



**Quality Assurance Division
Education & Manpower Bureau**



Inspection Annual Report

2005 / 06

Foreword

In the 2005/06 school year, External School Reviews (ESR), focus inspections on various themes and Quality Assurance (QA) Inspections were conducted in 340 schools.

The Education and Manpower Bureau (EMB) launched ESR in the second half of the 2003/04 school year. Since then, ESR has become the major inspection mode, with 196 primary and secondary schools being reviewed during the 2005/06 school year. In the light of school contexts, teachers' feedback and professional advice, EMB has made modifications to the review procedures and reporting requirements which include not requiring schools to provide ratings on the 14 Performance Indicators in their School Self-Assessment (SSA) report; submitting only three documents for ESR and not uploading the ESR report for the current cycle onto EMB's website. In addition, the e-platform on School Development and Accountability (ESDA) was officially launched by EMB in November 2005. This provides schools with a one-stop means to expedite collection and management of data in preparation for SSE and ESR, alleviating teachers' workload. Schools can also have access via ESDA to the Key Performance Measures (KPM) reference and norm data prepared by the Bureau for reference when conducting SSE and formulating their development plans.

There are 5 chapters in this report. Chapter 1 summarizes the information on Inspections in the 2005/06 school year. Chapter 2 focuses on the performance of these schools in the four Domains of "Management and Organization", "Learning and Teaching", "School Ethos and Student Support" and "Student Performance".

The 2003/4 and 2004/05 Annual Inspection Reports did not cover special schools as the number of these schools having undergone ESR was relatively small. By the end of the 2005/06 school year, 37 special schools, or 60% of the special schools in Hong Kong have undergone ESR or been inspected as part of 'A Study of the Effectiveness of Special Schools'. Chapter 3 of this report summarizes the performance of special schools undergoing ESR and 'A Study of the Effectiveness of Special Schools' in the 2005/06 school year in order to provide an overview of the performance of special schools.

Chapter 4 summarizes the major findings of two series of focus inspections (FI), including "Focus Inspections on Life-wide Learning" conducted in the 2005/06 school year and "Focus Inspections on Effectiveness of Curriculum Leadership in Schools" in the 2003/04 and 2004/05 school years to report on the development and implementation of these two major areas of the curriculum reform.

Schools which underwent ESR in the 2005/06 school year displayed a positive attitude towards the review. They opined that ESR not only gave recognition to achievements and provided professional advice for continued development, but also helped to enhance learning and

teaching effectiveness. The ESR procedures had also undergone a self-improvement process to benefit from the implementation of the SDA Framework. In response to teachers' views, EMB officers started to conduct pre-visits before the 2006 summer vacation to schools scheduled for ESR in the 2006/07 school year. The purpose of the pre-visits was to communicate directly to teachers and brief the whole school on the ESR procedures and requirements, with a view to clarifying any misconceptions and averting unnecessary preparation work. We will continue to maintain a close partnership with schools in strengthening the reciprocity of SSE and ESR in school development.

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Chapter 1 Introduction

- 1.1 In the 2005/06 school year, ESR, focus inspections on various themes and QA Inspections were conducted in 340 schools.
- 1.2 A total of 196 schools underwent ESR in the 2005/06 school year, as summarized in *Table 1*:

Table 1: Number of schools undergoing ESR

| | Primary Schools | Secondary Schools | Special Schools ^(Note 1) |
|-------------|-----------------|-------------------|-------------------------------------|
| Government | 4 | 3 | -- |
| Aided | 96 | 81 [^] | 12 |
| Sub-total | 100 | 84 | 12 |
| Grand Total | 196 | | |

Of the 100 primary schools, 14 are bi-sessional, including 5 AM sessions and 9 PM sessions; 12 are under transition from bi-sessional to whole-day schools; and 74 are whole-day schools.

[^] One of the secondary schools is operated on the Through-Train Mode.

- 1.3 A total of 139 schools underwent focus inspections in the 2005/06 school year ^(Note 2). The areas of inspection and the number of schools involved are summarized in *Table 2*:

Table 2: Information on Focus Inspections

| Focus Inspection | Primary Schools | Secondary Schools | Special Schools |
|---|-----------------|-------------------|-----------------|
| Chinese Language Education | 5 | 4 | -- |
| English Language Education | 5 | 13 | -- |
| Mathematics Education | 5 | 3 | -- |
| Personal, Social and Humanities Education | -- | 3 | -- |
| Science Education | -- | 1 | -- |
| General Studies | 4 | -- | -- |
| Arts Education | 3 | -- | -- |
| Technology Education | -- | 1 | -- |
| Physical Education | 4 | -- | -- |

Note

- (1): As the number of special schools inspected is relatively small and their situations vary, it is inappropriate to compare their performance with those of mainstream primary and secondary schools. Chapter 2 "Major Findings of External School Review" analyzes and reports on the general performance of 84 mainstream secondary schools and 100 mainstream primary schools. For reports of special schools that underwent ESR, please refer to Chapter 3.
- (2): As the number of schools involved in some focus inspections is too small, this report only covers focus inspections marked with*.

(cont'd) Table 2: Information on Focus Inspections

| Focus Inspection | Primary Schools | Secondary Schools | Special Schools |
|--|-----------------|-------------------|-----------------|
| Medium of Instruction | -- | 6 | -- |
| A Study of the Effectiveness of Special Schools | -- | -- | 10 |
| Follow-up Inspection | 1 | 5 | -- |
| Enhancing Curriculum Planning and Development through School Self-evaluation | 4 | 4 | -- |
| *Life-wide Learning ^(Note 2) | 19 | 14 | -- |
| *Curriculum Leadership | 7 | 17 | 1 |
| Sub-total | 57 | 71 | 11 |
| Grant Total | 139 | | |

- 1.4 A total of 3 schools underwent QA inspection in the 2005/06 school year, as summarized in Table 3:

Table 3: Number of Schools Inspected in QA Mode ^(Note 3)

| | Primary Schools | Secondary Schools | Special Schools |
|-------------|-----------------|-------------------|-----------------|
| Government | -- | -- | -- |
| Aided | 3 | -- | -- |
| Sub-total | 3 | -- | -- |
| Grand Total | 3 | | |

- 1.5 A total of 2 Direct Subsidy Scheme (DSS) schools underwent Comprehensive Review, as summarized in Table 4:

Table 4: Number of Schools Inspected in Comprehensive Review Mode ^(Note 4)

| | Primary Schools | Secondary Schools | Special Schools |
|-------------|-----------------|-------------------|-----------------|
| DSS schools | 1 | 1 | -- |
| Sub-total | 1 | 1* | -- |
| Grand Total | 2 | | |

* Another 4 DSS secondary schools underwent Comprehensive Review conducted by external educational organizations.

Note

(3) and (4): This report does not cover schools that underwent QA inspection and Comprehensive Review as the number of these schools in the year is too small.

- 1.6 The Inspection Section adopted the published Performance Indicators for Hong Kong Schools (2002) to evaluate school performance. Depending on the mode of inspection, various methods were used to consolidate an understanding of schools' present stage of development, including scrutinizing school documents and information, observing lessons and school activities, and interviewing SMC members, school heads, teachers, parents and students.

Chapter 2 Major Findings of External School Review: Performance of Schools in Individual Areas

2.1 Introduction

The purpose of ESR is to validate schools' SSE findings and to examine their SSE mechanism and processes for quality assurance. This validation process will focus particularly on whether schools have taken into due consideration their own development needs, capacity and potential, whether they are able to formulate appropriate development plans, implement their work strategically, evaluate their effectiveness and draw up follow-up measures to enhance their quality of learning and teaching. This chapter summarizes the major strengths and areas in need of improvement in the area of SSE, as well as the other 13 areas for the primary and secondary schools ^(Note 5) that underwent ESR in the 2005/06 school year.

2.2 Management and Organization

2.2.1 Self-evaluation

Major Strengths

- The schools conducted SSE vigorously and over 80% of them had a designated task group to take charge of the implementation of SSE. Staff development programmes were organized to enhance teachers' understanding of SSE and their evaluative skills. These included school-based training workshops by school personnel having attended EMB training programmes, soliciting professional support from tertiary institutions or inviting other schools to share experiences of SSE and ESR.
- Most schools adopted a whole-school approach to implementing SSE. Teachers generally participated actively. The effectiveness of school development work was evaluated based on evidence collected and data analyzed. Most teachers acknowledged that, through the process of SSE, they had a deeper understanding of their schools' development and their colleagues' work, which in turn fostered a culture of collegiality. The length of the SSE report of most schools was appropriate. Some schools managed to report objectively and honestly their strengths and weaknesses and made proposals for improvement.

Note

(5): Excluding 12 special schools. For the performance of special schools that had undergone ESR, please refer to Chapter 3, "Major Findings of Special Schools Inspections in 2003-2006".

- Most schools were able to draw up major concerns in line with the education reform and their school contexts, as well as being geared to the development needs of students. Quite a number of schools had taken “Enhancing the effectiveness of learning and teaching”, “Enhancing students’ language proficiency” and “Developing students’ multi-intelligences and generic skills” as their focus areas for development. Schools, in general, were able to formulate their annual school plan, evaluation methods and success criteria in alignment with their own major concerns. Individual schools were able to formulate both quantitative and qualitative success criteria that tied in closely with the objectives of the major concerns, for effective evaluation of school performance.
- The subject panels/committees in most schools aligned their programme plans with the schools’ major concerns, thus facilitating the implementation of school development work at the school level. The subject panels/committees, in general, evaluated the effectiveness of learning and teaching as well as student support through measures such as lesson observation, scrutiny of student assignments, analysing test and examination results and conducting review meetings. Some subject panels/committees made good use of the review findings to inform planning. Some schools developed questionnaires on teaching performance to enable teachers to engage in self-reflection and self-improvement. To minimize the pressure on teachers, the analyzes of the questionnaires were chiefly for teachers’ self-reflection only. Schools with excellent performance assisted teachers to review their teaching effectiveness in a systematic manner; some of them videotaped lessons to help teachers to review their teaching performance and enhance their teaching skills. A small number of schools introduced peer assessment as well as performance appraisal of the school management by teachers, thus broadening the scope and openness of the evaluation process.
- Apart from using the self-evaluation tools provided by EMB to collect data, most schools also developed their own in order to gauge the opinions of teachers, students and parents. These included questionnaires on the effectiveness of classroom teaching and of individual activities, records of peer lesson observation and of assignment scrutiny. Some schools efficiently used the data collected for reviewing their work plan and formulating follow-up strategies.
- In schools with excellent performance, SSE had been embedded in their routine work. It also served as an impetus for sustainable development and for striving for excellence. The management adopted an open attitude and attached importance to self-reflection and team building, viewing ESR as an opportunity for school improvement. For these schools, a well-defined mechanism was in place for systematic conduct of SSE at all levels. Staff members responded zealously and, through concerted effort, drew up development priorities and major concerns based on the SSE findings. They clearly defined the expected outcomes and adopted multi-dimensional evaluation methods to review the effectiveness of work in a pragmatic and focused manner. They also used the data to refine their programme plans and

strategies to enhance learning and teaching effectiveness.

- Apart from uploading their development plans, annual school plans, annual reports and other school information to the school website for stakeholders and public access, most schools also disseminated information to teachers, students, parents and alumni through various means, including school publications, regular meetings and the school intranet. With such arrangements in place, the stakeholders gained a better picture of school development in its various aspects, and the schools' accountability was enhanced.

Areas for Improvement

- Although schools generally attached importance to SSE, there was still some way to go in attaining the objective of self-improvement through SSE. Over half of the schools had yet to internalize SSE and teachers had not fully grasped the essence of the "Planning - Implementation - Evaluation" (PIE) cycle in driving school development.
- There were some shortfalls in the formulation of major concerns and implementation strategies in nearly half of the schools reviewed. For example, in some schools the coverage of the major concerns was too broad and unfocused with too many strategies under one major concern and no clear distinction between routine matters and development priorities. There was a lack of comprehensive strategies and developmental progression. Coordination among subject panels/committees was also insufficient. Over half of the schools reported largely on the progress of routine tasks or the outcomes of individual tasks in their review and were unable to examine overall effectiveness with reference to the expected outcomes of the major concerns.
- The subject panels/committees of a small number of schools had not formulated their annual programme plans in alignment with their school's major concerns in order to achieve the stated objectives, thus limiting the overall effectiveness of their work. This also reflected insufficient guidance and monitoring of self-evaluation within subject panels/committees. The leadership and monitoring functions of the SSE task groups needed to be further strengthened.
- Over half of the schools had not made good use of data which, potentially, serve as a basis for planning and adjusting their work plans. Subject panels/committees mainly used assessment data from tests and examinations to compare the scores of different classes or to stream students, according to their academic results, to cater for learner differences. Their analysis of students' learning difficulties and issues pertaining to curriculum design and pedagogy lacked sufficient depth to significantly enhance the quality of learning and teaching. Nearly half of the schools had formulated quantitative success criteria in accordance with the major

concerns, with inadequate attention paid to qualitative evaluation. As a result, a comprehensive review of the overall effectiveness could not be achieved. A small number of schools relied too much on questionnaire surveys to collect data, thus creating extra pressure and administrative workload for teachers.

- The management of a small number of schools still did not have a full grasp of the rationale and methods of self-evaluation, although the SDA Framework had been in practice for three years. Some of them conducted SSE solely for the sake of ESR, rather than to address their school development needs. As a result, they spent too much time and effort in compiling or re-arranging documentation, greatly increasing teachers' workload and pressure. In this respect, the situation in primary schools warranted greater concern.
- Nearly half of the schools focused mainly on their achievements and strengths in their SSA reports. They did not give their stakeholders adequate information on their work effectiveness, thus limiting transparency and accountability.

2.2.2 Planning and Administration

Major Strengths

- Most schools had drawn up well-defined school development goals in line with the school mission and vision, its stage of development and current educational trends, aiming to provide students with balanced learning opportunities. Most schools were also able to establish an organization structure, with clear lines of reporting, in the light of their development needs. The duties and responsibilities of all subject panels/committees were clearly spelt out. In some schools, the subject panels/committees established close links with one another and a coordination mechanism was in place to facilitate smooth operation. Some schools had drawn up clear decision-making procedures with the provision of sufficient communication channels for teachers to express their views and suggestions on school policies. This occurred through deliberations at regular staff meetings or by the use of suggestion boxes and served to strengthen team spirit.
- The School Management Committee (SMC) in most schools had a clear vision and mission. Having a good understanding of the prevailing school development and being in close communication with the school, the SMC was able to make recommendations on school development, provide financial support and monitor the implementation of programme plans. Some school sponsoring bodies were working actively on the establishment of an Incorporated Management Committee (IMC) for enhanced transparency and accountability of school management, leading to quality governance for school development.

- Most of the schools had clear administrative guidelines in place, their daily routines were running smoothly and filing systems were well maintained. About half of the schools had made use of the e-platform of their intranet for storage to allow easy and efficient data and information retrieval.

Areas for Improvement

- A small number of schools had yet to improve their organization structure. Their management tended to centre on a few senior managers and there was an absence of empowerment at other levels. Some organization structures were complicated, posing a hindrance to smooth operation. The duties, responsibilities and lines of reporting of some administrative groups were not clearly defined. Their leadership roles in monitoring and support were not prominent.
- About half of the secondary schools and over 60% of the primary schools were potentially less transparent in school management, with their SMC members mainly comprising representatives from the school sponsoring bodies. They had not yet included representatives of teachers and parents in their SMC. However, some schools had proactively organized their IMC so that management would be more representative in future.
- The school management of a minority of schools had not made full use of established communication channels to solicit teachers' views on school development. They were also not responsive enough to staff suggestions. Hence, the culture of participatory decision making and accountability had to be further enhanced.

2.2.3 Professional Leadership

Major Strengths

- The management of most schools had a good grasp of the schools' development and was able to formulate and steer its direction in alignment with the current educational trends. Most SMC comprised professionals who were familiar with educational issues and could render appropriate support to address the needs of the schools. In a minority of schools, SMC members maintained close communication with teachers and students through visiting and participating in school activities. Most of the school supervisors possessed profound experience in school operation and had a good grasp of the school's current situation. They trusted and supported the school heads. Some supervisors had professional expertise and were familiar with the latest education trends. They managed to monitor the school development effectively.

- Most of the school heads had sound professional knowledge and rich administrative experience. Under their leadership, teachers were able to map out school development plans in line with current education trends and the school context. Some school heads assumed the role of curriculum leadership effectively by implementing curriculum reform initiatives and fostering the development of school-based curriculum in accordance with students' abilities and needs and available manpower and resources. In general, school heads attached great importance to teacher professional development, and encouraged teachers to attend training. They also promoted a sharing culture within school, soliciting external resources and professional support to enhance teachers' professionalism. Over half of the school heads valued interpersonal relationships and frequent communication with stakeholders. They were willing to consult teachers and parents to arrive at a consensus. Some school heads were open-minded and positive in attitude towards the education reform. They encouraged teachers to take on board new ideas and adopt innovative pedagogies, rendering support where necessary. A small number of school heads encouraged teachers to adopt a stress-free approach to SSE and ESR. Through distributed leadership, the culture of empowerment and accountability in management was developed.
- The deputy heads in about half of the schools were able to effectively assist the heads in handling school affairs. Apart from serving as a bridge between the school management and the subject panels/committees, they also facilitated the school development process by leading and monitoring the work of these middle managers. In about half of the schools, the middle managers were committed to their work, and managed to promote the development of the subject panels/committees in an effective manner.
- On the whole, school management identified as 'excellent' treasured the views of teachers, communicated well with them and enhanced cohesiveness so that they worked in concert towards effective school development.

Areas for Improvement

- In a minority of schools, the school management had yet to widely solicit teachers' views when mapping the direction for school development. Thus, they were not able to demonstrate transparency, enhance teachers' ownership or promote staff cohesiveness. The management of a small number of schools failed to lead their schools to formulate appropriate school-based plans. Even where plans were in place in these schools, the lack of direction and focus led to excessive workload and lowered the morale of the teaching staff.
- In terms of responsibility for curriculum leadership and strategic planning, school heads needed to further strengthen their role in planning and monitoring so as to raise the overall quality of learning and teaching, and to expedite school development or reform. Some

school heads needed to heighten the awareness of their role as curriculum leaders, particularly in terms of holistic and strategic planning in accordance with student needs, staff professional development and resources allocation. In a small number of schools, heads did not delegate authority effectively or, where power was delegated, gave insufficient attention to accountability. Thus, the middle managers had yet to be empowered to play their monitoring role at subject panel/committee level effectively.

- Some deputy heads were not proactive enough in assisting their school heads in establishing multiple communication channels for the dissemination of information and collection of views or to facilitate two-way communication between the management and the staff. Their leadership and monitoring functions had yet to be fully demonstrated. In nearly half of the schools, the performance of the middle managers varied. In some schools, the panel/committee heads did not show that they fully understood their functions and duties. Panel chairpersons needed to improve, particularly in the areas of curriculum planning, review of work effectiveness and the use of evaluation data to inform and improve programme plans. Their functions of panel management and monitoring also needed reinforcement. Where there was inadequate collaboration among subject panels/committees, the effectiveness of learning, teaching and student support was undermined.

2.2.4 Staff Management

Major Strengths

- Over half of the schools clearly defined their principles for the distribution of work, and appropriately assigned teaching and non-teaching duties according to the qualifications, rank, experience and specialism of teachers and in alignment with the development needs of the schools. Most schools consulted teachers on their wishes before assigning work, so that teachers generally accepted their duty assignments. A small number of schools practised specialized teaching to make teachers more focused in their work and lesson preparation, which helped to improve the teaching quality. A small proportion of schools strategically arranged for teachers to join different administrative committees to facilitate implementation of policies. They also arranged for middle managers to work with basic rank teachers in implementing the work of the subject panels/committees with a view to succession planning and continuity of leadership.
- Most schools actively provided support to teachers, through flexibly deploying manpower to handle non-teaching duties. They used funds allocated by EMB to recruit additional teachers, teaching assistants and office clerks to alleviate teachers' workload in teaching, student support and school affairs, thereby effectively creating more space for the teachers. The schools provided appropriate support for new and less experienced teachers, such as

having experienced teachers act as their mentors and allowing them to observe lessons taught by colleagues with excellent performance in teaching, thereby expediting their adaptation to the new environment and work.

- Almost all of the schools attached importance to teachers' professional development and greatly encouraged them to pursue such opportunities. Schools organized training and exchanges of a great variety, including professional training programmes, in-house experience sharing among teachers, on-site professional support, mutual visits with other schools and overseas exchanges. All such experiences broadened teachers' horizons and enhanced their professionalism. Some schools strategically formulated professional development plans in the light of teachers' needs and the schools' development and major concerns. They also subsidized teachers' further studies. These helped to build a learning culture and to develop the schools into learning institutions.
- In promoting professionalism, most schools had introduced peer lesson observation within particular subject panels and a small number of schools had developed cross-subject lesson observation. This demonstrated the steady development of an exchange culture, involving open classrooms and mutual learning, which was beneficial to enhancing teaching quality. Some subjects, such as Chinese Language, English Language, Liberal Studies and Integrated Humanities, tended to integrate collaborative lesson preparation and peer lesson observation. Collaborative lesson preparation helped the teachers to reflect on, and carefully plan, classroom teaching. In addition, peer lesson observation helped the teachers to understand the effectiveness of their teaching strategies. The whole process demonstrated strategic planning. Some schools sought external support, such as conducting action research with input from tertiary institutions, to improve teaching quality. This was complemented by enhanced collaboration among teachers and the acquisition of increasingly evidence-based knowledge. In line with developments in the New Senior Secondary (NSS) system, individual schools had made active provision for teachers to receive training. Measures included reducing the teaching loads of those teachers with an urgent need for re-training to teach another subject, in order to free them to attend courses as soon as possible. Others had trialled some new NSS courses, employing such forward-looking arrangements as engaging external professional tutors to support teachers with teaching experience in similar programmes, and enabling teachers, through collaborative teaching, to enhance their knowledge of the curriculum and teaching strategies.
- About half of the schools had drawn up an appraisal system with well-defined objectives, clear procedures and comprehensive coverage to assess teachers' performance in both the teaching and non-teaching areas. Among these schools, some promoted two-way communication through an appraisal interview to enable teachers to understand the requirements and standards of the school and their own development needs. Some schools

had an appeal mechanism in place to ensure impartiality, fairness and transparency and a small number conducted regular reviews of the appraisal mechanism and made adjustments accordingly.

Areas for improvement

- Although the schools attached importance to teachers' professional development, some had yet to devise a long-term professional development plan geared to their development needs and major concerns. Schools needed most to make strategic use of staff appraisal results in formulating professional development plans for teachers. Some schools had yet to help teachers to formulate concrete personal development plans, according to their needs, that could impact on the schools' long-term development. Peer lesson observation was adopted by most schools but, in some, the arrangements were too routine and lack well-defined objectives. In these cases, the promotion of curriculum development and learning and teaching strategies was, not effective.
- Half of the schools needed to continuously improve their appraisal system in respect to the clarity of evaluation criteria, the coverage of non-teaching duties and the lack of a feedback mechanism. Some schools failed to regularly review their appraisal system or did not consult staff opinions in its revision, thus affecting the impartiality and openness of the system. Some primary schools did not empower their middle managers to conduct performance appraisals for their subordinates. Their roles as appraisers and supervisors could be further reinforced.

2.2.5 Planning and Management of Resources

Major Strengths

- The management of most schools was well aware of the schools' financial situation and a mechanism was in place to guarantee proper financial operations. The SMC of most schools devised budgetary approval procedures, regularly examined the income and expense accounts and effectively monitored the schools' financial operations. Some SMC took positive steps to open up resources to support school development. Most of the schools drew up budgets based on their development needs and major concerns. A small number of schools set up a financial committee to help the subject panels/committees to formulate budgets and supervise financial operations, thus enhancing the ability of the subject panels/committees in programme budgeting. Most schools established a contingency resource allocation system to flexibly allocate resources to subject panels/committees which required extra financial support. The schools generally made financial reports to stakeholders via various channels, thereby making financial operations more transparent.

- Most schools made good use of the Capacity Enhancement Grant and support programmes offered by EMB to create capacity for teachers and to promote learning and teaching as well as student development work. To address development needs, the schools engaged additional teachers, teaching assistants, Information Technology (IT) assistants, clerical staff and extra-curricular activity instructors to relieve the workload of the teachers and enable them to focus their attention on teaching, whilst at the same time offering diversified learning activities to enhance students' lifewide learning. Schools actively tapped external resources by applying for various kinds of funding such as the Quality Education Fund and subventions provided by other organizations, to develop projects to improve student learning.
- Most of the schools fully utilized their campus to meet development needs. Their libraries and IT facilities were well-equipped and remained open after school hours to facilitate reading and provide good learning support for students. Some schools stored teaching resources on e-platforms to support resource sharing and a few effectively explored Internet learning resources to develop students' self-learning ability. Most schools strove to improve the learning environment, such as by exhibiting students' work, landscaping the campus, and adding facilities such as small plots of arable land, greenhouses and students' study rooms. All of these measures contributed to a better study atmosphere and a stronger sense of belonging among students.
- Most schools formulated specific guidelines and codes of practice for systematic management of facilities and teaching resources. The schools also attached much importance to the maintenance of their school premises in order to provide teachers and students with an environment conducive to learning and teaching.

Areas for improvement

- It was not yet a common practice for the schools to involve their staff in participating in formulating and monitoring financial planning and administration. Therefore, most subject panels/committees were not familiar with the concept of programme budgeting and the budgets they formulated were often not fully in alignment with the major concerns of the school or the development of their area of responsibility. Their awareness of financial review was also not strong. The schools should increase the involvement in financial aspects of those in charge of subject panels/committees in order to improve their skills in financial planning and management.
- A small number of schools failed to formulate financial plans in line with their development needs and did not conduct regular reviews of the use and effectiveness of financial resources as a basis for improving work plans.

2.2.6 Summary

In the various areas of “Management and Organization”, schools performed better in “Planning and Management of Resources” and less well in “Self-evaluation”. This situation was similar to that of the previous two years. Most schools could use the funding provided by EMB to create space for teachers, to support learning and teaching and to foster student growth. Some schools were adept at tapping resources or soliciting professional support to facilitate school development. In general, there was raised awareness of the importance of self-evaluation among schools. In schools with excellent performance, SSE was well embedded in the routine work. However, over half of the schools had yet to develop a firm grasp of the essence of self-evaluation and, in particular, the use of evaluation results to inform planning. While increasingly more importance had been attached to data collection and analysis, there was still room for improvement in the use of assessment information for in-depth analysis of students’ learning problems and identification of areas for improvement in teaching to raise the overall quality of learning and teaching. As regards school development planning, the areas of concern of some schools were too broad and there was a lack of attention to priority setting. Moreover, the success criteria set by these schools did not match well with the implementation strategies and evaluation was not well geared towards the set targets. In a small number of schools, SSE was conducted simply to meet the requirements of ESR, which indicated insufficient reflection and hampered their long-term development. Compared with the previous two years, there was some improvement in the quality of schools’ SSA reports, most being of an appropriate length. Some schools could identify areas for improvement and put forward suggestions. In general, schools performed fairly well in “Planning and Administration”, “Professional Leadership” and “Staff Management”. Most schools had a clear organizational structure and had established channels to collect teachers’ views. The majority of school heads had professional expertise and a firm grasp of educational trends. The middle managers ^(Note 6) in half of the schools showed a strong sense of commitment and could effectively promote subject panel/committee development. However, the management ^(Note 7) of a small number of schools had not given full play to their leadership and monitoring roles. The middle managers in half of the schools lacked a clear understanding of their roles and responsibilities and collaboration among subject panels and committees was inadequate. Owing to these inadequacies, the development of the subject panels/committees and the team spirit of the schools were undermined.

Note

(6): Middle managers refer to heads of subject panels/committees

(7): Management refers to SMC members, supervisors, school head and deputy head(s)

2.3 Learning and Teaching

2.3.1 Curriculum

Major Strengths

- The curriculum in most schools was in alignment with curriculum reform imperatives, with clearly defined objectives and sufficient coverage. About half of the schools had devised a school-based curriculum in line with the needs of students and the existing resources. A small number of secondary schools had started to plan for the NSS curriculum by exploring subjects to be offered and the deployment of manpower resources.
- Over half of the schools devised flexible timetables that tied in with curriculum priorities. These included reading, project learning or life-wide learning sessions, to enable students to master learning strategies and enrich their learning experience. Most schools arranged double periods in accordance with the needs of subjects, with some extending the duration of lessons to allow teachers sufficient time to organize learning activities. A small number of schools arranged parallel periods for the same subjects and levels to provide opportunities for teachers and students to collaborate with each other in an attempt to enhance learning and teaching effectiveness.
- Schools had devoted much effort to implementing the four key tasks of the curriculum reform in order to help students to develop independent learning abilities and appropriate attitudes towards life. A small number of schools strategically used one of the key tasks to facilitate the implementation of the others so as to enhance student learning. Schools were most active in promoting Reading to Learn, with about 80% of the schools taking it as a major concern in the past three years. Nearly 80% of the schools arranged morning or afternoon reading sessions to increase students' reading time so as to create an atmosphere conducive to reading. Some schools developed students' reading interest through organizing diversified reading activities, including library lessons, reading award schemes, on-line reading programmes and sharing sessions. Some schools deployed language teachers or teacher-librarians to enhance students' reading skills and strategies, with satisfactory outcomes. More than half of the schools promoted Moral and Civic Education (MCE) by means of diversified curricula and activities. Most schools fostered MCE using a whole-school approach through morning and weekly assemblies or form-teacher periods. Some did so by developing a school-based curriculum, such as a personal growth programme and life education or by organizing various activities such as voluntary work and community services. These were provided so that students could develop positive values and proactive attitudes through participation. In line with the focus areas of MCE, about half of the

schools enhanced student learning by infusing relevant elements into each subject. Most schools introduced subject-based or cross-subject Project Learning, whereas a small number of schools adopted a whole-school approach to developing students' study and generic skills through systematic planning and training. With regard to the Application of IT for Interactive Learning, most schools made use of Project Learning to develop students' ability to collect data through IT and to present the outcomes with PowerPoint. Most schools were well equipped with hardware facilities and a small number of them had started to introduce e-class on their intranet to help students to learn outside school hours and to enhance their self-learning ability.

- Apart from developing students' communication, creativity and critical thinking skills, most schools also developed students' study and collaboration skills through relevant subjects and activities. About half of the schools purposefully combined classroom teaching and thematic extra-curricular activities to promote biliteracy and trilingualism. Some schools promoted the learning of Chinese and English Language through drama while some created a favourable language learning environment by using English, Cantonese and Putonghua in turn to conduct morning assemblies and to make announcements. In Chinese Language teaching, some schools introduced creative writing, and promoted student-oriented teaching to enhance students' interest in learning the language. Apart from engaging Native English-speaking Teachers to assist in teaching and activities, programmes on phonics, reading and writing or integrated learning were also arranged. Some schools displayed a variety of English texts and set up English Corners on campus, whilst others arranged for teachers to receive professional training in order to enhance the skills of teaching their subjects in English. All of these relevant measures and strategies helped to improve students' biliterate and trilingual abilities.
- Most schools provided students with life-wide learning opportunities through co-curricular activities, field trips, visits and training. Some schools also arranged overseas exchanges to broaden students' horizons and enrich their learning experience. Some schools strategically arranged relevant activities in accordance with their curriculum objectives so as to extend students' classroom learning and equip them with enabling skills through learning outside the classroom. A small proportion of schools introduced cross-subject thematic activities or adopted curriculum integration to enable students to synthesize and apply relevant knowledge from various subjects and thus enhance their learning effectiveness.
- With regard to catering for learner diversity, nearly all schools used appropriate assessment methods to gauge learners' abilities and streamed students into different classes and groups. With the provision of enhancement and remedial programmes, the latter including such measures as split class teaching, before-and after-school support, the needs of students with different abilities were appropriately addressed. Some schools effectively introduced

collaborative teaching and peer learning.

- Most schools attached great importance to teachers' professional development with a view to promoting school reform and helping students to learn more effectively. Peer lesson observation was carried out in most schools to provide teachers with opportunities for professional exchange and reflection. Some schools actively promoted collaborative lesson preparation and arranged for this in designated periods for core or new subjects so that teachers could have room for in-depth discussions on teaching. Nearly half of the schools solicited external support and some of them carried out action research or lesson study to explore learning and teaching strategies with a view to enhancing effectiveness. Some schools also arranged in-house sharing on teaching and inter-school lesson observation. All of these helped to promote staff professional development.
- The overall coordination of the implementation of school curriculum was mainly taken up by functional groups, KLA coordinators and panel heads. The effectiveness of learning and teaching was monitored through lesson observation, scrutiny of students' assignments and examination papers and regular review. A small number of Primary School Masters/Mistresses (Curriculum Development) (PSM(CD)) were able to plan, coordinate and develop school-based curriculum in accordance with current trends. They could fulfil the function of curriculum leadership to ensure effective implementation.

Areas for improvement

- Although schools actively promoted the four key tasks of the curriculum reform, some did not plan developmentally and the strategies adopted were not sufficiently comprehensive to promote learning effectiveness. Some schools did not provide systematic guidance on reading strategies when promoting reading and there were discrepancies in practice among teachers in conducting morning reading sessions. There was insufficient collaboration between teacher-librarians and subject panels, and the former's roles were not given full play, impacting negatively on the success of Reading to Learn. Some schools were relatively slow in developing IT for interactive learning and had not yet formulated relevant strategies to enhance students' self-learning and teaching effectiveness. Others lacked developmental planning in Project Learning and failed to develop students' generic skills systematically. In respect of the focus areas of MCE, the subject panels in some schools failed to infuse relevant elements into teaching.
- In catering for learner diversity, some schools adopted split class teaching to reduce the teacher-student ratio. However, they could not adapt the curriculum or formulate appropriate teaching strategies in accordance with students' abilities and needs. The overall planning was not target-oriented and the effectiveness of small class teaching was not

significant. Some schools neglected the more able students so that their potential was not fully stretched.

- With regard to curriculum management, some schools failed to develop appropriate evaluation methods and success criteria in line with their curriculum objectives, thus limiting effectiveness. The group or panel heads in charge of curriculum development in a small number of schools failed to optimize their curriculum leadership; their function in planning, coordination and monitoring needed to be reinforced. They could not review curriculum implementation and student learning effectively enough for follow-up action to be taken and to inform forward planning. Some primary schools did not clearly define the duties of the PSM(CD) or empower them sufficiently to assist the school head in leading and coordinating curriculum development. Sometimes the effectiveness of subject panel heads' monitoring was similarly affected.

2.3.2 Teaching

Major Strengths

- Schools commonly adopted 'improving learning and teaching' as one of their major concerns. Some schools purposefully changed their teaching paradigms to meet students' abilities and needs. They also introduced changes to their organization of teaching and formulated strategies to further develop students' communication and collaboration skills. This is exemplified by the use of such interactive approaches as questioning and group activities, providing more opportunities for students to participate.
- Most teachers possessed sufficient subject knowledge. They were conscientious in teaching, and lesson preparation was adequate. They were friendly, concerned about students' learning performance and maintained a good rapport with them. They created a harmonious learning atmosphere in class. In general, teachers possessed good communication skills. Their presentation was systematic and the questions asked were geared to the topics at hand so as to help students to learn more effectively and be more attentive. Teachers were generally good at classroom management and conducted lessons smoothly. In a small number of schools, teachers adopted various classroom practices such as slogans, gestures, applause and awards, which effectively boosted students' attention and encouraged participation.
- Teachers in most schools established clear learning objectives. Lessons were smoothly conducted in a clear and structured manner. Teachers in some schools paid much attention to organizing their lessons to ensure that learning objectives were met effectively. Teachers in half of the schools arranged activities such as games, competitions, role play, group discussion and presentation in accordance with students' abilities, interests and needs. These

were all conducive to enhancing students' initiative, their communication, collaboration and problem-solving skills and their creativity. In order to strengthen students' abilities in self-reflection and critical thinking, teachers in a small number of schools arranged self and peer evaluation and cross-questioning to create a more enthusiastic learning atmosphere; a culture of mutual appreciation was thus established.

- Teachers in a small number of schools drew on students' daily life experiences or allowed students to have practical experience through conducting experiments and arranging outdoor learning activities so as to enhance their interest in learning. They also incorporated health education and MCE elements into classroom teaching, thereby cultivating positive values among students.
- Teachers in more than half of the schools were able to use teaching resources appropriately. These included real objects, pictures, songs and newspaper clippings, used according to teaching needs. Information technology was also employed to facilitate teaching, such as by presenting the teaching content using PowerPoint. All of these were effective in enhancing students' learning interest and helping them to better understand the teaching content.

Areas for improvement

- Although schools had tried to align with the curriculum reform by promoting a student-centred approach, the teaching in half of the schools tended to be too teacher-led. There was over-reliance on lecturing and textbooks. There were insufficient activities in class to provide students with opportunities to actively participate. Student-teacher and student-student interaction were not sufficient, which was not conducive to students' development of generic skills. During lessons with group activities, the arrangements of some of these activities had room for improvement. For example, the objectives of the activities were not clear, the activities did not tie in closely with the learning objectives or were quite superficial in design. Often there was a lack of clear instructions or specific requirements prior to the start of the activities. The division of work among students was not always clear and tasks assigned were too simple. In such lessons teachers did not have adequate skills to guide discussions or did not provide students sufficient time to think and report back. As a result, students' engagement in the activities was minimized, which in turn undermined the effectiveness of cooperative learning.
- Questioning was commonly adopted by teachers, but their questioning techniques needed improvement. In nearly half of the schools, teachers' questions were mainly for checking students' knowledge. The questions were too simple, direct or not sufficiently inspiring to provoke students' in-depth thinking and analysis, thus not fully developing students' critical thinking and creativity. In over half of the schools, teachers failed to give quality feedback

to students but tended to correct students' answers rather than to promote reflection. They did not sufficiently address students' responses or guide them to construct knowledge progressively so as to engage them in self-improvement. Teachers in nearly half of the schools seldom praised students in recognition of their efforts, so as to boost their learning motivation and confidence.

- Teachers in most schools did not make arrangements for students to enhance their ability in independent learning, for example by preparing appropriately before lessons or by collecting information after class.
- Teachers in nearly half of the schools had relatively low expectations of their students. Teaching content was simple and the classroom activities and assignments were not sufficiently challenging. Teachers in a small number of schools did not fully utilize double or longer periods in organizing their teaching to maximum effect, and teaching content was limited. There was also a lack of effective summing up at the end of lessons to tie in with the teaching objectives and consolidate student learning.
- Teachers in over half of the schools taught with reference to the teaching plans but did not attend adequately to students' learning progress by adapting the content, strategies and pace of teaching according to learner diversity.
- In some English Language lessons, or subjects using English as the medium of instruction, teachers used a mixture of Cantonese and English and did not often encourage students to communicate in English. They did not follow the school's language policy to provide students with the language learning environment that allowed greater exposure to spoken English. There needed to be more opportunities for students to speak the language, with a view to enhancing proficiency and confidence in oral communication.

2.3.3 Student Learning

Major Strengths

- Students in most schools were interested in learning. They were attentive in class and their discipline was good. They participated in learning activities and accomplished their tasks as instructed. Students in a small number of schools were well motivated to learn. They were self-confident and eager to express their views and respond to teachers' questions. They also raised questions when they were in doubt, thus enhancing their understanding of the lesson content. In lessons with group activities, most students were willing to participate, discuss and share with their classmates. In a small number of lessons with better learning performance, students demonstrated a high degree of collaboration, assigned different roles

among group members quickly, conducted in-depth discussions and expressed their views enthusiastically. They could also encourage and appreciate one another and learned well through cooperation. When given the opportunity to participate in peer assessment, students were able to comment on their classmates' performances and were, at the same, time willing to accept classmates' suggestions for their own self-reflection.

- Most students could comprehend and master the learning objectives. Some students could apply or relate learning to daily life. Apart from listening, observing and answering questions, some students were able to enhance their learning through reading and using IT. In a small number of schools, students displayed independent learning skills and were able to use appropriate learning strategies, including pre-lesson preparation and note-taking. As schools were active in promoting reading, most students read with attention and engagement during reading sessions and their interest in reading was gradually enhanced. Students in a small number of schools readily shared their reading experience under the guidance of teachers. Some had developed a good reading habit by borrowing books regularly from school libraries and actively participating in reading activities organized by their school. With regard to the use of IT, students were generally able to search for data on the Internet and present the outcomes using PowerPoint.
- Students exhibited better skills in communication than in critical thinking or creativity. In about half of the schools, students were good in spoken Chinese. They were able to express themselves clearly and fluently, using appropriate wording. Students in a small number of schools with better performance were able to analyze problems properly during discussion and presentation. They could also present their views and findings in a systematic manner.

Areas for improvement

- Because of the predominant teacher-centred approach, students in half of the schools were relatively passive in learning. They relied mainly on teachers' unidirectional instruction and seldom took the initiative to ask questions or express their views to enhance their understanding of the topics or explore further. Students, particularly in secondary schools, seldom employed such learning strategies as pre-lesson preparation and note-taking. In general, students' learning strategies and independent learning abilities should be further strengthened.
- In nearly half of the schools, students' spoken Chinese was only average in quality. Some students lacked confidence in answering questions, were soft-spoken and did not speak systematically. Their choice of words was not accurate enough and their vocabulary not sufficiently rich. Students in half of the schools lacked proficiency and confidence in expressing themselves in English. They were not accustomed to communicating in English

and were only able to use phrases and single words to answer questions. Students' spoken English needed to be enhanced.

- The critical thinking and creativity of students in nearly half of the schools were in need of improvement. The students were willing to participate in learning activities, but their teachers' questions or learning activities were not stimulating enough to provoke and foster their critical thinking or creativity.
- In lessons with group activities, some students were not accustomed to this learning mode and, consequently, did not participate actively in discussions and exchanges or were not attentive enough to classmates' expression of views. Some students lacked confidence when reporting. Their organization, presentation and discussion skills needed to be reinforced.

2.3.4 Performance Assessment

Major Strengths

- Most schools formulated clear assessment policies in alignment with curriculum objectives. Apart from using summative assessments to assess students' learning outcomes within a certain period of time, formative assessment was also used to monitor students' learning progress. Some schools were able to strike a balance between "Assessment of Learning" and "Assessment for Learning". Apart from using tests and examinations, they also adopted diversified methods of assessment, such as observation of students' performance in class, daily assignments, reading reports and project learning, assessing students' knowledge and attitude in a comprehensive manner. Over half of the schools introduced different modes of assessment by various parties. In addition to teacher assessment, self and peer assessment were implemented to help develop students' ability in self-reflection. Some schools also invited parents to participate in assessment, enabling them to have a better understanding of their children's learning performance.
- Schools generally formulated appropriate assignment policies to coordinate the types and quantities of students' assignments of all subject panels. Most schools designed different types of assignments and the most effective featured clear learning objectives, helped consolidate student learning and were linked to students' daily life. Their design was interesting and challenging and was conducive to arousing students' interest in learning, thus improving such generic skills as thinking and problem solving.
- The frequency of tests and examinations in most schools was appropriate. Clear guidelines on setting examination papers and a mechanism for vetting papers were in place to ensure effective assessment. The subject panels also devised marking schemes to facilitate

consistency in marking. The coverage of test and examination papers was sufficient. A small number of schools incorporated open-ended questions, or daily life examples and current affairs, into assessment papers so as to assess students' abilities more comprehensively, including their thinking skills and creativity. With regard to learner diversity, a small number of schools designed assessment papers incorporating both core and challenging assessment items to cater for the full range of student abilities. Such an arrangement was fair to all students. Some primary and secondary schools also made appropriate arrangements for students with special educational needs (SEN) by extending examination time, enlarging the font size or reading the contents of assessment papers to meet different students' needs.

- Most schools systematically recorded students' assessment data and kept parents duly informed of their children's performance in academic subjects, extra-curricular activities, competitions and service. Individual schools also developed student learning portfolios so as to reflect students' academic and non-academic performance more clearly and comprehensively.

Areas for improvement

- Some schools had yet to step up "assessment for learning" in alignment with curriculum reform. They still placed too much emphasis on tests and examinations. There was a lack of variety in modes of assessment. The tests and exams adopted by some schools attached too much importance to rote memorization of knowledge, failing to assess students' creativity and critical thinking.
- Although most schools analyzed students' performance and reviewed test and examination questions, about half of the schools only used the data as a reference for streaming students or comparing students' academic ability. They had not conducted further in-depth analysis of the strengths and areas for improvement in learning and teaching in order to formulate concrete follow-up plans and to inform curriculum planning and teaching. Some schools had not yet reported students' non-academic performance through the report card or other means to enable students and parents respectively to understand their own or their children's learning progress in terms of ability and attitude development.

2.3.5 Summary

In the domain of 'Learning and Teaching', schools performed better in "Curriculum" and "Performance Assessment". The 2005/06 school year marked the final period of the short-term development phase of curriculum reform. Despite having different starting points, most schools could meet the requirements of the current phase by actively promoting the four key curriculum

reform tasks and focusing on developing students' creativity, communication and critical thinking skills as a means to foster students' capability to learn how to learn. As regards assessment of student performance, most schools could align their practices with the public examination reform by gradually introducing diversified modes of assessment and engaging various parties in student assessment. Together with traditional pen-and-paper tests and examinations, these assessment practices contributed to a more comprehensive picture of student performance covering both the learning processes and outcomes. To maximize the impact of assessment for learning, however, schools needed to put more effort into using assessment information to improve curriculum planning, teaching strategies and student learning. In "Teaching", there was a need to improve activity design, classroom interaction and strategies for catering for learner differences. In a majority of schools, teachers showed a serious attitude towards teaching and had good presentation skills. The lesson focuses were clear and the teaching steps systematic. In half of the schools, teachers could organize class activities properly to promote active learning. However, lessons in half of the schools were mostly teacher-centred, characterized by an emphasis on lecturing and reliance on the use of textbooks. There was inadequate teacher-student and student-student interaction. Questioning was not well used to stimulate interest and thinking, and some of the teacher feedback lacked quality. With respect to catering for learner diversity, there was a lack of flexibility in lesson organization and the use of appropriate strategies in half of the schools. The lesson plan was strictly followed and there was a lack of attention to observing students' performance and needs in the learning process and to the need for adapting the lesson content, the teaching strategies and pace accordingly. As to "Student Learning", students in a majority of schools were interested in learning, were attentive and well-behaved. They participated in activities and completed assigned tasks as instructed. They showed better skills in communication than in critical thinking and creativity. In about half of the schools, students showed good oral Chinese skills and could express themselves well with proper diction and good fluency. In a small number of high-performing schools, students could properly analyze the issues in question and present their views and findings systematically during group discussions and presentations. Nevertheless, shaped by the teaching approach, students in half of the schools played a rather passive role in learning. They relied on teachers' input given through lecturing and they rarely raised questions or expressed their own views. Students, especially those in secondary schools, seldom used such learning strategies as pre-lesson preparation or note-taking during lessons. All in all, there was a need to improve students' learning strategies and self-learning capabilities.

2.4 Student Support and School Ethos

2.4.1 Support for Student Development

Major Strengths

- Schools accorded great importance to building a caring culture and harmonious atmosphere

and over half of the schools gave priority to this in their development plans. To understand students' needs, most schools collected data through school-based questionnaires, the Assessment Programme for Affective and Social Outcomes (APASO) provided by EMB or daily observation, thereby formulating clear objectives as well as setting priorities for student support, which were in line with the schools' mission and direction. Most student support committees could devise relevant programme plans and strategies.

- Most schools adopted a “whole-school approach” to student support with an explicit framework, appropriate coordination mechanisms and well-defined division of work among the respective committees. Some schools implemented student support policies through cross-committee / subject collaboration. Over half of the schools regularly reviewed the effectiveness of the programmes and activities as a basis for devising follow-up actions.
- A majority of schools formulated clear and reasonable school rules as well as systems of reward and punishment, both of which were generally well received by students and parents. About half of the schools carried out timely review of their school rules as well as systems of reward and punishment to meet actual needs, and individual schools consulted students and parents for stronger recognition of the rules and systems. Most schools adopted a positive attitude in addressing students' misconduct. Some schools followed the principle of more reward and less punishment, providing students with opportunities to compensate for their misbehaviour and encouraging them to improve through self-discipline. The discipline and guidance work in most schools complemented each other well, with programmes and activities of discipline and guidance devised in the light of students' needs. Good relationships were established between Student Guidance Officers, social worker, class teachers, parents and students. While primary schools generally enhanced parenting skills through providing parent education, secondary schools mostly rendered appropriate and timely support to students through implementing the dual class teacher system.
- Most schools arranged relevant orientation programmes to support new students for their early integration into school life. For students newly arrived from Mainland China, a small number of schools provided support and guidance services both inside and outside the campus. Schools generally provided students with adequate information on further studies and career choices by organizing relevant lectures, seminars or visits, and by seeking assistance from professionals or alumni. A small number of secondary schools offered job training or business operation schemes, providing real-life situations for students to acquire the knowledge, skills and work attitudes that could not easily be developed in the classroom.
- A majority of schools attached importance to students' whole-person development and organized diversified extra-curricular activities to enrich students' learning experiences and stretch their potential. Advocating the life-long development of at least one interest in either

sports or arts, over half of the schools arranged for students to participate in relevant activities, contests or performances. A small number of schools even integrated relevant elements into the formal curriculum for the sustainable development of students' interests in sports or arts. This is exemplified by integrating drama into Chinese and English Language lessons. Some schools set up well-rounded mechanisms to suitably coordinate various activities to address the diverse needs of students and to help them develop personal interests to enrich their life experience. A few well-performing schools trained students to organize activities by themselves, which effectively raised students' participation and improved their leadership.

- Considering MCE to be one of the important learning experiences conducive to students' whole-person development, over half of the schools promoted it holistically through formal curriculum and diversified activities. These covered various relevant themes, such as environmental education, ethics and health, religious and sex education, thereby helping students to develop positive values and attitudes. Most schools promoted school-wide participation by arranging morning or weekly assemblies and class teacher periods. They also offered a school-based curriculum on personal growth as well as life education, all of which had significant effects. In respect of implementation strategies, some schools adopted a pragmatic approach, using life events to create contexts for learning, encouraging students to be concerned about current affairs and gradually fostering their positive values through discussion and analysis. To foster students' commitment and the serving of others, over half of the schools arranged for students to serve the school and the community. Some secondary schools arranged leadership training for students to build up their organizational skills and boost their confidence in overcoming difficulties. About half of the schools enhanced students' understanding and concern about the motherland and cultivated their sense of belonging, through such activities as flag-raising ceremonies, singing the national anthem and exchange visits to and from the Mainland. Individual secondary schools even developed exchanges with the Mainland into one of their chief characteristics, and formulated detailed programme plans for long-term development. The participating students and teachers received training before exchanges, jointly defined the focus and designed the workflow, and reported to the whole school on their learning experience. Reflection after exchanges consolidated their learning outcomes.
- Most schools established mechanisms for early identification of students with special educational needs, sought external professional support through appropriate deployment of government funding, and provided various services based on students' needs through referral or follow-up. Some schools set up learning support groups and suitably addressed students' diverse needs through reinforcing curriculum planning, collaborative teaching, after-class guidance and peer support. In general, primary schools provided relatively more comprehensive support for students with SEN than did secondary schools.

Areas for improvement

- Some schools lacked coordination mechanisms for student support. Taskforces / committees operated separately without sufficient collaboration and overall monitoring also needed improvement. A small number of schools failed to fully analyze or use data to set priorities and formulate strategies for student support.
- Teachers in a small number of schools lacked consistency in executing school rules and implementing systems of reward and punishment. They gave students insufficient praise or recognition. There were discrepancies between theory and practice, and a need to step up the integration of discipline and guidance.
- The arrangements for extra-curricular activities in some schools needed to be improved. There could be unequal opportunities for student participation. In some cases, there was inadequate monitoring to promote active participation by students. In others, there was a lack of timely review when extremely low participation rates in some activities were apparent. Some schools did not enhance students' ability to lead and plan activities through their involvement in extra-curricular activities. The potential of extending student learning through these activities was, therefore, not adequately developed.
- A small number of schools lacked sufficient coordination and collaboration in promoting MCE. Inadequate effort was made by subject departments to integrate values education into daily teaching. Although teachers arranged discussion in class, their skills in guiding students in discussion technique needed refinement so as not to limit students' opportunities for reflection or inquiry.
- Since some schools failed to offer appropriate training, teachers who had to support students with SEN sometimes lacked the relevant skills to undertake the work. Some schools lacked holistic strategies to cater for learner diversity and the mechanisms for monitoring, and catering for, learner differences were not in place.

2.4.2 Links with Parents and External Organizations

Major Strengths

- Most schools formulated policies on home-school cooperation, treating parents as partners, maintaining contact with them through various channels, and keeping them well informed of school development. They also actively promoted parent education, equipping them with parenting skills. Most parents recognized and supported school development and were willing to cooperate with schools. While parents in about half of the schools participated in

planning school activities and assisted in implementation, those in a small number of schools had the opportunity to participate in formulating school policies. Some schools regularly collected parents' opinions as reference for school improvement. A small number of schools opened the classrooms and invited parents to observe lessons. In some cases, schools allowed parents to sit in at meetings on school affairs or student discipline so as to enhance their understanding of the school's daily operation.

- The parent-teacher associations (PTA) in more than half of the schools actively promoted home-school communication by conducting various types of activities and parent education programmes. The PTA of some schools offered scholarship to support student learning. Most members of the PTA were enthusiastic and committed. They organized parent volunteer teams, served as tutors for interest groups, or assisted teachers in holding activities. Parents in a few schools served as consultants for key school issues, using their professional knowledge to promote school development.
- In line with their development needs, most schools deliberately maintained close links with external organizations. Some schools participated in collaborative projects or classroom research offered by tertiary institutions to improve the quality of learning and teaching. Some schools made use of their connections with community service organizations or counseling agencies to provide opportunities for students to participate in social service, thereby promoting their personal growth. A small number of schools established partnership with schools in the Mainland and had regular exchanges to broaden the horizons of their students and teachers.
- Some schools maintained close contact with alumni. The alumni of secondary schools, rather more than those from primary, provided support by offering donations, serving as tutors for interest groups or providing students with opportunities for job training. The alumni of a small number of schools were invited to join the SMC, participating in school management and the formulation of school policies.

Areas for improvement

- Home-school communication needed further improvement in a small number of schools, chiefly because parents were relatively passive in participation and indifferent in attitude, and the schools had few strategies to enhance their participation. Where school policies were not transparent enough, parents' interest in participation was also diminished.
- A small number of schools were less proactive in seeking external professional support or initiating exchanges with other schools. Some teachers seldom participated in professional training activities.

- Some schools did not maintain adequate contact with alumni and did not systematically seek their support for school development.

2.4.3 School Culture

Major Strengths

- Teachers generally performed their duties with diligence and dedication and maintained good work relations with one another. They were committed in the face of education development and curriculum reform, and stepped up exchanges and collaboration through peer lesson observation and collaborative lesson preparation. Some schools actively explored learning and teaching strategies that suited their students and promoted classroom research, realizing life-long learning through teachers' concerted efforts and mutual support.
- Teachers in most schools cared for their students and held positive attitudes in support of student development. Most students respected their teachers and were grateful for their love and care. Students and teachers maintained a relationship of mutual respect and trust. Most students loved campus life and were willing to participate in school activities; they maintained a harmonious relationship with their peers and cooperated with one another. In some schools, senior level students were ready to care for those at the junior levels and help them adapt to school life. By providing guidance in assignments and holding activities, they also showed a spirit of service.
- Some schools actively promoted democracy in school affairs, attaching importance to bi-directional communication through providing various channels for stakeholders to express their views and following up the views properly, thereby creating a culture of open discussion.

Areas for improvement

- Despite schools' conscious efforts in building a caring culture, teachers in a small number of schools did not give students sufficient praise and encouragement, thus adversely affecting their confidence and motivation to learn.
- The management of some schools did not care for teachers sufficiently and failed to relieve their work pressure, resulting in low morale among staff. Some schools lacked communication channels for teachers to express their views on the direction and pace of school development, which affected their sense of belonging. Teachers' team spirit needed to be boosted.

2.4.4 Summary

The overall performance of schools in the domain of ‘Student Support and School Ethos’ was similar to that in the previous two years and remained better when compared with that in other domains. In respect of “Support for Student Development”, most schools could devise appropriate school-based support services. There was proper coordination of the work done by relevant task groups. Cross subject panel/committee collaboration could well support the implementation of school-wide student support policies. Nevertheless, monitoring of the implementation process needed strengthening. As to “Links with Parents and External Organizations”, schools generally attached importance to home-school cooperation. Most schools maintained good relationships with parents, and arranged activities and training through their PTA to facilitate home-school communication. Schools also sought external professional support through various means to improve learning and teaching as well as student support services. As regards “School Culture”, in a majority of schools, students and teachers had a good sense of belonging. Students helped one another and maintained good relationships with teachers, contributing to a harmonious atmosphere on the campus. To address the changes brought about by education and curriculum reform, most schools actively promoted teachers’ professional development, teachers pursued further studies and engaged in professional sharing to keep up with the new trends in teaching. However, in some schools, teachers were less active in pursuing professional development, and professional exchanges were limited. There was a need for these schools to make consistent efforts to promote teachers’ professional development and develop themselves into learning organizations to better equip teachers for education reform.

2.5 Student Performance

2.5.1 Attitude and Behaviour

Major Strengths

- Students in most schools loved campus life and had a sense of belonging. They were happy to participate in activities in and outside the school. They had a positive attitude towards learning, showed good discipline and were attentive in class. They were interested in learning and willing to follow teachers’ instructions.
- Most students respected teachers; they showed mutual love and acceptance and helped one another. They were polite and, particularly in primary schools, were ready to interact and talk with others. Students in a small number of schools had good interpersonal skills and communicated effectively with people.

- Students of most schools enjoyed participating in school and external services, strove to serve classmates and help teachers, showing a strong sense of duty, a high level of competency and a readiness to serve. Student leaders in some secondary schools were willing to undertake responsibilities and helped to organize activities for others, showing leadership skills.

Areas for improvement

- In a small number of schools, students were passive towards learning and did not have high expectations of themselves. Their self-management skills, concentration, initiative and self-motivation in learning needed to be enhanced.
- In less than half of the schools, especially at secondary level, students lacked confidence, habitually depended on teachers or classmates and lacked spontaneity in learning.

2.5.2 Participation and Achievement

- ^(Note 8) Students in most schools actively participated in internal and external competitions, activities and services, and gained awards in external academic, cultural, speech, sports and music competitions. Students in a small number of schools achieved outstanding performance in international competitions.

2.5.3 Summary

Most students were receptive and polite. They got along well with each other, respected their teachers and enjoyed participating in internal and external activities and services. With proper guidance, most students were willing to follow teachers' instructions in learning. Nevertheless, more effort was needed to improve their academic performance, their confidence and self-motivation.

Note

- (8): According to Performance Indicators for Hong Kong Schools (2002), "Participation and Achievement" includes two aspects: "Academic Performance" and "Non-Academic Performance". Students' performance in the two aspects was recorded in the ESR report of every school. In respect of "Academic Performance", the ESR reports of primary schools recorded students' internal performance while the ESR reports of secondary schools recorded students' performance in public examinations. Each year only some of the schools in Hong Kong undergo ESR. Thus, the data collected on "Academic Performance" is not representative of students in Hong Kong as a whole and is not included here. Only non-academic performance is reported.

2.6 Chapter Conclusion

In the 2005/06 school year, the number of schools having undergone ESR increased by 40% over the previous year. Similar to that in the previous year, school performance in the 14 areas of evaluation was, on the whole, either satisfactory or good. In response to community expectations of quality education, schools actively promoted SSE and progressively set up SSE mechanisms to improve educational outcomes. Through school-based professional development programmes, external professional support was tapped to enhance teachers' understanding of SSE. It was also observed that a whole-school approach to SSE was widely adopted, which facilitated the development of a collaborative culture and team spirit within the school. In some of the schools, evaluation data was well used as a reference for revising implementation strategies. However, there was room for improvement in the use of data to inform and improve learning and teaching. While the positive impact of SSE on school development was widely recognised, schools had yet to establish a firm grasp of the underpinnings of SSE and develop better skills in the use of evaluation findings. All in all, there was a need for sustained efforts to internalize SSE in the school development process. In the domain of 'Management and Organization', schools performed better in "Planning and Management of Resources". They could make good use of the funding provided by EMB and tap resources to enhance student learning. In general, schools performed fairly well in "Planning and Administration", "Professional Leadership" and "Staff Management". Among these, the performance of the middle management was a key concern. While the middle managers of around half of the schools demonstrated good leadership in promoting subject panel/committee development, there were variations in the performance of those in the rest of the schools. The most critical area for improvement, in this regard, was the performance of subject panel chairs in the areas of curriculum development, panel evaluation, and use of evaluation information to inform and improve planning. On the whole, the management and monitoring role of subject panels and committees needed strengthening.

In the domain of 'Learning and Teaching', schools performed better in "Curriculum" and "Performance Assessment" than in "Teaching" and "Student Learning", again a similar finding to that in the previous year. In the area of "Curriculum", aligned with curriculum reform, schools promoted the four key tasks and life-wide learning to help students to develop learning strategies, positive values and attitudes, and enrich their life experiences. In the area of "Performance Assessment", schools became increasingly aware of the importance of formative assessment and adopted diversified assessment modes. Some teachers, however, lacked a thorough grasp of "Assessment for Learning", thus affecting the actual impact of assessment on learning. In addition, schools in general had not made proper use of student assessment data to improve curriculum design and teaching. As to "Teaching" and "Student Learning", interactive teaching strategies were progressively introduced. In half of the schools, teachers could organize class activities properly to promote active learning. However, lessons in half of the schools still featured a didactic teacher-centred approach which limited students' participation in class. In this regard, there was a need to speed up the change in teaching strategies towards a more student-centred

methodology. With regard to “Student Learning”, students in a majority of schools were interested in learning. They showed better skills in communication than in critical thinking and creativity. In about half of the schools, students had good oral Chinese skills and in a small number of better-performing schools, students could properly analyze the issues in question and present their views and findings systematically during group discussions and presentations. Nevertheless, it was observed that as shaped by the teaching approach, students in half of the schools played a rather passive role and seldom raised questions or expressed their own views. Students, especially those in secondary schools, seldom used such learning strategies as pre-lesson preparation or note-taking in class. All in all, there was a need to improve students’ learning strategies and self-learning capabilities.

The general performance of schools in the domain of ‘Student Support and School Ethos’ was good, similar to that in the previous two years. Most schools emphasized the development of a caring and harmonious environment and adopted a whole-school approach to student support services. They also attached importance to enhancement of home-school cooperation and explored external resources to facilitate learning, teaching and student support. Teachers had good rapport with students and, in support of curriculum reform and school development, they were keen to pursue professional development. Yet, there was a need to give more attention to the morale and sense of belonging of a small number of teachers, which were affected by factors including workload and insufficient communication. Students in most schools performed well in “Attitude and Behaviour”. They were receptive and well-behaved. They respected teachers and were friendly with their peers. Students performed satisfactorily in “Participation and Achievement”. They took an active part in internal and external activities and their performance was commendable. However, there was a need to enhance students’ motivation and inner drive to improve their academic performance.

Since the implementation of the SDA Framework in 2003, most schools had actively promoted SSE and gradually developed a grasp of the key concepts and skills of SSE through training and practice. They had also started to use evaluation tools to collect data to review the effectiveness of their work. Working towards self-improvement, a small number of schools were able to define priorities and focuses for school development through SSE and use evaluation results to inform annual planning. A few schools with excellent performance could create favourable conditions for their pursuit of excellence through effective integration of SSE into their daily routine work. However, schools generally needed to strengthen their SSE skills and use of data. There was also a need to enhance teachers’ understanding of the inter-connectedness between planning, implementation and evaluation, to raise their awareness of the need for continuous improvement and to embed a self-evaluation spirit in the school culture.

Chapter 3 Major Findings of Special Schools Inspections in 2003-2006

3.1 Introduction

- In the 2003/04 to 2005/06 school years, a total of 27 and 10 special schools respectively underwent ESR and “A Study of the Effectiveness of Special Schools” (Effectiveness Study). As already noted, the major purpose of ESR is to validate the findings of school self-evaluation (SSE) and examine its mechanism and process to help ensure the functioning of quality assurance. The Effectiveness Study is to examine the efficiency of schools in deploying and managing resources and to analyze the effect on learning and teaching. The related report was published and uploaded onto the homepage of EMB in December 2005. The overall findings will be discussed in this chapter.

- The schools which underwent inspection are summarised as follows:

| Type of School | ESR | | | Effectiveness Study |
|-----------------------------|---------|---------|---------|---------------------|
| | 2003/04 | 2004/05 | 2005/06 | 2005/06 |
| Mentally Handicapped | 3 | 7 | 10 | 7 |
| Hearing Impaired | 1 | --- | --- | 1 |
| Visually Impaired | 1 | --- | --- | 1 |
| Physically Disabled | 1 | --- | --- | 1 |
| Social Development | --- | 1 | 2 | --- |
| Hospital School | 1 | --- | --- | --- |
| Sub-total | 7 | 8 | 12 | 10 |
| Total | 27 | | | 10 |

- In assessing school performance, the inspecting officers ^(Note 9) referred to the published Performance Indicators for Hong Kong Schools (2002). They used different methods, including scrutiny of documents and information provided by schools, lesson observation, observation of school activities, and meetings with school management committees/incorporated management committees, school heads, staff, parents and students, to understand the school development from different perspectives.
- This report summarizes the performance of the schools which underwent ESR and the Effectiveness Study. However, the relevant information and analyzes are not intended to be generalised across the special schools in the territory.

Note

(9): The inspecting officers included local and overseas experts in special education.

3.2 Major Findings of Inspection – Performance of Schools in Individual Area

3.2.1 Management and Organization

Strengths

- In respect of “Resource Planning and Management”, the schools generally had good facilities and adequate resources. They attached much importance to the repair and maintenance of school premises, so that the environment was usually maintained in a clean state and the safety facilities were always checked. Nearly half of the schools made good use of the school premises and purposefully arranged classroom settings to stimulate student learning. The schools had sufficient types of teaching resources and maintained clear records. They had also developed storage and loan systems and the management of resources was good. Most of the schools were keen to explore external resources, which facilitated their development in the areas of learning and teaching as well as support for student development. More than half of the schools made good use of information technology facilities to create a database for teaching materials and a professional sharing platform for the staff.
- Almost all schools had drawn up financial guidelines as well as having a well-defined system of financial supervision and management. A few of these schools formed a financial committee to take proper care of financial affairs. The SMC of nearly half of the schools had put in place a monitoring mechanism to ensure a healthy financial state. They also conducted reviews of the income and expenditure of subject panels/committees regularly and made financial deployment as appropriate.
- In relation to “Staff Management”, most of the schools had a specific and fair mechanism for duty distribution. They assigned duties to the staff in accordance, as far as possible, with their experience, qualifications, abilities and preference as well as with the development needs of the school. The schools also made good use of various grants to hire additional staff and deployed the resources flexibly to support learning and teaching. Examples include arranging for teacher assistants, occupational therapists and other staff members to help in classes and to provide more intensive care and training for students.
- Most of the schools had set up a well-defined appraisal system. The areas of assessment had been formulated according to the professional nature of different grades and the coverage of assessment was adequate. Most of the schools had introduced self-evaluation on the part of staff to promote self-reflection. Some schools had introduced, for increased accountability, a bottom-up approach in their appraisal systems. Most of the schools had formulated professional development plans for their staff in line with the schools’ development needs.

They were able to employ diversified strategies, such as peer observation, cross-school exchange, collaborative lesson planning and collaboration with tertiary institutions to foster professional development. The schools also provided systematic training programmes, such as a mentor system and partnership programmes for new recruits so as to help them adapt to the school environment and their new responsibilities.

- In the area of “Professional Leadership”, nearly all SMC supported and trusted the school staff and acquired an understanding of school development through regular meetings. Some SMC made an effort to organize a support network for school heads and solicited professional talents to assist in school development, as well as promoting exchanges among the schools. The management and middle managers of most of the schools possessed a good professional attitude. They demonstrated a spirit of commitment, dedication to their jobs and diligence at work.
- Most of the schools had formulated a clear administrative handbook and working guidelines for staff and their administrative operation was smooth. They had effectively utilized information technology to facilitate administrative work, such as information storage, enabling the staff to carry out their work more efficiently. Safety precautions implemented by most of the schools were adequate. They had drawn up procedures and guidelines for crisis management so that staff members could deal with crises effectively and timely in case of emergency.

Areas for Improvement

- Most of the schools were weak in self-evaluation. Although the subject panels/committees conducted evaluations regularly, their focus was on the progress and completion of tasks. They failed to refer to the data and success criteria adequately to give a critical analysis of the effectiveness of their work and their evaluation was, therefore insufficient. Most of the schools failed to establish a well-defined mechanism for self-evaluation to coordinate its implementation across the whole school or to use the evaluation findings as a basis for drawing up the areas of concern.
- Some schools did not have definite priorities for their areas of concern. The work was rather dispersed and lacked focus. Yearly objectives, success criteria and assessment methods in the annual plan were not explicit or specific. The programme plans of the relevant subject panels/committees did not link closely with the areas of concern and were, thus, ineffective. The programme plans devised by the subject panels/committees of most schools focused on routine matters and were insufficiently developmental, lacking a clear focus.
- The organization structure in some schools was not well-established. The rationale for

division of work was trivial, and the co-ordination and collaboration mechanism among subject panels/committees had yet to be clearly established. Although a policy-making mechanism had been established in some schools, those involved in policy-making were more concerned about the work they alone were responsible for and the culture of discussion had yet to be developed. Furthermore, in those schools, specialist staff members were seldom given adequate opportunities to participate in policy-making. The policy-making level was not sufficiently representative and it was not possible to formulate policies relevant to the school development through discussions involving different parties. The schools had diverse performance in manpower management. Some schools failed to make good use of their staff and deploy them flexibly, according to their different duties, to support teaching and promote student learning.

- There was still room for improvement in the professional knowledge of some school heads, particularly in the formulation of appropriate priorities for staff development plans with long-term objectives. They also failed to deal with personnel management issues and staff communication effectively. Their ability in overall planning and leadership needed to be strengthened. A majority of middle managers had not fully fulfilled their planning and supervisory functions and ability in leadership also needed to improve.

Summary

In the domain of “Management and Organization”, the inspected schools performed better in the areas of “Planning and Management of Resources” and “Staff Management”, almost all could properly manage school facilities and teaching resources, as well as formulate a well-defined system for financial monitoring and management. However, some schools had yet to make good use of, and flexibly deploy, their staff in different posts to support learning and teaching. Schools’ performance in the areas of “Planning and Administration” and “Professional Leadership” was rather good. Almost all schools managed their administrative affairs properly and the school operation was smooth. However, the organization structure was not systematic and failed to promote school development effectively. The ability of some school heads in planning and leadership had yet to be strengthened. Schools should pay special attention to the area of “Self-evaluation”, as less than 30% of them were rated as good. Most of the schools had not established a well-defined mechanism for self-evaluation and failed to make good use of the evaluation data as a basis for drawing up the areas of concern.

3.2.2 Learning and Teaching

Strengths

- In the area of “Curriculum”, nearly half of the schools had formulated clear curriculum goals

and policies. Taking into account their own mission statement and students' needs, these schools also established a well-defined curriculum framework covering knowledge, skills and attitude. Different modes of remedial support, therapeutic training and extra-curricular activities were also included to provide a balanced curriculum. Most of the schools provided rich learning experiences for students. With the introduction of diversified extra-curricular activities and allocation of lesson time for interest group opportunities, students were provided with on-going training to develop their potential and stretch their strengths. Schools also arranged various learning activities, such as community training, workshop practice and visits, in accordance with the key learning areas, to help students connect their knowledge and skills with daily living. Much attention was focused on helping them to solve the problems they encountered in daily life. Some schools also actively developed their school-based curriculum with an "Extension of Years of Education Programme". The curriculum was very practical and matched with the exit pathways of school leavers. Nearly half of the schools arranged various support measures to strengthen care for individual students, such as cross-class ability grouping, allocating human resources and adopting diversified teaching strategies.

- Nearly half of the schools arranged the learning and recess time flexibly to help students with multiple handicaps adapt to the school routine. The arrangement of lesson time was also flexible, using, for example, block time-tabling, common learning time for the same level and allocation of morning/afternoon sessions according to the nature of subjects. Such arrangements were helpful in allowing teachers to conduct collaborative lessons, to organize different kinds of learning activities for the students, and to provide cross-class grouping easily so as to increase the effectiveness of teaching. Elements of daily life were incorporated into the timetable in a systematic way. This could meet students' genuine needs and, at the same time, provide realistic situations for training to enable them to master the skills of independent living and to enhance their self-caring abilities.
- Over half of the schools were active in implementing the key tasks of the curriculum reform. For MCE, these schools actively developed the positive values and attitudes of students to help them to integrate into society. This was achieved by means of different kinds of interesting activities and topics within related subjects. Different strategies were adopted to promote reading in these schools, including reading award scheme, parent-child reading and class-based books produced by teachers that suited the students' standard. They made efforts to develop students' good reading habit and to strengthen their self-learning abilities and the effect was obvious. Some schools strategically applied information technology to interactive learning. They developed software and designed learning aids according to students' abilities and physical conditions. This aroused students' learning motivation and strengthened their concentration, with the help of multi-sensory stimulation. Some schools planned the implementation of project learning with a systematic approach. They mainly

tried its implementation in General Studies or Integrated Studies to develop students' ability in information collection and collaboration and the effect was quite good.

- The quality of classroom teaching was, on the whole, satisfactory, with teachers exhibiting a good attitude towards their work. They possessed good professional knowledge and nearly all were well-experienced. They had a thorough understanding of students' impairment and learning needs, and they adopted an understanding and accommodating attitude towards them. Most of them were approachable and friendly, involved and conscientious in their work. They cared for their students with patience and love, thus maintaining a good rapport.
- Teachers possessed good communication skills. Their explanations and expressions were clear and demonstrations were well-organized. Almost all made use of various methods, such as verbal expressions, gestures and photographs to communicate with students, and were effective in guiding students to understand the lessons. Most of the teachers gave appropriate praise and encouragement to students for their good performances. Various incentives were used, including verbal commendation, clapping and record of awards.
- In nearly half of the lessons, the teaching objectives were relevant and clear. The teachers used information technology effectively to display the teaching materials so as to arouse students' learning interests and facilitate their understanding of the teaching content. Appropriate multi-sensory learning strategies, such as flow charts, were adopted by a few teachers. They also used real life situations to arouse students' learning interests and strengthen their understanding of the lesson.
- Teachers, in general, used teaching resources and aids properly to facilitate student learning. These included real objects, pictures and character cards. Some teachers made good use of environmental resources, such as nearby community facilities or by establishing a garden bed in school, to provide students with first-hand learning experiences. The outcomes were good. Nearly half of the schools made good use of human resources, such as specialist staff, teaching assistants and parent volunteers, to provide in-class support for students. They achieved a collaborative effect, helped strengthen student interaction and the learning atmosphere in class was also boosted.
- Teachers in most of the schools could establish appropriate classroom routines. They exercised class management skills and dealt with students' emotional and behavioural problems properly. Some teachers used different behavioural management skills in a timely manner, such as behaviour contract and class incentive schemes, to foster good behaviour. They were effective in managing class discipline and creating a harmonious learning atmosphere.

- Students possessed a good learning attitude and most of them were interested and cooperative. They observed class rules, remained calm in class and maintained good class discipline. Most students were attentive and their learning attitude was serious. They could follow teachers' instructions, were willing to take part in the learning activities and liked to answer teachers' questions.
- In relation to learning performance, most students could understand the lessons and, in general, could grasp the main points of learning. Their communication skills were generally good. They were attentive in class and could understand the teaching instructions and give key points in response to questions. In general, students without oral language ability could use appropriate methods, such as sign language or a communication pad to communicate with others. For students with oral language ability, their power of expression was better and some of them took the initiative to raise questions and put forward their views in discussion. Of the students with better ability in thinking and power of expression, most spoke fluently and were willing to participate in discussion and express their own views. They also clearly reported the outcomes of their discussion. Some students could even ask their teachers questions to clarify their doubts. Their thinking skills were well demonstrated in the process.
- Most of the intellectually disabled students could engage in simple computer operation under the guidance of teachers. Some students with higher abilities could browse websites to search for information. A few students even managed to use computer software to prepare their project learning reports. Students taking the ordinary curriculum could, in general, use a computer to support learning. Some students even managed to work on PowerPoint, animation and video editing.
- In the area of "Performance Assessment", most of the schools had a well-defined assessment policy and system in place, which clearly stated the procedure, frequency and mode of baseline, formative and summative assessments to facilitate systematic assessment of students' performance. These schools provided parents with detailed and comprehensive assessment reports so that they could understand their children's performance and abilities in various aspects. Some schools provided the assessment information in visual format so that parents could see the actual performance of their children in such tasks as dish-washing and physical activities.
- Over half of the schools used diversified modes of assessment, such as situational activities, oral presentation, worksheets and examination/test papers, to look into students' actual performance from different perspectives. These schools invited parents or students to participate in assessment, bringing a more objective assessment with findings derived from different perspectives. Some schools developed their own assessment tools to evaluate

students' performance in specific areas. This helped the teachers to understand students' performance and abilities in various aspects for the formulation of teaching plans.

- Over half of the schools managed the assessment information in a systematic manner, such as developing the computer system to enable teachers to access students' performance in various aspects. The assessment information system in some schools was designed in such a way that the overall learning progress of students was clearly displayed. Taking advantage of such a system, a few schools also developed a learning portfolio for students. Teachers could, using such information, formulate measures to cater for learner differences and draw up their teaching plans.

Areas for Improvement

- Some schools lacked systematic planning in the development of school-based curriculum. The panel heads could not fully fulfil their roles in leading and coordinating curriculum development and reform and thus affected the vertical continuity and horizontal articulation of the key learning areas. Some schools organized school-based curriculum by integrating two or more subjects, yet teachers could not fully grasp the rationale of integrated curriculum in curriculum delivery. The curriculum was not well-balanced, as some of the learning elements were lost and an undue emphasis was placed on skill training. Moreover curriculum leaders could not effectively monitor the implementation of curriculum to ensure full realisation of what was planned.
- The class teaching strategies employed by most teachers were monotonous and interaction between students was inadequate. The questions raised by nearly half of the teachers were too simple and not stimulating enough to provoke students' further thinking. Feedback given by most teachers was not specific and could not highlight students' performance and achievement, neither did it provide suggestions for improvement. Some teachers did not have high enough expectations of students, especially of those with higher ability.
- Most teachers did not provide sufficient self-learning training for students. More than half of the students were passive in learning and were over-reliant on teachers' instructions. Over half of the students required teachers to give instructions to complete their assignments and were lacking in confidence. The mode of learning for most of the students was limited to listening and imitation. They consolidated their learning through repeated exercises, and their ability was not fully developed.
- Some teachers were not able to make good use of various measures to cater for learner diversity so as to cater for the needs of both the academically high and low achievers. Using the class, or ability grouping approach, teachers failed to use effective teaching and learning

strategies, employ curriculum adaptation or develop assignments at different levels to cater for learner differences.

- Some schools generally focused on the preliminary preparatory work in the development of students' generic skills, for instance professional development sessions and the requirement to list in the teaching plan the development of relevant generic skills. However, there was no specific implementation plan, use of effective strategies or effective mechanism for monitoring the teaching outcomes to ensure the expected outcomes would be achieved.
- Nearly half of the schools failed to develop clear and specific criteria for assignment so as to allow teachers to fully grasp the requirements and criteria of assignments. Feedback given by teachers in students' assignments was inadequate. The feedback failed to highlight students' efforts and strengths or to encourage parents to raise their expectations of their children. It was also unable to identify the areas for improvement or the direction for further enhancement.
- Nearly half of the schools did not make use of assessment data on students to revise teaching plans or modify teaching strategies. Some schools had not established a proper system to analyze learning progress and the efficiency of individual students. Some schools hadn't established well-defined assessment criteria to allow teachers to adopt consistent criteria for an accurate and objective assessment outcome.

Summary

In the domain of "Learning and Teaching", the schools' performance in the areas of "Curriculum", "Teaching" and "Performance Assessment" was satisfactory. Most of them had arranged different learning and practical activities for students to enrich their learning experiences. However, some schools needed to strengthen their curriculum leadership and monitoring functions to ensure the continuity and balance of the curriculum, as well as the implementation of the curriculum concepts in daily teaching activities. Most schools had formulated clear assessment policies and systems, but some had yet to make good use of the assessment information to inform learning and teaching. In their classroom teaching, teachers were, in general, approachable and friendly. They had an understanding of students' impairment and learning needs and maintained a good rapport with the students. They possessed good communication skills. However, particular attention should be paid to strengthening the use of stimulating questions, feedback for improvement and diversified teaching strategies. There was still much room for improvement in "Student Learning". More than half of the students assumed a passive attitude in learning and the mode of learning was monotonous. In order to help students to overcome their disability and stretch their potential, teachers should provide more on-going and systematic training opportunities to students in respect of the enhancement of learning motivation, use of learning strategies and development of generic

skills.

3.2.3 Student Support and School Ethos

Strengths

- In the area of “Support for Student Development”, a majority of schools had established a clear coordination mechanism to organize the service and work of the supporting groups. The division of duties was well-defined, their cooperation was smooth and they worked together to provide relevant support to students.
- The schools employed different forms of incentive effectively to reinforce or recognise students’ good performance. A majority of schools strengthened training on developing students’ discipline, responsibility and leadership by organizing uniform group activities or creating posts, such as prefects. Nearly half of the schools enhanced the training for students through daily routine activities, an effective way to develop both their obedience and independence. Case studies, involving the collaboration of different parties, were adopted in nearly all schools to devise effective methods of handling and guiding behaviour. Some schools also formulated learning and training objectives for individual students, based on the findings, to further extend the effectiveness of case studies.
- Schools provided diversified and balanced extra-curricular activities to enrich students’ learning experiences and develop their potential. Some schools also recruited external instructors to provide enhancement training for students. They also arranged external activities and competitions for students to acquire experience. Students’ self-esteem and sense of achievement were boosted as a result. Some schools, in order to enrich students’ school life, organized various learning and recreational activities during cross-subject co-curricular periods and the free time after lunch. An appropriate mechanism was established in almost all schools to cater for the needs of students with different levels of impairment to ensure fair opportunities for participation were provided for all.
- In a majority of schools, according to their context, MCE was implemented through classroom teaching and thematic activities in order to develop correct values in students. Values Education introduced in schools included health, environmental, sex and national education and the coverage was sufficient. Some schools also arranged community service for students to gradually develop their care for the community as well as the spirit of serving others.
- In a majority of schools, relevant support through diversified orientation activities was given to new students and their parents for early integration into school life. For school leavers,

most of the schools also arranged related activities, such as individual counselling service, seminars and visits to adult services centres to help them and their parents understand the way forward, make appropriate decisions and adapt to the new environment. Some schools also provided continuous follow-up and support to school leavers and their parents and this was well-received by the parents.

- Specialist staff in most schools helped in class to provide appropriate support or therapeutic training for students. Some of them also participated actively in curriculum development and engaged in collaborative teaching with teachers so that the therapeutic training could become part of the daily routine of students and enhance learning. Some schools also used resources efficiently by employing additional manpower, taking into account the student needs for further therapy and caring services.
- In relation to “Links with Parents and External Organizations”, appropriate channels were used to maintain effective communication and close cooperation with parents who, in turn, supported and trusted their school. Parent volunteers also participated in various school activities. Schools were willing to listen to parents’ views and responded to their demands, taking timely follow-up action. Schools valued parent education and provided relevant training to help them master the techniques for teaching and training their own children. The parent-teacher associations arranged a variety of social activities for parents to promote communication. They also put forward their own views to schools and served as a link between parents and schools.
- A majority of schools had established a network with rehabilitation organizations, tertiary institutions, mainstream schools or overseas bodies, to facilitate their professional development. The school heads in some schools used their extensive social network to contribute to inter-school professional exchange. The schools solicited external resources actively and organized diversified activities to enrich students’ learning experience as well as to renovate and improve school facilities. Some schools used internal resources flexibly to support teachers and their students with special educational needs in mainstream schools.
- In relation to “School Culture”, staff members, in general, had an amicable relationship and respected each other. They worked with dedication and, in concert, created a good learning environment for students and provided them with good service. In the face of the education reform, they adopted a positive attitude and demonstrated their team spirit. The staff and students in most schools had a strong sense of belonging to their schools. The teachers cared about, encouraged and respected the students, with whom they maintained a harmonious relationship. The students trusted the teachers and followed their instructions. Students got along well, cared for and supported one another, enjoying learning and school life. Senior students, or those of higher ability, were willing to serve others and take care of the junior

students. Students liked going to school and enjoyed school life.

Areas for Improvement

- Some schools had not yet established a clear coordination mechanism for the whole-school planning of student support services. Nearly half of the schools were not able to integrate the elements of MCE systematically into the formal curriculum. The activities of values education introduced in some schools did not link closely with life experiences, and the overall planning was not focused.

Summary

In the domain of “Student Support and School Ethos”, the area of “Links with Parents and External Organizations” was most outstanding, whereas the performance in the areas of “Support for Student Development” and “School Culture” was also good. The schools, in general, attached great importance to maintaining effective communication and establishing close cooperation with parents. Most schools strategically developed students’ self-discipline and obedience. Diversified service activities and uniform group training were organized for students to help them understand responsibility and exercise their leadership. The schools actively provided diversified extra-curricular activities for students to enrich their learning experience and widen their exposure to the community, which would help them integrate into society. In most schools, the staff members demonstrated their team spirit and worked with concerted effort to create a good learning environment for students and provide them with good pastoral care.

3.3 Chapter Conclusion

The inspected special schools showed a steady development and on-going improvement in the past three years. In the domain of “Management and Organization”, the schools performed better in “Planning and Management of Resources” as well as “Staff Management”. However, they had to further improve in the area of “Self-evaluation”, particularly the establishment of self-evaluation mechanisms, analyzes of evaluation findings by the subject panels/committees and the use of assessment information. In the domain of “Learning and Teaching”, the schools performed better in “Curriculum”, “Teaching” and “Performance Assessment”. However, there was still much room for improvement in “Student Learning”. A majority of schools performed well in the domain of “Student Support and School Ethos”, with the performance in “Links with Parents and External Organizations” most outstanding. In general, the staff members in those schools demonstrated their team spirit and worked with concerted efforts to organize diversified extra-curricular activities and provide appropriate therapeutic training and attentive care for students.

3.4 Key Issues

- It was desirable for the schools to strengthen their self-evaluation culture and help their staff to grasp the rationale of self-evaluation and strengthen reflection and self-improvement through training and exchanges. The schools should also establish a well-defined self-evaluation mechanism to implement SSE with a systematic approach at all levels. In the course of drawing up the areas of concern, the schools should apply objective data and conduct an in-depth SWOT analysis. The development priorities should be set with reference to the review findings. Meanwhile, they should also draw up specific targets, detailed implementation plans, success criteria and assessment methods in relation to the areas of concern. Effective implementation strategies should also be adopted to facilitate the self-improvement of schools.
- In order to enhance students' interests in learning, teachers should be encouraged to employ diversified teaching strategies and design different classroom activities to deal with students' passivity and lack of learning confidence. Teachers should also create more opportunities for students to participate in learning activities and encourage interaction among students, with a view to improving the learning atmosphere. Teachers should strengthen their provision for student diversity. They may guide students with better capacity to use different learning strategies, such as jotting notes and making use of mind maps to support learning and develop self-learning ability. They should also stimulate students' further thinking with different levels of questions. Teachers should use effective teaching strategies, adapt the curriculum content and design different levels of assignment so that all students can learn better. They should give more intensive guidance and support in class and provide more specific feedback to help the students to improve. Furthermore, the schools should also make better use of students' assessment data as the basis for revising teaching programmes, as well as adjusting teaching strategies and procedures to foster student learning.

Chapter 4 Thematic highlights: Summary of major findings of Focus Inspections

4.1 Introduction

This Chapter summarizes the major findings collected from the two focus inspections, namely ‘Focus Inspections on Life-wide Learning’ conducted in 2005-2006 school year and ‘Focus Inspections on Curriculum Leadership’ conducted in 2003-2004 and 2004-2005 school years to reflect the effectiveness of schools’ development and implementation in these two major areas of the curriculum reform.

(Please kindly note that only the Chinese version on the major findings for 'Focus Inspections on Curriculum Leadership' is provided.)

4.2 Life-wide Learning

4.2.1 Inspection Methodology and Aims

In the 2005/06 school year, the Inspection Section of the Quality Assurance Division (QAD) conducted focus inspection on Life-wide Learning (LWL) in 19 primary schools and 14 secondary schools. During the inspection period, school inspectors tried to understand and analyze the implementation of LWL in school by holding meetings with the school heads, teachers and students, scrutinizing documents and observing school activities. This report gives an account of the strengths and areas for improvement in planning, implementation, evaluation and follow-up of LWL in the schools inspected.

4.2.2 Major Findings

4.2.2.1 Planning and Administration

- LWL aims to extend, enrich and facilitate classroom learning through diversified activities. It emphasises learning in real contexts and authentic settings. While this understanding of LWL was widely shared among the schools inspected, when it came to actual practice, there were variations in terms of the focuses set and the degree of importance assigned to the work concerned. In general, co-ordination and planning of LWL was taken up at the subject panel and functional committee levels. On the whole, the subject panel and functional committee heads concerned were able to set LWL focuses and design diversified activities to cater for students’ needs. However, the schools generally lacked overall planning for LWL and this was particularly the case in secondary schools. Only a small number of schools could devise

a school-level LWL strategy and progressively develop students' abilities and interests at different stages of learning. With respect to overall planning, the performance of the primary schools was slightly better than that of the secondary schools. Half of the primary schools planned and co-ordinated LWL activities to support the school curriculum. Individual primary schools even took LWL as a major concern in their annual plan, with themes such as "creating room for student learning", "learning beyond the classroom and knowing more about the community", and they managed to plan LWL activities in a more comprehensive manner. Nonetheless, most of the schools lacked overall planning, and collaboration among subject panels and functional committees needed to be strengthened.

- Most of the schools performed quite well in planning the implementation details of the activities. Among all the implementation details, the schools attached the greatest importance to students' safety during the activities and had given appropriate guidelines to teachers to this effect. Most of the schools managed to arrange their lesson time flexibly by designating some sessions in the school calendar in advance for holding LWL activities, such as outdoor learning days and LWL sessions, on a whole-school or whole-level basis. The whole-day primary schools could make good use of the lunch break to arrange lunchtime radio broadcasting, arts and crafts fairs as well as various kinds of performance to enrich students' learning experiences outside the classroom. The schools also paid due attention to the need to enhance the scope of student learning. Apart from arranging outdoor learning activities, some schools also developed new facilities, such as brooks for ecological studies, Chinese herbal gardens and school TV stations on the campus, to support the implementation of the school-based curriculum. These facilities effectively enhanced students' learning interest and extended their classroom learning. Some of the secondary schools made arrangements for students to experience the authentic working environment. These included visits and opportunities for attachment to commercial and industrial corporations, which enabled students to have a better understanding of the relevant trades and foster a good working attitude. In recent years, quite a number of schools also organized visits outside Hong Kong for students. The visits, on the whole, were properly arranged and some schools also provided subsidies for needy students. These activities helped to widen students' horizons and enabled them to experience different kinds of cultures.
- The schools performed well in utilizing resources to promote LWL. Most of the schools had made good use of the subsidies and grants available and applied for the Quality Education Fund to hire external tutors or procure additional school facilities for holding activities. These resources helped teachers to implement the activities effectively. The schools also managed to make use of provisions granted under the "Jockey Club Life-wide Learning Fund" and the "School-based After-school Learning and Support Programmes" to offer subsidies to needy students so that they could have more chances to participate in various activities. Most of the schools, particularly primary schools, gained the support of the PTA

in organizing volunteer teams composed of parents or in appointing parent members as interest group tutors. Individual PTA even financed school activities. The secondary schools tended to receive more assistance from their alumni than did the primary schools and could solicit such support as having alumni serve as tutors and providing job attachment opportunities for students. Furthermore, the secondary schools were more eager to make use of the professional support given by community organizations or tertiary institutions in holding activities such as leadership training or volunteer services. To enhance students' exposure, half of the schools further implemented various kinds of learning activities in collaboration with their partner schools, including services catering for students in other schools of the same district. Some of the schools also actively linked up with others outside the territory as "sister/partner" schools so as to encourage students to have cross-border exchange to widen their horizons.

4.2.2.2 Implementation

- The schools intended to enrich students' five essential learning experiences, i.e. intellectual development, moral and civic education, social services, physical and aesthetic development as well as career-related experiences through various kinds of learning activities. The schools had done well in providing support to cater for the first four learning experiences.
- Most of the schools were committed to enriching students' experiences in physical and aesthetic development, and had organized physical and aesthetic activities as well as interest groups for students to develop their potential. Some schools purposefully introduced some less popular physical and aesthetic activities like hockey, rugby and modern dance to help students to develop various types of interests. Apart from encouraging students to participate in physical and aesthetic activities, competitions and performances in and among schools, individual schools purposefully integrated the physical and aesthetic activities to which they accorded high priority into the formal curriculum to complement classroom learning. Examples included integration of drama elements into the learning and teaching of English and including dancing in Physical Education. Apart from enhancing students' interest in the subjects concerned, the arrangement could also sustain students' development in the physical and aesthetic activities. While a small number of schools could provide different kinds of physical, aesthetic and interest activities for students, some of the activities lacked clear learning objectives. Furthermore, with only a short duration of participation, students' understanding of the activities was somewhat superficial. These activities were unable to help students to develop their interests and abilities continuously in the physical and aesthetic aspects. The schools concerned had yet to improve their activity planning and arrangements.
- Most of the schools strived hard to enrich their students' experiences in relation to civic and

moral education. In order to enhance students' sense of their national identity, the schools in general organized visits, seminars and game booths, and arranged national education activities such as flag-raising ceremonies or national anniversary celebrations to enhance understanding of the mother country and nurture national pride. More than half of the schools also organized visits to the Mainland to enable students to obtain first-hand experiences of the culture and development of the mother country, which helped to effectively enhance students' sense of national identity. Some visits organized by the schools were well conceived. Apart from adequate prior preparation, these schools also included follow-up activities such as reflection-cum-sharing sessions and the display of outstanding work. The planning was thorough and commendable. For environmental education, some schools had set up renewable energy facilities, greenhouses and garden plots, which, in addition to various kinds of site visits and field studies, were effective in cultivating students' awareness of the need to respect and protect the environment. Most of the schools also organized student union elections and hunger banquets, and made use of different social arrangements for students to engage in discussion and reflection, and have them experience and participate in related activities as a means to help them to develop positive values and attitudes.

- Both the primary and secondary schools performed quite well in providing students with learning experiences relating to social services. The experience of serving others in school lays an important foundation for students to learn to serve the community as a good citizen. In this connection, different service posts such as prefects, environmental protection ambassadors and student librarians were established in the schools inspected in order to develop a sense of commitment and responsibility. Most of the schools, secondary schools in particular, also provided leadership training for student leaders so as to enhance their ability to serve others and to develop their positive attitudes. Furthermore, both the primary and secondary schools actively encouraged their students to participate in community service and provided suitable training to enable students to learn through services, to strengthen their understanding of the different strata of society, especially disadvantaged groups, and to develop their empathy and sense of responsibility. A small number of schools required their students to draw up a service action plan and asked them to reflect continuously during the process so as to reinforce the learning outcomes. Such arrangements proved to be appropriate. A few secondary schools integrated elements of community service into the formal curriculum, such as Integrated Humanities and school-based life education, not only to link community service closely with the curriculum objectives, but also to provide all students with opportunities to participate. However, in those schools whose performance in LWL was rated as acceptable or unsatisfactory, either there were insufficient service opportunities, or the service opportunities were made available only to limited groups of students. Post-activity follow-up in these schools was also inadequate. All in all, schools should provide more opportunities for students to acquire learning experiences through participation in community service and to have post-activity reflection so as to promote their personal and

social growth.

- The schools, in general, encouraged students to enquire and learn in different environments so as to foster their intellectual development. Their overall performance was quite good. Comparatively speaking, with respect to planning and co-ordination, the LWL activities organized in the primary schools tied in more closely with the curriculum objectives than did those in the secondary schools. Most of the schools were able to include on-site enquiry in cross-subject thematic studies or project learning so that students could apply what they had learned in different contexts. Quite a number of schools introduced large-scale co-curricular activities such as “Halloween Fun Day” or “Putonghua Day” for language subjects and “Technology Activity Day” for General Studies on a whole-school or whole-level basis within school hours. These activities could enhance students’ interest in the subjects as well as their learning effectiveness. However, the performance of some secondary schools was rated as merely acceptable in promoting LWL experiences that served to support students’ intellectual development, mainly because the activities organized did not link closely with the curriculum objectives, nor were they well geared towards fostering LWL. It needs stressing that LWL should not be confined to the organization of activities. Its ultimate goal should be to extend, enrich and facilitate classroom learning by implementing activities with specific learning objectives in different contexts.
- Among the five essential learning experiences, there was greater room for improvement in the performance of the schools in the provision of career-related experiences. In this regard, the secondary schools, understandably, performed better than the primary schools. Although career planning is not the concern of primary students, both primary and secondary schools should consider arranging more activities for students to learn about, or experience, different job positions. There were good examples in a few of the schools, where students were given the chance to join the campus radio station, publish school newsletters and participate in volunteer service. Through these activities, students could get a better understanding of the characteristics of various occupations, such as that of a reporter or social worker. This could provide some advance training and help to raise students’ awareness of workplace competencies. It could also prompt students to explore their own aptitude and think and learn more, at an early stage, about their future studies and career. Secondary schools should arrange more job attachment programmes for students so that they can acquire, in real contexts, the knowledge, skills and attitudes, such as interpersonal skills and a dedicated attitude to work, which cannot be attained solely through classroom learning. Schools mainly organized seminars and visits to enrich students’ understanding of different occupations. However, such activities were not diversified enough and most schools failed to incorporate work-related elements into the school curriculum and activities.
- Generally speaking, with the exception of a few secondary schools which failed to arrange

suitable LWL activities for their S5 or S7 students, most of the schools could provide different types of activities with sufficient choices for their students. However, the planning of career-related learning experiences needed to be strengthened.

4.2.2.3 Evaluation and follow-up

- Evaluation of school work relating to LWL covered evaluation of student performance and evaluation of the overall policy. With regard to evaluation of student performance, most of the schools organized post-activity presentation days and reflection sessions for students to share and reflect on their learning, which helped reinforce the learning outcomes. Some of the schools purposefully arranged students to perform on various occasions, such as the Open Day and talent shows. The efforts made by the schools concerned could help reinforce learning effectiveness and boost students' confidence. In relation to follow-up, the schools in general commended students for their good performance in activities by different means, such as report cards, display boards, weekly/morning assemblies or the school webpage. Through positive reinforcement, students were encouraged to continue their participation in the learning activities.
- With regard to overall policy, only some schools conducted a school-level review and took follow-up actions. Different evaluation measures were adopted by the subject panels and functional committees to review the effectiveness of their activities and different modes of evaluation, such as peer and self assessment, were used for evaluation of certain key activities. Instructors' and parents' views were also solicited by a small number of schools so that the effectiveness of the activities concerned could be evaluated in a more comprehensive way. However, the evaluation practices focused mainly on the participation rates and arrangements for the activities concerned. Most of the schools, primary schools in particular, failed to make reference to the LWL objectives in conducting their review. The schools, in general, did not make good use of the review findings to inform the planning of LWL for the coming year and the culture of continuous improvement needed to be enhanced.

4.2.3 Concluding remarks

- The schools had a shared understanding of how LWL could support student learning. They were willing to introduce various co-curricular activities to nurture students' intellectual development and they fostered students' positive values and attitudes through the implementation of different activities covering national education, moral education, environmental education and social services. They were also committed to stretching students' physical and aesthetic potential by means of LWL activities. Their efforts deserved recognition. However, there was still room for improvement in their promotion of career-related learning experiences.

- The schools, on the whole, could make flexible use of different timeslots and contexts to arrange diversified activities for students. They were also very concerned about students' safety during the activities. Apart from making good use of various internal and external resources, and being able to allocate funding flexibly, most of the schools involved the parents and alumni and also enlisted the professional support of external organizations in implementing school activities. As regards evaluation, the schools generally could use different methods to review the effectiveness of the activities. They also purposefully asked students to present, share and reflect so as to reinforce their learning outcomes. Suitable commendations were also given to students to encourage their continuous participation.
- To further enhance the effectiveness of LWL, schools should have a deeper understanding of the concept of LWL in order to better inform overall planning, including designing continuous programmes systematically for students at different key stages. When planning the activities, schools should link them closely with the curriculum objectives and focus on extending, enriching and facilitating classroom learning. Schools should, within their resource capacity, provide more opportunities for students to acquire certain knowledge, skills and attitudes that are more effectively attained through learning beyond the classroom, so as to enhance students' learning motivation and strengthen what they have learned. In relation to evaluation, schools may review the effectiveness of their activities with reference to LWL objectives to inform future planning accordingly.

4.3 學與教領導效能

4.3.1 背景

- 香港教育統籌局（教統局）於二零零三年八月邀請上海市教育委員會原副主任、中國教育學會副會長、上海市教育學會會長、國家督學、上海市教育委員會特邀總督學張民生教授赴港就校長培訓與重點視學工作，提供專業顧問服務，期望透過培訓及視學，提升本港學校的學與教領導效能及改善教師的教學方法。
- 張教授於二零零三年九月在上海為本港 30 位中、小學及特殊學校校長和主任安排專業培訓課程，同年九月至零四年六月張教授連同上海的教育專家到港為曾參加專業培訓課程的學校進行「學與教領導效能」重點視學。二零零四年九月張教授再到港為另外 27 所中學校長提供專業培訓課程，並於同年十一月至零五年二月連同上海的視學人員進行重點視學。接受是次視學的學校共 57 所，名單見附錄一（五）。

4.3.2 視學方法

- 張教授聯同一至兩位上海教育專家或本港視學人員到校進行為期兩天的重點視學，他們聽取校長簡介、觀課和評講、分別與教職員及學生舉行會議、進行學生問卷調查及閱覽學校文件，並在第二天的下午向校長及科主任進行口頭回饋。
- 本次視學中，第一期 30 所學校共觀課 361 節，第二期 27 所學校共觀課 342 節。觀課以中文、數學兩科為主，具體情況見下表：

第一期觀課記錄（觀課 361 節）

| | | | | | | | |
|----|-----|-----|----|----|----|----|------|
| 科目 | 數學 | 中文 | 英文 | 歷史 | 文化 | 生物 | 專題研習 |
| 節數 | 158 | 156 | 16 | 3 | 1 | 3 | 1 |
| 科目 | 科學 | 物理 | 化學 | 圖書 | 常識 | 戲劇 | 人文學科 |
| 節數 | 3 | 5 | 4 | 1 | 6 | 1 | 3 |

第二期觀課記錄（觀課 342 節）

| | | | | | | | | |
|----|-----|-----|----|----|----|----|----|-----|
| 科目 | 數學 | 中文 | 英文 | 歷史 | 地理 | 經濟 | 科學 | 普通話 |
| 節數 | 165 | 161 | 4 | 6 | 1 | 1 | 2 | 2 |

4.3.3 視學結果

優良表現

- 教學方式趨於多樣，學生參與已成共識：如小組討論、角色扮演、情境創設等，學生參與的機會大大增加。

在中文、人文學科等科目中，教師普遍採用分組討論，然後就討論結果進行組別間的交流。由於討論選題多是社會和學校中的熱點問題，所以學生多熱烈討論，各抒己見，效果不錯。此外，小學和初中教師經常運用角色扮演，將教學內容生動地表現出來。課堂的學習氣氛活躍，學生大都參與其中，大大提高了學生的學習興趣，也促進學生深入理解教學內容。在部分數學和科學課上，教師採用了「做中學」的學習方式，如通過學生動手製作模型來學習幾何體的性質，或採用多種方法畫圓，和利用不同方法尋找圓形實物的圓心來學習圓的性質，這些做法都增加學生的體驗，有助建構知識。而小部分課堂如在生物課認識植物、中文課講解描寫的手法、數學課教授測量等，教師帶領學生走出教室，到學校內的運動場、圖書館和種植園等地方，在一定的情境中開展教學。這樣的教學豐富了學生的學習

經歷，使學生得到生動而真實的體驗。

- **教師從引發學生學習興趣、聯繫實際生活，以及增加學生體驗出發，對教學內容進行剪裁、拓展和重組，形成校本學科的教學特色，效果良好。**

某校教師以「元朝的高壓政策」為題，設計了職業分類和種族分類兩個體驗性的活動，讓學生通過對現代社會與元代社會在職業和種族平等問題上的強烈對比，認識高壓政策和種族歧視是元朝速亡的原因。又以評論拿破崙的功過為例，有教師先給學生閱讀一些有關拿破崙在軍事、政治、為人處世等方面的小故事，讓學生分組討論，然後由各組為拿破崙設計墓碑上的頭象和碑文，學生對此既有興趣，又覺新鮮，培養了學生多方面的能力。此外，某校設計了「數學遊蹤」的教學活動，應用校外資源，促進學生結合實際生活學習數學。這樣既提高了學生學習數學的興趣，又提升學生應用數學知識解決實際問題的能力。

- **教師善用教學資源，能提升課堂學習效能。**

大部分學校的教學資源存放有系統，方便教師取用。教師善於運用教學資源，使用資訊科技輔助教學亦頗普遍，他們多採用電子簡報、多媒體軟件和視頻素材等，亦有部分教師利用實物投影機，這對提升課堂教學效能起了一定的作用，特別在創設教學情境、展示複雜場景、圖形及模型等方面，作用更為顯著。

- **學校已全面開展四個關鍵項目的工作。**

大部分教師均認同和重視課改四個關鍵項目，其中「德育及公民教育」及「從閱讀中學習」的推行較為普遍及深入，初步形成校本特色，例如個別學校能藉「服務社會」和「義工計劃」的學習活動，培育學生由被動服務逐步走向主動服務；而各校均努力運用各種資源推動學生閱讀，閱讀風氣已在部分學校形成。部分學校在規劃「專題研習」時，能注意到其縱向發展，整體設計有系統，而指導和管理的工作亦比較強，開展步伐較穩妥；整體來說，小學的進展情況較中學理想。至於「運用資訊科技進行互動學習」方面，情況仍以輔助教師教學為主，只有小部分學校能運用資訊科技作互動學習。總的來說，學校在開展四個關鍵項目方面，以「德育及公民教育」及「從閱讀中學習」的表現較佳，而在「專題研習」和「運用資訊科技進行互動學習」方面表現則較參差。

- **學校重視教師專業發展，能制定政策支援教師參加各類進修和培訓活動，並加強校本的專業培訓及交流活動。**

各校都有教師專業發展的規劃和評估要求，校長和教師都能達到教統局規定的進修時間，不少校長和教師更超額完成。進修的類型多樣，有大專院校主辦的學位進修，教統局安排的培訓課程和工作坊，也有辦學團體安排的培訓活動。不少學校制訂了鼓勵教師進修的政策，如提供一定的進修經費，亦建立制度蒐集教師對進修及培訓活動的意見，有利於回饋和改進工作。此外，各校的校本培訓形式多樣，有邀請校外專家到校提供講座和指導，到本地及外地的其他學校考察交流，以及進行校內經驗分享及舉辦不

同類型工作坊等。部分學校引進「開發潛能教育項目」，同步進行教師培訓，效果明顯；亦有學校在大專院校的支援下，開展行動研究，如應用「變易理論」進行「課堂研究」等。學校均設有共同備課，規模大小不一，小部分學校為各科編排共同備課時段，部分學校則以小步子形式，於一些引入新課程的科目如中國語文科，或新開設的科目如綜合人文科或通識科設共同備課。

- **管理制度完整，規範有序。**

學校的各項管理工作，小至清潔衛生打掃工作，大至學校發展規劃和校務計劃的制定，都有章可循。學校亦重視工作評估，凡部署工作，隨後就有評估，以準確瞭解工作的成效及原因。這種機制的建立，對工作的推進過程是一種導向；對工作的結果，是一種反饋；對下一步工作，是一個新的起點。

有待改善的地方

- **學校宜從大處著眼，小處入手積極改進課堂教學。**

雖然課堂教學在轉型中，但傳統的教學模式仍在不少課堂中出現，特別是高中相對於初中和小學，數理學科相對於中文、人文學科等科目，教師整堂講、一人講的現象仍有一定的數量。即使在有變化的課堂，學生雖然多有討論、有互動，但尚須進一步提高其實效性，例如在小組討論中總有一至兩位學生沒有或難以參與討論，對這些學生而言，討論的目的並沒有達到。此外，所觀的課絕大多數有「拖堂」現象，教師多沒有時間歸納總結，就匆忙布置家課，這樣的課堂教學並不完整，既影響學生認知的完整性，亦影響下一節課或學生的休息。此外，教師亦未充分發揮課堂練習的作用，以及適當使用教材以協助學生理解文本和概念。另外，教師在提問及照顧學生學習差異兩方面都有較大的改進空間。

- **學校關注學習稍遜學生的學習情況，惟須進一步提高支援措施的針對性和實效性。**

對學生的有效支援應是以瞭解學生，提高針對性為前提。例如部分以「保底」為目的的小班教學，其教學方法與大班無異，針對性不足，故效果未如理想。教師必須改變自己以適應學生，即改變原有的教學方法，尋求適應這些學生的學習需要的教學策略。

- **須關注教師專業發展的空間，並檢視專業培訓及交流活動的適切性。**

教師普遍認為教學及行政的工作量大，所產生「工作與學習」間的矛盾有待妥善解決，尤其是兼教不同學科的教師，其進修量更大，時間上較難安排。此外，培訓如何能針對教師的專業需要，真正做到通過培訓解決所需，是提升教師參加培訓的積極性和提高培訓實效性的關鍵。由於如何照顧學生學習差異是校長和教師普遍關心的課題，建議作為培訓重點，並跟進其效果。另一方面，備課、觀課、反思及行動研究等工作是提升教師教學實踐最佳途徑，但這方面工作仍處於起步階段，有教師感到花了時間但沒有

多大實效。學校應分析原因，避免形式化，針對教師的專業需要安排培訓和校內分享，多提供實例和示範，幫助教師掌握有效的方法。

4.3.4 關注事項

課程改革的過程現已由文本制定階段進入實施階段，其工作重心下移至學校，其中校長、教師、學生和家長的認識和行動是決定課改成敗的關鍵。學校層面的資源和條件包括硬件和人力資源等軟件可能與改革的要求尚有距離，學校之間也存有差距；另一方面，原有的運行機制如對學習的評估和公開評核的根本變化尚待逐步實現，學校還必須顧及現有的社會評價和教育的正常運行；再者，面對國際競爭，改革推進的力度亦要不斷增大。在多種的作用下，學校成爲焦點，必然承受相當的壓力。因此，摸清真正的基點，集中資源，聚焦發展，以成功引導成功是最重要的改革策略。基於此，張教授提出的建議如下：

- **整合發展項目，廓清優次，突出重點。**

學校對於近年推出的各項改革，需進行梳理和整合，理清各項改革之間的聯繫，以期分清主次，確定重點。學校需因應本身的特點和條件尋求改革的最佳路線。

- **強化校長作爲課程領導的角色。**

由於改革重心下移，校長成爲關鍵人物，所以要建立校長作爲課程領導的意識和責任，通過培訓和榜樣示範，使校長知道「什麼是課程領導」，「爲什麼校長要成爲課程領導」，以及「怎樣做好課程領導」。通過角色轉換，校長在課改中的角色，應從執行者的被動狀態，轉化成爲主動的、自覺的、改革的校本領導者及推動者。

- **善用外間專業支援，加強校內的教研文化，以協助學校落實課改措施。**

學校須適當引入外間的專業支援，如大專院校的協助，教統局的資源如校本專業支援服務、「種籽」計劃、香港教育城等，這不僅可以幫助學校解決在改革進程中遇到的各種專業上的問題，同時也建立起教師在改革工作上的信心。除外部力量外，學校還要調動內部的力量，推動建設學校教研文化，開展共同備課、觀課、反思及行動研究，這些措施對提升學校的專業實力具有重大價值。

- **重點處理學校共同遇見的問題。**

教師工作量及照顧學生學習差異基本上是每所學校都會面對的，可一起探討如何克服，例如透過專業網絡的建立，匯聚各校力量，一起攻堅攻難。

Chapter 5 Conclusion

5.1 Curriculum Reform and SDA

The 2005/06 school year marked the final period of the short-term development phase of curriculum reform. As observed in ESR and focus inspection on life-wide learning conducted in primary and secondary schools in 2005/06 and ESR conducted in special schools in the past three years, schools responded positively to the reform. The planned curriculum in these schools took due account of the respective school contexts and their pace of development to help students to develop generic skills through different KLA and related learning experiences. Schools organized diversified activities to extend classroom learning and expand students' learning space in an effort to promote whole-person development. Particular importance was given to improving the effectiveness of learning and teaching, which was often identified as a major concern to be addressed. To attain the desired learning outcome, strategies such as implementing the key tasks of the curriculum reform, promoting classroom interaction and conducting peer lesson observation were often adopted. As for teaching, teachers were in support of a student-centred approach. There was more use of diversified teaching strategies, as well as more emphasis placed on student participation and connecting learning with daily-life experiences. In those highly effective lessons, teachers could arrange suitable activities that tied in closely with the learning objectives set. They could also use effective strategies to promote active learning and help students to construct knowledge. More importantly, the close connection between assessment design and the development of curriculum reform was widely recognised in the school sector. Taking into consideration their degree of readiness, schools gradually promoted "Assessment for Learning" and developed school-based assessment to meet the requirements of public examinations. Enhancing teachers' professional competence is fundamental to the reform. Most schools encouraged teachers to pursue further studies and promoted a sharing culture through such professional development activities as peer lesson observation and collaborative lesson planning. On the whole, schools could follow the key principles and strategies for curriculum development. In general, they made sustained efforts in striving for improvement in learning and teaching and implementing the key reform initiatives. The same observations were also made by experts from the Mainland during the 'Focus Inspections on Effectiveness of Curriculum Leadership in Schools' conducted in 2003/04 and 2004/05 (see Chapter 4 of this report).

The 2005/06 school year was the third year of implementation of the SDA Framework, with SSE and ESR implemented as mutually complementary processes. For most schools, it also marked the completion of their first three-year development cycle which was to be followed by a holistic review and the beginning of a new cycle of development. Summarizing the findings of various inspections and reviews conducted this year, it can be concluded that a positive attitude towards self-evaluation was emerging in the past three years. With the joint efforts and mutual

support of EMB and school sponsoring bodies, schools and other educational institutions, there was a more positive attitude towards self-evaluation in the school sector. Teachers were, on the whole, willing to take part in SSE. They concurred that SSE could help them to review school performance in a comprehensive way and gain a better understanding of different facets of school work, which fostered the development of a collaborative culture. SSE had also become an integral part of school development in a small number of schools, providing leverage for sustainable development and improvement of learning and teaching effectiveness. While there was still anxiety over ESR among schools, much less resistance was observed. Taking account of the views of the school sector and the experience gained from ESR, EMB made significant modifications to the ESR procedures and guidelines in 2005/06. Most schools responded positively and avoided over-preparation for ESR. For example, there was a reduced amount of documentation as compared with previous years. In contrast to the massive volume of reporting in the previous two years, SSA reports of these ESR schools were generally of a more appropriate length for reporting on their development. Instead of merely focusing on the completion of tasks and quantifying their work, some schools duly examined learning effectiveness in the review of their own performance. As well as building on successful experiences, these schools were willing to admit inadequacies in their development and put forward suggestions for improvement. This exemplified a broad-minded attitude in accepting their weaknesses and needs for improvement, a receptiveness to the essence of accountability and a readiness to put it into practice.. With open attitudes, some school leaders took ESR as an opportunity to promote school reform and encouraged teachers to adopt a positive attitude towards ESR. The major concerns of most schools could duly address education and curriculum reform and students', as well as schools', development needs. The major concerns of schools also formed the basis on which subject panels/committees formulated their annual plans, evaluation methods and success criteria. There was a growing awareness of the need to use data and evidence to evaluate the effectiveness of school work. Some schools devised strategic plans for teachers' professional development and resource allocation to equip teachers and support the implementation of their development plan. On the whole, schools were making steady progress in promoting SSE, although more effort was needed to internalize SSE for sustainable school development.

5.2 Follow-up on Major Concerns

Since the introduction of ESR in the 2003/04 school year, EMB has been advising schools to pay more attention to “Data Management”, “Student Learning”, “Professional Leadership” and “Internalization of Self-evaluation Culture” (see major concerns in Inspection Annual Reports of the 2003/04 school year and the 2004/05 school year). Taking into consideration their own development needs, schools have taken proper follow-up actions to address these areas of concern. However, given the differences in schools' capacity and experience, there have been variations in the achievements made in this respect. An overview of the performance of schools reviewed in 2005/06 suggests that there is still room for improvement in the aforesaid areas.

It was observed in 2005/06 that schools had yet to fully grasp the essence of SSE as embodied in the inter-connected processes of planning, implementation and evaluation. School performance was particularly weak in the use of evaluation results to inform planning and in monitoring and following up on improvement areas. Enhancing learning and teaching effectiveness was a major concern for the majority of schools. However, schools in general had not made good use of students' performance data to analyze students' learning problems or to identify areas for improvement in teaching, resulting in a lack of useful feedback to inform curriculum planning, classroom teaching and teachers' professional development. Lacking a clear grasp of the problems with learning and teaching, some schools did not have well-defined objectives when formulating improvement plans. There was also a lack of strategic planning for different stages of development. Either the coverage was too broad or there was a lack of focus and priority setting. In evaluating their work, instead of considering the attainment of objectives and expected results, schools generally took task completion or quantity of work undertaken as the success criteria.

The value of SSE lies in promoting the sustainable development of schools and enhancing students' learning effectiveness. In the past five years of curriculum reform, there was a gradual paradigm shift in teaching pedagogies. Interactive teaching strategies were progressively introduced. As observed through ESR, teachers in half of the schools could appropriately organize activities to promote active learning. Nevertheless, in another half of the schools, lessons were too teacher-centred. There were inadequate learning opportunities for students to actively connect and apply key concepts, to use critical and creative thinking to construct knowledge and to develop independent learning capabilities. Questioning is one of the most fundamental teaching strategies used to promote interaction. Yet, as observed, some teachers could not use questioning well enough to stimulate interest or thinking and their feedback lacked quality. Flexibility in lesson organization and use of strategies is instrumental in arousing students' interest in learning, improving learning and teaching, and addressing learner diversity. While doing well in lesson preparation, some teachers did not make adequate attempts to identify or respond to students' learning needs and, instead, strictly followed the teaching plan or the textbook with little adaptation. This adversely affected the effectiveness of learning and teaching. On the whole, there was a need to accelerate change in the mode of teaching. In a majority of schools, students were interested in learning. In lessons where appropriate learning activities were organized, students participated actively. Yet, in lessons where a didactic teaching approach was adopted, students usually remained passive and they lacked opportunities to develop their learning strategies and apply an enquiry approach to learning. Pre-lesson preparation and note-taking skills were inadequately used by students as tools for independent learning and thus needed strengthening. Our analysis of schools' stakeholder survey results reveals that teachers in quite a number of schools awarded higher scores than students in the category of "Teaching Strategies and Skills". However, these schools seldom analyzed the reasons behind the data collected so as to inform changes to their learning and teaching strategies.

Strengthening leadership, empowerment and accountability is essential to the sustainable development of self-evaluation. As observed through ESR, in schools which had internalized SSE for school development, the school heads were proactive and visionary leaders. They were able to lead their teaching staff to face reforms positively and establish agreed values among them. In these schools, distributed leadership functioned well as leadership forces came from not only the school management but also from different levels. It was also observed that most school heads could delegate and assign duties properly. However, there was a lack of alignment with school-level concerns and targets in the planning undertaken by the subject panels/committees in some schools, which affected the overall effectiveness. The performance of the middle managers in half of the schools varied, resulting in noticeable differences in the effectiveness of the subject panels and committees concerned. Their leadership and monitoring roles and performance accountability needed strengthening. Special schools, in particular, needed much improvement in this respect. In a small number of schools, monitoring and decision-making were highly centralized by the school management. Heads of subject panels/committees were not duly empowered to monitor their group performance. Teachers in these schools lacked opportunities to participate in decision-making, adversely affecting the team spirit.

5.3 Recommendations

The overarching aim of the curriculum reform is to enable every student to attain all-round development and to learn how to learn. In the medium term of development, priority is given to sustaining and improving school-based curriculum development and enhancing learning and teaching strategies to foster students' independent learning. The SDA Framework aims at promoting a self-evaluation culture and enhancing teachers' capacity and strategies so as to facilitate the shift to new paradigms in education and enhance students' learning effectiveness. At this stage, schools should holistically review their development work and experiences. They should identify their actual development needs and build on their own strengths to structure their curriculum and formulate strategies to further improve teaching and develop students' learning skills. There should be sustained efforts made to improve the self-evaluation mechanism established and to foster the development of a self evaluation culture so that the quality of education can be further enhanced.

5.3.1 Establishing Consensus and Strengthening Middle Management

Facing educational changes, schools should not only maintain their traditional features but also respond to the community's expectation of quality education. Given the differences in contextual factors, different schools implement reform at a different pace and focus on different concerns. With regard to development planning, it is of great importance that the school management identifies and delineates the needs of the school. Of equal importance, at least, is the

building of consensus. Teachers should be encouraged to participate in decision-making and school policies should be communicated clearly to teachers. To facilitate implementation, attention needs to be given to priority setting and development tasks should be implemented in the order of priority. Empowerment and accountability need to be established in the implementation process so that the school management and teachers work hand in hand towards the vision and mission of the school.

The middle management plays an important role in school development. The panel/functional heads as middle managers are responsible for empowerment, planning, implementation and monitoring. They also need to collaborate with each other to ensure effective implementation of the school development plan. School-based curriculum development requires multiple leadership forces. As a curriculum leader, the school head is entrusted with a critical role and she/he needs to play such a role in a proactive way. As to curriculum planning, panel/committee coordination and supervision of teachers, the middle managers have specific roles to play. Their performance determines whether the subject panels/committees of the school can keep up to date and whether school development work can cater well for students' needs. In view of this, schools should formulate proper human resource development plans and enhance teachers' professional development in curriculum planning and management. Special attention should be given to broadening the vision of middle managers and improving their skills in coordination and monitoring, thereby promoting whole-school participation for sustained school development.

5.3.2 Promoting self-learning through a student-oriented approach

The teachers' role in the 21st century is not only to impart knowledge to students, but also to act as facilitators and assessors of student learning. Classroom teaching should be centred on students, teachers should have appropriate expectations of them and design the curriculum accordingly. While different teaching strategies can be adopted for different modes of teaching, be it split-class or whole-class, it is of prime importance to establish a learning environment that facilitates self-directed learning. In such an environment, students are guided through experience sharing, exploring and application of what they have learnt. In the process, they are engaged in knowledge construction and acquisition of learning skills and strategies which contribute to the development of their independence in learning. Assessment is part of learning and teaching. For students, the learning process and learning outcomes are equally important. Teachers need to use diversified assessment modes, such as self-assessment and peer assessment to develop students' reflective thinking skills. At the same time, they should provide quality feedback to help students to identify their own strengths and weaknesses and make improvement. They should also discuss learning objectives with students and help them to develop a positive learning attitude.

The New Senior Secondary Academic Structure will be implemented in 2009, marking an important milestone in the history of education in Hong Kong. We hope that all students will have

a chance to progress to a post-school destination with a wide set of pathways. To this end, schools need to provide an appropriate curriculum to meet the diverse abilities and learning needs of students so that every student can learn better.

5.3.3 Internalisation of Self-evaluation for Continuous Improvement

As observed, teachers had yet to fully grasp the essence of SSE embodied in the inter-connected processes of planning, implementation and evaluation. There was room for improvement in the use of evaluation results to inform planning and in monitoring and follow-up work. Schools' performance was particularly weak in the use of student performance data to provide feedback on learning and teaching. There were still schools, albeit a small number, which conducted self-evaluation solely for the sake of ESR. Not only did they fail to internalize self-evaluation to support school development, but they also subjected teachers to unnecessary work pressure, causing anxiety and dampening their morale. The SSA report of nearly half of the schools focused on evidence of excellent performance and could barely give a true picture of school performance. It indicated a lack of reflective thinking and inadequate use of SSE for school development. It was a concern that, in some schools, a self-evaluation mechanism had still not yet been established. Given the difference in schools' contextual factors and entry points, it is understandable that the impact of self-evaluation on schools varied. As the SDA Framework has been in practice for three years, schools should step up training of teachers and enhance their skills in self-evaluation and use of data. More opportunities could be created for the exchange of ideas between schools, drawing upon and sharing successful experiences. Schools should direct more attention to implementing self-evaluation at classroom level. They should continue to improve their self-evaluation mechanisms, rigorously evaluate learning and teaching effectiveness and follow up on related improvement measures. For sustainable school development, there is a need for close collaboration and coordination between subject panels/committees.

5.4 Support and Way Forward

Since the implementation of the SDA Framework, EMB has provided relevant training and support to meet the needs of schools and teachers. The measures implemented include organizing seminars and training courses, publishing the SSE handbook, providing schools with report templates and developing online interactive resources. The ESR modification measures implemented in 2005/06 aimed at addressing grievances and relieving worries of schools about ESR and enabling teachers to concentrate on school development work to enhance student learning. EMB will continue to collect views and opinions from schools and the community through various channels. Support to schools and further development of the SDA Framework will be ongoing. We trust that we will have schools' support as we collaborate with them in enhancing the quality of education, as our unrelenting commitment.

5.4.1 Successful Experience Sharing

Experience is the source of wisdom and successful experiences are a treasure of enlightening knowledge. Since October 2004, EMB has organized a range of sharing sessions on different themes. These include professional leadership, school-based curriculum development, classroom teaching, support for student development, catering for learner diversity, and use of self-evaluation tools and data to facilitate sustainable school development. The successful experiences shared by schools that have undergone ESR have helped teachers to draw on practicable ideas or implementation strategies to further promote school development and quality education. We will continue to organize various sharing sessions to support teachers' professional development.

5.4.2 Developing the Internet Resource System

To keep schools better informed of the development of the SDA Framework, we have established an "Online Interactive Resource on Enhancing School Improvement through School Self-evaluation and External School Review" (see Circular No. 188/2006 for details), which was launched in October 2006. To give schools a clear idea of the aims, benefits and impact of SSE and to help schools prepare for ESR, the system provides, via the EMB website, information on the concepts of self-evaluation and implementation methods for school management and teachers. It also serves as a platform to disseminate schools' successful experiences in ESR and international perspectives on SSE and ESR. At the same time, schools can also use the system to conduct school-based professional development activities and to help embed self-evaluation in daily operations and classroom teaching.

Relevant information on the SDA Framework, such as circulars, implementation guidelines, evaluation tools, presentations and handouts for seminars and sharing sessions, as well as impact study reports, have been uploaded onto the EMB website for schools' reference.

5.4.3 Advance Visits before ESR

To relieve teachers' anxiety about ESR, EMB arranged for team leaders to pay visits in June and July 2006 to the ESR schools scheduled to be reviewed in the 2006/07 school year. The team leaders explained ESR procedures to teachers and answered their questions. As the arrangement was well received by the schools, EMB will continue the advance visits to schools scheduled to be reviewed in the 2007/08 school year.

5.4.4 Strengthening Focus Inspection on Key Learning Areas

EMB also plans to strengthen focus inspection on various KLA to support schools in planning their medium-term curriculum development and their preparation for NSS curricula.

Appendix

- 1 List of Schools:
 - (1) Schools which underwent ESR in 2005/06
 - (2) Special Schools which underwent ESR in 2003 to 2006
 - (3) Special Schools which underwent 'A Study of the Effectiveness of Special Schools' in 2005/06
 - (4) Schools which underwent 'Focus Inspection on Life-wide Learning' in 2005/06
 - (5) Schools which underwent 'Focus Inspection on Effectiveness of Curriculum Leadership in Schools' in 2003/04 and 2004/2005
- 2 Statistical Analysis of Post-ESR Questionnaires on ESR in 2005/06

Appendix 1(1) Schools which underwent ESR in 2005/06

Secondary

| | |
|--|--|
| AOG HEBRON SECONDARY SCHOOL | KAU YAN COLLEGE |
| BAPTIST WING LUNG SECONDARY SCHOOL | KIT SAM LAM BING YIM SECONDARY SCHOOL |
| BUDDHIST HUNG SEAN CHAU MEMORIAL COLLEGE | KWUN TONG KUNG LOK GOVERNMENT SEC SCH |
| BUDDHIST KOK KWONG SECONDARY SCHOOL | LAI KING CATHOLIC SECONDARY SCHOOL |
| BUDDHIST WONG FUNG LING COLLEGE | LAW TING PONG SECONDARY SCHOOL |
| CANOSSA COLLEGE | LEUNG SHEK CHEE COLLEGE |
| CARITAS CHONG YUET MING SEC SCH | LING LIANG CHURCH M H LAU SECONDARY SCHOOL |
| CARMEL BUNNAN TONG MEMORIAL SEC SCH | LOK SIN TONG LEUNG CHIK WAI MEMORIAL SCH |
| CCC CHUEN YUEN COLLEGE | LOK SIN TONG LEUNG KAU KUI COLLEGE |
| CCC HOH FUK TONG COLLEGE | LOK SIN TONG YOUNG KO HSIAO LIN SEC SCH |
| CCC KEI CHI SECONDARY SCHOOL | MARYMOUNT SECONDARY SCHOOL |
| CCC KEI HEEP SECONDARY SCHOOL | METHODIST COLLEGE |
| CCC KEI YUEN COLLEGE | METHODIST LEE WAI LEE COLLEGE |
| CCC MING KEI COLLEGE | NG YUK SECONDARY SCHOOL |
| CCC MING YIN COLLEGE | NING PO NO.2 COLLEGE |
| CCC TAM LEE LAI FUN MEMORIAL SEC SCH | NLSI PEACE EVANGELICAL SECONDARY SCHOOL |
| CHEUNG CHUK SHAN COLLEGE | OUR LADY'S COLLEGE |
| CHEUNG SHA WAN CATHOLIC SECONDARY SCHOOL | PENTECOSTAL LAM HON KWONG SCHOOL |
| CHING CHUNG HAU PO WOON SEC SCH | PENTECOSTAL SCHOOL |
| CHIU CHOW ASSOCIATION SECONDARY SCHOOL | PLK 1984 COLLEGE |
| COGNITIO COLLEGE (KOWLOON) | PLK WU CHUNG COLLEGE |
| CUHKFAA THOMAS CHEUNG SECONDARY SCHOOL | POH 80TH ANNIVERSARY TANG YING HEI COLL |
| FUKIEN SECONDARY SCHOOL (SIU SAI WAN) | PUI TAK CANOSSIAN COLLEGE |
| HEEP YUNN SCHOOL | SALESIAN ENGLISH SCHOOL |
| HKRSS TAI PO SECONDARY SCHOOL | SALESIANS OF DON BOSCO NG SIU MUI SEC SC |
| HOI PING CHAMBER OF COMMERCE SEC SCH | SHATIN PUI YING COLLEGE |
| HOLY CARPENTER SECONDARY SCHOOL | SHEK LEI CATHOLIC SECONDARY SCHOOL |
| HOLY FAMILY CANOSSIAN COLLEGE | SHI HUI WEN SECONDARY SCHOOL |
| HONG KONG CHINESE WOMEN'S CLUB COLLEGE | SHUN LEE CATHOLIC SECONDARY SCHOOL |
| HONG KONG TANG KING PO COLLEGE | SKH LAM WOO MEMORIAL SECONDARY SCHOOL |
| IMMACULATE HEART OF MARY COLLEGE | SKH LI PING SECONDARY SCHOOL |

SKH TSANG SHIU TIM SECONDARY SCHOOL
SOUTH TUEN MUN GOVERNMENT SEC SCH
ST FRANCIS' CANOSSIAN COLLEGE
ST FRANCIS OF ASSISI'S COLLEGE
ST LOUIS SCHOOL
ST MARY'S CANOSSIAN COLLEGE
ST PAUL'S SCHOOL (LAM TIN)
ST TERESA SECONDARY SCHOOL
STFA LEUNG KAU KUI COLLEGE
STFA YUNG YAU COLLEGE
TANG KING PO SCHOOL
TSUEN WAN GOVERNMENT SECONDARY SCHOOL
TUNG CHUNG CATHOLIC SCHOOL
TWGH CHANG MING THIEN COLLEGE
TWGH KAP YAN DIRECTORS' COLLEGE
TWGH LO KON TING MEMORIAL COLLEGE
TWGH WONG FUNG LING COLLEGE
YAN OI TONG TIN KA PING SECONDARY SCHOOL
YLPMSAA TANG SIU TONG SECONDARY SCHOOL
YU CHUN KEUNG MEMORIAL COLLEGE
YU CHUN KEUNG MEMORIAL COLLEGE NO.2

Schools which underwent ESR in 2005/06

Primary

| | |
|--|--|
| AD&FDPOH MRS CHENG YAM ON MILL SCH | KWAI-MING WU MEM SCH OF PRECIOUS BLOOD (PM) |
| AD&FDPOHL MRS CHENG YAM ON SCHOOL | KWUN TONG GOVERNMENT PRIMARY SCHOOL (AM) |
| BAPTIST LUI MING CHOI PRIMARY SCHOOL | LAICHIKOK CATHOLIC PRIMARY SCHOOL |
| BISHOP PASCHANG CATHOLIC SCHOOL | LAM TIN METHODIST PRIMARY SCHOOL |
| BISHOP WALSH PRIMARY SCHOOL (PM) | LEE CHI TAT MEMORIAL SCHOOL |
| BUDD LAM BING YIM MEM SCH (SPSD BY HKBA) | MA ON SHAN ST JOSEPH'S PRIMARY SCHOOL |
| BUDDHIST LIM KIM TIAN MEMORIAL PRI SCH | MARYKNOLL FATHERS' SCHOOL (AM & PM) |
| BUI O PUBLIC SCHOOL | METHODIST SCHOOL (AM & PM) |
| C & M ALLIANCE CHUI CHAK LAM MEM SCHOOL | NG WAH CATHOLIC PRI SCH |
| CANOSSA PRIMARY SCHOOL | NORTH POINT METHODIST PRIMARY SCHOOL (AM & PM) |
| CANOSSA PRIMARY SCHOOL (SAN PO KONG) | NTW&JWA LEUNG SING TAK PRI SCH (TKO) |
| CARMEL ALISON LAM PRIMARY SCHOOL | OUR LADY OF CHINA CATHOLIC PRI SCH |
| CCC KEI LEUNG PRIMARY SCHOOL | PLK GRANDMONT PRIMARY SCHOOL |
| CCC KEI TSZ PRIMARY SCHOOL | PLK HORIZON EAST PRIMARY SCHOOL |
| CCC KEI WAN PRIMARY SCHOOL (ALDRICH BAY) | PLK LEUNG CHOW SHUN KAM PRIMARY SCHOOL |
| CENTRAL & WESTERN DIST ST ANTHONY'S SCH | (PM) |
| CHINESE METHODIST SCHOOL (NORTH POINT)(AM) | PLK MRS CHAN NAM CHONG MEMORIAL PRI SCH |
| CHINESE METHODIST SCHOOL (NORTH POINT)(PM) | (AM) |
| CHOI WAN ST JOSEPH'S PRIMARY SCHOOL (PM) | PLK TIN KA PING PRIMARY SCHOOL |
| DR CATHERINE F WOO MEMORIAL SCHOOL (PM) | PUI LING SCHOOL OF THE PRECIOUS BLOOD (AM/PM) |
| ELCHK KWAI SHING LUTHERAN PRI SCH | PUN U ASSOCIATION WAH YAN PRIMARY SCHOOL |
| FANLING PUBLIC SCHOOL | QES OLD STUDENTS' ASSOCIATION PRI SCH |
| FARM ROAD GOVERNMENT PRIMARY SCHOOL | SA TIN KA PING PRIMARY SCHOOL |
| GCEPSA WHAMPOA PRIMARY SCHOOL | SACRED HEART CANOSSIAN SCHOOL (PM/WD) |
| HEEP YUNN PRIMARY SCHOOL | SAU MAU PING CATHOLIC PRIMARY SCHOOL |
| HHCKLA BUDDHIST WONG CHO SUM SCHOOL | SAU MING PRIMARY SCHOOL |
| HKTA SHUN YEUNG PRIMARY SCHOOL | SHAK CHUNG SHAN MEM CATHOLIC PRI SCH |
| HO LAP PRI SCH(SPSD BY SIK SIK YUEN) | SHANGHAI ALUMNI PRIMARY SCHOOL |
| HOI PING CHAMBER OF COMMERCE PRI SCH | SHAU KEI WAN GOVERNMENT PRIMARY SCHOOL |
| HOLY FAMILY CANOSSIAN SCH (KLN TONG) | (AM/WD) |
| HOLY FAMILY SCHOOL | SKH CHAI WAN ST MICHAEL'S PRI SCH |
| HOP YAT CHURCH SCHOOL | SKH CHI FU CHI NAM PRIMARY SCHOOL |
| IU SHAN SCHOOL | SKH FUNG KEI MILLENNIUM PRI SCH |
| KA LING SCHOOL OF THE PRECIOUS BLOOD | SKH KAM TIN ST JOSEPH'S PRIMARY SCHOOL |
| KAM TIN MUNG YEUNG PUBLIC SCHOOL | SKH KEI TAK PRIMARY SCHOOL (PM) |
| KING'S COLL OLD BOYS' ASSN PRI SCH | |

SKH KEI YAN PRIMARY SCHOOL
SKH MUNG YAN PRIMARY SCHOOL (PM)
SKH ST MICHAEL'S PRIMARY SCHOOL
SKH ST PETER'S PRIMARY SCHOOL (AM & PM)
SKH ST TIMOTHY'S PRIMARY SCHOOL (AM & PM)
SKH TAK TIN LEE SHIU KEUNG PRIMARY SCH
SKH TIN SHUI WAI LING OI PRIMARY SCHOOL
ST MARY'S CANOSSIAN SCHOOL
ST PATRICK'S CATH PRI SCH (P K VILL RD)
STEWARDS POOI KEI PRIMARY SCHOOL
STFA HO YAT TUNG PRIMARY SCHOOL (PM)
STFA WU MIEN TUEN PRIMARY SCHOOL
TAI KOK TSUI CATHOLIC PRIMARY SCHOOL
TAOIST CHING CHUNG PRIMARY SCHOOL (AM)
TAOIST CHING CHUNG PRIMARY SCHOOL (PM)
TKT CATHOLIC PRIMARY SCHOOL (HOI FAN RD)
TSEUNG KWAN O CATHOLIC PRIMARY SCHOOL
TSUEN WAN CATHOLIC PRIMARY SCHOOL
TSUEN WAN CHIU CHOW PUBLIC SCHOOL (AM)
TUNG KOON DIST SOC FONG SHU CHUEN SCH
(AM&PM)
TWGH SIN CHU WAN PRIMARY SCHOOL
TWGH TANG SHIU KIN PRIMARY SCHOOL
TWGH YIU DAK CHI MEM PRI SCH (YUEN LONG)
WONG TAI SIN CATHOLIC PRIMARY SCHOOL
WONG TAI SIN GOVERNMENT PRIMARY SCH
XIANGGANG PTH YANXISHE PRI SCH OF SC & C
YAN OI TONG TIN KA PING PRIMARY SCHOOL
YAUMATI CATHOLIC PRI SCH (HOI WANG RD)
YAUMATI CATHOLIC PRIMARY SCHOOL
YCH HO SIK NAM PRIMARY SCHOOL
YL LONG PING ESTATE TUNG KOON PRI SCH
(AM&WD)
YL PUB MID SCH ALUMNI ASSN PRI SCH

Appendix 1(2) Special Schools which underwent ESR in 2003 to 2006

2003/04

EBENEZER TRAINING CENTRE

HK RED CROSS SCHOOL HOSPITALS (HEADQUARTER)

HONG KONG SCHOOL FOR THE DEAF

MARY ROSE SCHOOL

PLK MR & MRS CHAN PAK KEUNG TSING YI SCHOOL

PRINCESS ALEXANDRA RC RESIDENTIAL SCHOOL

RCHK ISLAND WEST HONG CHI MORNINGHOPE SCHOOL

2004/05

BUDDHIST PO KWONG SCHOOL

CCC MONGKOK CHURCH KAI OI SCHOOL

CHI YUN SCHOOL

HONG CHI LIONS MORNINGHILL SCHOOL

PLK CENTENARY SCHOOL

SHATIN PUBLIC SCHOOL

TSEUNG KWAN O PUI CHI SCHOOL

TUNG WAN MOK LAW SHUI WAH SCHOOL

2005/06

CARITAS JOCKEY CLUB LOK YAN SCHOOL

CARITAS LOK JUN SCHOOL

CARITAS LOK KAN SCHOOL

CARITAS RESURRECTION SCHOOL

HKSYC&IA CHAN NAM CHONG MEMORIAL SCHOOL

HONG CHI PINEHILL SCHOOL

HONG CHI WINIFRED MARY CHEUNG MORN SCHOOL

JOCKEY CLUB HONG CHI SCHOOL

MARYCOVE SCHOOL

PLK YU LEE MO FAN MEMORIAL SCHOOL

SAVIOUR LUTHERAN SCHOOL

SOC OF BOYS' CTRS-HUI CHUNG SING MEM SCHOOL

Appendix 1(3) Special Schools which underwent ‘A study of the Effectiveness of Special Schools’ in 2005/06

BUDDHIST TCFS YEUNG YAT LAM MEMORIAL SCHOOL

CCCCKEI SHUN SPECIAL SCHOOL

EBENEZER SCHOOL

HAVEN OF HOPE SUNNYSIDE SCHOOL

HONG CHI MORNINGHILL SCHOOL, TSUI LAM

HONG CHI MORNINGLIGHT SCHOOL, YUEN LONG

HONG CHI PINEHILL NO.3 SCHOOL

JOHN F KENNEDY CENTRE

LUTHERAN SCHOOL FOR THE DEAF

RHENISH CHURCH GRACE SCHOOL

Appendix 1(4) Schools which underwent 'Focus Inspection on Life-wide Learning' in 2005/06

Secondary

| | |
|---|--|
| CHRISTIAN ALLIANCE COLLEGE | LEE KAU YAN MEMORIAL SCHOOL |
| CHRISTIAN ALLIANCE S C CHAN MEM COLLEGE | NOTRE DAME COLLEGE |
| HA KWAI CHUNG GOVERNMENT SEC SCHOOL | QUEEN'S COLL OLD BOYS' ASSN SEC SCHOOL |
| HK SKH BISHOP HALL SECONDARY SCHOOL | SPHRC KUNG YIK SHE SECONDARY SCHOOL |
| HKMA K S LO COLLEGE | TANG SHIU KIN VICTORIA GOVT SEC SCHOOL |
| HKTA CHING CHUNG SECONDARY SCHOOL | TOI SHAN ASSOCIATION COLLEGE |
| KWAI CHUNG METHODIST COLLEGE | TRUE LIGHT GIRLS' COLLEGE |

Primary

| | |
|---|---|
| BUDDHIST CHUNG WAH KORNHILL PRI SCH (AM) | S.K.H. KEI FOOK PRIMARY SCHOOL |
| BUDDHIST CHUNG WAH KORNHILL PRI SCH (AM) | SA ANN WYLLIE MEMORIAL PRIMARY SCHOOL (AM) |
| CNEC TA TUNG SCHOOL | SHA TIN GOVERNMENT PRIMARY SCHOOL(AM/WD) |
| FDBWA CHOW CHIN YAU SCHOOL | SHARON LUTHERAN SCHOOL (AM) |
| FREE METHODIST MEI LAM PRIMARY SCHOOL | SKH KEI LOK PRIMARY SCHOOL |
| KING LAM CATHOLIC PRIMARY SCHOOL | SKH KOWLOON BAY KEI LOK PRIMARY SCHOOL |
| LAM TSUEN PUB WONG FOOK LUEN MEM SCH | SKH ST CLEMENT'S PRIMARY SCHOOL |
| NORTH POINT GOVERNMENT PRIMARY SCHOOL(AM) | ST JOHN THE BAPTIST CATH PRI SCH |
| NORTH POINT GOVERNMENT PRIMARY SCHOOL(PM) | ST PATRICK'S SCHOOL |
| PLK CHAN YAT PRIMARY SCHOOL | TWGH HK & KLN ETC APP MER ASSN LTD SCH (PM) |

Appendix 1(5) Schools which underwent ‘Focus Inspections on Effectiveness of Curriculum Leadership in Schools’ in 2003/04 and 2004/05

Stage One

CARITAS FANLING CHAN CHUN HA SEC SCHOOL
 CCC KEI CHING PRIMARY SCHOOL
 CHINA HOLINESS COLLEGE
 CNEC LEE I YAO MEMORIAL SECONDARY SCHOOL
 CUHKFAA CHAN CHUN HA SECONDARY SCHOOL
 CUMBERLAND PRESBY CHURCH YAO DAO PRI SCHOOL
 HEUNG TO MIDDLE SCHOOL
 HK AND MACAU LU CH QUEEN MAUD SEC SCHOOL
 HKFYG LEE SHAU KEE PRIMARY SCHOOL
 HONG KONG SCHOOL FOR THE DEAF
 LING LIANG CHURCH E WUN SEC SCHOOL
 LING LIANG CHURCH SAU TAK PRIMARY SCHOOL
 LOK SIN TONG WONG CHUNG MING SEC SCHOOL
 LOK SIN TONG YOUNG KO HSIAO LIN SEC SCHOOL
 LOK SIN TONG YU KAN HING SCHOOL
 MARYKNOLL SECONDARY SCHOOL
 PLK C W CHU COLLEGE
 PLK DR. JIMMY WONG CHI-HO (TSV) P S
 PO LEUNG KUK CHOI KAI YAU SCHOOL
 POOI TO MIDDLE SCHOOL
 PUI KIU PRIMARY SCHOOL
 SAM SHUI NATIVES ASSN TONG YUN KAI SCHOOL
 SHEK LEI CATHOLIC SECONDARY SCHOOL
 SKH KEI HIN PRIMARY SCHOOL(PM)
 SKH LAM WOO MEMORIAL SECONDARY SCHOOL
 SKH LI FOOK HING SECONDARY SCHOOL
 SKH LUI MING CHOI MEMORIAL PRI SCHOOL
 ST. MARK'S PRIMARY SCHOOL
 TWGH MRS WU YORK YU MEMORIAL COLLEGE
 YL PUB MID SCH ALUMNI ASSN YING YIP PRI SCHOOL

Stage Two

C&MA SUN KEI SECONDARY SCHOOL
 CCC CHUEN YUEN COLLEGE
 CUHKFAA THOMAS CHEUNG SECONDARY SCHOOL
 DMHC SIU MING CATHOLIC SEC SCHOOL
 FDBWA SZETO HO SECONDARY SCHOOL
 HK & KLN KFWA SUN FONG CHUNG COLLEGE
 HO YU COLL & PRI (SPON BY SIK SIK YUEN)
 HOLY TRINITY COLLEGE
 KIANGSU-CHEKIANG COLLEGE (SHATIN)
 LAI KING CATHOLIC SECONDARY SCHOOL
 LING LIANG CHURCH M H LAU SECONDARY SCHOOL
 LINGNAN SECONDARY SCHOOL
 LIU PO SHAN MEMORIAL COLLEGE
 METHODIST LEE WAI LEE COLLEGE
 NEWMAN CATHOLIC COLLEGE
 PAOC KA CHI SECONDARY SCHOOL
 PHC WING KWONG COLLEGE
 SEMPLE MEMORIAL SECONDARY SCHOOL
 SHENG KUNG HUI ST BENEDICT'S SCHOOL
 SHI HUI WEN SECONDARY SCHOOL
 ST FRANCIS OF ASSISI'S COLLEGE
 STFA TAM PAK YU COLLEGE
 TWGH CY MA MEMORIAL COLLEGE
 TWGH WONG FUT NAM COLLEGE
 TWGHS MR & MRS KWONG SIK KWAN COLLEGE
 WAI KIU COLLEGE
 YUEN LONG MERCHANTS ASSOCIATION SEC SCHOOL

Appendix 2 Statistical Analysis of Post-ESR Questionnaires on ESR in 2005/06

| School Type | Number of Schools Inspected | Number of Questionnaires Issued | Number of Questionnaires Returned | | Response Rate (%) |
|-------------|-----------------------------|---------------------------------|-----------------------------------|-------------------------|-------------------|
| Primary | 100 | 3941 | 3380 | | 86% |
| Secondary | 81 | 4586 | 3278 | | 71% |
| Special | 12 | 351 | 261 | | 74% |
| | | | | Overall Response Rate : | 78% |

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Missing Data |
|----|--|----------------|--------|---------|----------|-------------------|--------------|
| 1 | I am clear about the objectives of ESR. | 34.37% | 56.02% | 7.63% | 1.62% | 0.36% | 0.17% |
| 2 | I am clear about the procedures of ESR. | 35.44% | 55.06% | 7.66% | 1.55% | 0.29% | 0.22% |
| 3 | I am clear about the scope covered by ESR | 29.28% | 56.86% | 11.52% | 2.04% | 0.30% | 0.27% |
| 4 | The Performance Indicators embrace the important areas of work in the school. | 20.69% | 58.81% | 16.96% | 3.05% | 0.50% | 0.95% |
| 5 | In general, the questionnaires in the stakeholders survey: | | | | | | |
| | (a) were clearly written, | 21.89% | 60.39% | 15.32% | 2.14% | 0.25% | 0.78% |
| | (b) were able to effectively collect stakeholders' views about the school. | 17.67% | 56.72% | 21.15% | 3.76% | 0.70% | 0.85% |
| 6 | The information provided by the Key Performance Measures (KPM) is helpful for school self-evaluation. | 15.50% | 59.42% | 20.72% | 3.74% | 0.63% | 0.59% |
| 7 | I played an active part in evaluating the performance of our school on the 14 areas. | 22.30% | 50.60% | 22.25% | 3.87% | 0.98% | 1.40% |
| 8 | I had adequate opportunity to participate in the write up of the self-assessment report. | 27.28% | 48.77% | 17.63% | 4.98% | 1.34% | 0.46% |
| 9 | The amount of documents and information requested by the ESR team is appropriate. | 15.36% | 50.25% | 24.41% | 7.62% | 2.36% | 0.61% |
| 10 | My school was well prepared for ESR. | 35.31% | 49.55% | 12.78% | 1.83% | 0.54% | 1.06% |
| 11 | I think that the pre-ESR visit | | | | | | |
| | (a) increased my understanding of ESR; | 20.78% | 59.43% | 16.12% | 2.96% | 0.71% | 0.39% |
| | (b) helped to dispel my worries about ESR. | 12.30% | 43.70% | 30.27% | 10.61% | 3.12% | 0.39% |
| 12 | The variety of activities observed by the ESR team was adequate. | 14.52% | 52.35% | 24.50% | 7.02% | 1.61% | 0.36% |
| 13 | The external reviewers were professional in their work. | 18.95% | 54.21% | 21.20% | 4.45% | 1.19% | 0.39% |
| 14 | The attitudes of the external reviewers were sincere and friendly. | 25.53% | 50.63% | 18.17% | 4.54% | 1.13% | 0.40% |
| 15 | Participation of front-line educator(s) as member(s) of the ESR team enabled the school's performance to be assessed from different perspectives. | 18.40% | 57.49% | 19.96% | 3.39% | 0.76% | 0.79% |
| 16 | The external reviewers were able to listen objectively to the views expressed by the school staff in interviews/ meetings. (to be completed by the school staff who had participated in interviews/meetings with the ESR team) | 18.87% | 55.63% | 19.31% | 4.81% | 1.38% | |
| 17 | Preliminary findings of the ESR team were clearly conveyed to the school staff through the Oral Feedback Session. (to be completed by the school staff who had participated in Oral Feedback Session) | 21.99% | 55.69% | 17.61% | 3.50% | 1.21% | |
| 18 | I think that the ESR | | | | | | |
| | (a) gave us an accurate judgement on the effectiveness of our self-evaluation processes; | 10.52% | 53.27% | 28.51% | 6.25% | 1.44% | 0.85% |
| | (b) made an accurate evaluation of the standard of our school's performance; | 9.51% | 49.93% | 30.17% | 8.32% | 2.07% | 0.64% |
| | (c) helped our school devise future goals and development plans. | 15.72% | 55.57% | 22.22% | 5.25% | 1.24% | 0.68% |
| 19 | The ESR accurately identified the strengths of our school. | 19.07% | 54.71% | 20.76% | 4.69% | 0.77% | 0.78% |
| 20 | I agree with the recommendations made in the ESR report. | 11.38% | 52.25% | 28.93% | 5.96% | 1.48% | 1.23% |

| | | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Missing Data |
|----|---|----------------|--------|---------|----------|-------------------|--------------|
| 21 | There was adequate time for the school to prepare its written response to the draft ESR report. | 10.78% | 50.87% | 31.06% | 5.83% | 1.45% | 2.15% |
| 22 | There was adequate discussion among the school staff before finalising the school's written response to the draft ESR report. | 15.48% | 49.40% | 27.14% | 6.05% | 1.93% | 1.89% |
| 23 | ESR did not adversely affect my daily duties. | 6.87% | 34.68% | 30.08% | 19.35% | 9.03% | 0.43% |
| 24 | ESR did not exert much pressure on me. | 3.95% | 19.52% | 28.20% | 30.40% | 17.94% | 0.40% |
| 25 | The entire ESR process was open and transparent. | 9.69% | 48.42% | 31.92% | 8.62% | 1.35% | 0.53% |
| 26 | On the whole, I'm satisfied with the ESR process. | 7.49% | 47.27% | 33.62% | 9.02% | 2.60% | 0.62% |