

Executive Summary


Preamble

1. A total of 254 schools were inspected in the 2001/02 academic year under two types of QA inspection, namely full and focus inspections. While a full QA inspection would cover the four domains of school work*, a focus inspection would only inspect subject(s) in a selected Key Learning Area (KLA) or aspects work in a specific domain.
2. To enhance cost effectiveness of inspection in 2001/02, the inspection teams adopted the Standard Inspection Mode (SIM) which involved a shorter period of inspection. In selecting schools for inspection, a stratified random sample approach was adopted.
3. **The findings in this annual report only pertain to the 70 schools inspected in the full QA mode and are not meant to be generalised across the schools in the territory.**

Summary of Major Findings

4. 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.
5. With respect to the domain of Management and Organisation, "resources and accommodation" was the strongest area, whereas 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.
6. Only about one quarter of the schools displayed good or excellent performance in the four areas in the domain of Learning and Teaching.
7. 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 four domains are : (1) Management & Organisation; (2) Learning & Teaching; (3) Support for Pupils & School Ethos; and (4) Attainment & Achievement.

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8. 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.

Key Strengths Identified

9. Key strengths were identified in the following aspects of the four domains:

Management & Organisation

- School accommodation was well-equipped. The Capacity Enhancement Grant was utilised properly by almost all the schools.
- In most of the schools inspected, clearly stated working procedures provided clear guidelines and relevant information for teachers.

Learning & Teaching

- Most schools had drawn up clear administrative guidelines on assessment for teachers. The frequency and quantity of assignments and tests/examinations were considered to be appropriate.

Support for Pupils & School Ethos

- Schools performed quite well in discipline, guidance and counselling, home-school cooperation, as well as in the planning and organisation of extra-curricular activities.
- Human relationship was good in most schools. A good teacher-pupil rapport was often established.

Attainment and Achievement

- Discipline in schools was generally good. The pupils were well-behaved, obedient and polite. The attendance and punctuality rates were on the whole high.

Key Issues Identified

10. Key issues were identified for schools' action in the following aspects of the four domains:

Management & Organisation

- Improvement was required in the **school self-evaluation** mechanism, **monitoring and co-ordination**, **communication channels** and **staff**

participation in decision-making. Strong **middle management teams** should be built and proper **work priorities** should be set.

Learning & Teaching

- Improvement was required in **learning and teaching strategies, curriculum planning, organisation and management, methods of assessment and use of assessment information. Teachers' expectations** of their pupils should be raised to stretch pupils' abilities.

Support for Pupils & School Ethos

- Schools in general performed quite well in this domain. Aspects for further enhancement included **caring services** for pupils with special educational needs and **mechanism for monitoring and evaluating** support services for pupil development.

Support for Schools

11. QAD also renders the following support services to schools:
 - In 2001/02, the ED continued to **disseminate the good practices** identified during QA inspections through experience-sharing seminars. The QAI web site is constantly updated with contributions from schools.
 - The ED continued to assist schools in enhancing the effectiveness of learning and teaching of specific subjects by organising **district-based experience-sharing seminars** under the District Teacher Network Scheme.
 - The Inspection Section also rendered **post-inspection support** to the schools that underwent QA inspection in the 2000/01 academic year.

Way Forward

12. For most of the schools, school self-evaluation (SSE) and external school review can complement each other in enhancing schools' accountability and fostering schools' continuous development. Efforts will be stepped up to help schools acquire better knowledge and skills for conducting SSE. External validation of schools' SSE will be put in place by phases so that more schools can benefit from an external review within a shorter period of time than is currently available through QAI. To enhance school accountability and to ensure that pupils are provided with quality school education, monitoring and support for under-performing schools will be stepped up.