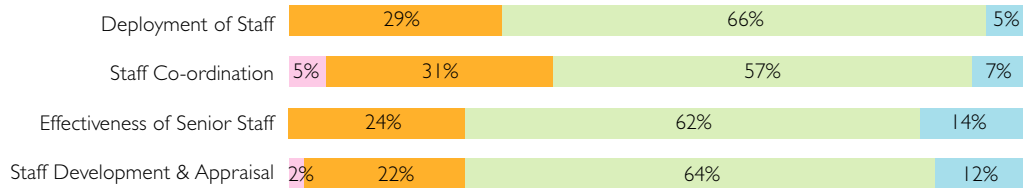
##### Leadership



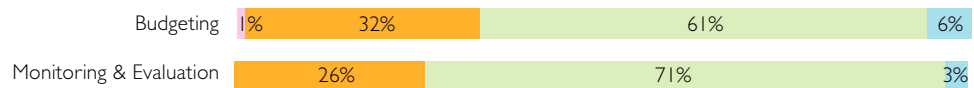
##### Planning & Administration



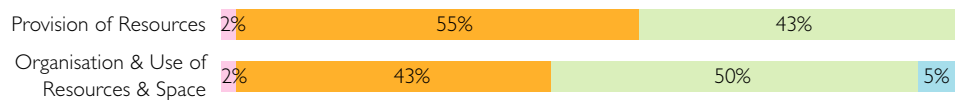
##### Staff Management



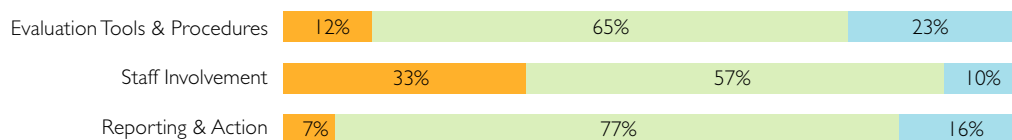
##### Financial Management



##### Resources & Accommodation



##### Self-evaluation



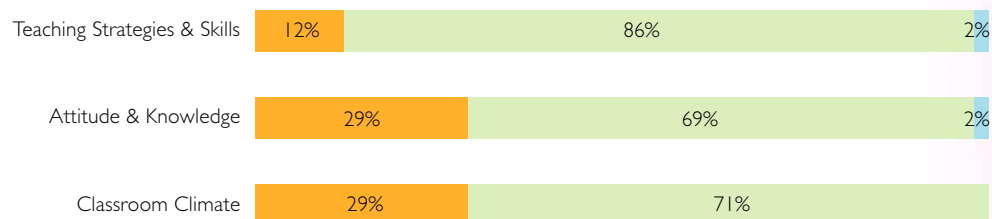
## School Performance (By Aspect - Primary Schools)

### Domain : Learning & Teaching

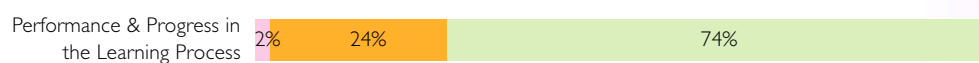
#### Curriculum



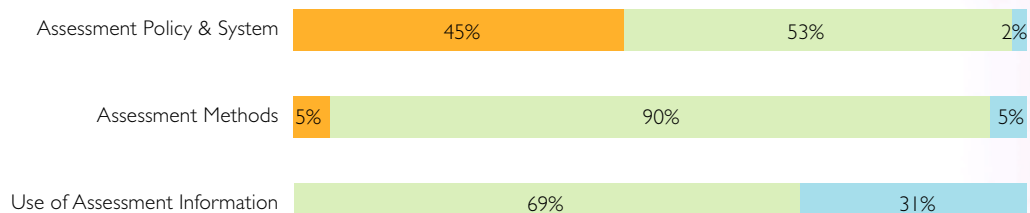
#### Teaching



#### Pupil Learning



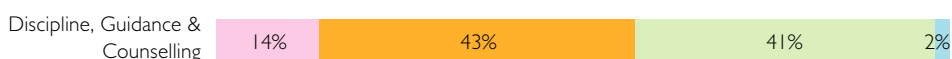
#### Performance Assessment



## School Performance (By Aspect - Primary Schools)

### Domain : Support for Pupils and School Ethos

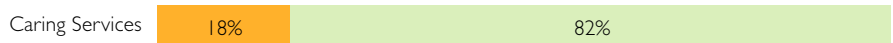
#### Pastoral Care



#### Personal, Social & Cultural Development



#### Support for Pupils with Special Educational Needs



#### Links with Parents & Community



#### School Climate





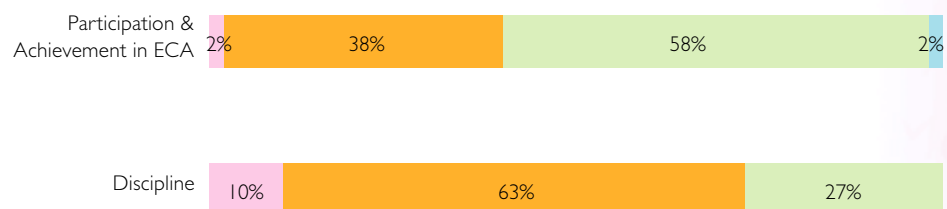
## School Performance (By Aspect - Primary Schools)

### Domain : Attainment & Achievement

#### Academic Performance of Pupils



#### Non-academic Performance of Pupils

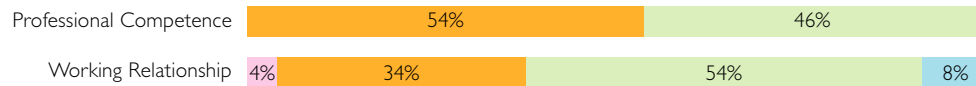


## Appendix 5

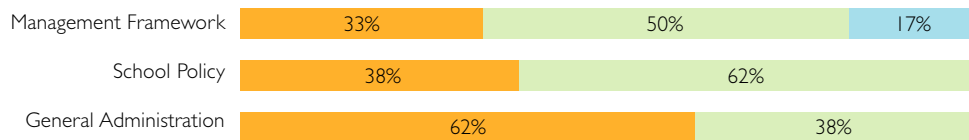
### School Performance (By Aspect - Secondary Schools)

#### Domain : Management & Organisation

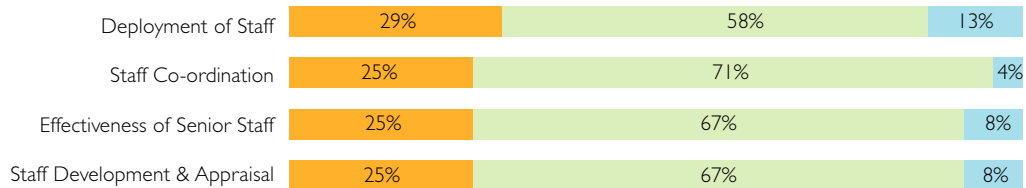
##### Leadership



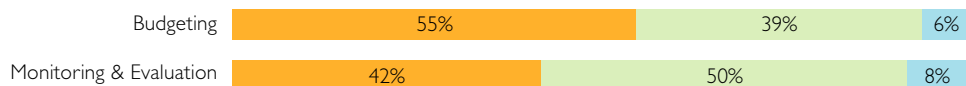
##### Planning & Administration



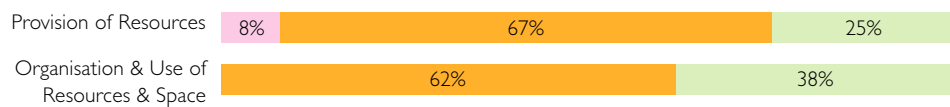
##### Staff Management



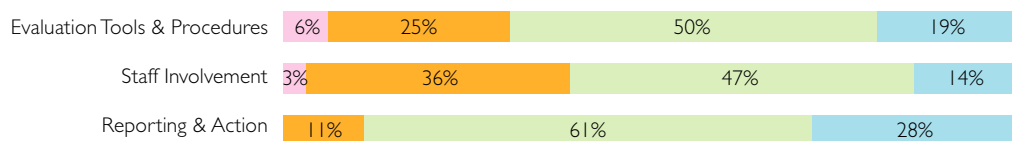
##### Financial Management



##### Resources & Accommodation



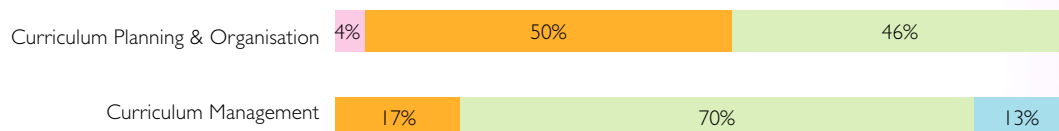
##### Self-evaluation



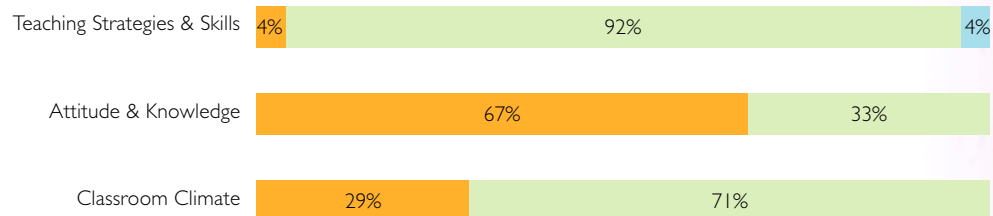
## School Performance (By Aspect - Secondary Schools)

### Domain : Learning & Teaching

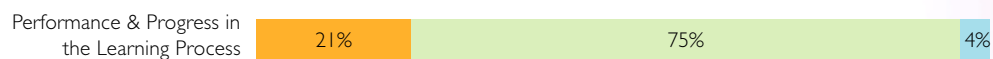
#### Curriculum



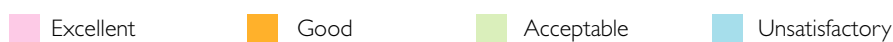
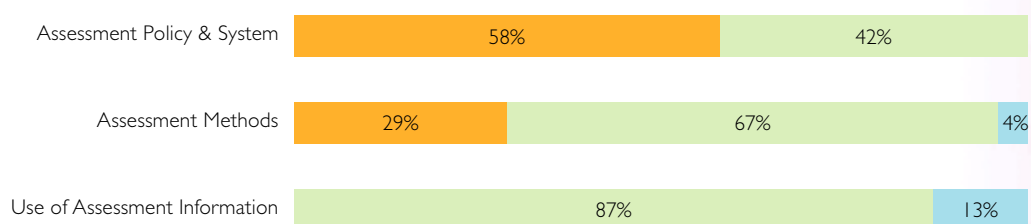
#### Teaching



#### Pupil Learning



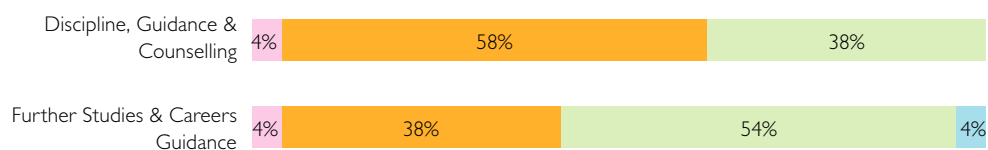
#### Performance Assessment



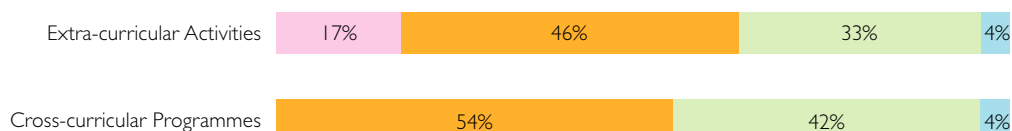
## School Performance (By Aspect - Secondary Schools)

### Domain : Support for Pupils and School Ethos

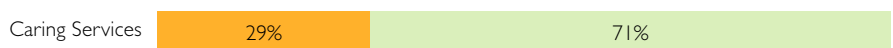
#### Pastoral Care



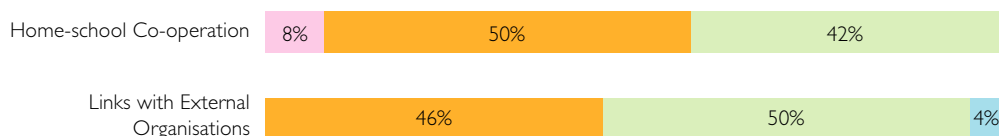
#### Personal, Social & Cultural Development



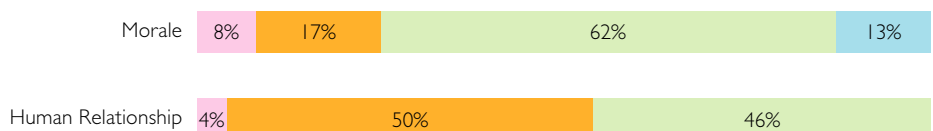
#### Support for Pupils with Special Educational Needs



#### Links with Parents & Community



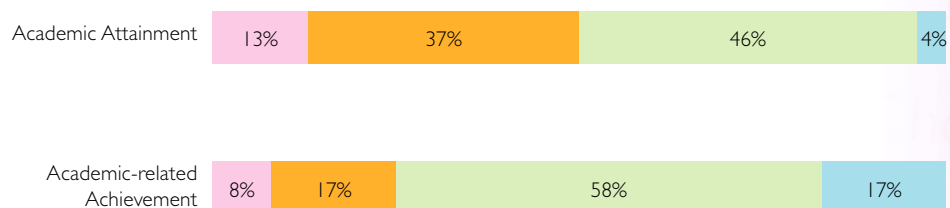
#### School Climate



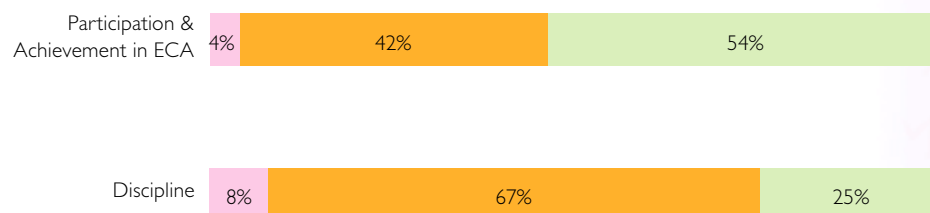
## School Performance (By Aspect - Secondary Schools)

### Domain : Attainment & Achievement

#### Academic Performance of Pupils



#### Non-academic Performance of Pupils



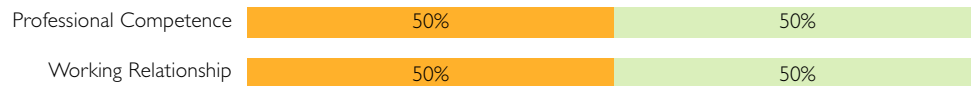
Excellent Good Acceptable Unsatisfactory

## Appendix 6

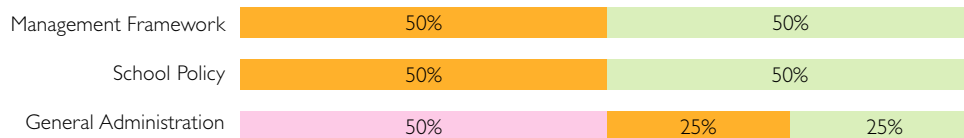
### School Performance (By Aspect - Special Schools)

#### Domain : Management & Organisation

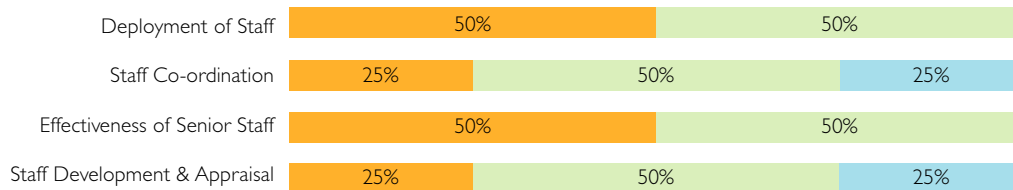
##### Leadership



##### Planning & Administration



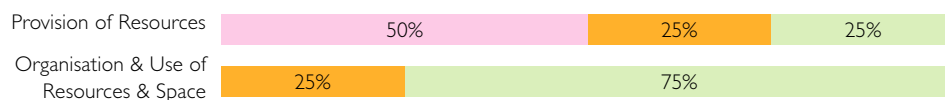
##### Staff Management



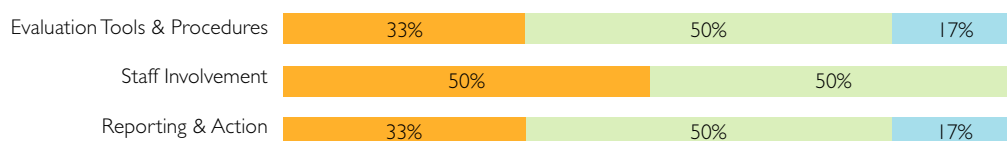
##### Financial Management



##### Resources & Accommodation



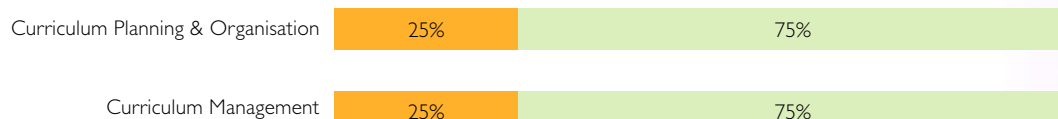
##### Self-evaluation



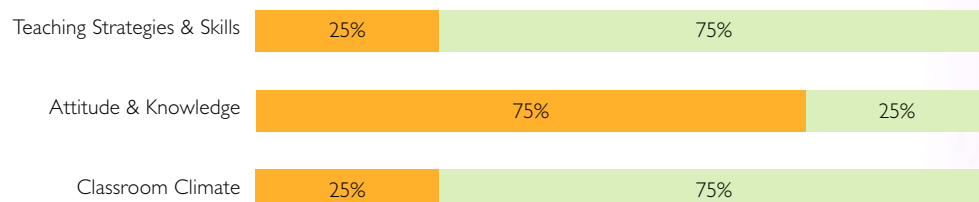
## School Performance (By Aspect - Special Schools)

### Domain : Learning & Teaching

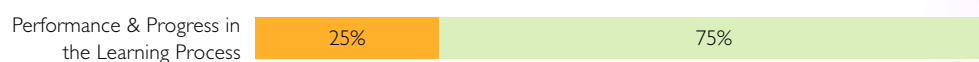
#### Curriculum



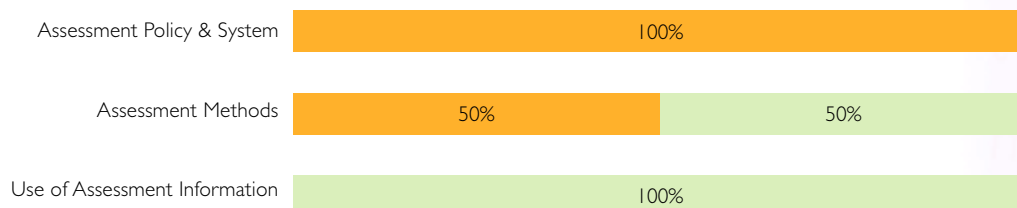
#### Teaching



#### Pupil Learning



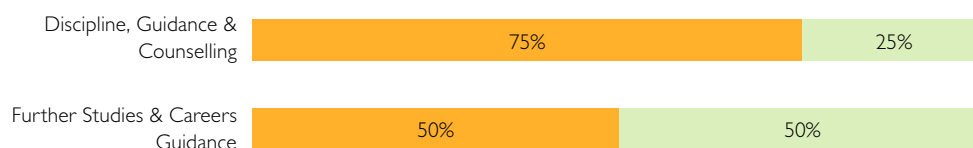
#### Performance Assessment



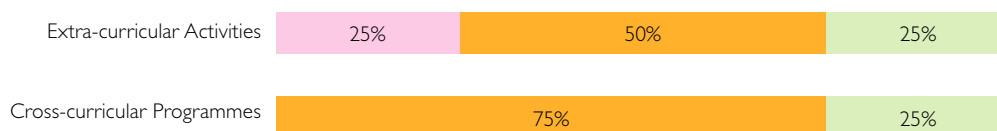
## School Performance (By Aspect - Special Schools)

### Domain : Support for Pupils and School Ethos

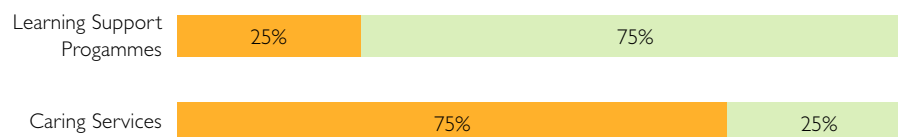
#### Pastoral Care



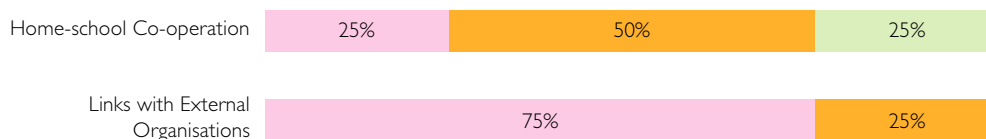
#### Personal, Social & Cultural Development



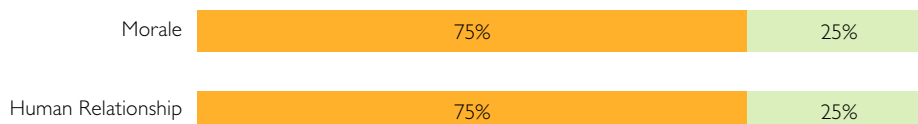
#### Support for Pupils with Special Educational Needs



#### Links with Parents & Community



#### School Climate

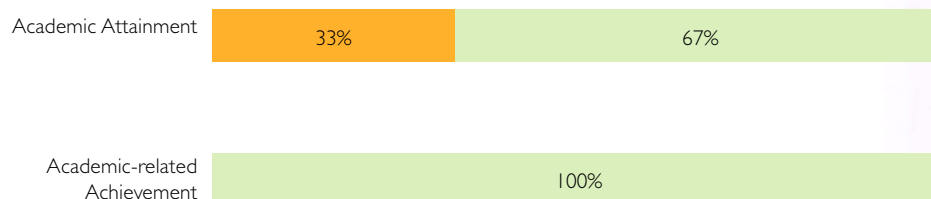




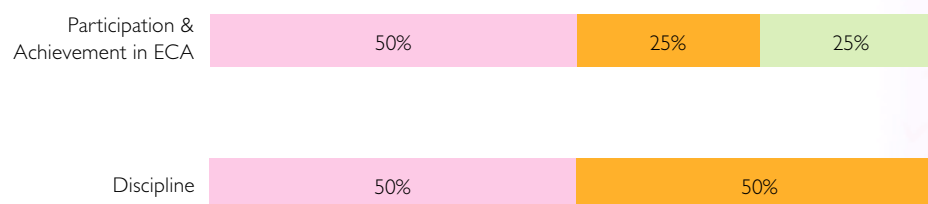
## School Performance (By Aspect - Special Schools)

### Domain : Attainment & Achievement

#### Academic Performance of Pupils



#### Non-academic Performance of Pupils





## Appendix 7

### List of Schools Inspected in 2001/02

#### Primary Schools

AD&FDPOH Leung Sing Tak School (AM)	KWWC Li Ping Memorial School
AD&FDPOH Leung Sing Tak School (PM)	Kwong Yuet Tong Lo Pan Primary School
Alliance Primary School, Whampoa	Lam Tsuen Public Wong Fook Luen Memorial School (AM)
Buddhist Wing Yan School (AM)	Lam Tsuen Public Wong Fook Luen Memorial School (PM)
Buddhist Wing Yan School (PM)	Lok Sin Tong Lau Sai Yan Primary School
CCC Chuen Yuen Second Primary School	Lok Sin Tong Lau Tak Primary School (AM)
Chai Wan Faith Love Lutheran School (AM)	Lok Sin Tong Lau Tak Primary School (PM)
Chai Wan Faith Love Lutheran School (PM)	Maryknoll Convent School (Primary Section)
Chai Wan Kok Catholic Primary School (AM)	Pentecostal Yu Leung Fat Primary School
Chai Wan Kok Catholic Primary School (PM)	Po On Commercial Association School
Chi Kit School	Sha Tau Kok Central Primary School
Chiu Sheung School, Hong Kong	SKH Wei Lun Primary School
Confucian Tai Shing Primary School	St John The Baptist School (AM)
FSFTF Fong Shu Chuen Primary School	St John The Baptist School (PM)
HKECA Wu Si Chong Memorial School (AM)	St Patrick's School (AM)
HKECA Wu Si Chong Memorial School (PM)	St Paul's Primary Catholic School (AM)
HK Sze Yap Commercial & Industrial Association School	St Paul's Primary Catholic School (PM)
HKTA Yuen Yuen Primary School	Tai Po Methodist School
Hoi Pa Street Government Primary School	TSDCA Siu Leun School
Hok Shan School	Tsung Him School
Kowloon City Baptist Church Hay Nien Primary School (AM)	
Kowloon City Baptist Church Hay Nien Primary School (PM)	

## Secondary Schools

Bethel High School  
Buddhist Ho Nam Kam College  
Buddhist Wai Yan Memorial College  
Carmel Divine Grace Foundation Secondary School  
CCC Kwei Wah Shan College  
Chinese YMCA College  
Christian Alliance College  
Confucian Ho Kwok Pui Chun College  
HKCWC Fung Yiu King Memorial Secondary School  
La Salle College  
Ma On Shan Tsung Tsin Secondary School  
Maryknoll Convent School (Secondary Section)  
Notre Dame College  
Our Lady Of The Rosary College  
PLK Lee Shing Pik College  
Queen's College Old Boys' Association Secondary School  
Salvation Army William Booth Secondary School  
Sha Tau Kok Government Secondary School  
St Antonius Girls' College  
St Catharine's School For Girls, Kwun Tong  
St Francis Xavier's College  
St Stephen's Church College  
STFA Tam Pak Yu College  
Wah Yan College, Hong Kong

## Special Schools

Chi Lin Buddhist Secondary School (SOS)  
Ebenezer School  
PLK Law's Foundation School  
Salvation Army Shek Wu School

## Appendix 8

### Schools' Responses to QA Inspection

It is an established practice that schools can express their views regarding the main findings and the key issues for action identified in the QA inspection reports. The response of each school inspected in the 2001/02 academic year was appended in its entirety to the respective QA inspection report, and a full set of the inspection reports is kept in the Inspection Section, Quality Assurance Division, EMB.

Generally, schools' responses were focused and clearly made with reference to the unique circumstances of the schools. The schools made good use of the opportunity to further exchange views with the inspection teams on the observations made and follow up the points and issues raised. In ideas where schools felt there was a difference from the QA inspection team, further elaborations with reasons, fully reflecting the school's own standpoint were made and included. Owing to the wide variations and the individual contexts of the schools, the remarks that were specific to the schools are not summarised in this report. Other than these remarks, the main points made in the responses are summarised as follows:

- The findings of QA inspections helped affirm the strengths and weaknesses of schools and could show the direction for school development.
- Schools accepted the rationale of QA inspection, however, there was room for improvement in the process and implementation of QA inspection.
- Most schools appreciated the efforts made by the inspection teams and treasured their professional advice given in the QA inspection reports.
- Inspectors were professional. Inspectors' opinions were constructive for improving the quality of teaching.
- When making judgements on schools' performance, QA inspection teams should give more consideration to schools' special contextual factors and constraints.
- Some teachers opined that the contents of the inspection report were not specific and the key messages were not explicitly stated. More concrete



recommendations should be provided for schools' improvement.

- Although teachers were clear about the procedure of the QA inspection, nearly half of them claimed that QA inspection had exerted much pressure on them and affected their daily teaching duties.
- Some teachers suggested that prior notice for lesson observation should be given.
- There were inadequate opportunities to exchange views with inspectors. Teachers might not be able to express themselves freely in group interviews.
- The questioning techniques of some inspectors should be improved and inspectors should concern about the feelings of interviewees.
- The performance indicators on the aspect of academic and non-academic performance of pupils could not really assess the effectiveness of the school. The ED should develop a more effective tool for measuring the value-addedness of schools.
- The ED should enhance the post inspection follow-up work and support to schools.

## Appendix 9

### Statistical Analysis of Post-inspection Questionnaires on QA Inspection

School Type	Number of Schools Inspected	Number of Questionnaires Issued	Number of Questionnaires Returned	Response Rate (%)
Primary	42	1354	831	61.37
Secondary	24	1434	674	47.00
Special	4	187	105	56.15
<b>Overall Response Rate :</b>				<b>54.12</b>

#### I Pre-inspection

		Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	No opinion/ not applicable (%)	Void (%)
1	I am clear about the procedure of the QA inspection.	18.6	75.2	4.0	0.2	1.9	0.1
2	I am clear about the scope covered by the performance indicators.	11.7	70.1	12.5	0.7	4.8	0.2
3	The amount of documents and information requested by the QA inspection team is appropriate.	12.4	69.4	7.6	0.9	9.4	0.3
4a	The preparatory visit has increased my understanding of the QA inspection.	16.4	75.7	4.2	0.4	3.2	0.1
4b	The preparatory visit has helped dispel my worries about the QA inspection.	9.3	55.3	22.7	2.6	9.9	0.2

#### II During Inspection

5	Inspectors observed an appropriate number of the various types of school activity.	9.2	72.9	7.6	0.4	8.8	1.1
6	The frequency of meetings and interviews held by inspectors with me was appropriate.	10.7	71.8	9.7	1.6	5.0	1.2
7	Inspectors chose an adequate sample of students' assignments for scrutiny.	9.1	66.9	8.4	0.9	13.5	1.2
8	The QA inspection did not affect much my daily teaching duties.	5.5	47.0	31.2	9.6	5.6	1.1

### III Post-inspection

	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	No opinion/ not applicable (%)	Void (%)
9 The QA inspection can identify my school's strengths.	13.7	69.4	7.9	1.1	6.7	1.2
10 I agree with the key issues for action identified in the inspection report.	10.4	63.9	9.9	1.4	13.1	1.3
11 There is adequate time for the school to prepare its written response to the draft inspection report.	5.5	54.7	10.2	1.9	26.1	1.6

### IV Overall Evaluation

12 The entire QA inspection processes were open and transparent.	10.5	69.4	8.5	1.2	8.9	1.5
13a The questionnaires issued were appropriately designed.	4.2	74.4	5.3	0.2	14.6	1.3
13b The questionnaires issued could effectively collect teachers' views about the school.	4.1	63.6	12.9	1.2	16.7	1.5
14 Inspectors' attitudes were sincere and friendly.	25.5	63.7	5.7	0.5	4.2	0.4
15 Inspectors were professional in their work.	15.7	60.9	8.2	1.3	13.5	0.4
16 Inspectors could objectively listen to views expressed by school staff in interviews.	12.3	63.5	11.1	1.7	10.9	0.5
17 I had adequate opportunities to express and exchange views with inspectors.	10.4	59.7	17.4	1.9	10.4	0.2
18 The QA inspection did not exert much pressure on me.	4.5	38.1	39.4	12.3	5.5	0.2
19 The scope covered by the performance indicators was adequate.	3.2	60.0	10.0	1.2	24.4	1.2
20a I think that the QA inspection can point out our school's strengths and key issues for action.	10.7	72.3	7.1	1.1	8.4	0.4
20b I think that the QA inspection can facilitate our school's formulation of its future goals and plans.	10.7	68.8	7.6	1.9	10.6	0.4
21 I am satisfied with the operation of the QA inspection.	7.9	66.8	7.8	1.4	15.7	0.4