Education
and
Manpower
Bureau

QA

Quality Assurance Inspection

2002 - 2003

Annual Report

Primary, Secondary & Special Schools

FOREWORD

In the academic year 2002/03, Quality Assurance (QA) Inspection in its full mode and focus inspections on various themes were conducted in 296 schools.

Departing from the practice of previous annual reports in which the strengths and areas for improvement of every area and subject covered in QA inspections were presented in full, the present report aims to be concise for easy reading. It presents only the more salient findings of the performance of the 80 schools inspected through the full QA mode in the four domains of Management and Organisation, Learning and Teaching, Student Support and School Ethos, and Student Performance. For those who are interested, performance of these schools in each of the performance indicators in the 14 areas of the four domains is presented in the form of statistical charts in the Annex for reference.

Also included in this report is a thematic highlight on catering for learner diversity, which encapsulates the findings gathered from the full QA inspections and focus inspections conducted. It is hoped that by drawing schools' attention towards the need to cater for learner diversity, the awareness of schools and teachers can be raised so that they can step up their efforts towards accommodating the varied needs of different students more effectively in a whole school manner.

With QA inspection embarking on its 7th year of implementation, schools are becoming more aware of the need to ensure quality education for their students. The QA inspection reports over the past years have provided schools with valuable information for reviewing their own performance and reflecting on existing practices, and the critical role internal school self-evaluation (SSE) plays in bringing about continuous improvement is gaining recognition in a growing number of schools. It is now an opportune moment for the introduction of a rigorous and systematic SSE across the territory, to be complemented by External School Review (ESR), to enhance the quality of school education and ensure public accountability. To add impetus to the process, the Education and Manpower Bureau (EMB) has committed to conduct ESR on all schools from February 2004 through to the 2006-07 school year to validate schools' SSE and report on their performance.

It is our strong belief that schools will continue to collaborate with us to bring about sustained development and improved learning outcomes through SSE and ESR.

List of Abbreviations

APASO   Assessment Programme for Affective and Social Outcomes
BECG   Basic Education Curriculum Guide
CDC   Curriculum Development Council
CR   Curriculum Reform
ECA   Extra-curricular Activities
EMB   Education and Manpower Bureau
ESR   External School Review
IRTP   Intensive Remedial Teaching Programme
IT   Information Technology
MCE   Moral and Civic Education
NETs   Native-speaking English Teachers
PSM(CD)   Primary School Master/Mistress(Curriculum Development)
QA   Quality Assurance
QE Fund   Quality Education Fund
RT   Remedial Teaching
SBRSP   School-based Remedial Support Programme
SDA   School Development and Accountability
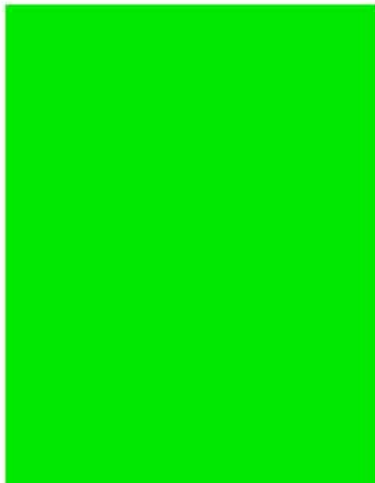SSE   School Self-evaluation

Contents

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Introduction

Chapter 1

Introduction

1.1 A total of 296 schools were inspected in the 2002/03 academic year through full QA and focus inspections. Details about the schools that underwent full QA inspection in the 2002/03 academic year are summarised in *Figure 1*.

Figure 1 :   Number of Schools Inspected in the Full QA Mode

	Primary Schools	Secondary Schools	Special Schools
Government	1	1	—
Aided	48	26	4
Sub-total	*49**	*27*	*4*
Grand Total	**80**		

*   Out of the 49 primary schools, 23 are bi-sessional (12 AM session and 11 PM session) and 26 are whole-day schools.

1.2 As regards focus inspections, the areas of inspection and the number of schools involved are summarised in *Figure 2*.

Figure 2 :   Information Regarding Focus Inspections

Focus Areas	Primary Schools	Secondary Schools	Special Schools
Subjects in Different KLAs	14	17	—
Curriculum Reform	30	25	2
Catering for Learner Diversity	—	15	—
Whole-day Schooling	25	—	—
Staff Development and Appraisal	44	26	5
Medium of Instruction	—	12	—
Management and Organisation	1	—	—
Sub-total	*114*	*95*	*7*
Grand Total	**216**		

1.3　In assessing school performance, the QA inspection teams used the published Performance Indicators for Hong Kong Schools (2002). Four levels of performance were used:

Grade 4 -- **"excellent"** *(major strengths)*

Grade 3 -- **"good"** *(strengths outweigh weaknesses)*

Grade 2 -- **"acceptable"** *(some strengths and some weaknesses)*

Grade 1 -- **"unsatisfactory"** *(major weaknesses)*

1.4　**The findings in this annual report only pertain to the 80 schools inspected in the full QA mode in the 2002-03 school year, and are not meant to be generalised across the schools in the territory.** In compiling the thematic highlight of Chapter 3, reference has also been made to the findings collected from the focus inspections on catering for learner diversity so as to project a more representative picture of school performance.

1.5　A statistical summary of the inspection findings and schools' post-inspection questionnaire findings are at the **Annex**.

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Major Findings : By Area

Chapter 2

Major Findings: By Area

2.1 Management and Organisation

The general performance in Management and Organisation of most of the schools inspected was acceptable though some variations were observed in the five areas of Planning and Administration, Professional Leadership, Staff Management, Planning and Management of Resources and Self-evaluation in this domain (*Appendix 1*).

- Though school-based management has been implemented in all public-sector schools since 2000, only one-fifth of this batch of schools were rated as good or excellent in the planning and development aspect *(Appendix 5)*.   Some schools failed to draw up clearly defined priorities and goals for development, and, taking into consideration the schools' contextual factors, formulate coherent year plans accordingly.

- About a quarter of the schools were rated as good or excellent in Professional Leadership.   For some of the schools performing unsatisfactorily in this area, their senior staff could not effectively monitor and coordinate various aspects of school work.   Some middle managers also lacked a good understanding of the recent developments in the education and curriculum reform.   The school management should exert greater efforts to enhance communication with the staff and encourage staff participation in the decision making process.

- In the area of Staff Management, professional capacity building other than attendance of in-service courses, such as in-house post-course sharing, sharing of book reviews to help staff keep abreast of new educational trends and school-based action research, did not receive adequate attention in most of the schools inspected.   For more strategic development of staff, targets for capacity building have to be aligned with the school's development priorities, and the school management has to seriously consider viable means to cascade up-to-date practices in learning and teaching in school.

- As in the past few years, schools displayed better performance in aspects in

connection with administrative affairs such as the maintenance of school operation and resource management. In particular, schools had good performance in "provision and management of teaching resources" which included procurement of adequate and appropriate teaching resources and library books, computerisation of administration and the library, installation of information technology (IT) infrastructure to facilitate learning and teaching, and effective utilisation of the Capacity Enhancement Grant. In financial management, the concept and skills of programme budgeting, which allows flexible deployment of financial resources for the school's development priorities, were not sufficiently mastered by some middle managers.

- As in the past few years, schools were particularly weak in self-evaluation. Nearly 40% of the schools were rated as unsatisfactory in performance in this area (*Appendix 1*). It was found that SSE was accorded greater attention by a larger number of schools as compared with previous years. Yet, the development of SSE in schools was still at its elementary stage. Although schools conducted some forms of review of their work, a structured SSE framework and a systematic evaluation process based on data and clearly defined success criteria with extensive staff participation at different levels had yet to be put in place in most of the schools inspected. The essence of SSE is to inform and improve future planning, but most schools did not make full use of the evaluation results to refine long-term development goals, and formulate or adjust their development strategies. In some schools, the stakeholders were not fully informed of the effectiveness of major school plans. The launch of the enhanced School Development and Accountability (SDA) framework and ESR in the 2003-04 school year will provide a good opportunity for schools to enhance the skills and knowledge required in planning and evaluation for sustained development and improvement.

2.2 Learning and Teaching

Most of the schools displayed acceptable performance in this domain. Less variation in performance was found in the four areas of Curriculum, Teaching, Student Learning and Performance Assessment in this domain (*Appendix 1*).

- In the 2002/03 academic year, the inspection focus in the area of Curriculum was on schools' strategies and progress in implementing the Curriculum Reform (CR), and in particular the four key tasks. It was found that a majority of the schools

responded positively to the CR but their implementation strategies and priorities varied. Most of the schools attached importance to life-wide learning and all-round development of the students. As regards the implementation of the four key tasks, schools' performance in the promotion of moral and civic education (MCE) and reading to learn was better when compared with project learning and the use of IT for interactive learning. One possible reason could be that schools had already had some experience in promoting MCE, and reading to learn was identified by EMB as a priority for focused school development.

- In general, schools attached importance to the cultivation of ethical values and students' sense of national identity, as well as encouraging students' service to the community. Other values education, especially environmental education and sex education, was also given attention. In comparison, media education was less attended to, especially in primary schools. More than half of the schools adopted the Life Event Approach as promulgated in the Basic Education Curriculum Guide (BECG), which allows a more integrated approach to values education and infusion of the five priority values into the curriculum. Most schools were able to draw upon current issues of relevance to students' experiences and make use of the support from non-government organisations in organising MCE activities. Still, there were areas for further improvement. Among the five core values, schools should give more attention to cultivating students' perseverance and sense of commitment. Besides, students' sense of national identity could be further strengthened. Only about one-third of the schools mobilised parent support in promoting MCE, and even fewer schools collaborated with tertiary institutes and peers in the teachers' network in this aspect.

- Promotion of reading to learn was a common target in the school development plan in most schools. The strategy was in general built on the extensive reading or school-based reading schemes that had already existed in schools for some time. EMB's active promotion and the setting up of a central library in primary schools in recent years added further incentive to the promotion of reading in primary schools. The main aim of the reading programmes implemented was to develop students' reading habit and their fondness for reading. About 15% of the schools inspected had obtained QE Fund to support the promotion of reading. Nearly half of the schools claimed to have adopted the whole school approach as their implementation strategy. A majority of the schools had allocated fixed reading time in the school timetable in which students were found reasonably engaged in reading. However, promotion of reading still rested mainly with the language

teachers and the school librarians as found in a great majority of the schools inspected. Involvement of other teachers in promoting reading in different subjects was still to be further promoted. Their main involvement was in recommending books in their subject areas for the library collection, or collaborating with the teacher librarian in thematic book displays or theme-based reading projects. About 30% of the schools mobilised parents as volunteers in promoting reading. As reading to learn goes beyond mere reading for pleasure and is a means to enhance students' self-learning capabilities, apart from developing students' reading habit, schools need to step up efforts to help students master various reading skills, especially at the early primary levels. There was increasing awareness in schools to pay more attention to the teaching of essential reading skills in the early primary language programmes, probably due to the reading workshops provided to primary language teachers. The primary native-speaking English teachers (NETs) also played a role in modelling the teaching of phonics and shared reading in English lessons.

- While most schools had experience in giving project assignments in one or a few subjects before the launch of the CR, the infusion of project learning in the learning process was at its elementary stage of development. A cross-subject approach to project learning was adopted by about half of the schools inspected to provide opportunities for teamwork and development of students' collaboration skills. It is still important for teachers to play an instructional role in project learning. Students should be guided through the enquiry process so that they could analyse, interpret data and reflect on the learning process. These would help enhance students' generic skills including problem solving skills, self-management skills and self-reflection skills.

- As far as the use of IT in learning and teaching was concerned, good progress was observed in the infrastructure, provision of facilities, procurement of software and training of staff. In a majority of the schools, IT as a generic skill was infused in project learning to develop students' skills in searching information on the web and processing data. Nevertheless, there was much room for improvement in the use of IT for interactive learning. As observed in most of the schools inspected, IT was mainly used in the classroom for demonstration and motivation. The use of IT to facilitate both teacher-student and peer interaction in class and outside class was not adequate in more than half of the schools observed. Besides, IT was not well utilised to cater for students' differentiated learning progress, nor was computer software used to aid students' self-learning.

- Curriculum adaptation was found to be another weak aspect of school performance, particularly in primary schools. More attention has to be paid to catering for learner diversity in curriculum planning and the use of a variety of teaching strategies. It is hoped that the appointment of a Primary School Master/Mistress (Curriculum Development) (PSM(CD)) in schools will improve schools' performance in this aspect, as his/her duties include assisting the school head to lead and coordinate whole-school curriculum planning to strike a balance between the central curriculum and the learning needs of students in the school and leading teachers in improving learning and teaching strategies.

- As for the area of Teaching, schools in general attained better ratings in teachers' "knowledge and attitude" as compared with "strategies and skills" (*Appendix 5*). This was even more evident in secondary schools (*Appendix7*). Teachers generally lacked a repertoire of strategies to cater for the needs of students of varied abilities, interests and learning styles, and a teacher-centred didactic approach predominated. Such a teaching approach, coupled with low expectations of the students, could not effectively develop students' higher-order thinking. In fact, the development of critical thinking skills was often an area neglected in curriculum planning and classroom teaching particularly in the primary schools. Very few schools displayed good performance in the cultivation of the three prioritised generic skills, particularly creativity and critical thinking skills. There was also a need for more teacher-student interaction and interaction among students to maximise opportunities for students to express themselves in class.

- Schools in general did not attain good ratings in the area of Performance Assessment, with only 11% of them rated good in performance (*Appendix 1*). In general, "assessment of learning" with emphasis on students' learning outcomes was the main purpose of the assessment policy in most of the schools inspected. It was pleasing that in line with CR, some schools had cut down on the number of examinations/tests for summative purposes. However, assessment modes were often lacking in variety with emphasis on pen-and-paper assessment and factual recall of knowledge. Students' progress in the development of skills and attitudes was often not assessed and reported through appropriate channels such as students' portfolios. Assignments for formative assessment purposes were mostly for consolidation of textbook knowledge. There were inadequate opportunities for the development of creativity and self-learning.

- Nearly one-third of the schools were rated as unsatisfactory in the "use of assessment information" (*Appendix 5*). To help put in place "assessment for learning", teachers need to provide specific feedback to students to improve their learning. Schools also need to make more effective use of the assessment data to inform teaching and encourage teachers to devise remediation work for students.

2.3 Student Support and School Ethos

As in the previous few years, the performance of schools in this domain was better than that of the other three domains. Nearly half of the schools were rated as good or excellent in performance (*Appendix 1*).

- In the area of Support for Student Development, schools performed slightly better in "discipline and guidance" and "extra-curricular activities (ECA)" as compared with MCE and "support to students with special educational needs". Slightly more than half of the schools inspected were rated as good or above in the former two performance indicators (*Appendix 5*). Nevertheless, there was a need for devising a coherent plan for coordinating, monitoring and evaluating the support services for students at the school level. Similarly, MCE was often undertaken by different functional groups or subject panels in connection with values education. For better impact on cultivating positive attitudes and values, there is a need for improving overall planning and coordination of various support programmes in these schools.

- Despite the lack of ECA for junior levels in some primary schools, schools in general performed well in ECA. Building on the existing strengths of ECA, organisation of more co-curricular activities would further extend student learning beyond the confines of the classroom and complement the curriculum.

- While "home-school cooperation" was in general good (*Appendix 5*), most of its work was related to parent education and enhancing communication between parents and schools. Parents as an extra manpower resource in organising school activities were not fully tapped in most of the schools inspected. Though not a general observation in schools, it was pleasing that some schools already had parent representatives on the School Management Committee.

- More and more schools had established links with external organisations including

other schools and post-secondary institutes to provide support services for students as well as professional support for teachers. There was also a growing trend to establish links with organisations in the Mainland or other countries so as to broaden teachers' perspective in learning and teaching.

- Schools performed better in "interpersonal relationship" than "school climate" in the area of School Culture, with over 60% of the schools inspected rated as being either good or excellent in performance in the former performance indicator *(Appendix 5)*. There were good relationships established among teachers, students, and between teachers and students in the better-performing schools, and such positive relationships generated mutual trust and respect among teachers and students. While school performance in "school climate" was also satisfactory, schools could further strengthen this aspect through instilling in teachers and students a stronger sense of belonging to foster team spirit, and encouraging closer professional collaboration among teachers to work towards a shared vision and common goals. Teachers should also render more support to students, both academic and emotional, to create a more conducive school environment for learning. To help schools to gauge students' performance in areas such as self-concept, relationships with others, values and attitudes towards learning, EMB has developed and distributed an Assessment Programme for Affective and Social Outcomes (APASO) for use by students. Data obtained from the assessment will serve as good reference points for evaluating and improving on existing practices.

The small number of special schools covered and their unique school situations did not allow fair and meaningful comparison of their performance with primary and secondary schools. Still, it was worth noting that special schools performed well in Domain 3. Sufficient opportunities were provided for students to participate in ECA to broaden their learning experience outside the classroom. One special school displayed excellent performance in the area of Support for Student Development. Through organising various student service teams, students were encouraged to serve their own school and community, thereby reinforcing positive attitudes and fostering students' smooth integration into society.

2.4 Student Performance

As in the past few years, comparatively speaking, most of the schools inspected were

rated higher in their students' non-academic performance than academic performance. Students' attendance and punctuality rates were high.

- The revised Performance Indicators for Hong Kong Schools (2002) includes an indicator on students' "attitude and behaviour". Schools are encouraged to make use of the APASO to gauge students' affective and social development. As it takes time for schools to familiarise themselves with the use of APASO, school performance in this performance indicator was not rated in the 2002/03 QA inspections.

- The great disparity in schools' academic performance was worth attention. While a quarter of the schools were rated as having good or excellent academic performance, roughly a quarter of the schools showed unsatisfactory academic performance.

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Thematic Highlight on Catering for Learner Diversity

Chapter 3

Thematic Highlight on

Catering for Learner Diversity

3.1 Meaning of catering for learner diversity

- One of the major tasks in the curriculum reform is to cope with the diverse learning needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties. As stated in the Basic Education Curriculum Guide (BECG) released in 2002, we believe that all students can learn because they have multiple intelligences and ever-improving capabilities in all the domains of learning. They are entitled to study the Curriculum Development Council (CDC) central curriculum in an environment suited to them. Catering for learner diversity, therefore, should involve finding out why students do not learn well and why some learn better than others, and to enable all students to learn and perform to the best of their abilities. The ultimate goal is to stretch the potential of all students, whether they are gifted or among the low achievers. Actions that cater for learner diversity do not necessarily narrow the gap between the "more able" and the "less able" students. Rather, they develop each student's potential so as to maximise the effects on learning. Virtually, all students, with time and appropriate support, can engage in higher order learning and can attain high standards.

3.2 Resources provided for schools by EMB

- Since the 1980's, EMB has provided an extensive range of support measures, guidelines, resource materials and in-service teacher training activities to help schools develop strategies to support low achievers weak in the core subjects, and in particular the language subjects.

- Various programmes such as remedial teaching (RT), Intensive Remedial Teaching Programme (IRTP), School-based Remedial Support Programme (SBRSP) and School-based Integrated Education Programme were introduced at

different stages to primary and/or secondary schools starting 1982. Additional teachers have been provided for the above programmes and other relevant services such as student counseling and guidance, and ECA.

- Additional resources have been provided, such as the Capacity Enhancement Grant introduced in 2000, to relieve teachers' workload so that they can channel their efforts towards catering for learner diversity.

- The BECG released in June 2002 by the CDC and the Key Learning Area curriculum guides distributed to schools in September 2002 provide guidelines and exemplars on catering for learner diversity for the reference of teachers.

3.3 How schools made use of these resources

- There was much emphasis placed on arranging and administering remedial teaching for the low achievers. Almost all the 49 primary schools and 27 secondary schools inspected this year offered some form of remedial classes, with 70% of them offering remedial teaching in all three subjects of Chinese, English and Mathematics.

- Students were streamed for small group teaching. Most of the primary schools offered their remedial classes from P.3 to P.5. 75% of primary schools also offered IRTP to accommodate the needs of the low achievers.

- Apart from regular remedial classes, schools also made use of the Capacity Enhancement Grant to offer additional remediation programmes for the less able students after school or during weekends and holidays. In addition, co-curricular programmes targeting at improving students' learning attitude and heightening their motivation and interest in learning were organised.

- In comparison with the low achievers, students with higher potential in general received less resources and attention. However, some schools made a good start by drawing on the Capacity Enhancement Grant to offer after school activities in the areas of science, art and music to develop students' multiple intelligences. Academic enrichment programmes were also provided for outstanding students, mainly in Science and Mathematics subjects.

3.4 Problems identified in school inspections

School Policy and Administration

- Most schools put emphasis on helping low achievers through remediation work. As far as remedial teaching is concerned, there is obvious room for improvement despite it having been implemented for a considerable period of time. The effectiveness of these programmes and their impact on learning should be regularly and rigorously reviewed.

- Whole-school strategies involving the academic committee, student support committee and all teachers to cater for the range of student needs and abilities were lacking in most schools.

- 80% of the secondary schools inspected did not appoint a coordinator for liaison work at school level, and work on remedial teaching was mainly conducted at subject level only.

- In subject panel meetings, students' performance was not discussed in sufficient depth, neither was there thorough discussion on students' assignments, matters regarding overall planning and coordination of remedial teaching, differential assessment, evaluation or follow-up actions to improve students' learning.

Selection of Students

- More than half of the primary schools selected borderline students for remedial classes, and priority to attend remedial classes was not given to the weakest students who were most in need of special assistance.

Curriculum

- Most schools only made minor adaptations to the curriculum, usually by trimming the teaching contents. Schools were weak in devising enrichment and enhancement activities to extend the more able and motivate the less able students, or designing curriculum materials that targeted at helping students to overcome their learning difficulties.

Teaching

- A total of 300 remedial classes at both primary and secondary levels were observed during QA inspections. It was found that there was no strong

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awareness among teachers of the need to adapt their teaching strategies to cater for students' varied abilities, and teachers' expectations of students were low. Most of the lessons observed were teacher-led, with direct teaching or lecturing being the main teaching mode. Most teachers did not take into account students' responses in class and adjust their teaching strategy and pace accordingly. IT and teaching aids were seldom used to stimulate students' learning motivation and interest, nor were diversified activities organised to encourage interaction. Although most teachers could break down the teaching contents into smaller units and recognise students' effort by giving praise or rewards, their pedagogical skills, and in particular, questioning skills to probe students to elaborate and justify their responses needed strengthening. Questions were seldom differentiated into varied levels of difficulty to suit students of different abilities, and gradually challenge all students to think critically.

- Focus inspections on catering for learner diversity were conducted in 15 schools identified as having students with a wide range of abilities as a result of the reduction of the allocation bands from 5 to 3. It was expected that teachers in these schools should display a stronger awareness of the need to cater for learner diversity in the classroom. However, findings in classroom learning and teaching gathered in the focus inspections were similar to those obtained through QA inspections. Though some teachers (about 10%) adopted learner-centred strategies such as cooperative learning, the effectiveness was undermined by the teachers not being competent in the skills required. These findings further substantiated the view that teachers' teaching strategies and skills in catering for learner diversity needed strengthening.

Student Learning
- The majority of students were passive and lacked confidence and motivation in learning. Students' learning skills such as self-questioning and self-monitoring were weak. Their Chinese writing skills, English speaking and writing skills, and problem solving skills in Mathematics needed strengthening. Their performance in integrated language use in Chinese and English was weak.

Assessment for Learning and Assessment of Learning
- Assessment was weak in general. In the design of assignments, students' learning abilities were not well catered for. The marking did not provide specific feedback for improvement. Although most primary schools that

offered IRTP had kept individual student profiles to record the learning progress of students, and one-third of the primary schools and half of the secondary schools offering regular remedial classes had prepared records on students' learning progress, the data gathered were primarily used for streaming and promotion purposes.   Schools did not make good use of the data available to feedback on devising teaching plans, designing teaching and learning materials and adjusting their teaching strategies to help students overcome their learning difficulties.

3.5 Recommendations for schools

- While all teachers irrespective of the subjects they teach face the mounting problem of learner diversity, the current practice of accommodating the needs of academically low achievers through core subjects constitutes only part of the process to cater for student diversity.   All subjects and functional groups need to work together to provide support to students of different abilities inside and outside the classroom so as to maximise the impact on students' learning confidence, motivation and capability.

- Schools, in particular those with students with a wide range of abilities, have to set priority to cater for students' learning diversity.   Clear objectives should be set and appropriate measures should be adopted at school level to cater to the academic and non-academic needs of the more able students as well as low achievers.   Apart from early identification of students with learning difficulties and special needs, other forms of support such as school-based academic and non-academic programmes, pastoral care and other student support strategies to improve learning motivation need to be devised.   Outside resources to stretch students' potential should also be considered.   Other than the concerted efforts of the school personnel, support from parents and peers can also be a valuable resource.

- Students are different in terms of family background, personality, cognitive and affective development, attitudinal and social maturity.   They also vary in motivation, ability, learning style, aspiration, needs and interests.   Teachers should adopt different pedagogical approaches and varied modes of assessment to suit the capabilities of students to stretch their potential.   Apart from provision of remedial classes, schools can contemplate using a variety of

teaching strategies such as co-teaching, cooperative learning, and multi-sensory teaching to enhance learning effectiveness. Schools should adapt the central curriculum by referring to the Key Learning Area curriculum guides, and adapt instructional materials to accommodate students' diverse needs. Other support measures including variation in instruction grouping, peer tutoring, computer-assisted and self-access learning may be considered. For details, teachers are advised to consult booklet 4 of the BECG.

- Schools should strengthen the teaching-learning-assessment cycle. Teachers should ensure there is follow-up work after assessment to help students tackle their learning difficulties. Apart from providing specific and constructive feedback to help students improve their own learning, teachers should use the assessment data to evaluate their teaching programme and adjust their teaching plans, materials and strategies. They can also make use of the web-based "Assessment for Learning Resource Bank" to identify students' problems and provide suitable remedial work.

- As an important part of the whole school approach, schools should provide support to teachers to cope with students of a wide range of abilities. There is a need to enhance professional development of teachers to equip them with teaching strategies and methods in dealing with learner diversity. Schools should review the needs of teachers and seek professional support within and beyond the school when necessary.

- In order to allow greater flexibility for schools to optimise the use of resources, schools are advised to integrate different available resources, such as RT, integrated education programmes, IRTP and the Capacity Enhancement Grant, and to adopt a whole school approach to coordinate strategic planning, implement and evaluate measures to cater for learner diversity to enhance effectiveness, with a view to improving the learning of all students.

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Concluding Remarks
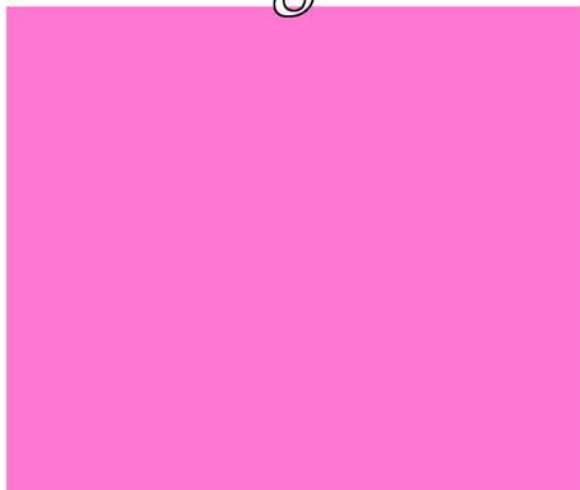
CONCLUDING REMARKS

QA inspection has embarked on its 7th year of implementation, and the present report is the 6th annual report on QA inspection published.   Readers who have been following our reports closely will have noticed that various areas for improvement identified in the succession of annual reports, notably, school self-evaluation, class teaching, and the use of assessment data to inform teaching strategies and future curriculum planning, seem to persist.   The EMB has been proactive towards providing schools with the necessary resources and support to help schools strive for continuous development to achieve quality education.   Support from different divisions of the Bureau, in the form of grants and on-site support, professional development courses, seminars for the dissemination of good practices among teachers, as well as the different curriculum guidelines and resource packages, has been provided to schools in meeting the challenges brought about by the new education and curriculum initiatives introduced over the past few years.   We are fully aware of the difficulties faced by teachers and schools, and will render assistance on a more macro level by engaging other divisions in the Bureau to identify schools or areas for more focused support, and where necessary, improvement measures at the system level to bring about better outcomes.   It is our belief that through the concerted efforts of both schools and the EMB, we will be able to achieve quality education for our children.

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Annex

Annex

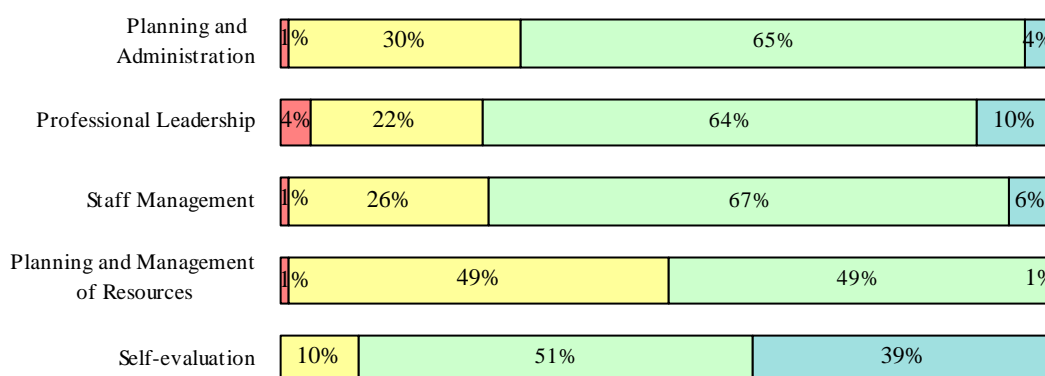This Annex includes the following appendices:

Appendix 1
School Performance
(By Area - All Schools)

Domain : Management & Organisation

Aspect	Excellent	Good	Acceptable	Unsatisfactory
Planning and Administration	1%	30%	65%	4%
Professional Leadership	4%	22%	64%	10%
Staff Management	1%	26%	67%	6%
Planning and Management of Resources	1%	49%	49%	1%
Self-evaluation		10%	51%	39%

Domain : Learning & Teaching

Aspect	Excellent	Good	Acceptable	Unsatisfactory
Curriculum	1%	18%	76%	5%
Teaching		11%	89%	
Student Learning		17%	80%	3%
Performance Assessment		11%	84%	5%

Domain : Student Support & School Ethos

Aspect	Excellent	Good	Acceptable	Unsatisfactory
Support for Student Development	4%	44%	50%	2%
Links with Parents and External Organisations	10%	41%	49%	
School Culture	3%	45%	50%	2%

Domain : Student Performance

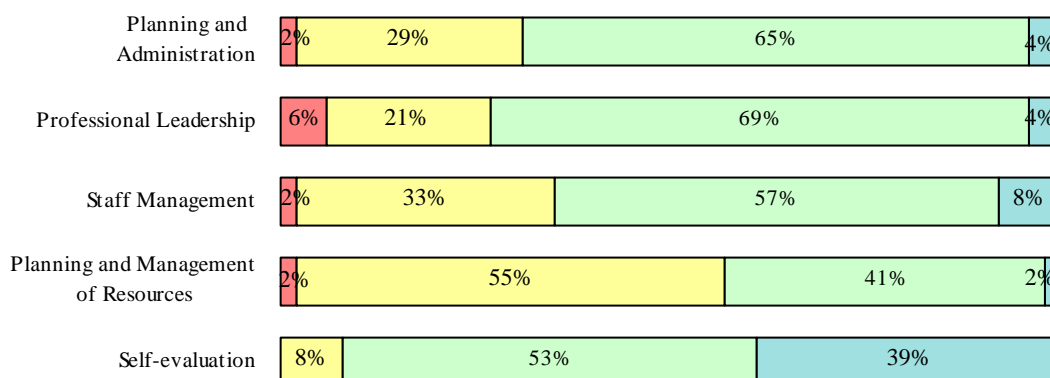| Aspect	Excellent	Good	Acceptable	Unsatisfactory
Participation and Achievement	1%	23%	72%	4%

☐ Excellent ☐ Good ☐ Acceptable ☐ Unsatisfactory

Appendix 2
School Performance
(By Area – Primary Schools)

Domain : Management & Organisation
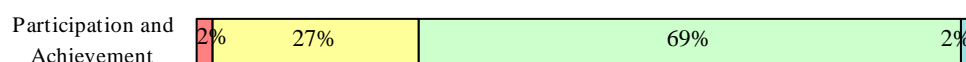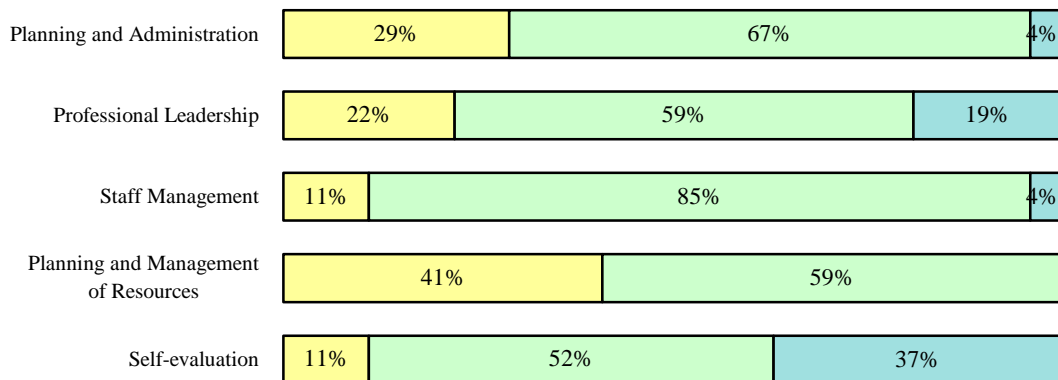
Planning and Administration	2%	29%	65%	4%
Professional Leadership	6%	21%	69%	4%
Staff Management	2%	33%	57%	8%
Planning and Management of Resources	2%	55%	41%	2%
Self-evaluation	8%	53%	39%	

Domain : Learning & Teaching

Curriculum	2%	18%	74%	6%
Teaching	6%	94%	
Student Learning	20%	80%	
Performance Assessment	4%	92%	4%

Domain : Student Support & School Ethos

Support for Student Development	4%	49%	45%	2%
Links with Parents and External Organisations	12%	41%	47%	
School Culture	4%	49%	47%	

Domain : Student Performance

Participation and Achievement	2%	27%	69%	2%

■ Excellent   □ Good   □ Acceptable   □ Unsatisfactory

25

School Performance
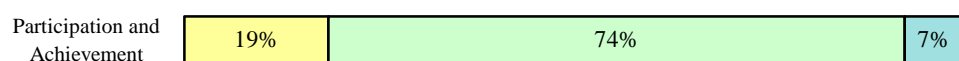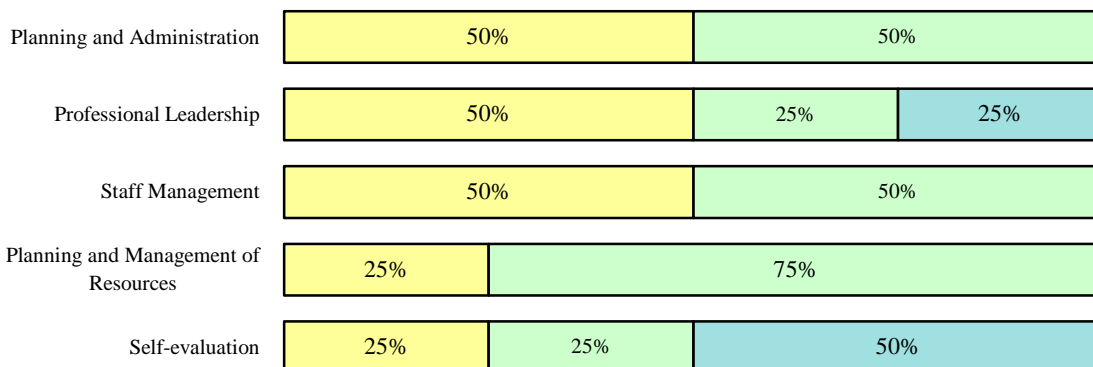## (By Area – Secondary Schools)

Domain : Management & Organisation

Planning and Administration	29% · 67% · 4%	
Professional Leadership	22% · 59% · 19%	
Staff Management	11% · 85% · 4%	
Planning and Management of Resources	41% · 59%	
Self-evaluation	11% · 52% · 37%	

Domain : Learning & Teaching

Curriculum	15% · 81% · 4%	
Teaching	22% · 78%	
Student Learning	15% · 78% · 7%	
Performance Assessment	19% · 74% · 7%	

Domain : Student Support & School Ethos

Support for Student Development	33% · 63% · 4%	
Links with Parents and External Organisations	4% · 41% · 55%	
School Culture	37% · 56% · 7%	

Domain : Student Performance

Participation and Achievement	19% · 74% · 7%	

☐ Excellent ☐ Good ☐ Acceptable ☐ Unsatisfactory

Appendix 4
School Performance
(By Area – Special Schools)

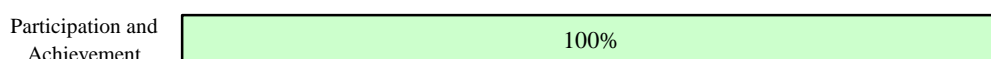### Domain : Management & Organisation

Planning and Administration	50%	50%
Professional Leadership	50%	25% / 25%
Staff Management	50%	50%
Planning and Management of Resources	25%	75%
Self-evaluation	25%	25% / 50%

Domain : Learning & Teaching

Curriculum	25%	75%
Teaching	100%	
Student Learning	100%	
Performance Assessment	50%	50%

Domain : Student Support & School Ethos

Support for Student Development	25%	50% / 25%
Links with Parents and External Organisations	25%	50% / 25%
School Culture	50%	50%

Domain : Student Performance

Participation and Achievement	100%

■ Excellent   ■ Good   ■ Acceptable   ■ Unsatisfactory

Appendix 5
School Performance
(By Performance Indicator – All Schools)
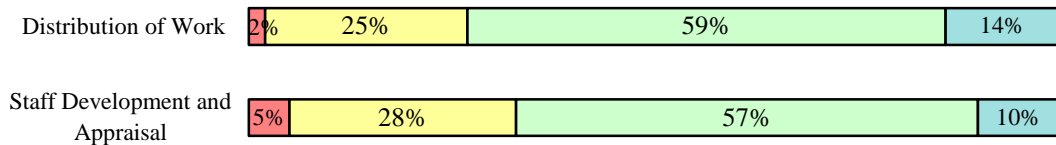
Domain : Management & Organisation

Planning & Administration

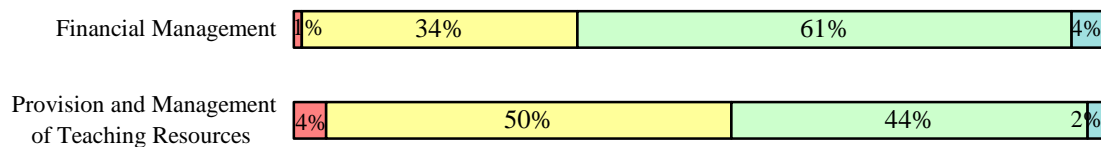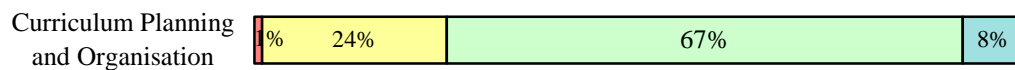|		
Management Framework	3% · 25% · 65% · 7%	
Planning and Development	2% · 19% · 65% · 14%	
Administrative Affairs	6% · 43% · 50% · 1%	

Professional Leadership

Competence and Attitude	4% · 24% · 65% · 7%

Staff Management

Distribution of Work	2% · 25% · 59% · 14%
Staff Development and Appraisal	5% · 28% · 57% · 10%

Planning and Management of

Financial Management	1% · 34% · 61% · 4%
Provision and Management of Teaching Resources	4% · 50% · 44% · 2%

Self-evaluation

Self-evaluation Mechanism and its Implementation	14% · 45% · 41%

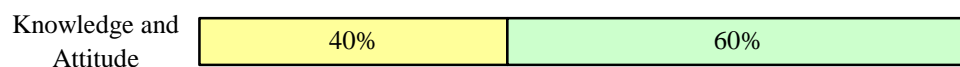☐ Excellent   ☐ Good   ☐ Acceptable   ☐ Unsatisfactory

School Performance
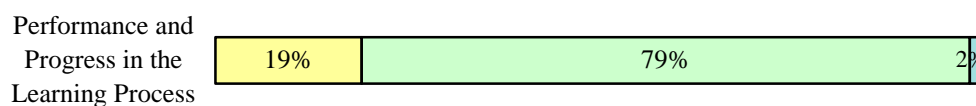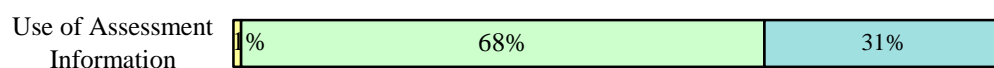## (By Performance Indicator – All Schools)

Domain : Learning & Teaching

Curriculum

| Curriculum Planning and Organisation | 1% | 24% | 67% | 8% |

| Curriculum Management | 16% | 60% | 24% |

Teaching

| Strategies and Skills | 9% | 90% | 1% |

| Knowledge and Attitude | 40% | 60% |

Student Learning

| Performance and Progress in the Learning Process | 19% | 79% | 2% |

Performance Assessment

| Assessment Planning and Implementation | 21% | 73% | 6% |

| Use of Assessment Information | 1% | 68% | 31% |

■ Excellent　　■ Good　　■ Acceptable　　■ Unsatisfactory

29

School Performance
(By Performance Indicator – All Schools)

Domain : Student Support & School Ethos
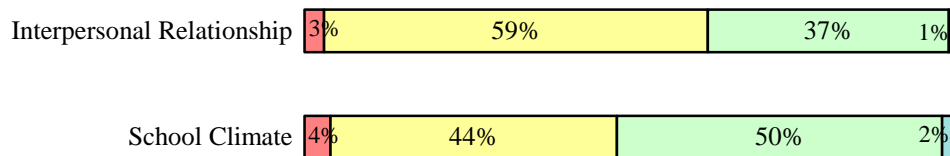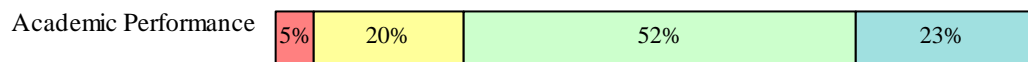
Support for Student Development

Overall Service Planning	1%	21%	69%	9%
Discipline and Guidance	6%	47%	43%	4%
Extra-curricular Activities	3%	49%	46%	2%
Moral and Civic Education	2%	35%	58%	5%
Support to Students with Special Educational Needs		19%	41%	40%

(NB：32 of the schools inspected were not rated in this indicator)

Links with Parents and External

Home-school Co-operation	10%	50%	39%	1%
Links with External Organisations	9%	57%	33%	1%

School Culture

Interpersonal Relationship	3%	59%	37%	1%
School Climate	4%	44%	50%	2%

■ Excellent   □ Good   □ Acceptable   □ Unsatisfactory   ■ Not being rated

30

School Performance
(By Performance Indicator – All Schools)

Domain : Student Performance

Participation and Achievement

Academic Performance	5%	20%	52%	23%

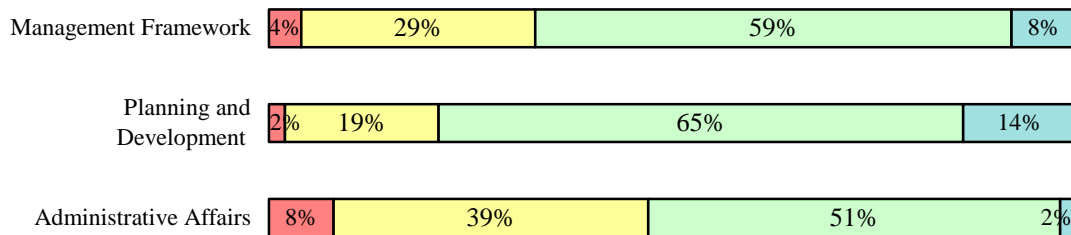| Non-academic Performance	2%	35%	59%	4%

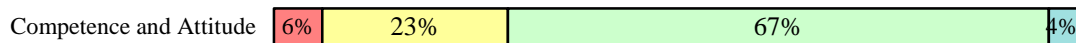■ Excellent   □ Good   □ Acceptable   □ Unsatisfactory

Appendix 6
School Performance
(By Performance Indicator – Primary Schools)
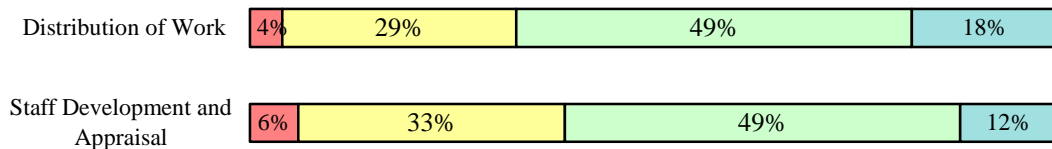
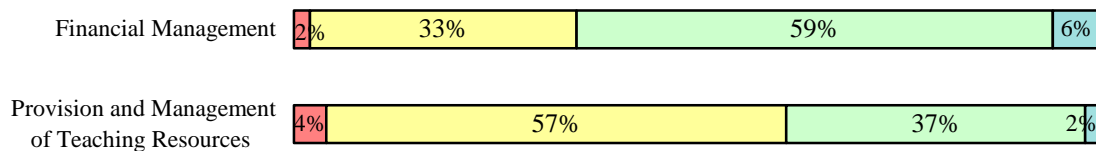Domain : Management & Organisation

Planning & Administration

Management Framework			
4%	29%	59%	8%

Planning and Development			
2%	19%	65%	14%

Administrative Affairs			
8%	39%	51%	2%

Professional Leadership

Competence and Attitude			
6%	23%	67%	4%

Staff Management

Distribution of Work			
4%	29%	49%	18%

Staff Development and Appraisal			
6%	33%	49%	12%

Planning and Management of Resources

Financial Management			
2%	33%	59%	6%

Provision and Management of Teaching Resources			
4%	57%	37%	2%

Self-evaluation

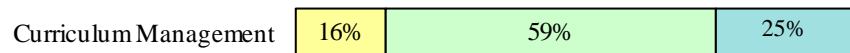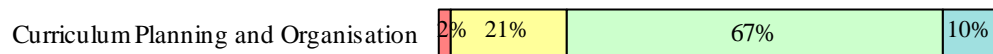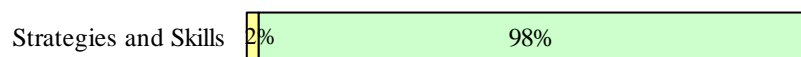| Self-evaluation Mechanism and its Implementation		
10%	49%	41%

■ Excellent   □ Good   □ Acceptable   □ Unsatisfactory

School Performance
(By Performance Indicator – Primary Schools)
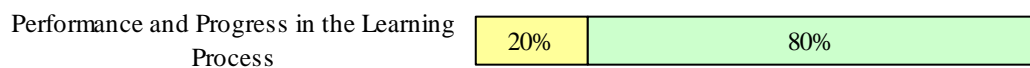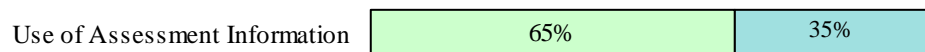
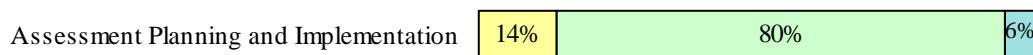### Domain : Learning & Teaching

Curriculum

Curriculum Planning and Organisation | 2% | 21% | 67% | 10%

Curriculum Management | 16% | 59% | 25%

Teaching

Strategies and Skills | 2% | 98%

Knowledge and Attitude | 24% | 76%

Student Learning

Performance and Progress in the Learning Process | 20% | 80%

Performance Assessment

Assessment Planning and Implementation | 14% | 80% | 6%
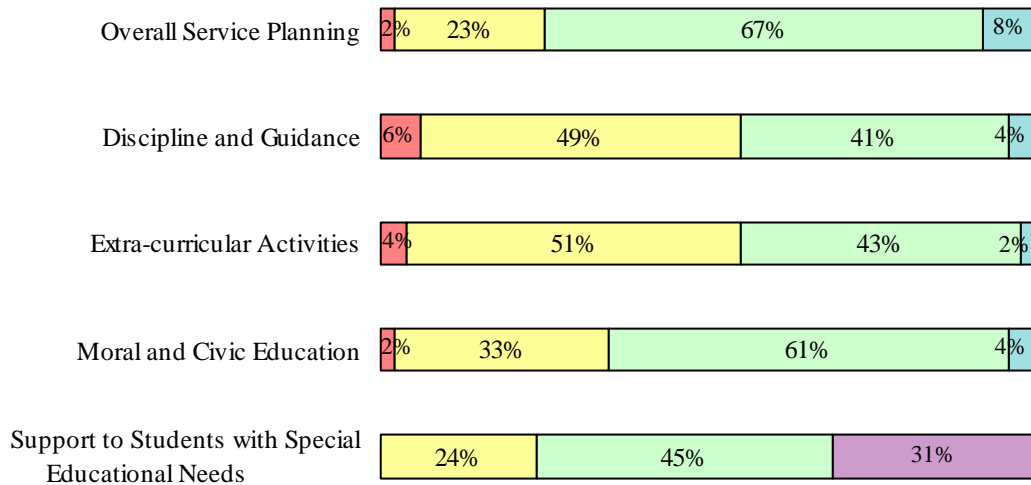
Use of Assessment Information | 65% | 35%

☐ Excellent ☐ Good ☐ Acceptable ☐ Unsatisfactory

School Performance
(By Performance Indicator – Primary Schools)

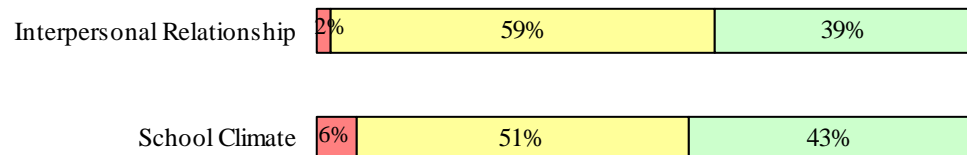### Domain : Student Support & School Ethos

Support for Student Development

Overall Service Planning
| 2% | 23% | 67% | 8% |

Discipline and Guidance
| 6% | 49% | 41% | 4% |

Extra-curricular Activities
| 4% | 51% | 43% | 2% |

Moral and Civic Education
| 2% | 33% | 61% | 4% |

Support to Students with Special Educational Needs
| 24% | 45% | 31% |

(NB : 15 of the schools inspected were not rated in this indicator)

Links with Parents and External Organisations

Home-school Co-operation
| 14% | 51% | 35% |

Links with External Organisations
| 10% | 59% | 29% | 2% |

School Culture

Interpersonal Relationship
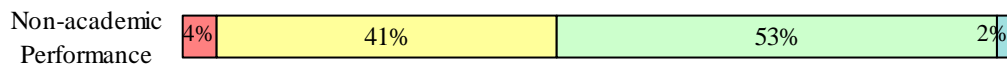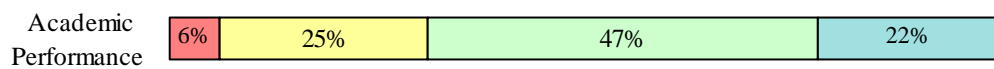| 2% | 59% | 39% |

School Climate
| 6% | 51% | 43% |

■ Excellent □ Good □ Acceptable □ Unsatisfactory ■ Not being rated

School Performance
(By Performance Indicator – Primary Schools)

Domain : Student Performance

Participation and Achievement

Academic Performance	6%	25%	47%	22%

Non-academic Performance	4%	41%	53%	2%

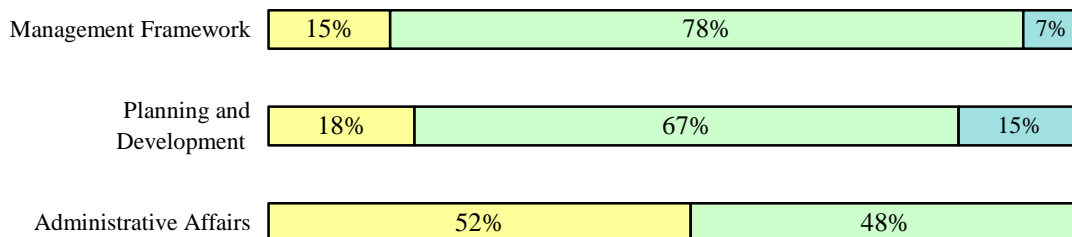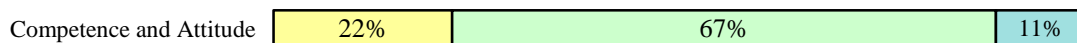■ Excellent　　□ Good　　□ Acceptable　　□ Unsatisfactory

Appendix 7
School Performance
(By Performance Indicator – Secondary Schools)
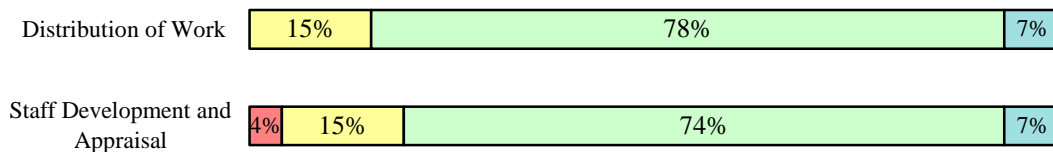
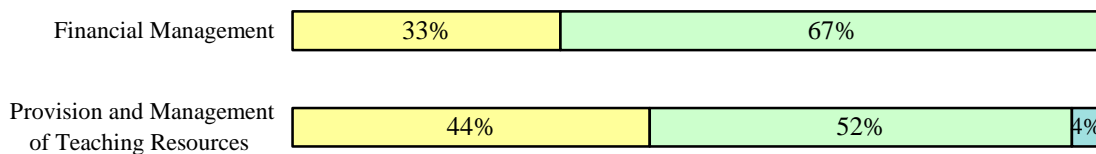Domain : Management & Organisation

Planning & Administration

Management Framework	15%	78%	7%

Planning and Development	18%	67%	15%

Administrative Affairs	52%	48%

Professional Leadership

Competence and Attitude	22%	67%	11%

Staff Management

Distribution of Work	15%	78%	7%

Staff Development and Appraisal	4%	15%	74%	7%

Planning and Management of Resources

Financial Management	33%	67%

Provision and Management of Teaching Resources	44%	52%	4%

Self-evaluation

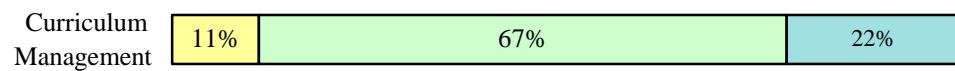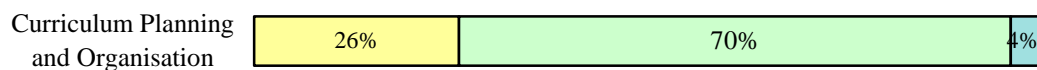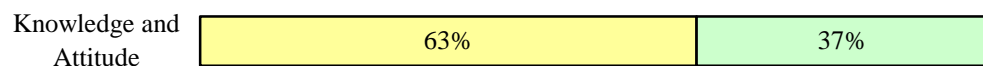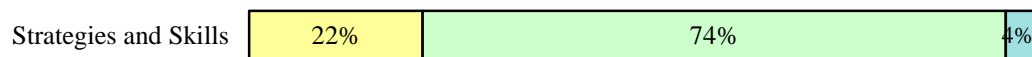|		
Self-evaluation Mechanism and its Implementation	15%	44%	41%

■ Excellent   □ Good   □ Acceptable   □ Unsatisfactory

School Performance
(By Performance Indicator – Secondary Schools)

Domain : Learning & Teaching

Curriculum

| Curriculum Planning and Organisation | 26% | 70% | 4% |

| Curriculum Management | 11% | 67% | 22% |

Teaching

| Strategies and Skills | 22% | 74% | 4% |

| Knowledge and Attitude | 63% | 37% |

Student Learning

| Performance and Progress in the Learning Process | 19% | 74% | 7% |

Performance Assessment

| Assessment Planning and Implementation | 26% | 67% | 7% |

| Use of Assessment Information | 4% | 67% | 29% |

■ Excellent   □ Good   □ Acceptable   □ Unsatisfactory

37

School Performance
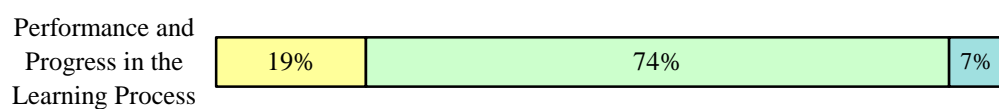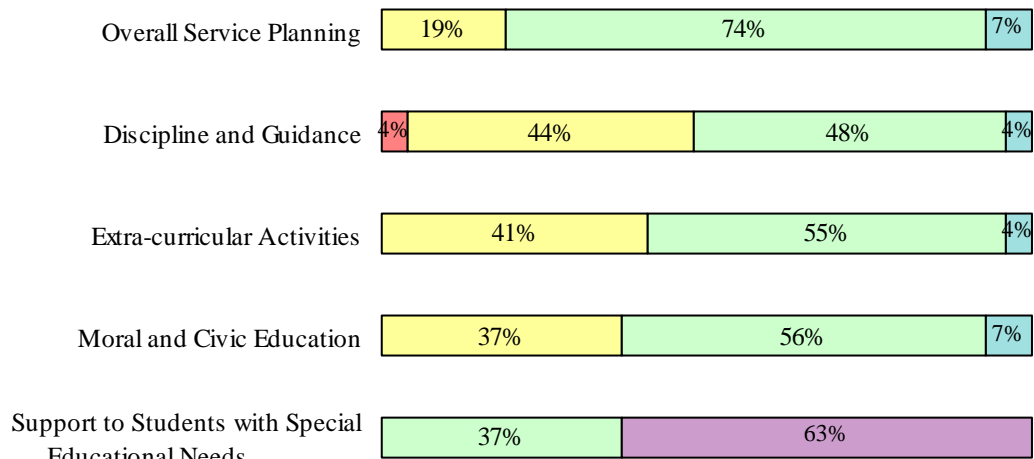## (By Performance Indicator – Secondary Schools)

Domain : Student Support & School Ethos

Support for Student Development

Indicator	Chart
Overall Service Planning	19% Good / 74% Acceptable / 7% Unsatisfactory
Discipline and Guidance	4% Excellent / 44% Good / 48% Acceptable / 4% Unsatisfactory
Extra-curricular Activities	41% Good / 55% Acceptable / 4% Unsatisfactory
Moral and Civic Education	37% Good / 56% Acceptable / 7% Unsatisfactory
Support to Students with Special Educational Needs	37% Acceptable / 63% Not being rated

(NB : 17 of the schools inspected were not rated in this indicator)

Links with Parents and External Organisations

Indicator	Chart
Home-school Co-operation	48% Good / 48% Acceptable / 4% Unsatisfactory
Links with External Organisations	4% Excellent / 55% Good / 41% Acceptable

School Culture

Indicator	Chart
Interpersonal Relationship	63% Good / 33% Acceptable / 4% Unsatisfactory
School Climate	30% Good / 63% Acceptable / 7% Unsatisfactory

☐ Excellent ☐ Good ☐ Acceptable ☐ Unsatisfactory ☐ Not being rated

School Performance
(By Performance Indicator – Secondary Schools)

Domain : Student Performance

Participation and Achievement
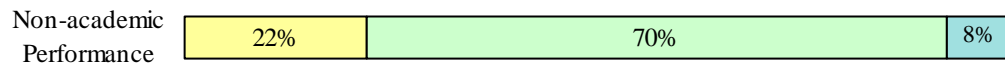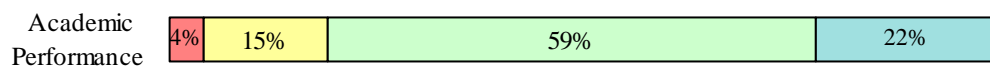
Academic Performance	4%	15%	59%	22%

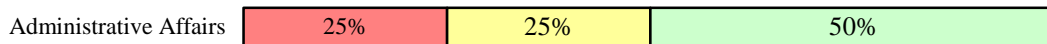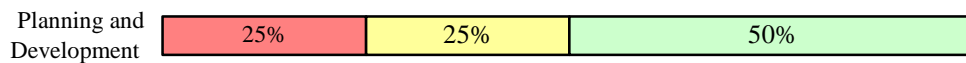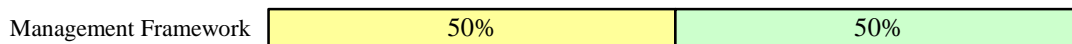|		
Non-academic Performance	22%	70%	8%

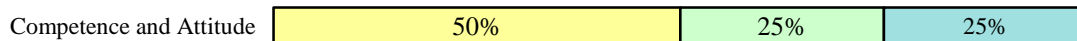☐ Excellent ☐ Good ☐ Acceptable ☐ Unsatisfactory

School Performance
(By Performance Indicator – Special Schools)

Domain : Management & Organisation

Planning & Administration

Management Framework	50% (Good)	50% (Acceptable)
Planning and Development	25% (Excellent) / 25% (Good)	50% (Acceptable)
Administrative Affairs	25% (Excellent) / 25% (Good)	50% (Acceptable)

Professional Leadership

Competence and Attitude	50% (Good)	25% (Acceptable) / 25% (Unsatisfactory)

Staff Management

Distribution of Work	50% (Good)	50% (Acceptable)
Staff Development and Appraisal	50% (Good)	50% (Acceptable)

Planning and Management of Resources

Financial Management	50% (Good)	50% (Acceptable)
Provision and Management of Teaching Resources	25% (Excellent)	75% (Acceptable)

Self-evaluation

Self-evaluation Mechanism and its Implementation	50% (Good)	50% (Unsatisfactory)

■ Excellent　　□ Good　　□ Acceptable　　□ Unsatisfactory

School Performance
(By Performance Indicator – Special Schools)

Domain : Learning & Teaching

Curriculum

Curriculum Planning and Organisation		
50%	50%	

Curriculum Management		
50%	25%	25%

Teaching

Strategies and Skills
100%

Knowledge and Attitude	
75%	25%

Student Learning

Performance and Progress in the Learning Process
100%

Performance Assessment

Assessment Planning and Implementation	
75%	25%

Use of Assessment Information
100%

☐ Excellent   ☐ Good   ☐ Acceptable   ☐ Unsatisfactory

School Performance
(By Performance Indicator – Special Schools)

Domain : Student Support & School Ethos

Support for Student Development

Indicator			
Overall Service Planning	25%	50%	25%
Discipline and Guidance	25%	50%	25%
Extra-curricular Activities	75%		25%
Moral and Civic Education	25%	50%	25%
Support to Students with Special Educational Needs	75%		25%

Links with Parents and External Organisations

Indicator			
Home-school Co-operation	25%	50%	25%
Links with External Organisations	25%	50%	25%

School Culture

Indicator			
Interpersonal Relationship	25%	25%	50%
School Climate	50%	50%	

■ Excellent   □ Good   □ Acceptable   □ Unsatisfactory

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School Performance
(By Performance Indicator – Special Schools)

Domain : Student Performance

Participation and Achievement
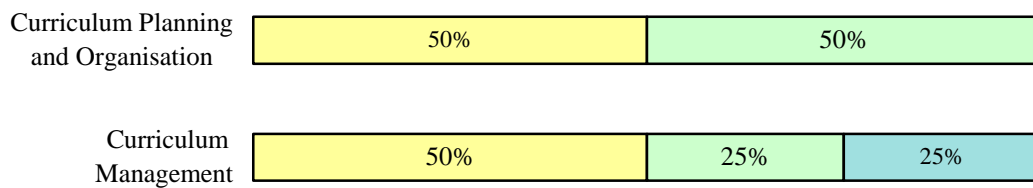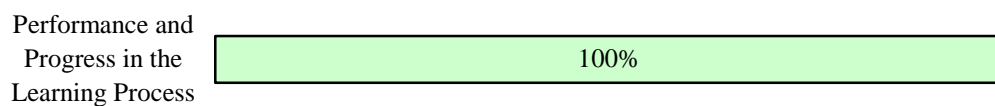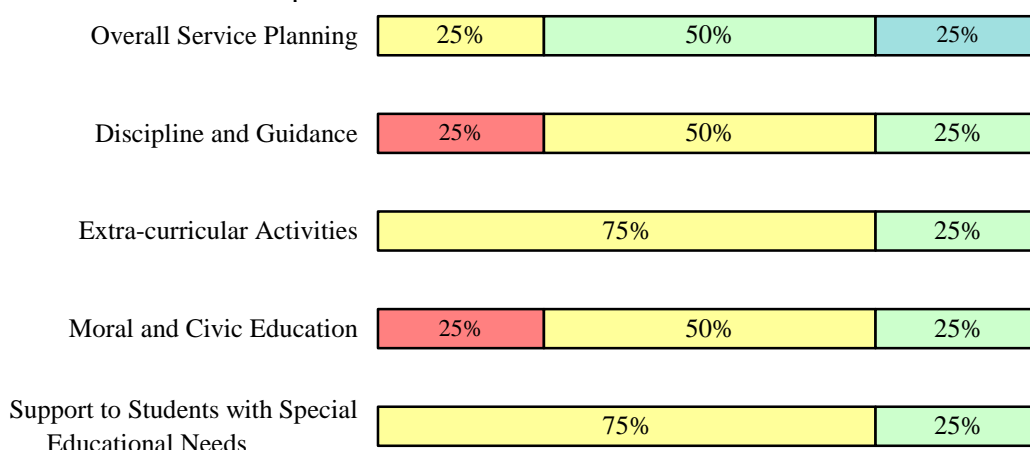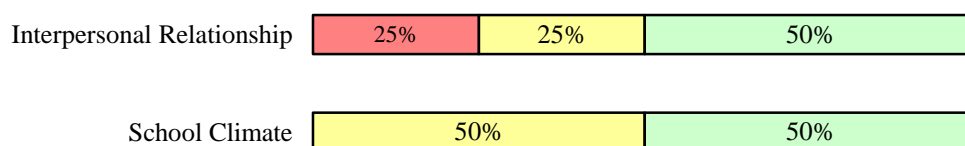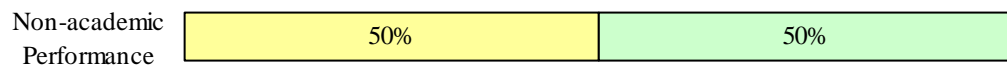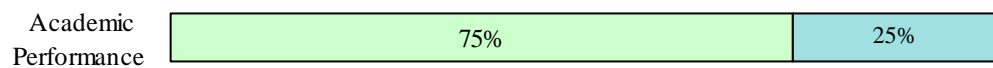
Academic Performance	75%	25%

Non-academic Performance	50%	50%

■ Excellent □ Good □ Acceptable □ Unsatisfactory

Appendix 9
List of Schools Inspected in 2002/03

Primary Schools

Baptist (Sha Tin Wai) Lui Ming Choi Primary School

Canossa School (Hong Kong) (AM)

Canossa School (Hong Kong) (PM)

Catholic Mission School

Chai Wan Star of The Sea Catholic Primary School

Ching Chung Hau Po Woon Primary School

Cho Yiu Catholic Primary School

Conservative Baptist Lui Ming Choi Primary School (AM)

Fung Kai Primary School (AM)

GCEPSA Kwun Tong Primary School

GCEPSA Tseung Kwan O Primary School

HKRSS Tuen Mun Primary School (AM)

HKRSS Tuen Mun Primary School (PM)

Holy Cross Lutheran School (PM)

Hong Kong Taoist Assn School

Kowloon City District Kai Fong Welfare Assn School

Kwok Man School (AM)

Kwok Man School (PM)

Leung Kui Kau Lutheran Primary School (AM)

Leung Kui Kau Lutheran Primary School (PM)

Li Sing Primary School

LKWFS Wong Yiu Nam Primary School

Lok Sin Tong Primary School

Lui Cheung Kwong Lutheran Primary School (AM)

Lui Cheung Kwong Lutheran Primary School (PM)

PLK Fong Wong Kam Chuen Primary School

Po Yan Catholic Primary School (AM)

Po Yan Catholic Primary School (PM)

Precious Blood Primary School

QES Old Students' Assn Branch Primary School

San Wui Commercial Society Kowloon School

Sha Tin Methodist Primary School

SKH St Clement's Primary School (AM)

SKH St Clement's Primary School (PM)

SKH St James' Primary School (AM)

SKH Tin Wan Chi Nam Primary School

SRBCEPSA Lee Yat Ngok Memorial School

St Anthony's School

St Francis of Assisi's Caritas School

STFA Leung Kit Wah Primary School

Sung Tak Wong Kin Sheung Memorial School (AM)

Sung Tak Wong Kin Sheung Memorial School (PM)

Tsuen Wan Lutheran School

TWGHs HK & Kln Electrical Appliances Merchants Assn Ltd School (AM)

TWGHs HK & Kln Electrical Appliances Merchants Assn Ltd School (PM)

Wai Chow Public School (Sheung Shui) (PM)

Wo Che Lutheran School

YCH Chan Iu Seng Primary School

YCH Chiu Tsang Hok Wan Primary School

Secondary Schools

Aberdeen Baptist Lui Ming Choi College

Buddhist Chi Hong Chi Lam Memorial College

Buddhist Tai Hung College

Buddhist Wong Wan Tin College

Caritas St Francis Secondary School

Caritas Tuen Mun Marden Foundation Secondary
    School

CCC Kei Long College

Concordia Lutheran School - North Point

Fanling Government Secondary School

HK & KLN CCPA Ma Chung Sum Secondary School

HKMLC Queen Maud Secondary School

HKTA Tang Hin Memorial Secondary School

HKWMA Chu Shek Lun Secondary School

Hong Kong True Light College

Ju Ching Chu Secondary School (Kwai Chung)

Lai Chack Middle School

Lee Kau Yan Memorial School

Lok Sin Tong Wong Chung Ming Secondary School

Lui Cheung Kwong Lutheran College

New Asia Middle School

PLK Mrs Ma Kam Ming Cheung Fook Sien College

Pope Paul VI College

Rhenish Church Pang Hok Ko Memorial College

St Clare's Girls' School

St Peter's Secondary School

TWGHs Lee Ching Dea Memorial College

YCH Lan Chi Pat Memorial Secondary School

Special Schools

Hong Chi Morninghill School, Tuen Mun
    (mildly mentally handicapped)

Mental Health Assn of HK Pak Tin Children's Centre
    (severely mentally handicapped)

Society of Boys' Centres Shing Tak Centre School
    (school for social development)

TWGHs Tsui Tsin Tong School
    (mildly & moderately mentally handicapped)

Appendix 10

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	49	1780	1322	74.27
Secondary	27	1603	1018	63.50
Special	4	165	138	83.64
		Overall Response Rate :		69.84

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.	17.2	77.0	3.6	0.3	1.5	0.4
2	I am clear about the scope covered by the performance indicators.	10.8	72.9	10.0	0.6	5.1	0.6
3	The amount of documents and information requested by the QA inspection team is appropriate.	12.0	71.0	6.6	0.6	9.0	0.8
4a	The preparatory visit has increased my understanding of the QA inspection.	15.5	74.5	5.2	0.5	4.0	0.3
4b	The preparatory visit has helped dispel my worries about the QA inspection.	8.3	54.0	24.9	2.8	9.1	0.9

II   During Inspection

		Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	No opinion/ not applicable (%)	Void (%)
5	Inspectors observed an appropriate number of the various types of school activity.	7.2	74.4	8.1	0.8	8.0	1.5

		Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	No opinion/ not applicable (%)	Void (%)
6	The frequency of meetings and interviews held by inspectors with me was appropriate.	8.5	73.4	9.7	1.2	6.0	1.2
7	Inspectors chose an adequate sample of students' assignments for scrutiny.	9.8	68.2	8.7	1.4	10.3	1.6
8	The QA inspection did not affect much my daily teaching duties.	5.1	44.3	34.0	9.2	6.0	1.4

III Post-inspection

9	The QA inspection can identify my school's strengths.	11.8	71.7	7.0	1.1	6.8	1.6
10	I agree with the key issues for action identified in the inspection report.	6.8	67.9	10.0	1.2	12.1	2.0
11	There is adequate time for the school to prepare its written response to the draft inspection report.	4.1	56.6	13.0	1.7	22.3	2.3

IV Overall Evaluation

12	The entire QA inspection processes were open and transparent.	7.7	69.4	10.5	1.0	9.9	1.5
13a	The questionnaires issued were appropriately designed.	3.8	75.6	6.3	0.6	12.2	1.5
13b	The questionnaires issued could effectively collect teachers' views about the school.	4.0	64.5	13.6	1.3	14.9	1.7
14	Inspectors' attitudes were sincere and friendly.	19.4	67.3	6.4	1.4	5.0	0.5
15	Inspectors were professional in their work.	13.7	62.6	9.5	1.0	12.4	0.8
16	Inspectors could objectively listen to views expressed by school staff in interviews.	9.1	65.0	12.4	1.9	10.7	0.9

		Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	No opinion/ not applicable (%)	Void (%)
17	I had adequate opportunities to express and exchange views with inspectors.	7.9	63.2	17.7	1.6	8.8	0.8
18	The QA inspection did not exert much pressure on me.	2.7	29.9	45.7	15.4	5.9	0.4
19	The scope covered by the performance indicators was adequate.	3.1	60.0	13.1	0.8	21.3	1.7
20a	I think that the QA inspection can point out our school's strengths and key issues for action.	8.8	75.0	6.9	1.0	7.5	0.8
20b	I think that the QA inspection can facilitate our school's formulation of its future goals and plans.	10.2	74.2	6.0	0.8	8.0	0.8
21	I am satisfied with the operation of the QA inspection.	5.2	65.6	10.0	1.4	15.9	1.9

QA

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Education and Manpower Bureau