



MAJOR FINDINGS

Aspects

Chapter 2

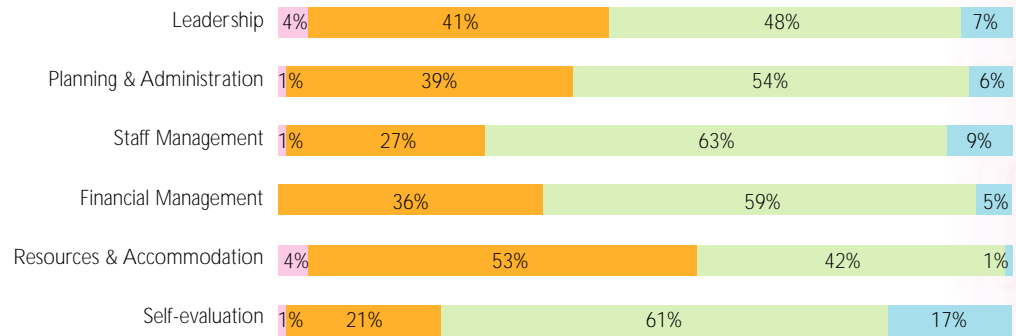
MAJOR FINDINGS : Aspects

2.1 Summary of Major Findings

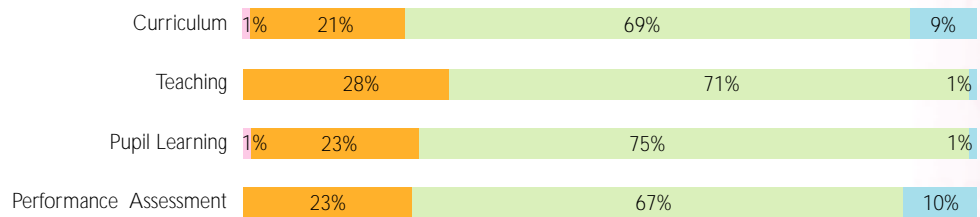
- As in the past four years, the major inspection findings in this academic year revealed that schools' performance in the domain of Support for Pupils and School Ethos was the strongest among the four domains, whereas their performance in the domain of Learning and Teaching was the weakest (*Figure 3*).
- With respect to the domain of Management and Organisation, while "resources and accommodation" was the strongest area, the majority of schools inspected demonstrated an acceptable performance in other areas. "Self-evaluation" was still the weakest area that had much room for improvement.
- Only about one quarter of the schools displayed good or excellent performance in the four areas in the domain of Learning and Teaching.
- The strongest area in the domain of Support for Pupils and School Ethos was "pastoral care", whereas "support for pupils with special educational needs" was the weakest area.
- The academic performance of pupils was on the whole acceptable as regards schools' performance in the domain of Attainment & Achievement, whereas non-academic performance was generally good.

Figure 3 : School Performance (By Area - All Schools)

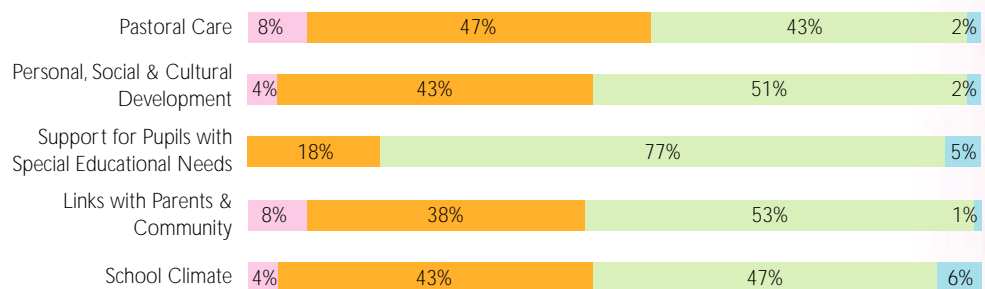
Domain : Management & Organisation



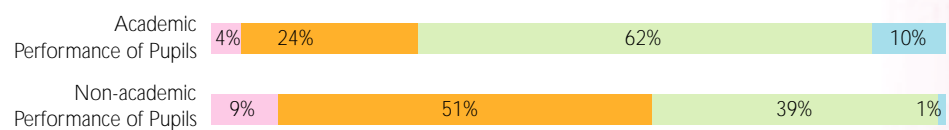
Domain : Learning & Teaching



Domain : Support for Pupils & School Ethos



Domain : Attainment & Achievement



Excellent
 Good
 Acceptable
 Unsatisfactory

2.2 Management & Organisation

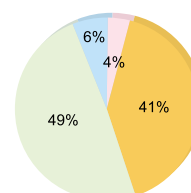
Observations regarding the individual aspects in this domain are presented as follows:

(1) Leadership

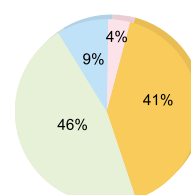
- The performance of the schools in this area was the second best among the six areas in this domain. 45% of the schools were rated as either good or excellent in both “professional competence” and “working relationship” (Figure 4).
- Among the schools inspected, the school management in secondary schools demonstrated better performance in “professional competence”, with slightly more than half of the schools (54%) being rated as good or excellent. The school management in primary schools performed better in maintaining a good working relationship with colleagues, with half of the schools being rated as good or excellent (Appendices 4 and 5).
- The key strengths of the schools in this area of work included:
 - the principals working efficiently and enthusiastically in leading school improvement work of various kinds
 - the principals and senior staff having good experience in both teaching and administration, and being able to help the schools formulate appropriate school goals and development strategies
 - the principals being familiar with education reform and the latest developments in education, and willing to initiate new plans in response to these recent developments
- The major weaknesses of the schools in this area of work included:
 - failure of the heads of subject departments and functional units (i.e. middle managers) to assume a strong leadership role
 - failure of the school management to consider views or suggestions from

Figure 4:
Leadership

Professional
Competence



Working
Relationship



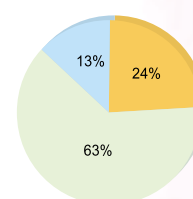
- staff and to involve them in decision-making
- failure of the senior staff to monitor and co-ordinate various aspects of work in the school effectively

(2) Planning and Administration

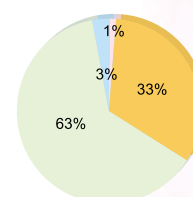
- Regarding planning and administration, the schools' performance in different aspects varied. The "general administration" of schools was rated as good or excellent in more than half (62%) of the schools inspected. However, most of the schools only demonstrated an acceptable level of performance in the other two aspects. Only 24% and 34% of the schools had good or excellent performance in the aspects of "management framework" and "school policy" respectively (Figure 5). At the end of the scale, 13% of the schools inspected were not able to establish a satisfactory school management framework.
- Inspection findings revealed that the overall performance of secondary schools in this area was slightly better than primary schools (Appendices 4 & 5).
- In most of the schools inspected, there were well-defined school missions and clear aims of education, which were widely supported by teachers. The clearly stated working procedures also provided clear guidelines and relevant information for teachers.
- Notwithstanding these major strengths, the following weaknesses were identified during inspection:
 - schools not yet ready to open up the School Management Committee to various stakeholders such as parents and teachers
 - lack of clear priorities in the goals and programmes as listed in the school annual plan
 - inadequate co-ordination among individual functional teams, thus adversely affecting the effectiveness of school programmes and projects

Figure 5
Planning and
Administration

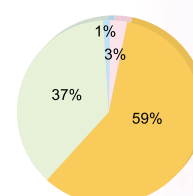
Management
Framework



School Policy



General
Administration



(3) Staff Management

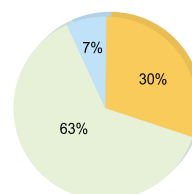
- About 30% of the schools were rated as good or excellent in “deployment of staff” and “staff co-ordination”, and about 25% demonstrated good or excellent performance in the other two aspects. 11% of the schools were rated as performing unsatisfactorily in the aspects of “effectiveness of senior staff” and “staff development and appraisal” (Figure 6).
- A breakdown of data showed that the primary schools in general performed slightly better than the secondary schools in the aspect of “staff co-ordination” (Appendices 4 & 5).
- The school management generally supported their staff to pursue professional training. Duties were also assigned according to the qualifications, experience and expertise of the staff. The roles and duties of non-teaching staff were clearly defined, and the clerical staff were found to be helpful in relieving the workload of teachers.
- Nevertheless, the following major weaknesses needed to be addressed:
 - lack of a staff development plan with clear objectives which could facilitate professional development of the staff and meet the developmental needs of the school
 - the principles of distributing workload not fully understood by the staff in the school
 - existing communication channels among staff not fully utilised

(4) Financial Management

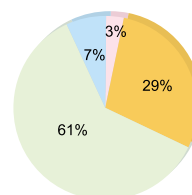
- 42% of the schools were rated as having good or excellent performance in “budgeting”. The schools were comparatively weak in overall monitoring and evaluation

Figure 6:
Staff
Management

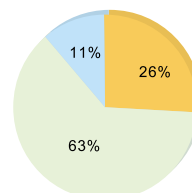
Deployment of
Staff



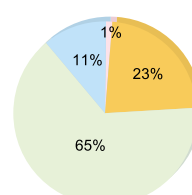
Staff
Co-ordination



Effectiveness of
Senior Staff



Staff Development
& Appraisal



of school budget as only 32% of the schools were rated as having good performance (Figure 7).

- Inspection findings revealed that the secondary schools generally performed better than the primary schools in both aspects of work in this area (Appendices 4 & 5).
- In the schools with good performance, good attempts were made to acquire resources from various sources, such as Quality Education Fund (QEF) and donations from parents and School Management Committee (SMC) members, to improve the school environment or to implement programmes to facilitate learning. School resources were allocated in a flexible manner according to the developmental needs of the school.
- The following major weaknesses were identified during inspection:
 - failure to evaluate the effectiveness of expenditures on major school programmes on a regular basis
 - insufficient efforts made by heads of subject departments and committees to monitor the utilisation of the allocated funds
 - inadequate financial management skills of heads of departments

(5) Resources and Accommodation

- “Resources and accommodation” was the strongest area in the Domain of Management and Organisation. 64% of the schools were rated as good or excellent in “provision of resources” and none of the schools were found to have unsatisfactory performance. Half of the schools were rated as good or excellent in “organisation & use of resources and space” (Figure 8).
- The secondary schools in general performed better than

Figure 7:
Financial
Management

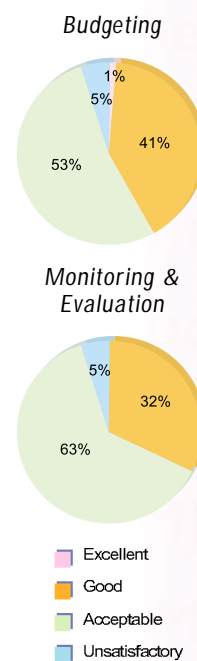
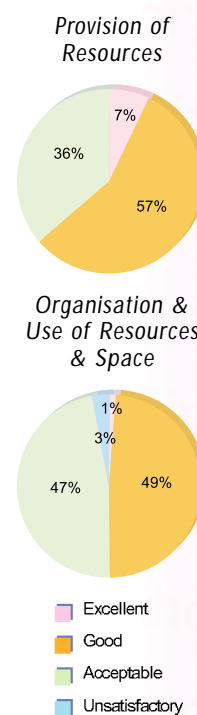


Figure 8:
Resources and
Accommodation



the primary schools in this area of work. 75% of secondary schools were rated as good or excellent in the aspect of “provision of resources” (Appendices 4 & 5).

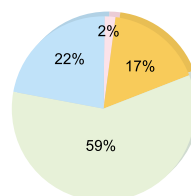
- The following strengths were observed in this area of work:
 - there was well-equipped school accommodation, with adequate provision of audio-visual equipment, information technology (IT) equipment and other teaching aids
 - IT equipment was widely-employed to facilitate the sharing and retrieval of resources
 - appropriate arrangements were made for pupils to access IT resources beyond school hours
 - proper utilisation of the Capacity Enhancement Grant (CEG) by almost all the schools to relieve teachers' workload and to cater for pupils' diverse needs
- Building on the existing strengths, schools could further improve in the following dimensions:
 - sufficient funding should be allocated to the school library to enrich and update the stock of library resources, and collaboration between the teacher-librarian and subject teachers should be strengthened to promote the utilisation of library resources for self-learning
 - IT resources should be better utilised to enhance learning and teaching

(6) Self-evaluation

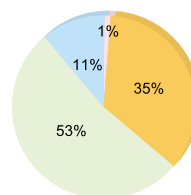
- “Self-evaluation” (SSE) was the weakest area of the schools inspected in the domain of Management and Organisation.
- Only 19% of the schools were rated as good or excellent in the aspect of “evaluation tools and procedures”, while 22% of the schools were rated as performing unsatisfactorily (Figure 9). Besides, only 36% of the schools had actively involved their staff in conducting SSE.

Figure 9:
Self-evaluation

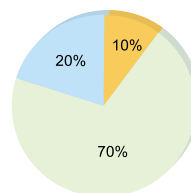
Evaluation Tools & Procedures



Staff Involvement



Reporting & Action



- “Reporting and action” was the weakest aspect, with only 10% of the schools rated as having good performance and 20% of the schools rated as having unsatisfactory performance.
- The major weaknesses of the schools identified in this area included:
 - failure to establish clearly defined procedures and effective tools to monitor and evaluate various aspects of school work
 - evaluation criteria not clearly defined or appropriately aligned with the annual targets
 - failure to make use of the evaluation findings to revise long-term goals and to work out the annual targets for the following year
 - failure to keep the stakeholders informed of the effectiveness of the school programmes

2.3 Learning & Teaching

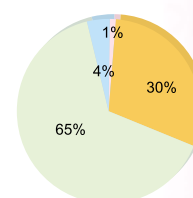
Observations regarding the individual aspects in this domain are presented as follows:

(1) Curriculum

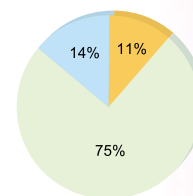
- Schools performed better in “curriculum planning and organisation” than in “curriculum management” (Figure 10). 31% and 11% of the schools were rated as good or excellent in the two aspects respectively. While 4% of the schools were considered to be performing unsatisfactorily in “curriculum planning and organisation”, 14% of the schools were rated as having unsatisfactory performance in “curriculum management”.
- A breakdown of the data showed that the primary schools inspected needed improvement in the area of curriculum. Though both the primary schools (17%) and secondary schools (13%) had weak performance in “curriculum management”, the performance of the primary schools in “curriculum planning and organisation” was weaker than that of the secondary schools. 7% of the primary schools

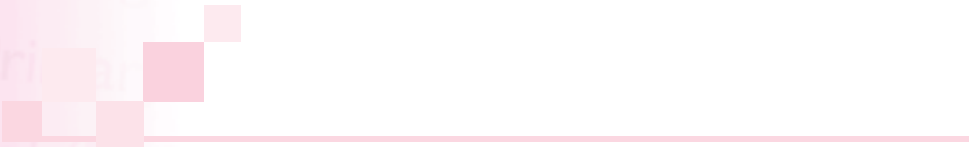
Figure 10:
Curriculum

Curriculum Planning &
Organisation



Curriculum
Management





were rated as having unsatisfactory performance and less than 20% of the primary schools (19%) were rated as good in performance. On the other hand, 54% of the secondary schools were rated as good in this aspect and none of them was rated as unsatisfactory (*Appendices 4 & 5*).

- This year, the inspection teams paid special attention to the implementation of the curriculum reform in schools. For those schools with better performance in curriculum planning and management, they displayed positive responses to the curriculum reform. School-based strategies and plans were devised to address one or more of the four key tasks promoted in the reform. More than half of the schools had made some initial attempts to promote learning outside the classroom. Besides, an increasing number of schools had put in place a mechanism for peer lesson observation so as to foster collaboration and professional development among teachers.
- The schools inspected displayed the following major weaknesses in curriculum planning and management:
 - Most of the schools did not pay sufficient attention to catering for learner differences when planning and organising the school curriculum. In particular, schools were unable to draw up a tailor-made remedial teaching programme and devise strategies and teaching plans to meet the needs and abilities of the academically less able pupils. The teaching and learning materials more often than not lacked suitable adaptation and variety.
 - Though schools were aware of the essential features of the curriculum reform, they had not yet drawn up concrete measures to develop pupils' capacity for learning to learn, nor incorporated the development of generic skills in the school curriculum through the concerted efforts of different subject departments and functional groups in curriculum planning. Among the three prioritised generic skills, namely communication skills, critical thinking skills and creativity, most schools did not attach much importance to cultivating pupils' critical thinking skills and creativity. Project learning was not effectively used to help pupils develop their generic skills or construct knowledge.
 - The majority of the schools were not flexible in making changes in the allocation of curriculum time and in the structure of the curriculum so as

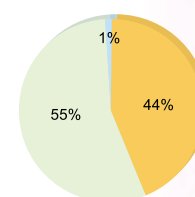
- to create more room for the implementation of the curriculum reform.
- Schools lacked an effective mechanism for co-ordinating, monitoring and evaluating the implementation of the school curriculum. Heads of subject departments, in particular those in the primary schools, did not work effectively in leading, co-ordinating and monitoring the curriculum development of their respective KLAs.
 - There were inadequate opportunities for professional exchanges among teachers in and outside school on curricular and pedagogical issues.
 - Despite improvements made in the infrastructure and provision of information technology resources in schools, the use of IT to facilitate interactive learning was still not an important concern in the curriculum planning of many subject departments.
 - In promoting reading, collaboration between the teacher librarian and subject teachers was weak.
 - Some whole-day primary schools did not make good use of time-tabling arrangements or existing resources to devise an appropriate curriculum and organise activities for pupils.

(2) Teaching

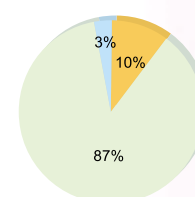
- Among all the aspects under “teaching”, the schools inspected this year did better in the aspect of “attitude and knowledge”. Teachers in 44% of the schools were considered to possess a good attitude and sound knowledge for teaching (*Figure 11*).
- 29% of the schools were rated as good in “classroom climate”.
- Schools were found to be weak in “teaching strategies and skills”. Only 10% of the schools were rated as good in this aspect.
- As compared with their counterparts in the primary schools, teachers in the secondary and special schools attained higher ratings in the aspect of “attitude and

*Figure 11:
Teaching*

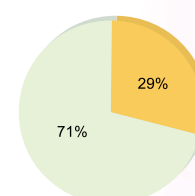
*Attitude and
Knowledge*



*Teaching Strategies
and Skills*



Classroom Climate



knowledge" (*Appendices 4 to 6*). However, only 4% of the secondary school teachers were rated as good in "teaching strategies and skills".

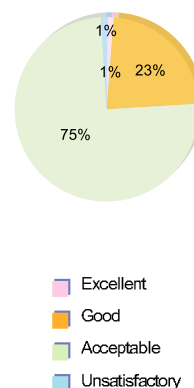
- In general, lessons were well-prepared with clear teaching objectives. Teachers attached much importance to explicating passages and imparting concepts and knowledge. The main strategies adopted were exposition and questioning. Teachers' exposition was clear and systematic. Classroom management was effective and teacher-pupil relationship was harmonious.
- The major weaknesses of the schools in teaching included:
 - wide adoption of a teacher-centred approach resulting in inadequate teacher-pupil interaction
 - lack of variety in teaching strategies and learning activities
 - inadequate attention paid to promoting pupils' self-learning and cultivating their generic skills, such as critical thinking skills
 - questioning techniques not effectively adopted to invite active discussion and inspire higher-order thinking
 - teachers' low expectations of their pupils resulting in pupils' potential not fully stretched
 - teachers' skills in catering for learner differences, especially in remedial classes, being inadequate and ineffective

(3) Pupil Learning

- About a quarter of the schools (24%) were rated as good or excellent in the area of "pupil learning" (*Figure 12*).
- The majority (75%) of the schools were rated as having acceptable performance in pupils' "performance and progress in the learning process" (*Figure 12*). The performance of the primary and secondary schools was quite similar in this aspect. 26% and 21% of the primary schools and secondary schools were rated as good or excellent in this aspect respectively (*Appendices 4 and 5*).
- Inspection findings revealed that most pupils were attentive and well-behaved in class. They could follow teachers'

*Figure 12:
Pupil Learning*

*Performance and
Progress in the
Learning Process*



instructions and finish their classwork and activities satisfactorily. They also completed their assignments conscientiously.

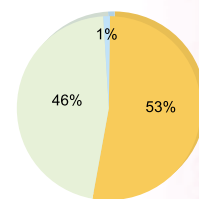
- Constrained by the modes of teaching, pupils displayed the following weaknesses in learning:
 - pupils being weak in critical thinking, problem-solving skills and creativity
 - inadequate collaboration among pupils and teacher-pupil interaction in class
 - pupils being too passive in learning and dependent on teachers' instructions
 - pupils lacking initiative to raise questions and to pursue self-learning

(4) Performance Assessment

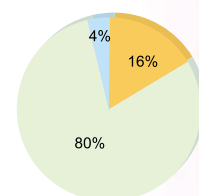
- Among the three aspects in "performance assessment", schools displayed better performance in the aspect of "assessment policy and system". 53% of the schools were rated as good in this aspect (Figure 13). Most schools had drawn up clear administrative guidelines on assessment for teachers. Besides, the frequency and quantity of assignments and tests/examinations were considered to be appropriate.
- As regards the assessment methods to assess pupils' learning progress, the performance of the majority of the schools (80%) was rated as acceptable. Most schools, however, adopted a narrow range of assessment methods without due consideration to the assessment objectives. Pen-and-paper assessment with emphasis on the assessment of knowledge was the main form of assessment.
- Schools were weak in the "use of assessment information". In fact, this was the weakest aspect of school performance in the domain of Learning and Teaching. No schools were rated as good or excellent and 23% of them were rated as performing unsatisfactorily in this aspect. The primary schools were much weaker than the secondary schools

Figure 13:
Performance
Assessment

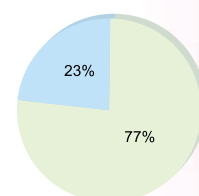
Assessment Policy
& System




Assessment
Methods



Use of Assessment
Information





in this aspect.

- Some of the schools could make good use of report cards to inform parents of the academic and non-academic performance of the pupils. Special schools performed much better than ordinary schools in this aspect. Individual pupil profiling to reflect pupils' performance on a continuous basis was developed. There was also collaboration among parents, specialists and teachers in the assessment of pupils' life skills.
- Major weaknesses of the schools in performance assessment were as follows:
 - Most of the schools focused on the assessment of learning rather than assessment for learning. They did not make full use of the assessment information to evaluate the effectiveness of teaching, to diagnose pupils' learning problems, to provide useful feedback for pupils to improve, and to review the curriculum for continuous improvement. The function of assessment to facilitate effective learning could have been better utilised.
 - There was a need for a greater variety of assignments to help develop pupils' analytical skills, creativity and ability to pursue independent learning. To facilitate assessment for learning, specific feedback and advice on how to improve should be given on pupils' performance in assignments.
 - Schools in general placed too much emphasis on questions of a factual-recall type, with insufficient attention paid to assessing pupils' higher order thinking skills. More open-ended questions should be attempted. Apart from pen-and-paper assessment, other assessment methods including project work, observation and presentation could be adopted to gauge pupils' learning progress.

2.4 Support for Pupils & School Ethos

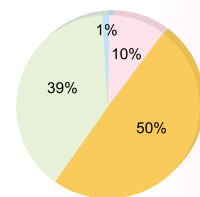
Observations regarding the individual aspects in this domain are presented as follows:

(1) Pastoral Care

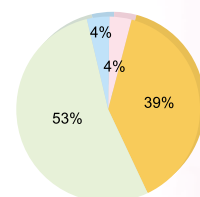
- Schools performed quite well in the aspect of “discipline, guidance and counselling”, with 60% of the schools being rated as good or excellent (*Figure 14*). The major strengths displayed by the schools in this aspect included:
 - adoption of a reasonable and effective reward and punishment system facilitating the development of pupils’ good character
 - provision of systematic training for prefects so that they could effectively assist in the monitoring of discipline and rendering peer guidance support to other pupils
 - an effective mechanism for case referrals
 - organisation of a balanced number of remedial, preventive and developmental guidance programmes to cater for the varied needs of pupils
 - good collaboration between the Discipline Team and the Guidance Team as well as good co-ordination among all the teaching staff
 - effective utilisation of resources, particularly community resources, to facilitate the organisation of discipline and guidance programmes
 - effective implementation of a whole-school approach to discipline and guidance
 - appropriate arrangements made for the launch of services, activities and support programmes such as the “Big Brother, Big Sister Scheme” to cater for the needs of the newly arrived children(NAC)
- In the two-fifths of the schools showing acceptable or unsatisfactory performance, there was a lack of concerted effort or good communication among the Guidance team, Discipline team and the other teaching staff. Clear

*Figure 14:
Pastoral Care*

*Discipline, Guidance
& Counselling*



*Further Studies &
Careers Guidance (for
secondary schools only)*



goals and an effective mechanism for evaluating the effectiveness of pastoral care services were generally lacking. Besides, there was not enough support for teachers, especially class teachers, in handling different types of pupil problems such as behavioral problems or specific learning difficulties.

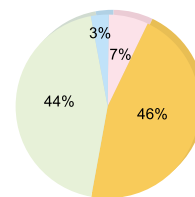
- With regard to the aspect of “further studies and careers guidance”, less than half (43%) of the secondary schools were rated as good or excellent. These schools were able to provide updated information, relevant resources and practical advice about further studies and careers for pupils. Appropriate programmes and activities on careers and further studies addressing the specific needs of S3, S5 and S7 pupils were offered.
- In the remaining 57% of the secondary schools which showed acceptable or unsatisfactory performance in this aspect, greater effort was needed to promote pupils’ use of the information on further education and careers, particularly through electronic means.

(2) Personal, Social and Cultural Development

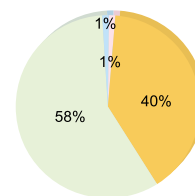
- Schools performed better in the planning and organisation of extra-curricular activities (ECA) than in implementing cross-curricular programmes. Slightly more than half (53%) of the schools were rated as good or excellent in respect of planning and organising ECA while less than half (41%) of them were awarded comparable ratings in the implementation of cross-curricular programmes (Figure 15). Secondary and special schools showed better performance than primary schools in both aspects (Appendices 4-6).
- The key strengths of the schools in organising ECA included:
 - organisation of a good variety of activities to enrich pupils’ school life and develop their potential
 - effective utilisation of external funds, community resources, support from parent volunteers and alumni in organising ECA for pupils

Figure 15:
Personal, Social and
Cultural Development

Extra-curricular
Activities



Cross-curricular
Programmes



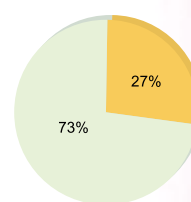
- good planning and systematic organisation of ECA with an aim to achieve the goal of life-wide learning
 - active participation of pupils in ECA
 - cultivation of the spirit of democracy and development of pupils' leadership through the work of student unions in secondary schools
- 47% of the schools showed acceptable or unsatisfactory performance in this aspect. For this batch of schools, setting of clearer goals of ECA, better planning in ECA and an effective mechanism of monitoring and evaluation with proper success criteria were required.
 - As regards cross-curricular programmes, schools generally provided moral, civic, health, sex and environmental education through a variety of activities and programmes. More than half (58%) of the schools showed only acceptable performance in implementing cross-curricular programmes. Their main weaknesses included:
 - lack of systematic and strategic planning to integrate cross-curricular themes into both the formal and informal curricula
 - lack of good co-ordination and collaboration among subject departments and related committees in designing a coherent and developmental programme for pupils of different ages
 - lack of an effective proper mechanism for monitoring and evaluating cross-curricular activities

(3) Support for Pupils with Special Educational Needs

- Regarding the provision of caring services, 37 (i.e. 53%) of the schools inspected were not rated, as there were no obvious cases of pupils with special educational needs. Of the remaining schools with pupils identified with special educational needs, only 27% were rated as good and 73% were rated as acceptable (*Figure 16*). The latter could further improve their caring services by:
 - making special arrangements to cater for the needs of the disabled pupils

*Figure 16:
Support for Pupils
with Special
Educational Needs*

Caring Services



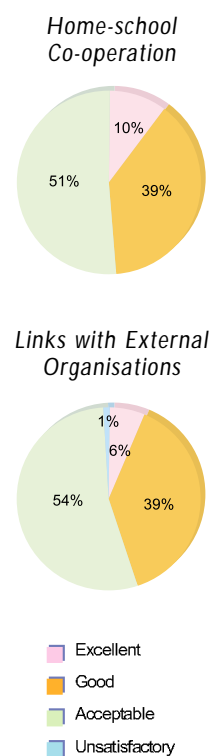
NB: 37 of the schools inspected were not rated in this aspect

- putting in place a proper mechanism for early identification of pupils in need and provision of timely support
- establishing good communication and collaboration with parents and external organisations with regard to the caring of pupils with special needs
- 75% of the special schools demonstrated good performance with obvious strengths by providing a wide range of services for their needy pupils and parents, such as rehabilitation services, boarding services or frequent home visits and designing appropriate individualised educational programmes in collaboration with their parents (*Appendix 6*).

(4) Links with Parents and Community

- Schools performed slightly better in the aspect of “home-school co-operation” than in the aspect of “links with external organisations”. Nearly half (49%) of the schools were rated as good or excellent in the aspect of “home-school co-operation” while 45% of the schools got comparable ratings in the other aspect of “links with external organisations” (*Figure 17*). Special schools showed much better performance in both aspects (*Appendix 6*).
- With regard to the aspect of “home-school co-operation”, the major strengths included:
 - good communication between schools and parents through various channels
 - an effective Parent-Teacher Association (PTA), which demonstrated commitment of both teachers and parents to organising a wide variety of social, educational or family programmes
 - parents’ good understanding of the school’s goals, traditions, strengths and requirements in discipline
 - a good partnership between schools and parents to facilitate pupils’ healthy development
- To further enhance home-school co-operation among the 51% of schools that were rated as acceptable in performance, wider parents’ participation in school

*Figure 17:
Links with Parents
and Community*



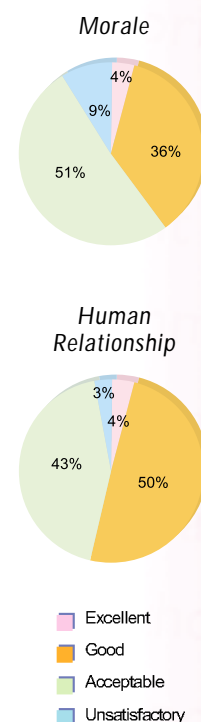
functions or PTA activities was deemed desirable.

- With regard to the aspect of “links with external organisations”, the schools that performed well displayed the following strengths:
 - good utilisation of community resources and external funds to facilitate the organisation of developmental and learning programmes for the pupils and to promote professional development of the staff
 - close linkage with community organisations
 - establishment of a good school image in the community through active participation in social and community services
- All the special schools demonstrated good or excellent performance in this aspect. They were able to seek sufficient funds and support from community organisations, and they had made ample efforts to build a good image of their pupils in the community.

(5) School Climate

- Of the two aspects in this area, the schools inspected performed better in “human relationship” than in “morale” (Figure 18).
- With respect to the aspect of “human relationship”, 54% of the schools were rated as good or excellent. The major strengths of these schools included:
 - good teacher-pupil rapport and teachers’ concern for pupils
 - good co-operation and relationship among all the teaching staff
 - harmonious peer relationship and mutual support among pupils
 - a strong sense of belonging among pupils who enjoyed their school life
 - positive attitudes of the clerical and minor staff, who were able to support teachers in their work
- As regards “morale”, 60% of the schools that were rated acceptable or unsatisfactory in performance showed

Figure 18
School Climate



communication problems between the teaching staff and the senior staff. Teamwork was not evident and teachers were generally under stress due to heavy workload. The learning atmosphere was not well cultivated and pupils lacked confidence and motivation in learning.

2.5 Attainment & Achievement

Observations regarding the individual aspects in this domain are presented as follows:

(1) Academic Performance of Pupils

- In respect of “academic attainment”, 34% of the schools were rated as good or excellent (*Figure 19*). Even when factors such as pupil intakes, trend in pupils’ performance, etc., were taken into consideration, 9% of the schools were rated as performing unsatisfactorily.
- In the primary schools inspected, pupils performed better in Chinese Language among the three subjects in the Hong Kong Attainment Tests (HKAT). Pupils’ performance in slightly over three-fifths (62%) of the schools was on a par with or above the territory norm in Chinese Language. While in English Language and Mathematics, pupils’ performance in slightly over three-fifths (64% and 62% respectively) of the schools inspected was below the territory norm (*Figure 20*).

Figure 19: Academic Performance of Pupils

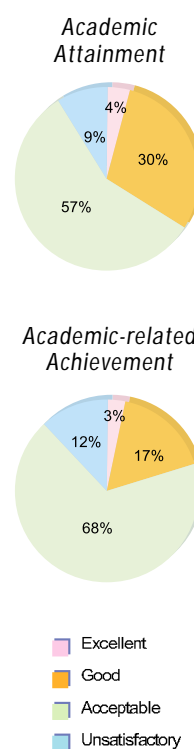


Figure 20: Primary Pupils’ Performance in HKAT (in terms of % of schools inspected)

	Chinese	English	Mathematics
Above the territory average	26%	26%	24%
Comparable to the territory average	36%	10%	14%
Below the territory average	38%	64%	62%

- As regards the Hong Kong Certificate of Education Examination (HKCEE), in 58% of the schools inspected, the percentage of pupils with 5 passes or above was higher than the territory average. In about 38% of the schools inspected, the percentage of pupils with 14 points or more from the best 6 subjects was above the territory average (*Figure 21*).

Figure 21: Pupils' Performance in HKCEE
(in terms of % of secondary schools inspected)

	Any 5 subjects passed	14 or more points from the best 6 subjects
Above the territory average	58%	38%
Below the territory average	42%	62%

- The percentage of pupils having Grades A to E in the schools inspected was higher in the Hong Kong Advanced Supplementary Level (AS-Level) than in the Hong Kong Advanced Level (A-Level). However, pupils performed better in the A-level than in the AS-Level as a higher percentage of pupils obtaining Grades A to C in the A-Level was observed (*Figure 22*).

Figure 22: Pupils' Performance in HKALE
(in terms of % of secondary schools inspected)

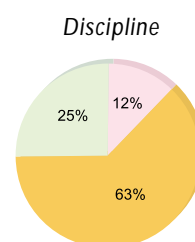
	AS-Level		A-Level	
	Grades A-C	Grades A-E	Grades A-C	Grades A-E
Above the territory average	31%	67%	38%	58%
Below the territory average	69%	33%	62%	42%

- In the schools inspected, pupils actively participated in a good range of academic-related activities and obtained some awards. One-fifth (20%) of the schools were rated as good or excellent in “academic-related achievement” (Figure 19). More than half (68%) of the schools were rated as acceptable in this aspect as they tried their best to provide opportunities for their pupils to participate in both intra-school and inter-school activities and contests.

(2) Non-academic Performance of Pupils

- Discipline in three-fourths (75%) of the schools was good or excellent (Figure 23). The pupils were well-behaved, obedient and polite. They were also respectful and helpful. The attendance and punctuality rates were high.
- Pupils’ “participation and achievement in ECA” was rated as good or excellent in 45% of the schools (Figure 23). With an aim to develop pupils’ multiple intelligence, the schools performed well in organising and encouraging their pupils to participate in a wide variety of ECA. Pupils took part in such activities with keen interest and achieved good results in sports. They also performed quite well in music and speech contests.

Figure 23:
Non-academic
Performance of
Pupils



Participation &
Achievement in ECA

