

**Quality Assurance Division
Education &
Manpower Bureau**

Inspection Annual Report

2003-04



Foreword

In the academic year 2003/04, Quality Assurance (QA) Inspection in its full mode, External School Review (ESR) and focus inspection on various themes were conducted in 293 schools.

Since the Education and Manpower Bureau (EMB) started to conduct ESR in early 2004, the number of schools inspected through the full QA mode has decreased as compared to the previous year. The academic year 2003/04 was the transformation period of the inspection mode. Chapter 2 and Chapter 3 of this report present the more salient findings and assessment results of the schools inspected through the full QA mode and ESR in the four domains of Management and Organization, Learning and Teaching, Student Support and School Ethos, and Student Performance. Overall performance of these schools is presented in the form of statistical charts in the Annex for readers' easy reference.

Chapter 4 summarizes the major findings gathered from various focus inspections conducted in this academic year. These findings facilitate the examination of the performance of schools in Hong Kong from different perspectives and levels, and contribute to a more thorough and solid understanding of the education development in Hong Kong.

The EMB has actively encouraged schools to strive for self-improvement through self-evaluation, and also promoted school development and ensured public accountability through ESR. The overall response from the schools that underwent ESR in 2003/04 is positive. They perceive that ESR can facilitate them to review the mechanism and effectiveness of their self-evaluation. Comments and analysis on the strengths and weaknesses of schools' performance in various domains by external reviewers have also exerted positive impact in bringing about continuous development of schools. Building on an existing good foundation, we will further refine the ESR procedures, enhance communication, share mutual trust and jointly promote the education development in Hong Kong with the schools.

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List of Abbreviations

APASO	Assessment Programme for Affective and Social Outcomes
ASP	Annual School Plan
CEG	Capacity Enhancement Grant
CPD	Continuous Professional Development
EMB	Education and Manpower Bureau
ESR	External School Review
HKAT	Hong Kong Attainment Tests
HKCEE	Hong Kong Certificate of Education Examination
IT	Information Technology
KLA	Key Learning Areas
MCE	Moral and Civic Education
PIs	Performance Indicators for Hong Kong Schools
QA	Quality Assurance
QAD	Quality Assurance Division
SBPS	School-based Professional Support
SDA	School Development and Accountability
SDP	School Development Plan
SEN	Special Educational Needs
SMC	School Management Committee
SSE	School Self-evaluation
SWOT	strengths, weaknesses, opportunities and threats

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Chapter 1

Introduction

- 1.1 A total of 293 schools were inspected in the 2003/04 academic year through full QA inspection, ESR and focus inspection on various themes.
- 1.2 A total of 15 schools underwent full QA inspection in the 2003/04 academic year, as summarized in *Table 1*:

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

	Primary Schools	Secondary Schools	Special Schools (Note)
Government	2	0	0
Aided	7	5	1
Sub-total	9*	5	1
Grand Total	15		

* Out of the 9 primary schools, 3 are bi-sessional (1 AM session and 2 PM session) and 6 are whole-day schools.

- 1.3 A total of 99 schools underwent ESR in the 2003/04 academic year, as summarized in *Table 2*:

Table 2: Number of schools underwent ESR

	Primary Schools	Secondary Schools	Special Schools (Note)
Government	6	2	0
Aided	54	30	7
Sub-total	60*	32	7
Grand Total	99^		

* Out of the 60 primary schools, 21 are bi-sessional (18 AM session and 3 PM session) and 39 are whole-day schools.

^ The figure does not represent the 7 schools participated in the ESR pilot scheme (4 primary schools and 3 secondary schools).

- 1.4 A total of 179 schools underwent focus inspection in the 2003/04 academic year. The areas of inspections and the number of schools involved are summarized in *Table 3*:

Table 3: Information on Focus Inspections

Focus Areas	Primary Schools	Secondary Schools	Special Schools
Catering for Learner Differences	21	22	0
Curriculum Reform: Four Key Tasks	21	18	0
Staff Development and Appraisal	12	10	0
Chinese Language Education	6	6	0
English Language Education	7	46	0
Mathematics Education	4	6	0
Sub-total	71	108	0
Grand Total	179		

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

Grade	Performance
4	Excellent (major strengths)
3	Good (strengths outweigh weaknesses)
2	Acceptable (some strengths and some weaknesses)
1	Unsatisfactory (major weaknesses)

- 1.6 This report summarizes the performance of the schools inspected in the full QA inspections, ESR and focus inspections. However, the relevant information and analyses are not meant to be generalized across the schools in the territory.
- 1.7 A statistical summary of the inspection findings and schools' post-inspection questionnaire findings are set out in the Appendices.

Note:

As the number of special schools inspected is relatively small and their situations vary, it is therefore inappropriate to compare their performance with those of ordinary primary and secondary schools. Chapter 2 "Major findings of full inspections" and Chapter 3 "Major findings of External School Review (ESR)" contain analyses and reports on the performance of 92 ordinary primary schools and 14 ordinary secondary schools.

Chapter 2

Major findings of full inspection :

Performance of schools in individual domains

QA Inspection in its full mode aims to inspect performance of schools in various aspects. Corporate judgements are formulated on the overall performance of schools to identify the strengths and areas of concern. These facilitate the schools in their setting of future directions of school development. This Chapter gives a summary and a consolidated report on the performance of the 14 schools inspected through the full inspection in the four domains: ‘Management and Organization’, ‘Learning and Teaching’, ‘Support for Students and School Ethos’ and ‘Student Performance’.

2.1 Management and Organization

The general performance in the ‘Management and Organization’ domain in most of the schools inspected was acceptable. Among the five areas of this domain listed in the Performance Indicators for Hong Kong Schools (thereinafter shortened as ‘areas’), schools performed better in ‘Planning and Management of Resources’, with half of the schools receiving good or excellent ratings (Appendix 1). The financial administration and monitoring of the schools were generally proper, and adequate and appropriate teaching resources were also provided. However, schools were particularly weak in the area of ‘Self-evaluation’, and nearly 60% of schools were rated as unsatisfactory (Appendix 1) as their self-evaluation was still at its elementary stage. For the other three areas, the performance of schools was only of an average level as the planning and monitoring role of the school management could be strengthened further.

- Over half of the schools inspected were rated as acceptable in ‘Planning and Administration’, with around 20% of the schools receiving good or excellent ratings in this area (Appendix 1). As for “management framework”, most of the schools showed acceptable performance (Appendix 2). About one-third of them lacked appropriate organizational planning, resulting in unclear or overlapping functions of subject panels/committees. However, over half of the schools had already included representatives of parents, teachers and alumni in their management committee. On “planning and development”, over half of the schools were rated as merely acceptable (Appendix 2). Among them, about 40% of the schools were not able to draw up appropriate areas of concern and concrete School Development Plans (SDPs) and Annual School Plans (ASPs), taking into account the needs for education and

curriculum reform, and the specific school contexts such as their student performance. The programme plans of the subject panels/committees also failed to tie in with the areas of concern. Individual schools demonstrated a fair and democratic disposition in their decision making process on school administration. However, nearly half of the schools needed to further open up their school administration and listen more to the views of their staff to reach a consensus on the decisions made. In contrast, nearly 30% of the schools showed better performance and were rated as good or excellent in the aspect of “administrative affairs” (Appendix 2). Most schools had provided specific guidelines on administration and crisis management for their staff. To enhance efficiency in planning and administration, schools were advised to formulate appropriate SDPs according to their own needs, and examine the operation of their management framework so as to correspond with the implementation and follow-up of the SDP. Programme plans of the subject panels/committees should also fall in line with the areas of concern so that the development goals of the school can be realized.

- In ‘Professional Leadership’, only about 20% of the schools were rated as good, half of them as acceptable and about 30% as unsatisfactory (Appendix 1) in the aspect of “competence and attitude”. In general, the school management committees (SMC) of most schools were able to effectively monitor the school operation; and in schools that performed well, the school management had adequate communication with the staff, could lead their staff in conducting school work, and also coordinated the work among the subject panels/committees. As for the schools performing unsatisfactorily in this area, the school management could not effectively uphold their roles in team leadership and central monitoring functions. The professional leadership skills of middle managers were only of an average level and they could not effectively monitor and motivate the subject panels/committees to develop the work of self-evaluation and of learning and teaching. Communication among staff was inadequate and the collaboration spirit was weak. To promote continuous development of the school, the school management and the middle managers should exert greater efforts to enhance communication with the staff. Heads of subject panels/committees should strive more in self-improvement and upgrade their leadership skills and understanding of the recent developments in the education and curriculum reform, so that they could take on a stronger planning and monitoring role.
- About 70% of the schools that received full inspection were rated as acceptable in ‘Staff Management’ (Appendix 1). More than half of the schools demonstrated acceptable performance in the “distribution of work” as duties and responsibilities were fairly distributed. However, in some schools, they were not clearly delineated

among subject panels/committees. Besides, non-teaching staff were not appropriately deployed to support the teaching staff, helping them with the clerical work and creating space for them. For “staff development and appraisal”, the performance of most schools was acceptable (Appendix 2). Schools generally supported the professional development of staff and fostered professional exchanges among teachers through collaborative lesson preparation and peer lesson observation; in schools that performed well, short and long term staff development plans had been formulated, and a reporting mechanism to share training experiences had also been established. A small number of schools were neglectful of their post-course presentation and sharing, and made very few attempts to bring in other forms of professional development, such as school-based action research and seminars on teaching effectiveness to enhance teachers’ professionalism. For staff appraisal, the development pace of schools was quite diverse. Nearly half of the schools had yet to develop or improve their staff appraisal system and procedures. Schools should set clear staff appraisal objectives and a system that is fair, just and open. They should also make reference to the appraisal information in order to understand the long and short-term development needs of all as a group and as individual staff members. This would facilitate the formulation of school-based professional development programmes and the building up of a learning community.

- Schools displayed better performance in ‘Planning and Management of Resources’ (Appendix 1), with half of them rated as good or excellent in the aspects of “provision and management of teaching resources” and “financial management” (Appendix 2). In the “provision and management of teaching resources”, most of the schools were able to procure adequate and appropriate teaching resources and computerized their administration work to enhance their work efficiency and lessen the burden of teachers’ clerical work. Library facilities and information technology (IT) infrastructure were generally abundant. The financial administration and monitoring of the schools were generally satisfactory, with effective utilization of the government funding, particularly in the Capacity Enhancement Grant (CEG) in enhancing learning and teaching. A small number of schools were able to explore external resources to further support learning and teaching. However, the subject panels/committees’ budgeting in a few schools did not align with the areas of concern and their own development needs. The heads of subject panels/committees should master the concepts and skills in programme budgeting to formulate an appropriate budget in line with the development direction and the areas of concern of the school.
- Performance of schools in ‘Self-evaluation’ was not satisfactory. Over half of the schools were rated as unsatisfactory, while more than 30% were rated as acceptable

(Appendix 1). With the launch of the ‘School Development and Accountability’ (SDA) framework by the EMB, awareness in self-evaluation was gradually increased in schools. Yet, the development of school self-evaluation (SSE) was still at its elementary stage in most of the schools. The overall strategy of self-evaluation had not yet been formulated, and support in clerical work and data analysis had not been provided to create space for the staff to participate in self-evaluation work and related professional exchanges. Though it had become more common for teachers to receive training and participate in SSE, teachers could not fully grasp the principles of SSE and sufficiently master the relevant skills. Some schools with unsatisfactory performance in this area have yet to put in place a structured SSE and a systematic evaluation process to co-ordinate and monitor the self-evaluation work of subject panels/committees. In general, subject panels/committees could not formulate clearly defined success criteria for their programme plans. Nearly half of the schools were not able to work out appropriate areas of concern and specific SDPs and ASPs, and the programme plans of the subject panels/committees could not align with the areas of school concern. Nearly half of the schools did not make full use of the evaluation information to improve their work efficiency or refine their programme plans for the following school year. In a small number of schools, the stakeholders were not fully informed of the school’s and their effectiveness. Besides, only a few schools conducted a comprehensive review of SSE, its mechanism and its overall operation to further enhance the effectiveness of their SSE. To foster sustained development and self-improvement, schools should conduct a holistic review of the operation and the effectiveness of SSE, formulate an overall promotion strategy, and strengthen related teacher training to enhance the quality assurance functions of the SSE mechanism.

2.2 Learning and Teaching

Schools’ performance in this domain was acceptable. A greater variation in performance was found in the area of ‘Curriculum’ as compared with other areas in the ‘Learning and Teaching’ domain, in which more schools were rated as excellent or unsatisfactory (Appendix 1). In sum, a great majority of schools had paid due attention to curriculum reform and promoted the four key tasks. However, half of the schools were not able to make good use of the assessment information to support their curriculum management. In teaching and learning, students had more opportunities for participation during lessons, but the training in their thinking skills was unsatisfactory.

- Over half of the schools were rated as acceptable in ‘Curriculum’ (Appendix 1). Performance of over half of the schools was acceptable in “curriculum planning and

organization” and “curriculum management”, while a small number of schools showed unsatisfactory performance in these two aspects. Just over 10% of the schools were rated as good or excellent in “curriculum planning and organization” (Appendix 2). A majority of the schools took a positive stand towards curriculum reform, with well-defined goals and sufficient coverage in the curriculum. The key-tasks were actively promoted to provide balanced development opportunities for students. About half of the schools made curriculum adaptations to some key learning areas to keep in line with school’s needs and arranged the lesson time flexibly and strategically to match curriculum designs. About one-third of the schools organized cross-subject thematic teaching and activities. However, some subject panels did not draw up specific programme plans to align with the school’s areas of concern, curriculum goals and policy. There was also a lack of feasible curriculum strategies and effective curriculum adaptations to meet students’ needs and abilities. Furthermore, a small minority of the subjects had improper teaching plans in which no appropriate teaching objectives were established, or where the curriculum organization lacked vertical and horizontal coordination. Learning materials and teaching resources were not selected according to students’ abilities and interests. A small number of schools did not have thoughtful arrangements on lesson time, such as teaching periods or post-school activities being too short, thus adversely affecting learning effectiveness.

Schools actively promoted reading and their performance was stable. Nearly half of the schools had included the promotion of reading as an area of concern, while individual schools had set up task groups to oversee the promotion of reading. A majority of schools promoted reading through their library and the language subjects, with a small number of schools encouraging parent participation through Parent-child Reading Schemes. Over half of the schools could effectively utilize the lesson time, arranging morning, afternoon or whole-school reading sessions. Students of more than half of the schools had gradually developed reading interests and habits. The beneficial effects of promoting reading were gradually seen in individual schools, in which learning in subjects was strengthened through reading. However, about 40% of schools had less regard for cultivating reading strategies; even schools that had adopted reading as their whole-school major concern could hardly infuse reading elements into the activities of various key learning areas other than the language subjects to strengthen the students’ learning abilities. Schools should further encourage whole-school participation in reading and systematically develop students’ reading skills and strategies so as to foster their abilities towards reading to learn.

A good foundation was established in the use of IT in learning and teaching, but schools

only displayed a mediocre performance in their incorporation of IT elements into different subject curricula and the application of IT for interactive learning. Schools in general had sufficient IT facilities and could provide appropriate teacher training. Most of the schools were able to make good use of the relevant facilities and organized appropriate curricula to develop students' abilities and interests in IT. A minority of schools had set up e-learning platforms to encourage students to use IT for self-learning. Yet, about half of the schools did not formulate specific goals, plans and strategies in using IT to enhance teaching and learning, nor could they effectively monitor the relevant development of IT in subjects. As such, the use of IT in teaching to promote interactive learning in subjects resulted in fairly great disparity in effectiveness.

In using project learning to promote student learning, most of the schools were still at the elementary stage of development. Over half of the schools infused project learning into some subjects and levels before extending it to other subjects and levels. Teachers generally could design appropriate assessment methods and criteria. Individual schools adopted distinctive approaches to conduct cross-subject activities or life-wide learning activities through project learning. However, involvement and implementation of project learning in different subjects and levels showed wide variations and the overall effectiveness was not prominent. Schools should draw up specific plans and strategies for project learning and strengthen the co-ordination and review of the implementation in various subjects. Besides, the development of students' inquiry, self-learning and presentation skills should also be strengthened through project learning.

Performance of schools in the promotion of moral and civic education (MCE) was stable. Most of the schools identified the development of morality, positive attitudes and values in students as their areas of concern, and attested high priorities in promoting moral and environmental education. Schools generally could provide diversified learning experiences and nurture the right values for students through formal curricula, including life education, growth guidance lessons, moral education lessons and various co-curricular activities. Over half of the schools were further able to fully utilize community resources in providing students with life-wide learning and community service opportunities. However, a small number of schools could not systematically co-ordinate the implementation of MCE among different subject panels/committees, resulting in slightly off-balanced curricular design and arrangements. In addition, moral and civic elements were not properly infused into the curriculum of some of the subjects.

A majority of schools had a number of measures in place to cater for learner differences,

such as the streaming of students according to their abilities, guidance programmes, and enhancement and remedial curriculum. They could also make use of various types of resources to provide appropriate learning support for students with different abilities. Still, most of the schools fell short of ideal performance on curriculum adaptations to cater for students' learning diversities. Subject arrangements in the formal curriculum, various guidance lessons and courses for the gifted mostly could not meet the individual needs of students, and the teaching activities were not properly designed in accordance with students' abilities. A small number of schools could not make use of the advantage of group teaching and devise appropriate teaching strategies. Schools were advised to step up their monitoring on the progress and effectiveness of learning-support work, and also on teachers' professional exchange and training in curriculum adaptations and tailoring.

The majority of schools had established mechanisms to coordinate and monitor the curriculum planning of subjects and arranged task groups, studies committees or curriculum coordinators to take charge of the relevant work. Operation of the mechanism was generally smooth, yet there was still much room for improvement on the overall curriculum leadership. In more than half of the secondary and primary schools, curriculum coordinators and some of the panel heads could not fully grasp and fulfill their functions in curriculum leadership. Ineffective follow-up of programme plan implementation, insufficient monitoring and evaluation on the practices in subjects had led to a diversified performance in curriculum planning and implementation of subject development. Collaboration and liaison among different subjects were in need of enhancement. Curriculum coordinators in both primary and secondary schools must strengthen their role in curriculum leadership, monitor the implementation of the whole school curriculum and review its effectiveness, so as to bring the ideologies of self-improvement into practical application.

- Nearly all the schools were rated as acceptable in 'Teaching' (Appendix 1). Performance of most teachers in "strategies and skills" and "knowledge and attitude" was rated as acceptable, but the percentage of good ratings under "knowledge and attitude" was higher than that in "strategies and skills" (Appendix 2). Most of the schools had teachers showing sincerity in teaching, with well-prepared lessons and good rapport with students. A small number of schools had teachers who were able to give appropriate praise and encouragement to students so as to reinforce their good learning behaviour. However, over half of the schools still used the expository mode in classroom teaching, with insufficiency in teacher-student and student-student interactions. Students were not given ample opportunities to cultivate their generic skills in creativity, communication,

collaboration and problem solving. Nearly all the teachers needed improvement in questioning techniques. They mostly asked cognitive-level questions and did not allow sufficient time for students to think. Further discussion based on students' questions and answers was not invited for to foster an active learning atmosphere and develop students' critical thinking skills. In catering for learner differences, teachers of more than half of the schools could not select appropriate learning materials in accordance with students' abilities and interests, and flexibly adjust the teaching contents and strategies in the light of students' progress and response. On the whole, cognitive development of students bore a heavy weight in classroom teaching. Schools should enhance the development of generic skills in students to lead them onto the mastery of learning to learn, and also pay more attention to the less able students in class.

- Most schools were rated as acceptable in 'Student Learning', with just over 10% of the schools rated as good (Appendix 1). In most schools, students were attentive in class and willing to follow teachers' instructions to participate in learning activities and complete the assigned tasks. However, teaching approaches adopted in over half of the schools were teacher-centred and students were generally passive. The predominant learning mode was that students listened to the explanations and followed the instructions of teachers, lacking the incentive to raise questions and express opinions. As there was a general lack of diversity in classroom activities, the generic skills of students, including creativity, critical thinking, communication and collaboration, were not sufficiently developed. In addition, the abilities of students in applying various learning strategies were yet to be developed and their self-learning skills had to be upgraded. In general, students' participation in classroom learning needed more motivation and their generic skills had to be further developed.
- All the schools inspected in the full QA mode were rated as acceptable in the area of 'Performance Assessment' (Appendix 1). Nearly all of them had acceptable performance in "assessment planning and implementation" (Appendix 2). Schools generally had clear assessment policies in place. However, only a small number of the schools had started to adopt "assessment for learning" in parallel with "assessment of learning" when assessing students' learning performance, and appropriately adjusted the frequency of tests/examinations and the quantity of homework. Schools had yet to strengthen the monitoring work to ensure the solid implementation of the assessment policies. A few schools still placed more emphasis on "assessment of learning" with limited variety of assessment methods. Pen-and-paper assessment focusing on the textbook contents of the subjects took on as the main form of assessment. Schools were advised to implement "assessment for learning" and gain a better understanding of students' learning progress

via diversified assessment methods. Besides, there was still much room for improvement in the quality of assignments. Many schools still concentrated much on mechanical drills or copying exercises that could hardly help the development of thinking skills and creativity of students. Teachers should devise more effective tasks and use various types and formats of assignments to strategically develop students' different learning abilities. In marking students' assignments, appropriate encouragement and praise as well as specific feedback should be given to students to help them understand the source of their problems and how to improve their learning. Half of the schools were unsatisfactory in the "use of assessment information" as they only paid attention to the comparison of students' test and exam results. Assessment information had not been used to analyze the learning progress of students and therefore could not effectively facilitate learning. To help students improve, schools must conduct a comprehensive review of their assessment measures and carry out concrete analysis of the effectiveness of students' learning. In the light of the review findings, the efficacy of learning and teaching should be evaluated. Schools should subsequently provide students with feedback, devise follow-up measures, revise the curriculum and adjust their teaching strategies.

2.3 Student Support and School Ethos

On the whole, about 60% of the schools that underwent full inspection displayed acceptable performance in this domain. Nearly 30% of the schools were rated as good or excellent in the areas of 'Support for Student Development' and 'Links with Parents and External Organizations'; more than 20% of the schools were rated as good in the area of 'School Culture'. However, over half of the schools were still rated as acceptable in these three areas (Appendix 1). Schools generally paid due attention to their support for student development, allocated quite an amount of resources, devised a variety of support services, and were able to mobilize parents and tap external resources to support student development.

- In the area of 'Support for Student Development', most of the schools were rated as acceptable in "overall service planning" (Appendix 2). Schools in general could devise policies to support student development in accordance with the schools' goals and students' needs. However, such programme plans were not yet comprehensive enough to fully address the SDPs and areas of concern of these schools. The strategies on programme implementation were not specific enough, nor could they give a timely evaluation of the effectiveness of the plans. Schools should strengthen their overall service planning and the links between related subject panels/committees to put into effect a whole-school approach on student guidance. The consensus and collaboration

among the staff should also be upgraded to enhance the overall effectiveness of support services. Nearly 40% of the schools were rated as excellent or good in “discipline and guidance” as well as “MCE”, while over half of the schools were rated as acceptable (Appendix 2). Most schools could devise discipline and guidance strategies according to their own contexts. The Discipline Team and Guidance Team of some schools did not work closely enough to complement each other. Teachers in some schools could not reach a good consensus at the implementation stage, thus affecting the efficacy of the guidance and discipline work. Nearly one third of the schools should realize more fully the ideologies of the integrated approach of discipline and guidance to support student growth. In accordance with their own school contexts, most of the schools highlighted various items of value education together with the top five values and attitudes to be nurtured. About half of the schools arranged different forms of activities to uphold students’ consciousness on health and recognition of their national identity. However, there was still room for improvement in about one third of the schools in organizing their MCE. Schools should strategically coordinate school-based value education among different subject panels/committees to enhance the effectiveness of MCE. Most schools were rated acceptable in “extra-curricular activities” (Appendix 2). They could generally organize a variety of extra-curricular activities. Yet, they should ensure that adequate participation opportunities are given to students, and learning experiences are systematically extended beyond classroom in a planned manner. As for the “support to students with special educational needs”, nearly half of the schools were rated as good, but with about a quarter of the schools rated as unsatisfactory (Appendix 2). Schools should strengthen the professional training for their staff in this area, and adopt the whole-school approach to help such students to integrate into regular school life.

- Schools performed better in “links with external organizations” than in “home-school cooperation”, with half of them rated as good or excellent (Appendix 2). Schools in general could maintain close contacts with external organizations and utilize external resources appropriately to support school activities and services. Some of the schools established networking with various educational institutions to promote professional exchanges and development for teachers. This enhanced the effectiveness of their teaching. Furthermore, some schools also started to let students participate in community services and cultivated in them the spirit of serving others so as to impart an all-round development. Over half of the schools were rated as acceptable in “home-school cooperation” (Appendix 2). These schools had devised clear policies towards home-school cooperation and arranged different types of parent education. However, on average, parents did not participate enthusiastically. Schools should strengthen the work of publicity to promote and encourage more parental involvement

in related activities. Although parent representatives did participate in the SMC in over half of the schools, the parent-teacher associations in general could not fully serve as the bridge between parents and the school in supporting school development. Two-way communications should, therefore, be strengthened and parents should also be encouraged to put more concern on the school development.

- Over half of the schools were rated as acceptable in the area of ‘School Culture’ (Appendix 1). Schools performed slightly better in “interpersonal relationship” than in “school climate” (Appendix 2). In most schools, teacher-student relationship was fine. In over half of the schools, the relationship among the staff and that of the students were harmonious. Yet, there was still room for improvement in “school climate”. On the one hand, schools should enhance communications among the teachers as well as that of the teachers and the school management, strive for consensus, face reforms in unity, understand and support one another, and strengthen their team spirit. On the other hand, the school management should pay more attention to the needs of the staff, and provide more encouragement and support to them in order to cultivate an atmosphere of mutual appreciation. In addition, they should increase the opportunities for professional exchanges, enhance the effectiveness of learning and teaching through regular self-evaluation, and strive to create the culture of a learning school.

2.4 Student Performance

Schools were rated as acceptable in this domain. In the area of ‘Attitude and Behaviour’, over 40% of the schools were rated as good, and in the area of ‘Participation and Achievement’, about 20% of the schools were rated as excellent or good, and about 30% as unsatisfactory (Appendix 1). On the whole, students performed better in the area of ‘Attitude and Behaviour’ than in ‘Participation and Achievement’. They showed good discipline and were teachable, but their academic performance and confidence in learning were concerns.

- In the area of ‘Attitude and Behaviour’, most students could observe discipline and follow teachers’ instructions, with primary students generally rated as good or excellent in attendance and punctuality. However, students in a small number of schools had relatively less self-confidence and took on a passive attitude towards learning. At present, schools are attempting to make use of the ‘Assessment Programme for Affective and Social Outcomes’ (APASO) to measure students’ self-concept, interpersonal relationship, values and attitudes etc. When schools can fully master this tool and make good use of the related assessment data, they will be able to obtain a better understanding of students’ situations and formulate appropriate strategies to help

improve students' performance in the area of 'Attitude and Behaviour'.

- Schools showed diversified performance in the area of 'Participation and Achievement', with a greater variation in rating as compared with 'Attitude and Behaviour'. As regards "non-academic performance", most students were willing to participate in various external competitions and activities. They generally performed better in athletics and aesthetic activities. In "academic performance", over half of the schools were rated as unsatisfactory (Appendix 2). In the past 3 years, most students in secondary schools scored a lower percentage for passing 5 subjects or above in the Hong Kong Certificate of Education Examination (HKCEE) as compared with the Hong Kong overall day-school candidates' scores. A minority of the primary schools had students scoring lower than average marks in Chinese, English and Mathematics as compared with the overall average scores of the 2001-02 Hong Kong Attainment Tests (HKAT). The overall performance of schools in "academic performance" was way below that of "non-academic performance" (Appendix 2).

Chapter 3

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

The major purpose of ESR is to validate the findings of SSE to help ensure the functioning of quality assurance. The process will focus on whether schools have fully considered their own development needs, abilities and potential, and used these to strategically implement their work, evaluate their effectiveness and follow up for improvement to enhance the quality of learning and teaching. This chapter is a summary report on areas of excellent performance and areas in need of improvement in the SSE as well as the remaining 13 areas of evaluation of the 92* schools that have undergone ESR.

3.1 Comparison of Ratings in Areas of School Self-evaluation and those of the External School Review

- Based on the information collected and the actual performances of schools, external reviewers conducted analyses and corporate judgement to validate the SSE findings in the 14 areas. Comparisons between the SSE and ESR findings in 14 areas (Appendices 3 to 5) could reflect to a certain extent whether schools had made proper use of the data, objectively analyzed the effectiveness of school work with evidence and identified their strengths, weaknesses, opportunities and threats (SWOT) before finally reaching a reasonable conclusion. According to our data analysis, ‘Teaching’ was the area with the most prominent disparity in SSE and ESR ratings, with over half of the 92 primary and secondary schools undergoing ESR having SSE ratings higher than those of ESR. Another area with great variation was ‘Self-Evaluation’, as nearly 40% of the schools had higher or lower SSE ratings than those of ESR. For the remaining 12 areas, ratings of SSE and ESR were the same in about 70-80% of the schools (Appendix 3). On the whole, schools generally possessed the spirit of SSE and were able to recognize their own strengths and weaknesses through SSE. With this foundation, they formulated their work according to the development of education and curriculum reform, but the effectiveness of such work and follow-up measures had yet to be observed.

3.2 Management and Organization

- Schools that have undergone ESR performed quite well in the ‘Management and

* Note: excluding 7 special schools

Organization' domain. As for the performance of individual areas, 'Self-Evaluation' was relatively weak, but still 60% of the schools were being rated as good or excellent (Appendix 7). This reflected that the majority of primary and secondary schools were able to accelerate their school development through SSE. Schools had the most outstanding performance in 'Planning and Management of Resources', with nearly 90% of the schools being rated as good or excellent (Appendix 7). They generally had strict mechanisms for financial management, adequate resources, and were able to make good use of the resources to enhance learning and teaching. The performance of schools in the other three areas was quite good, with about 70 to 80% of the schools being rated as good or excellent. Principals of most schools led their staff enthusiastically in the implementation of schoolwork, distributed the work clearly and reasonably, and actively promoted staff development. However, the middle managers had to strengthen their role in planning and monitoring, and the appraisal systems in nearly half of the schools were not yet complete.

3.2.1 Self-evaluation

60% of the schools were rated as good or excellent in 'Self-Evaluation' (Appendix 7). Secondary schools performed better than primary schools, with nearly 80% of them rated as good or excellent (Appendices 8 and 9). Ratings of SSE and ESR in this area were the same in about 60% of the schools (Appendix 3).

Strengths

- A good majority of the schools actively raised their teachers' understanding of SSE by encouraging participation in external or school-based related training so as to understand the rationale and strategies of SSE, and also involving all teachers in SSE at various levels. Most schools had designated a person or task force to lead SSE and gradually established a self-evaluation mechanism, including the procedures, scope and tools etc. A small number of schools effectively coordinated self-evaluation in various subject panels/committees.
- In self-evaluation, most of the schools had sufficient coverage at the school, subject panel/committee and individual levels. A small number of schools also introduced other measures to evaluate individual performance, e.g. teacher self-evaluation, collegial evaluation, evaluation of panel heads and school head by teachers, and evaluation of teachers by students etc. All these helped to enhance accountability and promoted self-improvement of the staff.

- Over half of the schools adopted evidence-based self-evaluation. Apart from using self-evaluation tools provided by the EMB, schools were able to further develop diversified school-based evaluation tools to collect and analyze various evaluation data, and devise quantitative success criteria in reviewing work performances at the school level.
- To align with the promotion of self-evaluation, some schools provided teachers with appropriate support, including flexible deployment of resources and non-teaching staff to assist in clerical work, and full utilization of IT to process review findings. Teachers' workload was thus lessened and space was then created for professional self-evaluation work. To further equip teachers and strengthen confidence to enhance the quality of self-evaluation, strategic staff development programmes were also organized to promote professional exchanges and information and experience sharing.
- Most of the schools had established mechanisms to inform parents and the public of their major progress and future development, e.g. the publication of their SDP and SSE information and uploading them onto the school webpage etc.

Areas for Improvement

- Teachers in a small number of schools failed to master the principles, strategies and skills of self-evaluation and required further training.
- Nearly half of the schools failed to draw up areas of concern at the school level and formulate specific SDPs and ASPs according to the school goals and needs, and the trends in education and curriculum reforms. Subject panels/committees also failed to align their programme plans closely with the areas of concern of the school.
- A minority of schools spent too much time and effort on unnecessary paperwork, such as excessive evaluation, frequent mass collection of data, or far too many records and reports. The overwhelming workload resulted in a serious inadequacy of space for professional development.
- Nearly half of the schools could not effectively evaluate their work efficacy at the school level or review the implementation of policies to refine the direction of development and programme plans appropriately for the coming year. Most schools failed to assess their self-evaluation mechanism to enhance the effectiveness of their SSE.

- Most of the schools had still to establish clearly defined success criteria for their programme plans. They had heavier emphasis on quantitative success criteria and their qualitative success criteria had yet to be developed.

3.2.2 Planning and Administration

Most of the primary schools and a good majority of the secondary schools were rated as good or excellent in the area of ‘Planning and Administration’ (Appendices 8 and 9). SSE and ESR ratings were the same in nearly 70% of the primary and almost 80% of the secondary schools (Appendices 4 and 5).

Strengths

- Over half of the schools were able to draw up a clear management framework according to the school development needs and their own human, environment and financial resources. The duties and responsibilities of subject panels/committees, and the lines of reporting were well defined. A mechanism was in place to ensure clear distribution of work, good communication between different levels and smooth administration.
- The SMCs of over half of the schools were concerned about their school development needs. They formulated the direction of development for the school and actively supported the schoolwork.
- Most of the schools had drawn up their own Policy and Administration Handbook, Crisis Management Handbook and Teachers’ Handbook for respective subject panels/committees. Clear guidelines were provided, and the management of general administrative affairs was, on the whole, smooth.

Areas for Improvement

- Over half of the schools failed to formulate their SDPs, ASPs and areas of concern, and map out their development according to the trends of education and curriculum reform, their educational goals and school contexts, such as the performance of their students.
- Front-line teachers in a small number of schools had only limited opportunities to participate in policy formulation. The transparency of administrative decisions had to be increased.
- Nearly half of the schools had not yet included parents, teachers and alumni as

representatives in the SMC. The transparency and accountability of the SMC had yet to be improved.

3.2.3 Professional Leadership

70% and more of the schools were rated as good or excellent in the area of 'Professional Leadership' (Appendix 7). SSE and ESR ratings were the same in about 70% of the schools (Appendix 3). About 20% of secondary and primary schools rated their SSE one level higher than that of the ESR, and about 10% rated their SSE one level lower (Appendix 4 and Appendix 5).

Strengths

- The SMC members of most of the schools were caring and supportive towards school development. School heads were well experienced in administration and familiar with the developments in education reform. They were attentive towards the working relationship of staff, and implemented schoolwork in a responsible and sincere manner. A small number of the school heads could plan and monitor the school's overall development effectively. They promoted self-evaluation strategically and maintained close links with external bodies to introduce new learning and teaching elements. They also brought impetus to the school-based curriculum reform.
- In nearly half of the schools, the school management, middle managers and staff worked together truthfully and demonstrated team spirit. They were able to establish a harmonious and supportive working atmosphere at school.

Areas for Improvement

- A minority of the school heads must strengthen their strategic leadership skills to lead the school towards continuous development. Although deputy school heads and middle managers in nearly half of the schools were able to serve as communication channels between the school management and teachers, they were not able to carry out their planning and monitoring functions effectively. Middle managers were not yet able to grasp well the developments of education reform and respective subjects. The professional leadership of deputy school heads and middle managers had yet to be strengthened.
- In a small number of schools, two-way communications between the SMC and teachers

were insufficient. The SMC was incapable of fully conveying its messages to the front-line through existing communication channels and vice versa.

3.2.4 Staff Management

About 70% of the schools were rated as good or excellent in the area of ‘Staff Management’ (Appendix 7). Ratings of SSE and ESR were the same in nearly 70% of the primary schools and most of the secondary schools (Appendices 4 and 5).

Strengths

- Most of the schools had a clear distribution of work, and assigned teaching and administrative work according to the ranks, subject knowledge and specialities of teachers as far as possible. The distribution of work was fair and reasonable. Some schools offered teachers opportunities to express their wills, and explained to the teachers concerned if their wills could not be met. Some schools could create space for teachers by deploying non-teaching staff to support teachers and help them with their clerical work.
- Over half of the schools which were rated as good or excellent had paid much attention to the professional development of teachers. They were able to promote teachers’ professional development in a well-planned manner. Staff were provided with various external and school-based training. Most of the schools intentionally promoted teachers’ professional exchanges by means of collaborative lesson preparation and peer lesson observation. They also organized internal experience sharing, visits to other companion schools etc. To raise the professional standard of the teaching staff, a minority of schools even arranged exchanges abroad and participated in collaborative programmes run by tertiary institutions. They maintained comprehensive training records which were useful in identifying and following up the training needs of teachers.
- Most of the schools provided teachers with active support. Apart from deploying non-teaching staff to support teaching, study grants and capacity for continuous development were given. Over half of the schools rendered proper guidance and support to the new teachers to help them adapt to their work.
- A small number of schools had established an appraisal system with well-defined goals, clear procedures, sufficient coverage and transparency. They also introduced the mechanisms for self-evaluation, evaluation of panel heads and school head by teachers, and promoted accountability and self-improvement at all levels.

Areas for Improvement

- In a small number of schools, some of the teachers were not enthusiastic in further studies and did not face positively the new challenges brought on by education reform.
- Some schools had overly demanded teachers to collect a large amount of data and produce records and reports, adding much burden to their work. They were not able to deploy flexibly non-teaching staff to support teachers, or allow sufficient time for professional discussions to fully understand the principles and strategies of self-evaluation.
- A small number of schools failed to formulate a specific, school-based staff professional development plan according to the schools' areas of concern and direction of development, nor could they strategically promote the culture of in-house sharing and exchanges. Collaborative lesson preparation and peer class observation were mostly lacking in focus, thus affecting their effectiveness. Besides, some schools also failed to use effectively the information gathered from appraisals to formulate long-term and short-term professional development plans.
- Nearly half of the schools fell short of having an ideal appraisal system. Their appraisal systems had yet to fully encompass the principles of being open, fair and just, e.g. assessment criteria were unclear and major assessment items were not included in the scope of appraisal. As such, working performances of the staff were not effectively assessed and their professional development could not be enhanced. Furthermore, the middle managers in a small number of schools failed to play the appraiser and monitoring role in the appraisal mechanism, thus undermining the reliability and accountability of the appraisal system.

3.2.5 Planning and Management of Resources

Most of the primary schools and a good majority of the secondary schools were rated as good or excellent in the area of 'Planning and Management of Resources' (Appendices 8 and 9). Ratings of SSE and ESR were the same in over 70% of the primary schools and most of the secondary schools. (Appendices 4 and 5).

Strengths

- The school management of most schools was capable of mastering its financial

resources available in-house. The SMC prudently monitored the financial operations and management procedures with strict scrutiny to ensure the proper use of funds. Their subject panels/committees were also able to set out their budget according to established procedures. Schools that performed better in financial management had worked out procedures to monitor the income and expenditure of their subject panels/committees to ensure that all expenditure was justified. A small number of schools reported their financial situation to the parents regularly during the year through their school webpage.

- Most of the schools were able to make good use of the CEG, for instance by employing teaching assistants and external instructors etc. to relieve the workload of teachers and create capacity for them, and also providing students with diversified learning experiences. Over half of the schools could even actively solicit external resources to enhance the effectiveness in learning and teaching.
- In respect of ‘Provision and Management of Teaching Resources’, most of the schools had fairly good infrastructure and ample resources, especially in library and IT installations. Schools were able to make good use of the facilities in the library, computer rooms and other sites during and after lessons to promote learning and teaching. Over half of the schools were able to make good use of campus space. They displayed students’ work and beautified the school grounds to create a good learning environment for students.
- Most of the schools performed well in keeping, maintaining and updating teaching resources.

Areas for Improvement

- A small number of schools had not yet established a mechanism to invite their staff to participate in budgeting and reviewing their finances to ensure the effective use of resources which aligned with the development of school and subject panels/committees.
- Most of the schools did not deploy their resources in accordance with their school development goals and the areas of concern. The subject panels also fell short of planning and reviewing their budgets. Individual schools appropriated their funds inflexibly, adhered to a pre-set ratio to individual subject panels/committees and failed to account for respective key developments.

3.3 Learning and Teaching

The performance of schools in the ‘Learning and Teaching’ domain was only of an average level. Out of the four areas, ‘Teaching’ had the most room for improvement, with questioning techniques and catering for learner differences being more prominent. Schools performed better in ‘Curriculum’ and were mostly enthusiastic, especially in formulating school-based curriculum that was in line with current reform. They also placed due emphasis on the cultivation of students’ generic skills.

3.3.1 Curriculum

Over half of the primary schools and the majority of secondary schools were rated as good or excellent in ‘Curriculum’ (Appendices 8 and 9). SSE and ESR ratings were similar in this area in over 70% of primary schools and nearly 70% of secondary schools (Appendices 4 and 5).

Strengths

- Schools generally managed to formulate clear and precise curriculum goals and develop school-based curriculum which took into account education reform, curriculum reform, students’ needs and school contexts. The coverage of the curriculum of the majority of schools was broad enough and due emphasis was placed on the cultivation of students’ generic skills, including those of communication, creativity and problem-solving. A small number of schools could further develop an integrated curriculum that linked related learning experiences. In nearly half of the schools, learning time was appropriately adjusted, such as by arranging short, lengthened or double periods. Diversified learning activities, which could widen students’ learning experiences and facilitate life-wide learning, were also provided.
- In general, schools paid much attention to the implementation of the four key tasks, and about one-third of the schools identified promotion of reading as an area of concern for the academic year. Most of the schools had formulated measures to promote reading. Morning reading sessions and reading time were arranged to provide an environment conducive to reading. Activities to promote reading were mainly organized by the library and the language subject panels, and parents were invited to participate by individual schools. A small number of schools had fostered a reading atmosphere. As regards project learning, it was being promoted in individual subjects on a trial basis in less than half of the schools. A few schools made commendable efforts to organize cross-subject project learning activities and develop students’

generic skills through project learning. About half of the schools actively promoted MCE and the use of IT for interactive learning, and the effectiveness was gradually seen.

- Nearly all of the schools could cater for learner differences by the proper utilization of resources and the implementation of various curriculum measures, such as streamed group teaching, in-class and post-class guidance, and enhancement and remedial programmes.
- Schools in general could effectively induce a culture of cooperation in teaching. Collaborative lesson preparation and peer lesson observation were arranged in over half of the schools for teachers to share their teaching experiences. Individual schools could effectively foster professional development among teachers through collaborative teaching and action research.

Areas for improvement

- Project learning and the application of IT for interactive learning were still at an elementary stage for a small number of schools. A few schools could not effectively integrate the MCE elements into different subjects.
- Nearly half of the schools fell short of comprehensive curriculum planning, with insufficient curriculum adaptations and teaching strategies to meet students' needs and abilities. Catering for less able students was yet to become established for a small number of schools.
- There was room for improvement in curriculum management at both the subject and school levels. At subject level, though conscious of reflection and review in a few subjects, the panel chairpersons were not able to effectively monitor the panel work or the actual implementation of the curriculum. Curriculum development of subjects in a small number of schools failed to address the areas of concern of the school, nor could they keep in line with the curriculum targets. Coordination was also insufficient and links were weak among different subjects. At school level, personnel in charge of the promotion of curriculum development were not able to clearly define or effectively carry out their functions in curriculum planning and coordination. Over half of the schools had no specific success criteria and could not make full use of the evaluation results to monitor the effectiveness of the overall curriculum development.

3.3.2 Teaching

70% of the primary schools were rated as acceptable in ‘Teaching’, with 30% rated as good (Appendix 8). For secondary schools, about half of them were good with another half as acceptable (Appendix 9). On the whole, SSE ratings were generally inclined towards a higher score than those of ESR, and this was more apparent in primary schools (Appendices 3-5).

Strengths

- Taking into account students’ needs and the trend of curriculum reform, individual schools were able to adopt whole-school teaching strategies, such as training students in thinking. These strategies were implemented through different subjects by asking open-ended questions to provoke thinking, organizing suitable group activities, providing adequate opportunities for peer evaluation and analysis of problems from different perspectives, and training students’ critical thinking effectively. Such whole-school strategic planning of teaching at the school level is commendable.
- Teachers in over half of the schools had appropriate objectives for classroom teaching and could make good use of teaching resources to enhance students’ learning. A minority of the schools had teachers whose performance deserved special appreciation. These teachers could use IT to promote interactive learning, provide on-line learning resources for students, and let students observe, analyze, integrate and construct knowledge systematically.
- To effectively arouse students’ motivation and interests in learning, teachers in a small number of schools structured learning activities and contexts in line with teaching objectives and learning experiences of students. These activities had clear objectives, and provided students with opportunities to develop their generic skills, including those of communication, collaboration and problem-solving. The teachers gave clear instructions and asked suitable questions to provoke thinking. They organized well-supported group discussion, offering guidance during students’ presentation and follow-up activities. Students were subsequently able to construct knowledge and strengthen their thinking skills through peer evaluation, teachers’ feedback and self-reflection.
- Most teachers demonstrated sincerity in teaching and exercised care and diligence in preparing their lessons. They were friendly, approachable, maintained a good rapport with students and created a harmonious learning atmosphere.
- In general, teachers possessed good communication skills. Their explanations were delivered eloquently, clearly, concisely and systematically, and their instructions and

demonstrations were also clear.

Areas for improvement

- In lessons organized for group work, over half of the teachers fell short of detailed planning and organization for the class activities. They were yet to become skilful in leading the activities and their instructions were not clear, thus affecting the effectiveness of student learning and teaching.
- The questioning techniques of teachers in over half of the schools were merely mediocre. They placed a heavy weight on cognitive understanding rather than using graded questions to help students construct knowledge and to inspire their thinking. As teachers' questioning lacked depth, students were not induced to reflect deeply and hence lacked sufficient training in critical thinking skills.
- In the aspect of catering for learner differences, few teachers could flexibly adjust their teaching strategies or organize activities of different levels according to students' performance in class. The contents of learning were not appropriately adjusted, resulting in a less than ideal overall performance.
- About half of the schools had an average performance in class interaction. Restricted by teacher-centred methods with mainly chalk-and-talk and imparting knowledge, interaction between teachers and students and among the students was inadequate.
- Teachers in nearly half of the schools had low expectations of students' learning and could not fully develop students' potential. They were yet to give more praise and encouragement to students.
- In some English lessons and subjects using English as the medium of instruction, teachers were not able to teach in English consistently and used a mixed code of English and Chinese, which was undesirable for students' learning.

3.3.3 Student Learning

60% of the schools were rated as acceptable in 'Student Learning' (Appendix 7). Nearly 40% of primary schools were rated as good or excellent (Appendix 8), while 40% of secondary schools were rated as good (Appendix 9). Over 60% of the primary schools and in the majority of the secondary schools had the same ratings in their SSE and ESR (Appendix 4 and 5).

Strengths

- Students in a good majority of the schools could quietly attend class and follow teachers' guidance in class activities. They were willing to respond to teachers' questions and were generally cooperative. Students in a small number of schools were confident in learning and were active in expressing their views and raising queries.
- Students in a small number of schools were able to apply appropriate learning strategies. Apart from listening attentively in class, they also made preparations before class, jotted down notes on their own initiative or applying IT to assist their learning.
- Students generally could understand the contents and concepts of learning. Students in a small number of schools performed well being able to appropriately apply the acquired knowledge and skills, or relate what they had learnt to daily life.

Areas for improvement

- Given the restrictions on teaching methods and lesson design, the mode of student learning in most of the schools was of a passive nature. Students' learning strategies mainly consisted of listening to teachers' explanations and following their instructions to learn. They seldom took the initiative to ask questions or express their views. Students had the necessity to receive further training towards mastering their learning strategies.
- For the manipulation of generic skills, performance of students in over half of the schools was average. Given the limitations in the present mode of classroom learning, collaboration and sharing among students were limited. Students' communication skills, creativity and critical thinking skills needed to be developed further.

3.3.4 Performance Assessment

Nearly 60% of the primary schools attained good ratings in 'Performance Assessment' and the majority of secondary schools were rated as good or excellent (Appendices 8 and 9). SSE and ESR ratings of nearly 70% of the primary schools and 75% of the secondary schools were the same in this area (Appendices 4 and 5).

Strengths

- Most of the schools had formulated clear and appropriate assessment policies and systems and could properly utilize continuous and summative assessments. About 40% of the schools used different modes of assessment in some subjects to encourage students to conduct reflections for progression and improvement, such as self-assessment and peer assessment.
- Over half of the schools had detailed assessment guidelines and marking schemes for teachers' reference.
- The frequency of tests/examinations was moderately appropriate, and individual schools could suitably reduce the number of tests/examinations to create capacity for teachers and students. The coverage of tests/examinations was sufficient and could inform schools of the results of students' learning.
- The design of learning tasks was quite good with enough diversification in the types of homework. A small number of schools managed to design assignments in line with the areas of concern or the subject learning targets to facilitate the development of generic skills or self-learning skills of students.
- Schools generally could fully utilize different channels to keep parents informed of the academic and non-academic performances of their children. A minority of the schools kept parents informed through the school's website.

Areas for improvement

- Assessment methods in a small number of schools focused mainly on pen-and-paper tests and lacked variety. "Assessment for learning" through comprehensive assessments of students' performance within and beyond the classroom could hardly be achieved.
- Individual schools fell short of designing tests/examinations and homework in accordance with students' needs and abilities. The number of questions in test papers that require students' thinking, inquiry and problem-solving was not sufficient enough.
- Schools were found to be weak in the use of their assessment information. Most of the schools could analyze the assessment information to get an understanding of the strengths and weaknesses of students, the performance of different classes or the difficulties of the examination papers. Yet, the emphasis was placed on the comparison of students' scores, without in-depth explorations of students' abilities and performances, and review of the effectiveness of their learning. Moreover, there were no specific and effective follow-up measures to improve the effectiveness of learning and teaching, nor to serve as a reference for revising the curriculum.

3.4 Student Support and School Ethos

Schools performed well in the domain of ‘Student Support and School Ethos’. High priority was given to ‘Support for Student Development’, and policies for support services based on schools’ needs were devised. Resources were flexibly deployed, specific programme plans and implementation plans were formulated and reviewed at appropriate times to provide timely development support services. As regards to ‘Links with Parents and External Organizations’, schools could fully realize the policy of home-school cooperation. They had good relationship with parents, maintained close links with external organizations, and tapped outside resources to support school services and development. In the area of ‘School Culture’, schools established a good learning environment and a caring culture so that students could attain full development in a happy school atmosphere.

3.4.1 Support for Student Development

Most of the schools were rated as good or excellent in ‘Support for Student Development’ (Appendix 7). Ratings of SSE and ESR were the same in the majority of primary schools and over 60% of the secondary schools (Appendices 4 and 5).

Strengths

- Schools paid much attention to their support for student development. Various parties and resources were amalgamated to provide appropriate support services for student development.
- Most of the schools had a clear understanding of their students’ needs. The provision of support services was timely adjusted with priorities set in line with the needs of the school. Well-planned programme plans and specific implementation strategies were formulated. Various student support services were systematically monitored, assessed and improved. The support teams for student services had appropriate development goals set in line with the areas of concern of the school, and they had good coordination among themselves on policies and implementation of strategies. The staff of the whole school actively participated and promoted relevant policies which successfully helped students engage in school life and cultivate their morality.
- Most schools provided a good variety of support services with sufficient coverage, and

individual items could display the unique characteristics of the school. They could flexibly deploy their resources and implement strategies with whole-school participation. They provided effective support at different development stages and an all-round development for students. In most schools, extra-curricular activities had adequate coverage and this helped to broaden students' learning experiences, nurture their interests and develop their potentials. A small number of schools were further able to strategically develop the spirit to serve others and develop leadership skills in students.

- Most of the schools promoted MCE in various forms and in accordance with their school contexts. For the implementation of values education, the schools also formulated their work with focus according to the school development and students' needs. Relatively more schools paid their attention to promoting life education, while others used health education and environmental education as the induction point to foster students' positive values and attitudes. For value and attitude priorities, more schools concentrated on the development of a sense of responsibility, while others also placed emphasis on a sense of commitment and recognition of national identity. A small number of schools also tried to apply a real-life event approach to help integrate the various aspects of values education and systematically nurture students' positive values and attitudes.
- Good collaboration was found in the Discipline Team and Guidance Team of most schools. They formulated appropriate policies for discipline and guidance, and carried them out with complementary effort. Positive encouragement was effectively employed to foster good behaviour and attitudes among students. The two teams could provide appropriate professional counselling and also follow up services for students in need.
- Most of the schools provided appropriate school-based support for students on admission. A variety of activities were organized to help students quickly adapt to school life. With regard to further studies and career guidance, schools generally could provide suitable support and assistance for their students' needs.

Areas for improvement

- A small number of schools did not cater for the interests and abilities of students when planning extra-curricular activities. They did not provide students with ample opportunities and fair chances for participation.
- Planning of MCE in about half of the schools was inadequate. These schools were not able to coordinate and link various values education programmes. Elements of values education were yet to be systematically embedded into various subjects.

- A small number of schools, especially primary schools, could not effectively identify students with special educational needs. These schools and their teachers were short of providing sufficient and appropriate support to assist these students to adapt to school life.

3.4.2 Links with Parents and External Organizations

Nearly all the primary schools and most of the secondary schools attained good or excellent ratings in ‘Links with Parents and External Organizations’ (Appendices 8 and 9). Ratings of SSE and ESR in the majority of schools were the same (Appendix 3).

Strengths

- Based on the schools’ development needs, most schools could strategically attract and retain efforts from some parents and external organizations and solicited resources and support for school development at different levels. For example, parents were invited to participate in school evaluation and give recommendations for improvement; or links were established with educational institutions to conduct action research to enhance the quality of teaching.
- The relationship between parents and schools was good. The schools had devised explicit and clear policies on home-school cooperation and used appropriate channels to maintain close contacts with parents. Various forms of parent education were also organized. Parents agreed to the direction of school development. They trusted and supported the school, and were glad to convey their opinions and cooperated with the school. A small number of schools could tactically motivate most of their parents to take part in school work and activities, such as engaging parents in school-based reading programmes to enhance students’ reading interests and parents’ support in their children’s learning.
- Through a variety of activities, most Parent-Teacher Associations could effectively strengthen the communication and links with parents. Committee members participated enthusiastically and mobilized volunteer parents to support the school and solicit benefits for the students.
- A majority of the schools maintained close links with external organizations in accordance with their own needs. External resources were well utilized to provide support for school services and activities. To align with their areas of concern, a small number of schools encouraged students to contribute to society through community

services or activities.

Areas for improvement

- Though the majority of schools were able to aggregate some of those enthusiastic parents to support the school's development, parents in general were not sufficiently active in their participation in school activities. Schools needed to put in more effort to encourage parents to participate in school activities, so that they could understand the direction of school development and their role in supporting their children's learning.
- The links with the alumni were weak in a small number of schools. Alumni support in school development had yet to be developed.

3.4.3 School Culture

Nearly all the schools were rated as good or excellent in the area of 'School Culture' (Appendix 7). SSE and ESR ratings of the majority of schools were the same in this area (Appendix 3).

Strengths

- Most of the schools were able to create their unique culture in accordance with their areas of concern. The staff well identified with the direction of school development. They had a strong sense of belonging and participated actively in school affairs and activities. A minority of the schools had developed a motivation for continuous development, dealt with changes proactively, and created a learning culture gradually. Professional exchanges among teachers with timely reviews and reflections were conducted to enhance school effectiveness and strive for progress.
- A majority of schools devoted their efforts to the building up of a caring school climate. The staff had a harmonious relationship characterized by mutual trust and respect. They cooperated closely and supported one another in the implementation of school-based development goals and strategies, and established a good learning environment for students.
- Most teachers cared about their students and provided different levels of support for their development. Teachers and students had good relationships and could get along well with each other.
- Students in the majority of schools loved their school life. They were motivated in

learning and enjoyed participating in activities. Students were willing to offer mutual help. They cared for and supported one another and maintained a harmonious and cooperative relationship.

Areas for improvement

- Consensus on the direction of school development had not been reached among the staff in a small number of schools and staff morale was thus affected. Cooperation among staff was insufficient and subsequently the team and collaborative spirit could not be fully realized.
- A small number of schools were not highly conscious of their need to strive for progress. The culture of professional exchanges among teachers had yet to be developed and students were not sufficiently enthusiastic to learn.
- Teachers in a minority of schools needed to give more praise and encouragement to students so that a positive and constructive school culture could be created.

3.5 Student Performance

The performance of schools in the ‘Student Performance’ domain was good. Schools performed better in the area of ‘Attitude and Affective Development’, as students were generally polite and disciplined, loved their school life and participated actively in external competitions and activities. “Non-academic performance” was quite good, but there was still much room for improvement in “academic performance”.

3.5.1 Attitude and Behaviour

A majority of schools were rated as having good or excellent performance in ‘Attitude and Behaviour’ (Appendix 7). Student performance in primary schools was better than that in secondary schools, with over 90% of them rated as good or excellent (Appendices 8 and 9). Ratings of SSE and ESR in most of the primary schools and over half of the secondary schools were the same (Appendices 4 and 5).

Strengths

- Students in most of the schools were polite. They respected the teachers and were willing

to follow teachers' instructions. Students were cooperative and well behaved in class.

- Students in over half of the schools loved school life. They had a harmonious relationship with one another. Students in over half of the schools showed a strong sense of belonging to their own school.
- In general, secondary school students were able to exert their leadership, assist the school in organizing various kinds of activities, strive to serve their school and care for other students in need.

Areas for improvement

- In a small number of schools, students lacked confidence in learning and did not have high demands of themselves. They generally lacked initiative and motivation in learning and were not serious enough in their assignments.
- Schools still needed more time to familiarize themselves with the use of the APASO to gauge students' affective and social development to help improve student's performance in 'Attitude and Behaviour'.

3.5.2 Participation and Achievement

'Participation and Achievement' includes "academic performance" and "non-academic performance". Just over half of the schools were rated as good or excellent in this 'Participation and Achievement' area (Appendix 7). SSE and ESR ratings in nearly 70% of the primary schools and most of the secondary schools were the same (Appendix 4 and 5).

Strengths

- Students in a majority of the schools participated actively in external activities and competitions. Students of individual schools attained continuous good performance and were awarded numerous prizes in various competitions. Some had made commendable efforts and could achieve outstanding performance in individual competition events.
- In the past three years, as compared with the overall performance of Hong Kong day school students, about 40% of secondary schools had a higher percentage of students obtaining 5 passes or above in the HKCEE. About 20% of secondary schools did not have classes sitting the HKCEE. In the HKAT of the past two years, the results of the

Chinese, English and Mathematics subjects of nearly half of the primary schools were on a par with or above the territory average.

Areas for improvement

- In the past three years, as compared with the overall performance of Hong Kong day school students, nearly 40% of secondary schools had a lower percentage of students obtaining 14 or higher points in the six best subjects in the HKCEE. The percentage of students with 5 passes or above was comparatively lower as well. In the HKAT of the past two years, the results of the English and Mathematics subjects of over 30% of the primary school students were below the territory level.

Chapter 4

Thematic highlight:

Summary of major findings of focus inspections

4.1 Introduction

This Chapter summarizes the major findings gathered from various focus inspections to facilitate the examination of the performance of schools in Hong Kong from different perspectives and levels. The scope of inspection focuses is wide, including catering for learner differences, curriculum reform, staff development and appraisal, and also key learning areas of Chinese Language education, English Language education and Mathematics education. Information provided in this Chapter can enable readers to have a more thorough and solid understanding of the education development in Hong Kong.

4.2 Catering for learner differences (including support for students with special educational needs)

4.2.1 Inspection methodology and aim

During the 2003-2004 school year, focus inspections on catering for learner diversity were conducted in 21 primary schools and 22 secondary schools. The aim is to understand the present situation of how schools are grappling with the issue, including supporting students with educational needs, identifying good practices for dissemination and gauging common problems/difficulties encountered, which facilitated informed reflection on the implementation of existing policies.

4.2.2 Major findings

The summary highlights the main findings in planning and organization, learning and teaching, and student support. Schools performed better in student support with 76.8% of the schools rated as good or excellent (Page 42: Chart 1). Comparatively speaking, schools were less effective in formulating learning and teaching strategies to cope with student diversity with majority of them (65.1%) being rated acceptable and there were 7% being rated unacceptable.

Planning and organization

- The performance of schools in planning and organization was generally acceptable. About half of the schools (secondary: 50%; primary: 38.1%) formulated comprehensive and clear policies to cater for learner diversity (Page 42: Chart 2), and more than half of the schools (secondary: 63.6%; primary: 47.6%) addressed the issue as one of the objectives in the annual plan of individual subjects. Some of the schools (secondary: 40.9%; primary: 42.9%) set up a committee to coordinate the different support measures. Most of the schools (secondary: 81.8%; primary: 71.4%) had established an identification mechanism to cater for the diverse needs of students. To even out abilities within the same class, most of the schools (secondary: 95.5%; primary: 71.4%) streamed students according to their academic performance. Secondary schools were more adaptable in arranging flexible grouping of students within the same level for better coping with their different abilities and minimizing the labeling effect (secondary: 59.1%; primary: 28.6%).

Implementing measures

- Among various implemented measures, more than half of the schools tended to put more emphasis on manpower support including assigning the more experienced teachers to teach the less able classes (secondary: 77.3%; primary: 47.6%, Page 42: Chart 3). It was also common for secondary schools to use the two form-teacher system so as to enhance the support to students (secondary: 81.8%; primary: 4.8%). Schools were also aware of the importance of professional development of teachers in dealing with learner diversity. Relevant training sessions within (62.8%) and outside (69.8%) schools were organized. Support programmes organized by the Education and Manpower Bureau (EMB) and tertiary institutes were employed with secondary schools (secondary: 72.7%; primary: 47.6%) more keen to receive support from the tertiary institutes. Schools had made good use of various resources to address the diverse needs of students. Most schools (95.3%) used the CEG flexibly to support student learning. However, the support programmes catered mainly for the less able students and those targeted at the high ability students were relatively insignificant.

Curriculum planning

- Overall, the curriculum planning and organization to cope with learner diversity in schools was satisfactory. In about half of the schools (secondary: 54.5%; primary: 42.9%), life-wide learning opportunities were provided to extend and enrich students'

learning experience (Page 43: Chart 4). Some of the schools (secondary: 40.9%; primary: 23.8%) had appropriately adapted the central curriculum by means of simplification, reorganization and selection. Comparatively speaking, more secondary schools attempted to have more flexibility in planning (secondary: 22.7%; primary: 14.3%) and they had provided a much broader choice of learning opportunities for students (secondary: 45.5%; primary: 9%). Nevertheless, a majority of the schools only emphasized administrative arrangements and deployment of resources and lacked attention to following up students' learning progress and monitoring the effectiveness of the implemented measures. Primary schools were particularly weak in this aspect (secondary 54.5%; primary: 9.5%).

Teaching strategies considered by schools

- There was a growing awareness among schools to see the need for improving learning and teaching to cope with learner diversity. Opportunities for mutual cooperation were created through co-teaching (secondary: 63.6%; primary: 61.9%), collaborative lesson preparation (secondary: 72.7%; primary: 76.2%) and peer lesson observation (secondary: 86.4%; primary: 76.2%), which encouraged teachers to share their experiences (Page 43: Chart 5). However, only some of the schools had considered adopting small steps teaching (secondary: 45.5%; primary: 28.6%), while more secondary schools seemed to gear up in attempting cooperative learning (54.5%) in their teaching than primary schools (14.3%). Less attention was paid to reflecting on the teaching and learning strategies to cope with learner diversity.

Performance assessment

- Use of assessment information to inform learning and teaching needed strengthening. Secondary schools were keener in using the assessment results to diagnose students' diverse needs. (secondary: 81.8%; primary: 42.9%, Page 43: Chart 6). Only some of the schools had accordingly adjusted teaching strategies (secondary: 31.8%; primary: 33.3%), improved the design of learning tasks (secondary: 45.5%; primary: 38.1%), and helped students in their study skills (secondary: 13.6%; primary: 14.3%). The feedback given to students in most schools was insufficient. Only a few schools considered addressing the individual needs of the students (secondary: 22.7%; primary: 14.3%) as well as stimulating their thinking skills (secondary: 4.5%; primary: 4.8%).

Student support

- Schools performed well in the area of student support, with about 80% of them being rated excellent or good (Page 42: Chart 1). Schools could generally devise support programmes to cater for the diverse needs of students. The focus was mainly on boosting students' confidence (secondary: 95.5%; primary: 95.2%, Page 44: Chart 7), developing self-management skills (secondary: 86.4%; primary: 61.9%) and inducing a more positive attitude to learning (secondary: 77.3%; primary: 77.4%). Most of the schools had arranged extra classes for students after school (secondary: 81%; primary: 95.5%, Page 44: Chart 8) with secondary schools used vacations more readily to help the less able ones to improve learning (secondary: 77.3%; primary: 33.3%). However, schools were less concerned with developing students' learning capabilities through the nurturing of learning strategies (secondary: 59.1%; primary: 47.6%) for life long learning. Only some of the schools had developed a self-study corner (secondary: 54.5%; primary: 42.9%) to enhance self-learning. The support programmes in most schools could provide a good variety of extra curricular activities (secondary: 100%; primary: 90.5%) to motivate students' learning interest. Award programmes (secondary: 100%; primary: 85.7%) in recognition of students' different abilities were in place to encourage them to learn better. Parents were invited to participate in the supporting programmes in more than half of the schools (secondary: 54.5%; primary: 71.4%).
- Students with Special Educational Needs (SEN) were identified at an early stage with proper support measures, such as having sufficient equipment, appropriate classroom layout and special examination arrangements to help the SEN students. A sharing culture for integration of SEN students was observed in most of the schools.

Evaluation of effectiveness

- In general, schools reviewed the effectiveness of the implemented measures through data collection including the analysis of academic results (secondary: 81.8%; primary: 60%, Page 44: Chart 9), as well as the attitudinal surveys from teachers (secondary: 77.3%; primary: 67.2%), students (secondary: 81.8%; primary: 64%) and parents (secondary: 40.9%; primary: 46.5%), and nearly half of the schools had used the Assessment Program for Affective and Social Outcomes (APASO) (secondary: 45.5%; primary: 47.6%) to gain a better understanding of students' performance in non-academic achievement. However, schools generally lacked an effective evaluation system to cater for learner diversity, which was unsatisfactory. Only some of the schools (secondary: 27.3%; primary: 19%) managed to establish an evaluation mechanism and a

significant minority (secondary: 18.2%; primary: 0%) formulated suitable success criteria. The appropriate use of collected data for follow-up action and improvement plans was fairly satisfactory.

4.2.3 Identified good practices in individual schools

- Schools were willing to explore new ways of learning and teaching to cater for learner diversity. For example, small class teaching was attempted in some primary schools with a view to giving more individual coaching for the less able students. Allocating students in classes with a suitable medium of instruction was operated in the senior forms in a few secondary schools to help students who could learn better in their native language to be placed in the Chinese-medium stream as well as allow those students who could also learn well in English in the English-medium stream.
- Life-wide learning experiences were provided to accommodate a greater range of learning opportunities to cope with individual differences. For example, about half of the schools incorporated the essential learning experiences such as community service and physical and aesthetic developments in their curriculum planning. About 40% of the schools made good attempts to introduce multiple intelligence programmes to enhance students' learning capacity.
- Cooperation with different parties to help students learn better was common among schools. For example, parents' involvement in the support of students helped to complement the work of the schools and foster students' learning and personal development. Participation in partnership projects with tertiary institutes and community-development agencies was becoming more common among schools to enhance student learning and development.

4.2.4 Recommendations

- There was a need for schools to review and evaluate the overall effectiveness of the implemented programmes and plans despite the initiation of innovative curriculum strategies and support programmes. Clear evaluation systems should be in place and the appropriate use of the collected data for subsequent follow-up action and improvement plans should be duly considered to make better progress and impact on learning.
- At the moment, schools have gathered quite a lot of successful experiences. An enhanced network should be built to promote experience sharing and knowledge building within the school, which would uplift teachers' professional development. The culture of having collaborative lesson preparation and peer lesson observation was

already established but there could be a stronger focus on teaching skills and strategies to cope with student diversity.

- Most of the resources were allocated to support the less able students, but there was insufficient attention given to helping the more able ones. Appropriate measures should be adopted to promote the budding work so as to stretch students' potential.

Chart 1

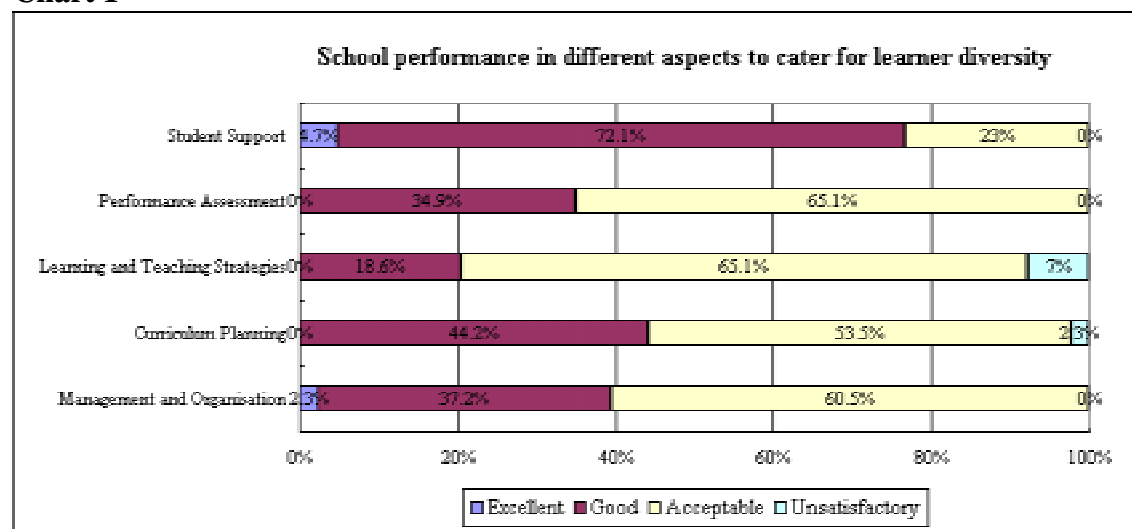


Chart 2

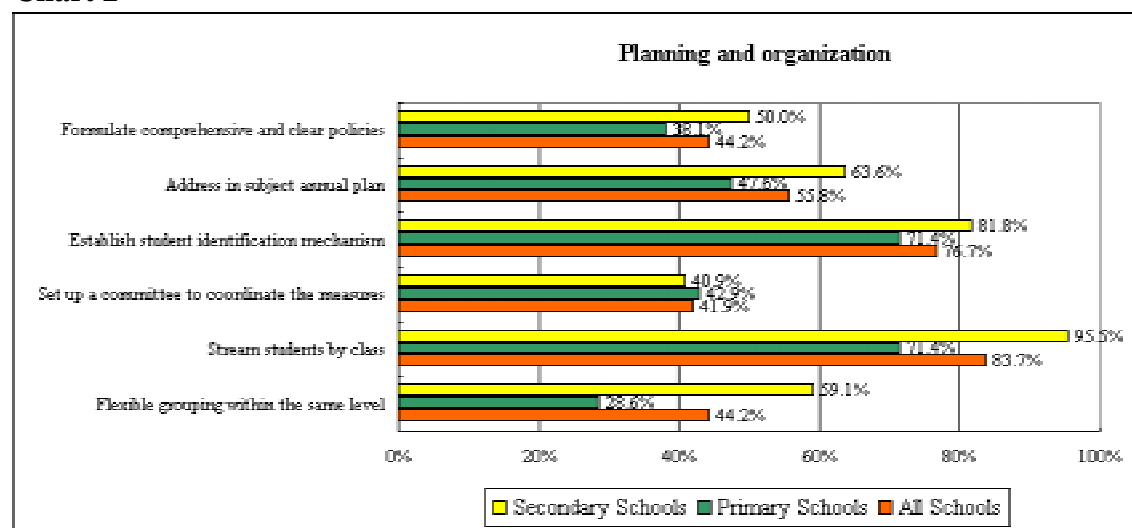


Chart 3

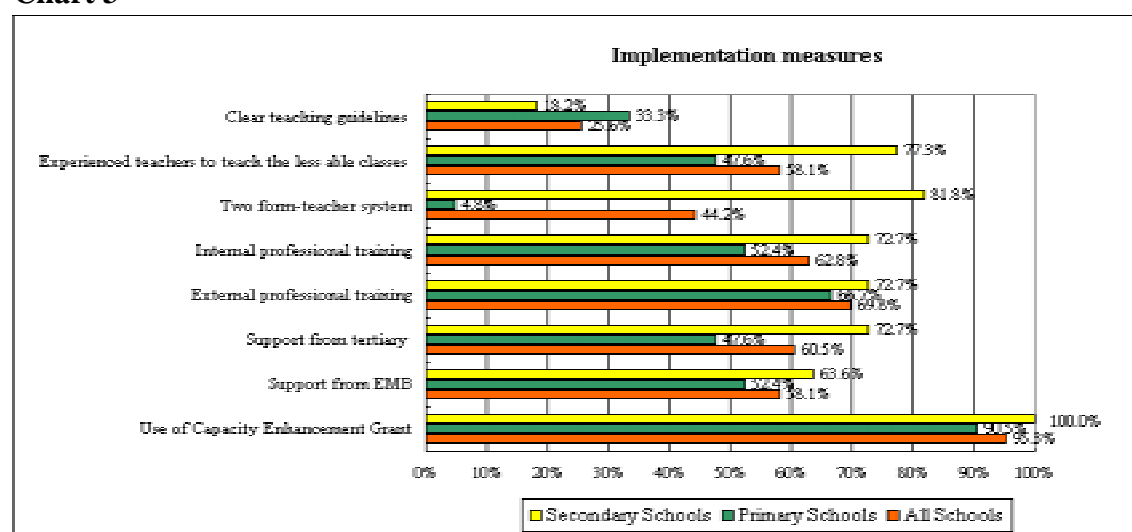


Chart 4

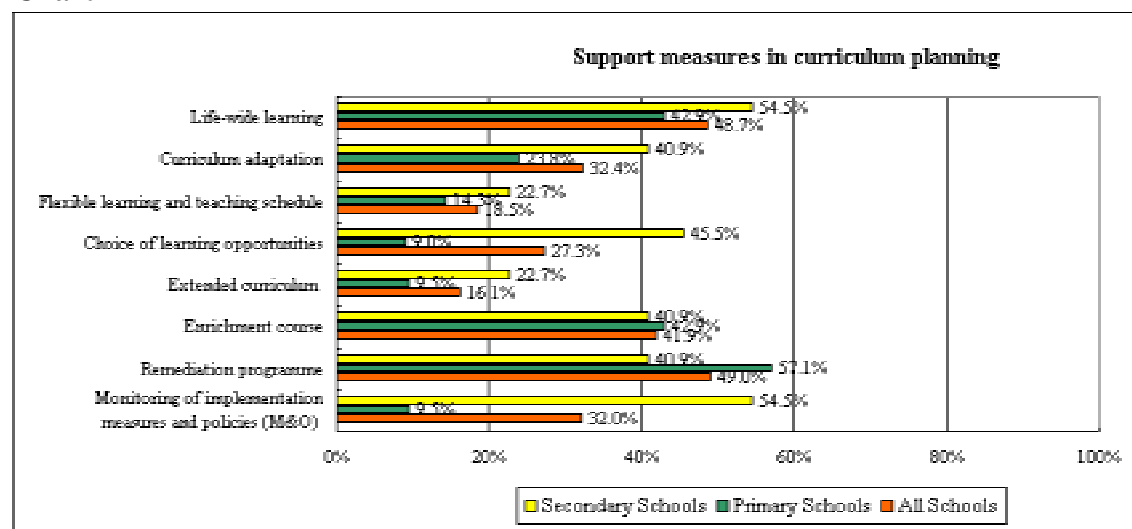


Chart 5

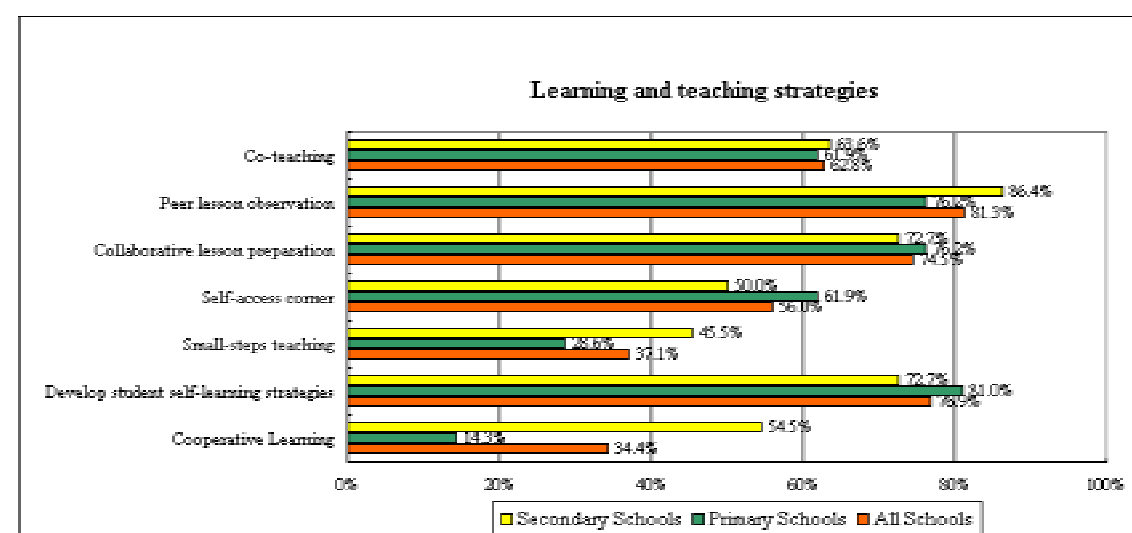


Chart 6

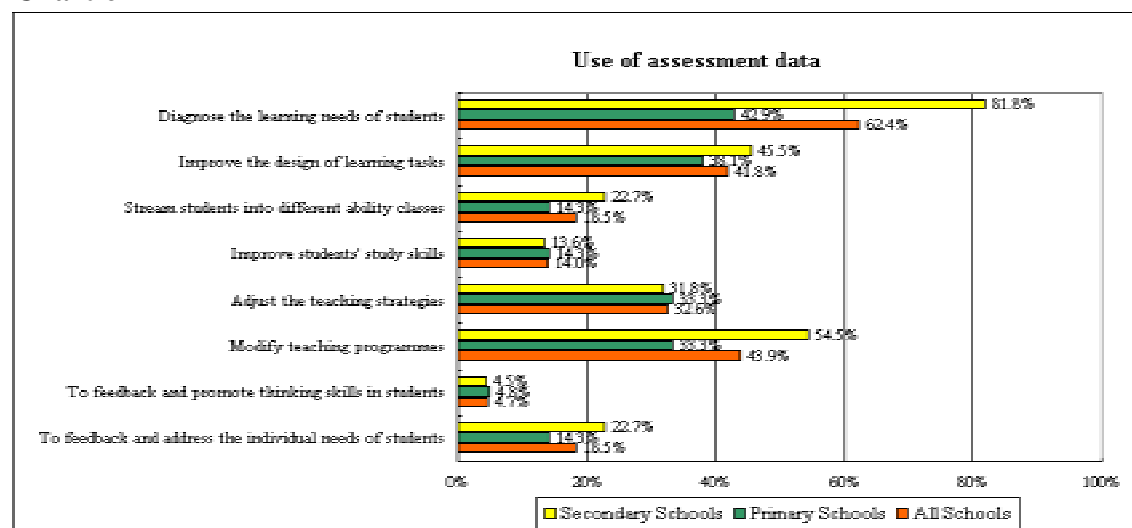


Chart 7

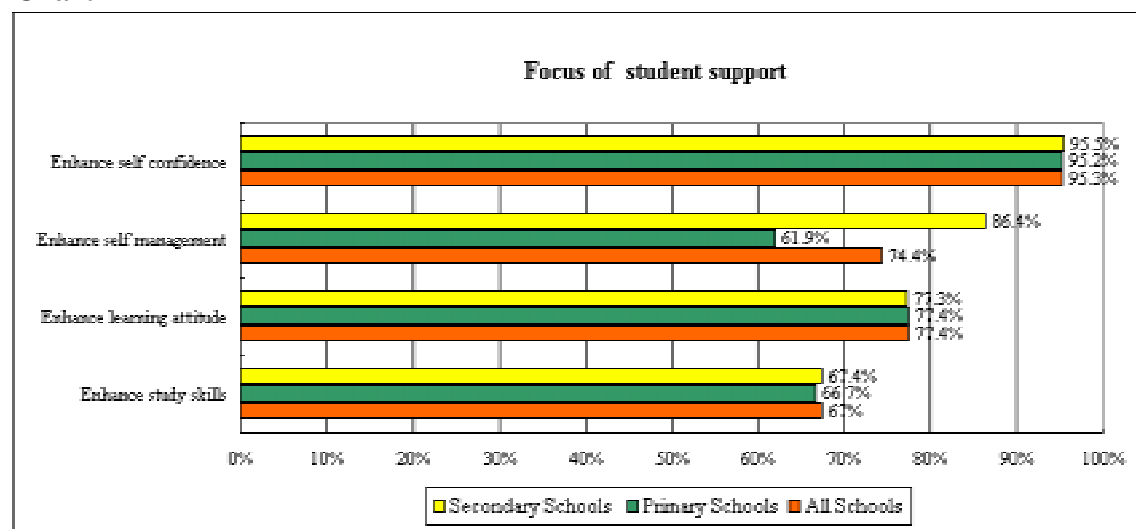


Chart 8

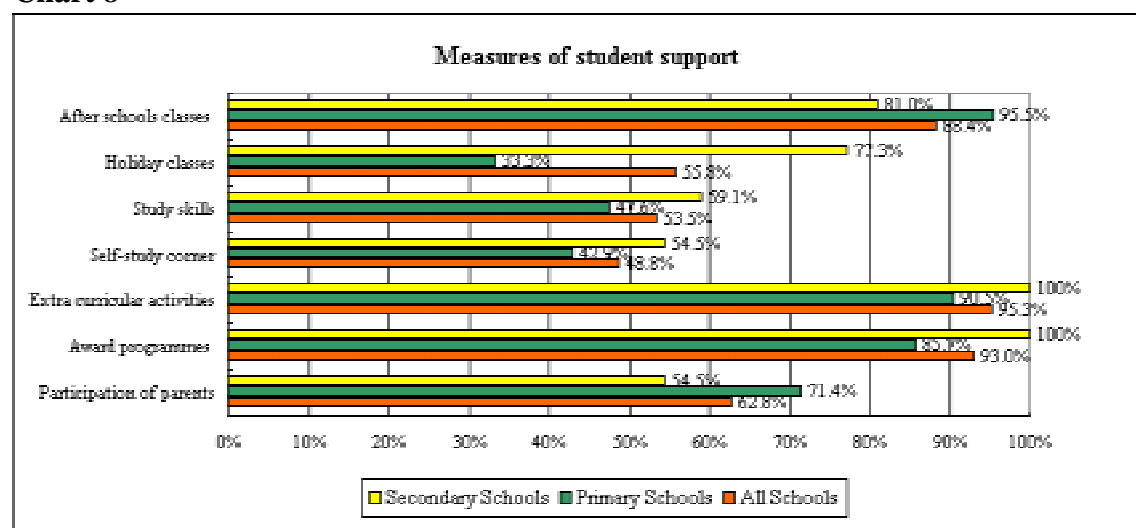
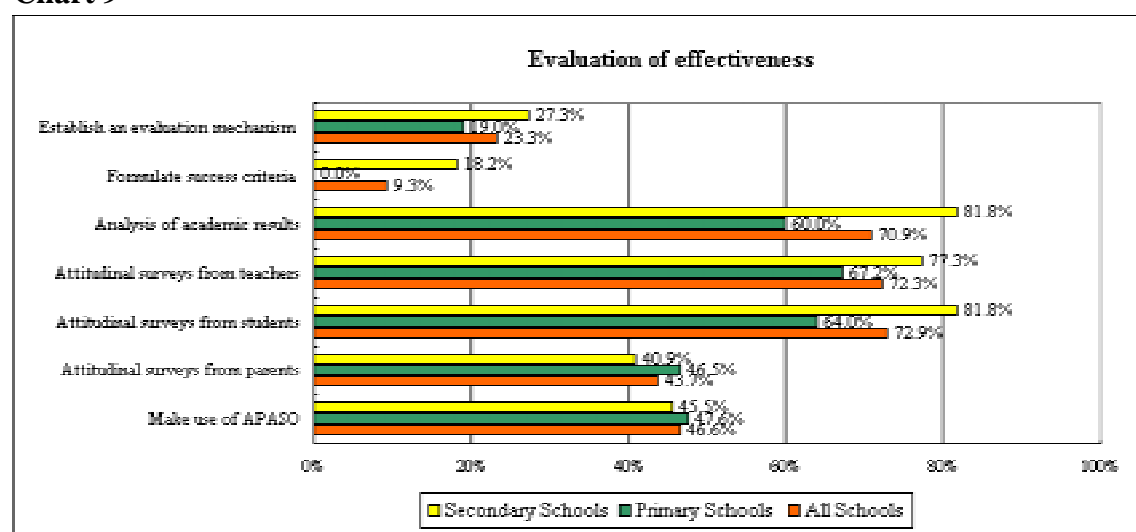


Chart 9



4.3 Curriculum reform: Four Key Tasks

4.3.1 Foreword

- In 2003-04, when conducting full QA inspection and focus inspection on the curriculum reform, the Inspection Section also collected information and data related to the development of the Four Key Tasks – MCE, Reading to Learn, Project Learning, and IT for Interactive Learning. This was to assess the situation facing the schools in launching the curriculum reform so that the EMB will be able to provide support relevant to their needs and pace of development in the future. Successful experiences will also be disseminated to other schools for them to learn from these good practices and help them further enhance the effectiveness of learning and teaching.
- In 2003-04, the QA inspection teams conducted full inspection or ESR in 121 schools (including secondary, primary and special schools), and focus inspection of curriculum reform in 39 schools. The QA teams gathered information about how schools launched the Four Key Tasks through interviews, scrutiny of documents and observation of activities during the inspections.
- This summary report presents an analysis of the various data collected through the inspection survey form and a succinct account of the inspection findings concerning the schools inspected. As only 8 special schools were covered during the school year, an analysis of their performance is not included in this report.

4.3.2 Overall Performance of Four Key Tasks

Of the 152 primary and secondary schools inspected, their overall performance in the implementation of Four Key Tasks was average. While their performance in MCE appeared to be more outstanding, with no ratings on “unsatisfactory”, the ratings of IT for Interactive Learning were comparatively lower, with only a small portion on “good” or above (Page 51: Chart 1).

4.3.3 Performance of Individual Key Tasks

4.3.3.1 *Major Strengths*

Moral and Civic Education

- Schools emphasized the promotion of the five priority values and attitudes. The top

three were “respect for others”, “responsibility” and “national identity”. Although “perseverance” was accorded relatively less importance, significantly greater school effort has been made as compared with last year. Schools attached greater importance to health education this year in response to the outbreak of SARS. Despite it being a challenging task, most schools still performed satisfactorily.

- The performance was better in “moral education” and “civic education” (Page 51: Chart 2). Most schools developed the school-based curriculum and allocated specific periods in the timetable for MCE. The majority of the schools attached importance to life-wide learning and provided students with opportunities to extend their learning beyond the classroom. Schools also helped students develop positive values by offering a variety of activities and opportunities for them to serve others both inside and outside the school environment. A considerable number of schools adopted the Life Event Approach to implement value education, enabling students to learn from reflection on daily life experiences. As to implementation strategies, schools made good use of external resources in areas like finance, training, organizing activities and life-wide learning to support the development of MCE. A considerable number of schools appointed MCE Coordinators, formed working groups or strengthened the roles of curriculum leaders.

Reading to Learn

- The main objectives of schools in promoting Reading to Learn were the enhancement of students’ language proficiency, learning ability, and broadening of knowledge base. Schools put reading as one major concern in the school development plan, included reading time in the timetable, and made use of award schemes as implementation strategies (Page 52: Chart 3). The key persons responsible for the promotion of reading had been extended from the front-line teachers to the management level in an increasing number of schools, with strategic plans and arrangements made at the school-level. Most schools tried to improve the library equipment and resource provision to support students’ better use of the school library for Reading to Learn. The support of parent volunteers in promoting reading was more common than the year before.

Project Learning

- The majority of schools took the development of students’ generic skills, promotion of independent learning, and integration of learning experience as the main objectives in implementing Project Learning. More schools have adopted the cross-subject approach in the implementation of Project Learning, and in around half of the primary schools,

the co-ordination work was maintained by the curriculum leaders. Schools obviously made use of different modes of assessment in assessing project learning, such as teacher assessment, self-assessment and peer-assessment, so as to promote students' reflective thinking and self-improvement (Page 52: Chart 4). Students were able to make good use of IT skills in searching for and analyzing information, writing up reports and making presentations. They also used a variety of methods, such as role-play, drama, and exhibition in displaying their learning outcomes in Project Learning.

IT for Interactive Learning

- A lot of teaching software procured from the market and exercises devised by teachers were available for integrating IT into various KLAs to encourage students to learn actively. Internet facilities and subject web pages were developed gradually in schools to provide teachers and students with an on-line platform to search and explore information. Teachers in general were able to make good use of IT to help students explore and collect information for project learning. They also tried to employ appropriate teaching software and pedagogy to enhance students' interest in active learning (Page 52: Chart 5). Schools provided sufficient opportunities for students to acquire the knowledge and skills of IT, and adopted appropriate measures to help students narrow the Digital Divide.

4.3.3.2 Areas for Improvement

Moral and Civic Education

- Schools needed strengthening in the overall planning of the various aspects of value education, as well as in the coordination of work across different subjects and departments. In alignment with the adoption of the whole school approach, schools should strengthen related teacher training.

Reading to Learn

- Schools should adopt a whole-school approach and establish an effective co-ordination mechanism among various subject departments in promoting reading. Clear objectives and success criteria could better be set in the implementation plan for evaluating the overall effectiveness of the programme. There was a need for schools to strengthen teacher training so as to provide them with a more consolidated understanding of the rationale and implementation strategies of Reading to Learn and to guide students better

in their reading. It was also necessary for schools to take students' interest and reading progress into consideration when using various reading schemes in an attempt to promote student learning.

Project Learning

- Schools could pay greater attention to the strategic planning, monitoring and review of the implementation plan. Schools should also develop and refine the skills of teachers in conducting project learning for enhancing student learning. As most students appeared to be relatively weak in problem-solving skills and creative thinking skills, improvement was necessary in these areas.

IT for Interactive Learning

- Schools needed to strengthen curriculum leadership in IT to enhance curriculum planning and effective learning and teaching. Schools should also provide more interactive learning opportunities for students so that they could acquire and construct knowledge as well as promote exchange and collaboration with each other.

4.3.4 Key Issues

4.3.4.1 Direction of Development

The development of the Four Key Tasks was mostly independent of each other in schools. As the implementation of the Four Key Tasks was mainly at subject departmental level, it was desirable for schools to set up an effective co-ordination mechanism across various subjects and departments and adopt a whole-school approach. To implement the Four Key Tasks effectively, schools needed to devise an overall strategic plan, strengthen the monitoring and review system, increase the awareness in self-evaluation, establish the assessment tools and success criteria, and make use of the evaluation results for further improvement.

4.3.4.2 School-based Strategies

Schools needed to review the implementation of the Four Key Tasks, plan for the school-based development strategy and progress so as to formulate school-based training strategies for teachers. When assessing the effectiveness of the Four Key Tasks, schools should pay greater attention to students' performance in their acquisition and application of generic skills in learning.

4.3.4.3 Key issues of Four Key Tasks

Moral and Civic Education

- Schools could set up an overall plan with clear long-term and short-term goals, and reinforce the monitoring and evaluation mechanism. To enhance the coherence of curriculum and collaboration among various subjects and departments, a whole-school approach could be adopted in integrating the various aspects in value education. There was also a need for schools to improve the knowledge and skills of teachers through teacher training and professional exchange. Teachers should make good use of classroom teaching in infusing elements of MCE into their teaching and to improve the interaction among students, creating more chances for discussion and reflection so as to reinforce their positive attitudes.

Reading to Learn

- Schools needed to enhance students' reading qualities and deepen the impact of Reading to Learn on students in order to help them develop self-learning abilities. Schools should adopt a whole-school approach and establish an effective co-ordination mechanism to enhance better collaboration across subjects and departments. Teacher training needed to be strengthened so that they could teach students the necessary reading strategies and skills. It would also be desirable for schools to devise clear assessment and success criteria in conducting systematic monitoring and evaluation of the various reading schemes.

Project Learning

- Schools could continuously strengthen the strategic planning, monitoring and review of the implementation of Project Learning to enhance the effectiveness of the programmes. Schools were encouraged to put more emphasis on promoting students' self-regulated learning through Project Learning so that students could learn independently as well as pursue continuous improvement. Schools should be aware of the need to develop and refine the skills of teachers in the programme implementation. Clear evaluation criteria could also be developed so as to evaluate students' generic skills.

IT for Interactive Learning

- Schools should strengthen the training of IT curriculum leaders so as to support the curriculum objectives for IT interactive learning, to draw up effective teaching strategies to motivate students to learn actively, and to adopt appropriate assessment criteria for examining the effectiveness of IT education. It was also desirable for schools to regularly update and enrich the self-learning materials in the on-line learning platform and the resources on the Intranet so as to facilitate students and teachers in acquiring information, foster the sharing of resources, promote active learning and support learning and teaching activities. Teachers could also provide opportunities for students to use multi-media software for discussion and enquiry learning in order to develop their high-order thinking skills.

Chart 1 : Overall performance of schools on the Four Key Tasks in 2003-2004

Chart 1a : Moral and Civic Education

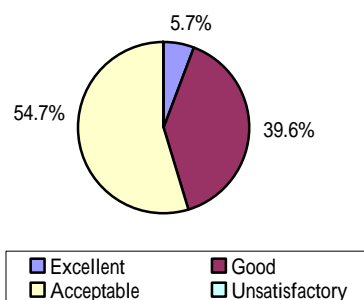


Chart 1b : Reading to Learn

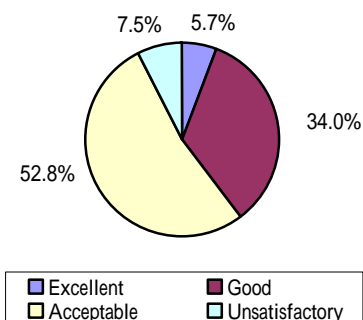


Chart 1c : Project Learning

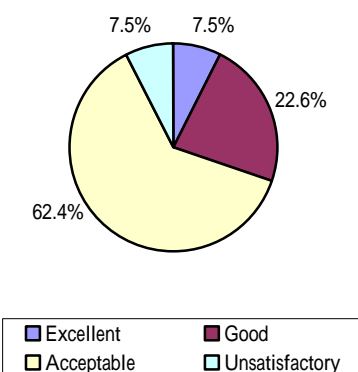


Chart 1d : Information Technology for Interactive Learning

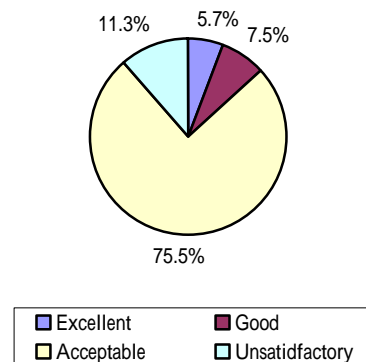


Chart 2 : Moral and Civic Education - Schools' Overall performance in the Promotion of Value Education

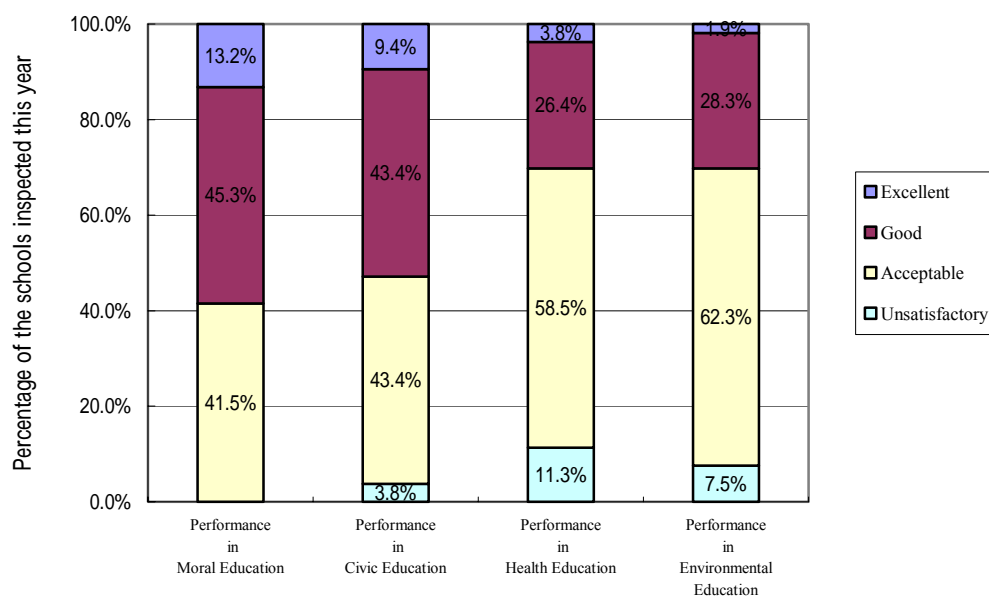


Chart 3 : Reading to Learn - Implementation Strategies at School Level

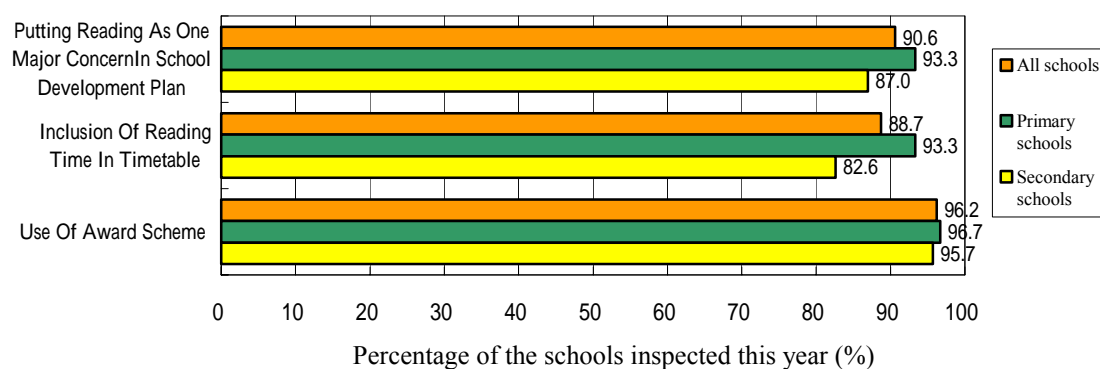


Chart 4 : Project Learning - Modes of Assessment

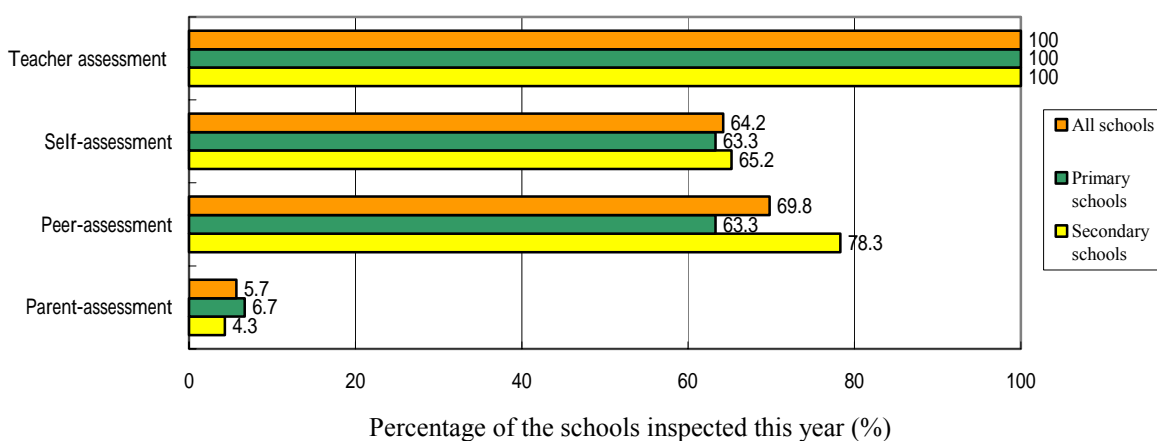
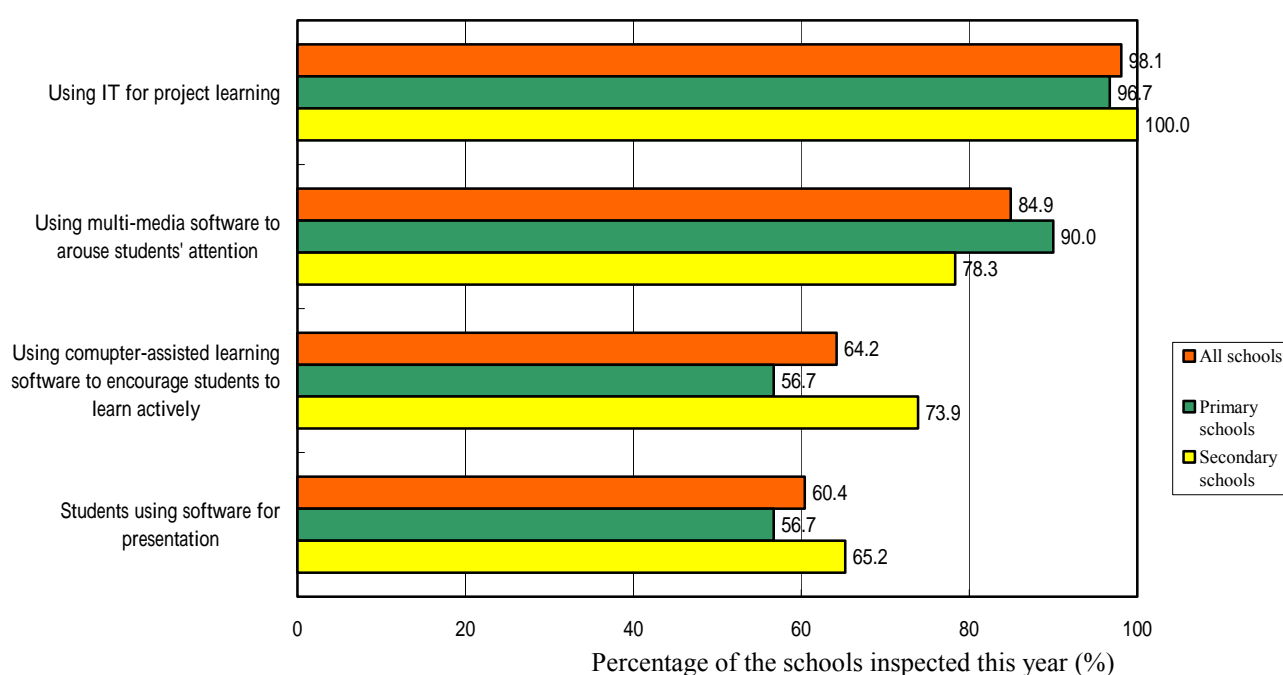


Chart 5 : IT - Ways to Promote Interactive Learning among Students



4.4 Staff development and appraisal

4.4.1 Inspection Aims and Methodology

This report summarized the report findings of 22 focus inspections (10 secondary and 12 primary) on staff development and appraisal, conducted by Quality Assurance Division (QAD) officers during the 2003/04 school year. During the inspection, QAD officers collected information through meetings with the principals, teachers and non-teaching staff and scrutiny of documents. Inspections were carried out against the components of Staff Development and Appraisal listed in the *Performance Indicators for Hong Kong Schools* (PIs) for the purpose of school development and continuous improvement. Major strengths and weaknesses regarding staff development and staff appraisal in the schools inspected are summarized below.

4.4.2 Staff Development: Main Findings

Major Strengths

- Most schools accorded due emphasis to their staff's professional development. Around 64% of the schools inspected planned their staff professional development strategically. About 60% of the schools duly aligned their staff development plans with their annual objectives and major concerns. The subject panels of 18% of the schools aptly aligned with their schools' emphasis on professional development.
- In a majority of schools, a special team or existing teams were tasked with the planning and coordination of staff development. Individual schools took their teachers' views into account when drawing up their staff development themes and activities.
- Staff development activities were diversified in most schools. The most commonly conducted activities were training by external experts, interflow with local/overseas schools and educational institutions, peer lesson observation and collaborative lesson preparation. Others included networking and action learning; half of the schools conducted action learning and 55% of them focused on pedagogy. (Page 57: Figure 1)
- Most of the schools allocated adequate resources to their staff development and created space to facilitate professional development. All the schools inspected invited speakers to conduct in-house training, 64% participated in staff development programmes offered by tertiary institutes and/or the Curriculum Development Institute.

- In the light of the institutionalization of the teaching profession's Continuous Professional Development (CPD), in 91% of the schools inspected, the CPD hours of their principals in the 2003/04 school year amounted to 50 hours or more, indicating the satisfactory attainment of the stipulated target for the average yearly CPD hours for principals. A few principals had CPD hours ranging from 100 to 140 while a few had CPD hours of about 200. As regards teachers, 86% of the schools had an average teacher CPD hours amounting to 50 hours or more; in a few schools, the figure fell within the range of 100 to 160. It was also noted that 64% of the schools inspected had duly followed up on the issues of their teachers' language benchmarking.
- Around 86% of the schools provided adequate induction to their new teachers.

Areas for Improvement

- In respect of the planning for staff professional development, 36% of the schools were rated as acceptable or below. They might fail to align their staff development plans with their annual objectives and major concerns, did not properly focus or prioritize their staff development activities, or had no medium or long-term plans. About 59% of the schools were also not strategic enough in training their middle management.
- Collaborative lesson preparation and peer lesson observation were not properly focused in some of the schools, indicative of an inadequate grasp of the concepts and skills involved.
- In 91% of the schools, there was a lack of specific criteria for evaluating their staff development programmes. The use of data and training records to inform staff development planning was weak in some of the schools.

4.4.3 Staff Appraisal: Main Findings

Major Strengths

- Clear staff appraisal objectives had been set in a majority of the schools, 91% and 59% of the schools focused mainly on staff professional development and informing promotion respectively. Some schools also stressed staff appraisal as a means of enhancing accountability and informing their teaching staff of their strengths and areas for improvement.
- As regards areas of appraisal, all schools had a good coverage of teaching and teaching-related duties, 96% of schools covered non-teaching duties, 86% and 46% of the

schools included professional attitude and personal competence/attributes respectively. In respect of means of collecting information on appraisees' performance, self-assessment, lesson observation, assessment of marking performance, assessment of the design of examination/test papers and scrutiny of training records/hours were widely adopted. (Page 57: Figure 2)

- Teachers took an active part in the appraisal system. 86% of the schools included teachers' self-assessment, 14% of the schools adopted peer assessment and in 41% of schools, teachers participated in formulating the appraisal system. In 57% of the schools, middle managers – those in charge of functional groups and panel chairpersons – were involved in drafting staff appraisal reports.
- The staff appraisal system in 23% of the schools was reciprocal with mutual assessment between teachers and middle managers while 36% between teachers and principals.
- Regarding the principals' appraisal, in 36% and 32% of the schools, principals were assessed by teachers and/or supervisors respectively; in 27% of the schools, the training records/hours of the principals and/or their self-assessment was taken into consideration in the appraisal of principals' performance.
- 32% of the schools had the areas of appraisal, criteria and modes agreed between the appraisees and appraising officers, 27% conducted appraisal interviews of a formative nature, 64% recognized the appraisees' strengths, 46% discussed the areas for improvement as well as helped formulate follow-up plans for the appraisees.

Areas for Improvement

- The performance criteria for staff appraisal tended to be under-developed, resulting in the lack of uniform standards for appraisal and questions about inter-rater reliability.
- The system for appraising the principal's performance was still under-developed in some of the schools.
- In a minority of schools with middle managers taking up appraisal duties, only 14% of the schools offered relevant training to them.
- About 46% of the schools had in place a review mechanism for staff appraisal, yet they generally did not make good use of the appraisal data to inform staff professional development or the formulation of individual professional development plans. Only 41% of the schools performed well in promoting staff professional development through their staff appraisal; 36% were acceptable and 23% were unsatisfactory in this regard.

The staff appraisal system of 41% of the schools had their staff appraisal suitably geared to the schools' developmental needs; 45% were acceptable and 14% were unsatisfactory.

4.4.4 Key Issues

- Schools should strategically review their staff's developmental needs in the light of the schools' priorities as well as individual teachers' needs. Their staff development activities should be well focused, with due alignment with their annual objectives and major concerns.
- Schools should review the professional development needs of their middle managers and plan for sustainability and capacity building in a culture of change.
- Given the lack of focus of the collaborative lesson planning and peer lesson observation in some of the schools, there is a need to formulate specific focuses that are linked to pedagogical issues. Peer lesson observation should be the avenue for assessing the effectiveness of such collaborative ventures.
- In fostering a culture of professional sharing and of a learning organization, schools should systematically promote post-training sharing and disseminate good practices and ultimately achieve site-based capacity building.
- To better channel resources and enhance effectiveness, there should be timely and systematic review of staff development programmes as well as specific evaluation criteria.
- Given the top-down nature of the staff appraisal system in some schools, a more liberal culture should be promoted through stepping up reciprocal assessment and empowering middle managers with staff appraisal. There should be systematic training for the latter in staff appraisal to enhance capability and ensure alignment across appraisers.
- Schools should formulate specific performance indicators for staff appraisal with reference to the PIs published by EMB to communicate clearly the performance targets to be attained and enhance inter-appraiser reliability. Schools should also make adequate reference to staff appraisal data to inform their staff development planning, thus aptly promoting staff professional development through staff appraisal.
- Good practices identified in some of the schools, included the gauging of students' voice on teachers' performance, teachers' self-assessment and peer assessment, a highly transparent staff appraisal system, and dissemination of exemplary practices should be further promoted. A culture of self-evaluation and accountability taking root in local schools should also be duly fostered.

Figure 1: Types of staff development activities conducted by schools

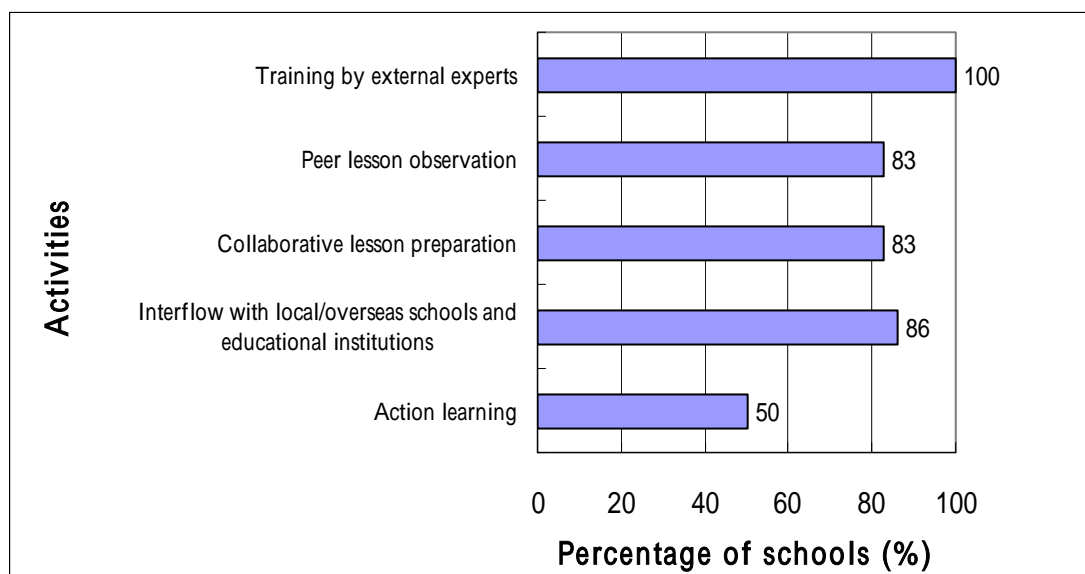
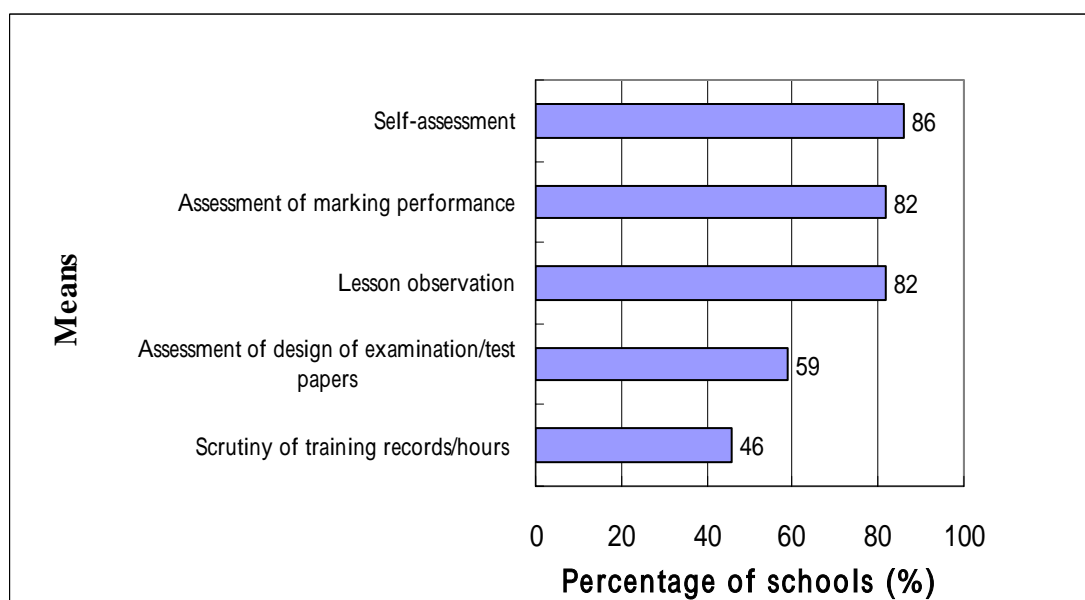


Figure 2: Means of collecting information for teachers' appraisal



4.5 中國語文教育

4.5.1 視學目的及方法

- 二零零三至零四年度共有 11 所中學及 15 所小學接受質素保證和科目重點視學，另有 32 所中學和 60 所小學接受校外評核^{註¹}。視學人員透過質素保證和重點視學，與校長、科主任和本科教師面談，查閱科務資料、學生習作及試卷，以了解學校本科的學與教情況；另結合校外評核的本科觀課共 563 次，包括小學 366 次、中學 197 次，把蒐集到的資料和數據加以整理、分析，寫成《中文科報告》。
- 本摘要撮述報告所交代的學與教情況，以及所需關注的事項，供有關方面參考。整體而言，學校在各範圍的表現一般^{註²}，小學以學生表現範圍較突出，46.7%學校獲評為良好；中學各範圍表現相若，均屬一般；然而，中、小學在自我評估方面的表現均未如理想，分別有 40%小學及 45%中學被評為欠佳(62 頁:圖一)。

4.5.2 學生學習表現

- 本年度接受視學的小學，在本範圍有較突出的表現。80%小學在過去兩年的小三及小五香港學科測驗成績，達到或高於全港的平均成績。中學方面，分別有 64%及 45%中學的學生在過去三年中學會考中國語文科和高級補充程度會考中國語文及文化科，考取的及格率高於全港日校考生及格率。
- 學校鼓勵學生參加校內、外的活動和比賽，當中以小學生的參與較為積極。學生最多參與香港學校朗誦節、閱讀獎勵計劃和作文比賽等，而以前者比賽表現較佳。
- 學生的學習態度良好，普遍專心上課，遵守課堂秩序；小學生的學習興趣和動機更為明顯，分別有 92.7%小學及 87.8%中學課堂的學生學習被評為良好和尚可(62 頁:圖二)。然而，無論中、小學學生的學習表現均未算主動，較少發問、表達己見和善用學習策略進行自學。整體而言，學生的閱讀理解和說話能力一般，但寫作能力差異頗大。大部分學生的寫作或內容貧乏，或文句和篇章組織能力弱，分析思考能力和創意也待提高。

註¹ 校外評核主要從學校層面了解其運作情況，而非以個別科目的表現作評論對象。此外，本年度視學人員也曾到七所特殊學校進行校外評核。由於各特殊學校的校情不同，學生需要有所異，故本報告內容並不包括該等學校的情況。

註² 各範圍包括學生表現、課程、教學、學生學習、學習評估、資源策劃和管理、自評的機制和實施，有關的評估內容見《香港學校表現指標 2002》。

4.5.3 教學表現

4.5.3.1 良好表現

- **配合課程發展趨勢推展課程新措施。**學校的科務運作大致順暢，並已初步開展集體備課及同儕觀課，以促進教師的交流和協作。半數小學嘗試在閱讀和寫作加入校本設計的學習材料；中學方面，初中一、二年級已實施新課程，部分積極學校參與不同的校外計劃和舉辦校內分享會，對課程的設計有較具體的認知。配合課改的落實，學校積極推動四個關鍵項目，尤其重視閱讀，除中文廣泛閱讀計劃及不同的閱讀活動外，超過半數學校更安排閱讀課或早讀課；教師運用資訊科技輔助教學的情況已較前普遍，少數學校更設立本科網頁或資源庫；五成中學及三成小學已嘗試在本科開展專題研習；教師亦關注在課程中滲入德育及公民教育的元素。
- **較多樣化的課堂活動以帶動學習。**視學所見，約三成課堂被評為優異及良好(63頁:圖三)。教師態度認真，普遍講解清楚，亦多能運用不同的教學資源包括教具和視聽器材輔助教學。部分小學教師能透過課堂分組活動的安排，促進學生的互動學習效能。部分中學教師也能結合學生的生活經驗教學，其中初中的語文課和高中的語文及文化課活動較多樣化；分組活動時，教師大多能即時掌握學生的問題，給予支援引導，鼓勵學生交流。整體而言，教師已較過往重視透過課堂或小組活動促進學生的參與和學習。
- **評估和習作類型安排恰當。**大部分學校訂有明確的評估政策，評估範圍涵蓋讀、寫、聽、說四範疇。少數學校已開始引入如專題研習等的評估模式，以及多方參與如家長評估、學生互評等方法。大部分教師能為學生布置分量和類型適切的練習，並能用心地批改除寫作練習以外的課業，以及跟進學生的改正，給予回饋，指導學生學習。

4.5.3.2 有待改善的情況

- **自評工作未見改進。**教師大都未能掌握編訂本科周年計劃的方法，包括訂定明確的發展目標、執行計劃和成功準則，亦未有善用適當的方法評估工作成效。學校雖每年都會召開科務會議以檢討教學，但鮮能有系統地緊扣學生的學習表現及成效，深入檢視課程編排及教學策略的適切性，也未能據檢討結果切實地推行改善工作。教師對自評認識尚淺，有關培訓仍見不足。

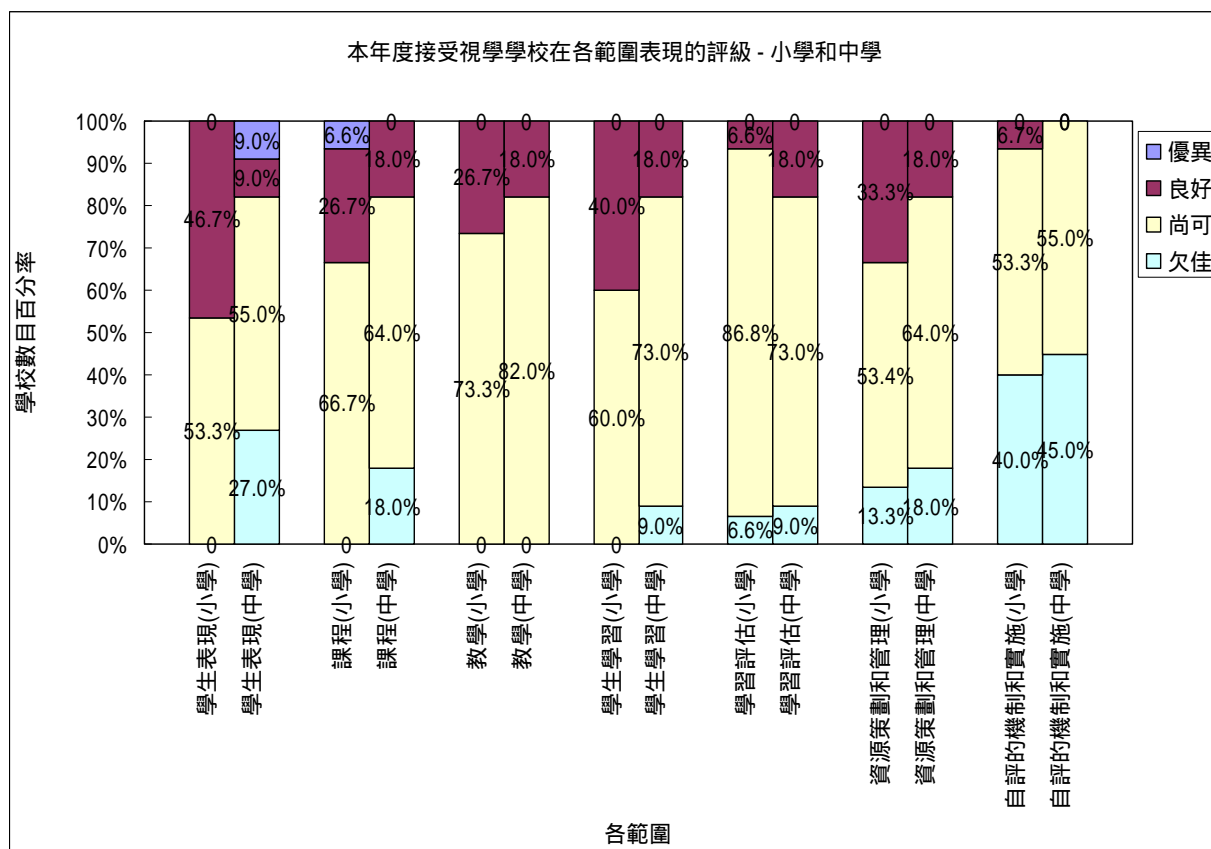
- **課程策劃前瞻性不足。**大部分教師在訂定校本課程時，未能充分掌握課程發展的新趨勢，多從制訂各級的教學重點著眼，未能顧及連繫各級的教學重點，忽視課程的縱向發展和銜接，以及與不同教學範疇的配合，如中學未能有系統地連繫初中各級課程，而小學則未予以聆聽和說話教學適當的重視。絕大部分學校尚未能制定適切的學與教政策，以照顧學生的學習差異。課程領導的職能需要加強。
- **關鍵項目尚需進一步推廣。**學校雖著意推動四個關鍵項目，當中以閱讀的推廣成效較佳，但絕大部分學校未有配合本科及學生的發展需要，在應用資訊科技進行互動學習以及專題研習，訂定明確的發展方向及優次，推行策略亦欠清晰。
- **教學效能尚待提高。**在各個教學範疇中，以寫作及讀文教學的表現較弱(63 頁:圖四)。超過半數課堂仍以教師為主導。部分教師尚未能靈活運用不同的教學策略，以促進學生互動學習、訓練學生的思考分析能力和鼓勵創意，從而提升學生的語文和共通能力。部分寫作課的指導亦欠妥善，未能有效訓練學生的寫作和創意能力。部分教師已嘗試安排小組活動，增加學生的課堂參與和互動學習的機會，但未能掌握分組學習活動的技巧，致未能達到預期效果。
- **促進學習評估的進展緩慢。**約三成學校的課業設計仍以操練式或側重記憶為主，未能有效訓練或評估學生的應用、理解和分析能力，以及鼓勵發揮創意；其中的寫作練習，雖非鼓勵記憶，但給予學生的創意空間亦嫌不足。大部分學校的評估方法未夠多樣化，促進學習的評估尤其不足，也未能善用評估資料，分析學生語文能力的強弱，以改善教學。

4.5.4 關注事項

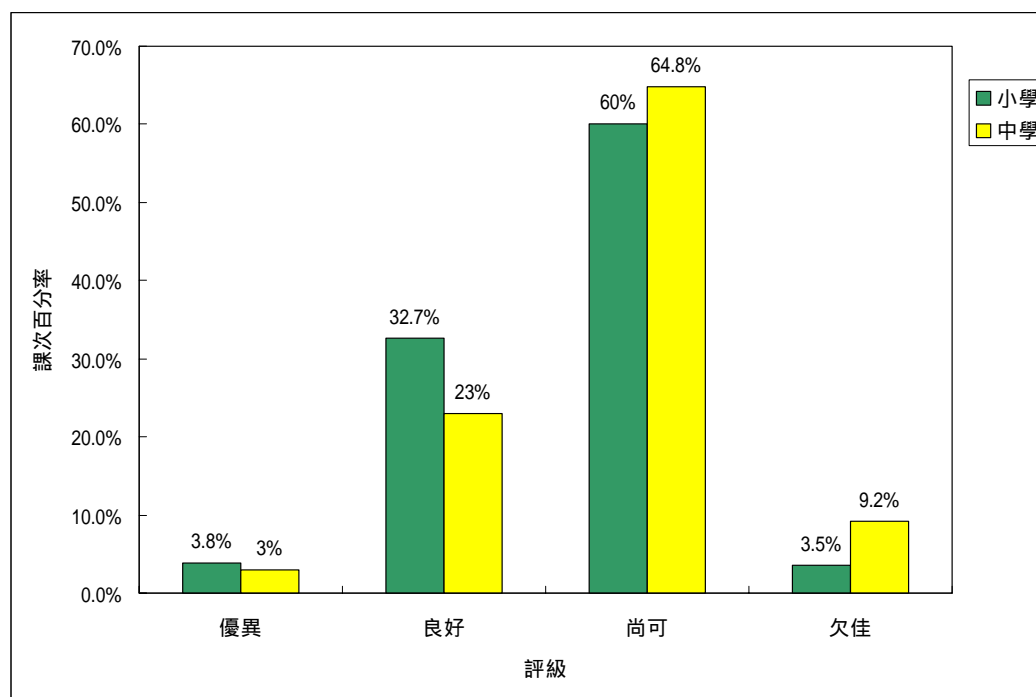
- **改善自我評估。**學校須適當透過校本教師專業發展計劃，及早為教師安排相關培訓，以深化教師對自評工作的認識，使能掌握自評的技巧，以及能適時運用評估資料，有系統地檢討和分析學生的學習表現和語文水平，從而調整課程和教學策略，進一步提高本科學與教的效能。
- **加強課程規劃以發展適切的校本課程。**學校需加強整體課程發展的領導和部署工作，按校本需要訂定明確的發展目標，清楚規劃各學習階段的學習重點，並聯繫各教學範疇，確保課程的銜接和連貫性。學校也需要適時檢討課程的效能，訂定改善的措施，並切實跟進。學校亦須關注照顧學生的學習差異，制訂明確的目標和策略，並因應學生的能力策劃課程、教學及學習評估，引發學生的潛能。

- **深化關鍵項目的推展。**學校需清楚確立關鍵項目的目標，目前較受忽略的應用資訊科技進行互動學習以及專題研習，更須訂定清晰的發展計劃和推行策略，以取得較佳效果。學校亦宜深化閱讀計劃，除擴大學生的閱讀面，增加閱讀量外，更要注重指導學生閱讀策略，促進學生從閱讀中學習，提升自學能力。
- **加速教學範式轉移。**教師需要轉移教學範式，切實地探索以學生為中心的教學範式，安排更多機會讓學生參與課堂的活動，靈活運用不同的教學策略，改善教學技巧，提高對學生的期望，發展學生的讀、寫、聽、說以及共通能力。為對課程和教學的最新趨勢有更充分的了解和掌握，教師需爭取機會參與與本科有關的研討會或培訓，提高專科/專業的素養。
- **發展以評估促進學習。**配合課程改革，學校需要因應學生能力，設計多樣化的評估，並加強推動促進學生學習的評估，以修訂課程和調整教學，幫助學生掌握所學。課業除鞏固學生的學習外，還需要以提升學生的語文水平為目標，側重操練或記憶的練習和考核應予以減少，代之以開放性類型的題目；寫作訓練亦需要拓闊學生想像空間，從而提升學生的思考分析和書面、口語表達能力，並讓學生發揮創意。

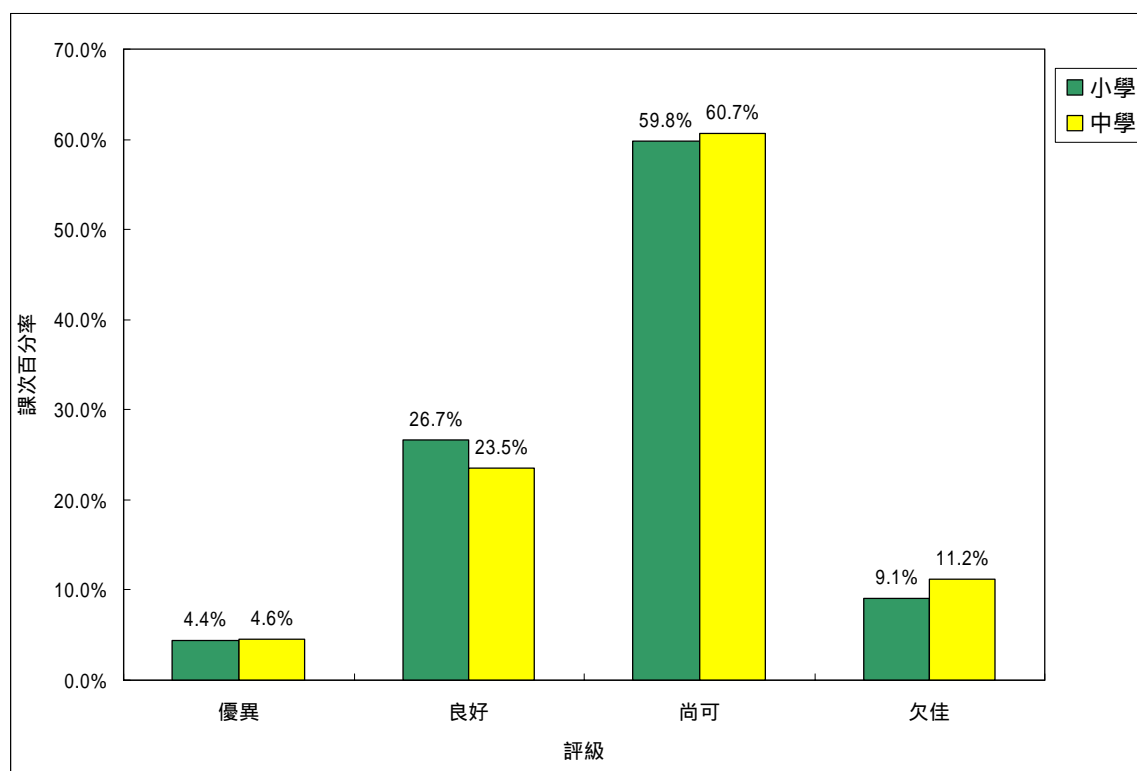
圖一：本年度接受視學學校在中文科各範圍表現的評級



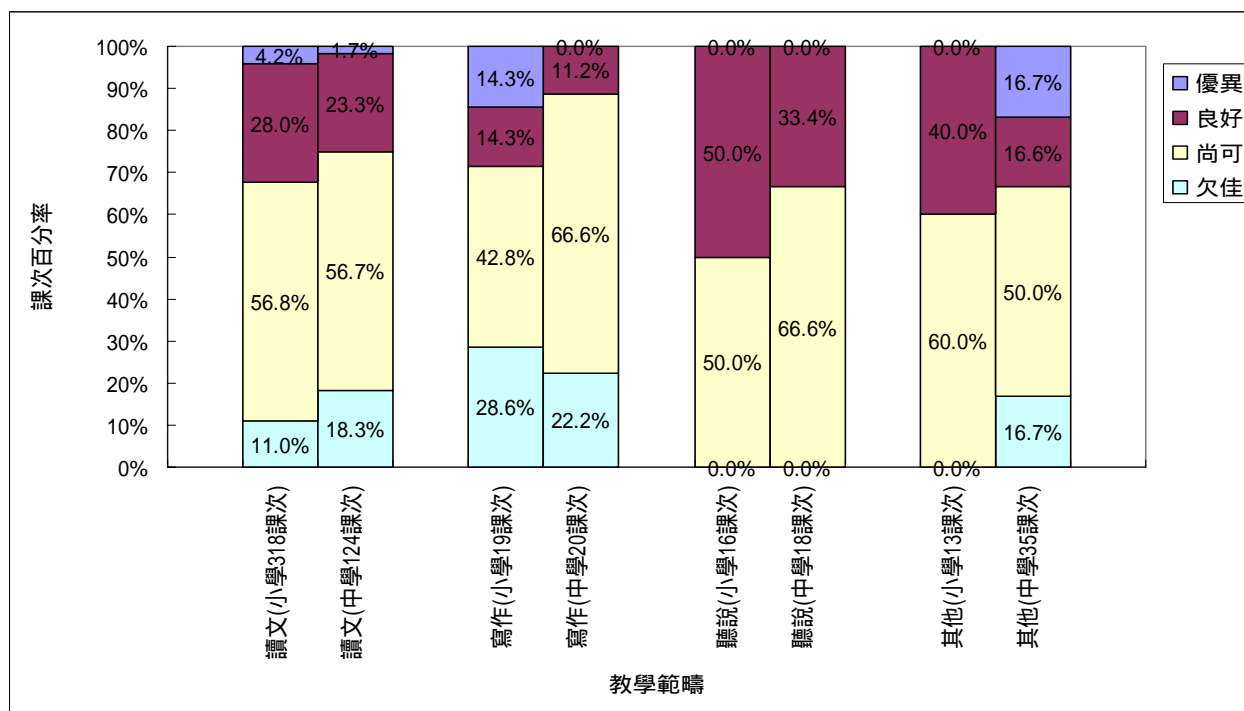
圖二：學生課堂學習表現評級



圖三：教師課堂教學表現評級



圖四：小學和中學中文科各教學範疇的教學評級--讀文、寫作、聽說、其他



4.6 English Language Education

4.6.1 Introduction

- In the 2003/04 school year, the inspection section conducted QA inspection in 9 primary schools and 5 secondary schools, English Language Education Key Learning Area (KLA) focus inspection in 7 primary schools ^{Note 1}, as well as ESR in 60 primary and 32 secondary schools ^{Note 2}. To understand the current situation of learning and teaching of the English Language Education KLA in schools and identify good practices and key issues for school improvement, the subject inspectors collected information in the schools by conducting lesson observations, interviewing the Principals, English Panel chairpersons, English teachers and students, scrutinizing school documents, assessment papers and students' assignments, and observing co-curricular activities. In addition, the findings on classroom learning and teaching in this inspection report were supplemented by the lesson observations conducted by the English subject inspectors in ESR with a total of 624 English lessons observed including 426 and 198 lessons in primary and secondary schools respectively.
- This brief summary highlights the main findings and emerging key issues of the inspection report. The school performance in different aspects of learning and teaching of English in the schools, including student performance, curriculum, teaching and learning, performance assessment, support measures to enhance language learning, self-evaluation and its implementation were investigated. All aspects were found acceptable except the performance in self-evaluation with 43.8% of the primary and 80% of the secondary schools rated unsatisfactory. The school performance in different aspects of the English Language Education KLA in the primary schools inspected was generally better than those in the secondary schools as a range of 6.2% to 31.3% in all aspects in the primary level was rated good but none of the aspects at the secondary level was rated good (Page 70: Chart 1).

4.6.2 Student Performance

- In 44% of the primary schools inspected, the student performance in English in the P3 and P5 HKAT for the past two years was above the territory averages. Among the secondary schools inspected, the passing percentages for the past three years in the

Note 1: Apart from the stated number of primary schools, the subject inspectors also conducted focus inspection in 46 secondary schools using Chinese as the medium of instruction in the 2003/04 school year. The findings and key issues on the learning and teaching of English in these schools would be separately addressed in another report.

Note 2: ESR mainly focused on assessing the schools' performance at the school level and not addressing the performance of individual KLAs. Moreover, the subject inspectors also conducted QA inspection in 1 special school and ESR in 7 special schools in the 2003/04 school year. In view of the unique situation of the special schools with varied curriculum design to meet the students' special needs, the findings of the learning and teaching of English in these schools were not included in this report.

HKCEE English Language Syllabus B Examination and the Advanced Supplementary Level Use of English Examination were 42% and 67% above the territory averages respectively.

- A range of learning abilities was observed in the English lessons conducted and students generally adopted a positive attitude towards learning English. 62.5% and 31.3% of the English lessons in the primary schools in classroom learning were rated acceptable and good respectively. As for the quality of learning in the secondary schools, 52.5% of the lessons observed was rated acceptable and 32.8% good (Page 70: Chart 2).
- The majority of students were attentive and well behaved in class. Students' receptive skills of reading and listening were comparatively better than the productive skills of speaking and writing. In general, they could follow the teachers' instructions to complete the tasks assigned. The more able students were willing to learn and participated actively in class activities. It was encouraging to see some students adopting language learning strategies in the lessons at the secondary level. However, the majority of students were soft spoken and diffident when speaking in English. Their pronunciation and oral skills needed strengthening for they lacked confidence in using English to communicate and interact with their peers and teachers.

4.6.3 Teaching Performance

4.6.3.1 Major Strengths

- **Growing awareness of the formulation of targets in the programme plan to align with the school's areas of concern and the current curriculum development trend.** School-based curriculum goals were formulated to align with the major concerns of the School Development Plan as well as the current curriculum development trend recommended in the English Language Education KLA Curriculum Guide. A majority of the schools devised a short-term development plan with a view to enhancing students' motivation and providing meaningful experiences for learning, encompassing areas for promoting reading, creating a favourable environment for English learning and organizing support programmes to cater for learner diversity.
- **Collaborative lesson planning, peer observation and co-teaching contributing to teacher professional development and school-based curriculum development.** In addition to an effective coordinating system in place to facilitate smooth operation of the panel with clear guidelines and references on pedagogical and administrative matters, the majority of the schools inspected made good use of collaborative lesson planning and peer observation to enhance teachers' professional development. Some

schools adopted co-teaching and co-planning with the Native-speaking English Teachers to further promote the sharing culture to improve English language teaching. These measures contributed to a positive impact on student learning as well as on capacity building for teachers.

- **Creating an English-rich learning environment with more English-related activities to enhance learning.** In most of the schools inspected, a good range of English-related activities aiming at interactive and pleasurable learning experiences was organized to arouse students' interest and provide exposure to English beyond the classroom. Greater use of school premises to create an English-rich environment was seen and the English Corners/Rooms were usually well stocked with authentic learning resources. English lessons were regularly held in the Multimedia Language Centre (MMLC) in most of the secondary schools inspected and more teachers were willing to incorporate IT in their teaching. Some schools uploaded their learning resources onto their homepage or intranet to promote self-access learning.

4.6.3.2 Areas for Improvement

- **Weak implementation of school self-evaluation in drawing up development plans to facilitate learning and teaching.** SSE was in general weak in the schools inspected as 43.8% of the primary schools and 80% of the secondary schools inspected were rated unsatisfactory. Curriculum review and evaluation strategies were inadequate, without a comprehensive monitoring mechanism on the implementation of the programme plan. There was a lack of concrete evaluative measures and success criteria to gauge the effectiveness of curriculum delivery and the learning impact to inform subsequent curriculum planning. Moreover, there was inconsistency in the execution of plans and practices of individual class levels and panel members. The English panel chairpersons should assume a more prominent role in leading and monitoring the development of curriculum planning and review.
- **Insufficient attention to building up students' language development strategies including communication and critical thinking skills.** From the 624 English lessons observed, 13% of the primary and 13.6% of the secondary teachers' communication skills were rated unsatisfactory (Page 71: Chart 4). Similarly, 16% and 12.3% of the class interaction were rated unsatisfactory in primary and secondary schools respectively. Lessons were dominated by teacher talk and a considerable number of students tended to respond in Cantonese with heavy reliance on their teachers. Students were generally passive and lacked confidence in speaking in English. Their responses were mostly brief and soft-spoken with difficulties in pronouncing unfamiliar

words or expressions. There tended to be an over-emphasis on the coverage of language forms and inadequate opportunities given to develop students' mastery of the language skills. Teacher-student interaction in class was mainly confined to questions mostly of factual recalls requiring little verbal output instead of developing cognitive thinking or enquiry skills. More authentic learning activities to provide students with opportunities for integrative and purposeful use of English were called for to develop students' communicative competence.

- **Limited modes of performance assessment activities and inadequate feedback to guide student learning for improvement.** In performance assessment, 12.5% of primary schools was rated unsatisfactory. The range of assignments was limited in some schools comprising mainly uncontextualized mechanical drills of isolated language forms which could not effectively develop or assess students' comprehension, analysis and integrative use of the language. Whilst students' assignments were mostly conscientiously marked, there was inadequate specific and constructive feedback to help students have a better idea of their strengths and weakness for further improvement. Moreover, there was a heavy reliance on using summative assessment in particular pencil-and-paper tests to assess student learning with limited use of diversified modes of formative assessment to identify students' strengths and weaknesses. Maintaining a systematic record of students' performance as evidence of their progress was uncommon and there was inadequate use of the assessment data to further analyze students' strengths and weaknesses in various aspects of the language use for subsequent planning on curriculum and teaching pedagogies to facilitate learning.
- **Slow progress in catering for learner diversity to improve learning outcomes.** Though most schools adopted a range of supportive measures such as split-class teaching or remedial groups to cater for learner diversity, the emphasis was placed mostly on the logistic arrangement of intervention programmes for the low achievers. As illustrated in Chart 4 in page 71, the teaching performance in catering for learner differences in the lessons observed was the least satisfactory among the various aspects with 28.8% and 33.4% rated as unsatisfactory in the primary and secondary schools respectively. Despite resources provided, remedial teaching remained weak as little effort was made on curriculum adaptation and trying out differentiated teaching strategies to arouse students' interest and maximize class interaction. At the other end of the spectrum, there was a lack of awareness to suitably challenge the more able students in the mainstream classroom.

4.6.4 Key Issues

- **Promoting “Reading to Learn”.** With a growing awareness of the need to introduce measures for developing students’ reading interest, habit and skills, the majority of the schools adopted a whole-school approach to promoting reading through scheduled reading sessions and a variety of reading schemes and activities. Though the teaching of phonics, shared reading and guided reading were commonly seen at the primary level, there was a need for strategic planning regarding the setting of reading targets, the selection of appropriate reading materials including language arts elements and a structured programme on developing reading strategies and skills to enhance effectiveness. Close monitoring and review of students’ reading progress should not be confined to recording the number of books read but rather on enhancing their enjoyment, learning capacity and personal growth through reading. Opportunities should be given for them to share their reading experiences in different ways.
- **Strengthening school-based curriculum planning to enhance students’ language development strategies and generic skills for independent learning.** Whilst considerable effort was made in promoting reading to learn, the majority of schools had made little attempt to promote the other key tasks of the curriculum reform in the learning and teaching of English. To enhance students’ language learning strategies and generic skills, schools should take into consideration their students’ development needs in devising clear targets and priorities. Clear implementation strategies to incorporate project learning, MCE and IT for interactive learning in the English classroom should be called for to arouse students’ interest and enhance their generic skills. More attention could be given to helping students to become independent learners through enhancing relevant study skills and providing cooperative learning and group projects to enhance students’ research and presentation skills, and creativity as well as providing self-access language learning resources to develop their independent learning strategies and generic skills.
- **Enhancing teachers’ professional capacity for effective learning and teaching.** Most teachers were friendly and patient, establishing good rapport with students. However, most of the lessons were teacher-centred with over-emphasis on coverage of language items instead of developing students’ mastery of the language. Teachers should raise their expectation of students and explore adopting the student-centred approach to maximize participation and interaction. Through enhancing their questioning techniques to include thought-provoking questions with specific constructive feedback and providing meaningful activities, authentic tasks and projects,

teachers could explore diversified teaching strategies to improve the effectiveness of learning and teaching of English.

- **Strengthening self-evaluation and assessment for learning.** To foster teachers' continuous professional development, school-based training needs of teachers should be identified and more in-house sharing organized to help teachers reflect on their own teaching strategies and review their students' language abilities holistically. At the school level, priorities should be given to equipping teachers' mastery of the concept and skills for self-evaluation and assessment for learning so as to enable teachers to design diversified assessment modes, analyze and utilize the student assessment data to inform subsequent curriculum planning and devise appropriate teaching strategies to cater for learner diversity.

Chart 1 : School Performance in Different Aspects of English in the 16 Primary Schools and 5 Secondary Schools Inspected

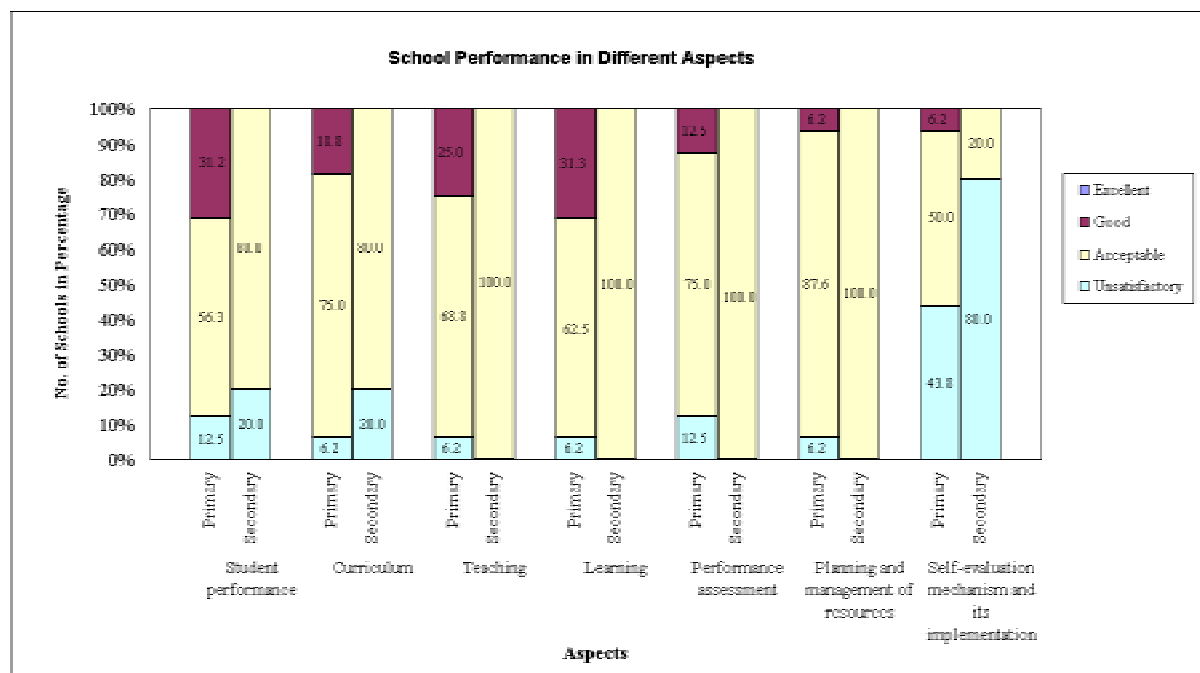
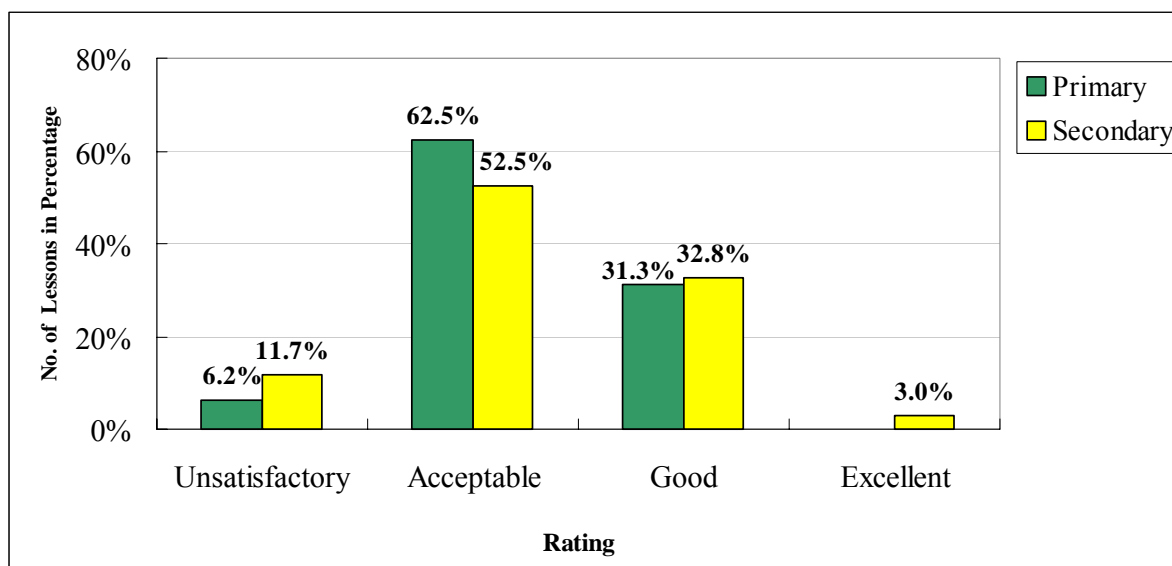


Chart 2 : Overall Rating of Learning in the English Lessons Observed – 426 lessons in Primary and 198 lessons in Secondary Schools



**Chart 3 : Overall Rating of Teaching in the English Lessons Observed –
426 lessons in Primary and 198 lessons in Secondary Schools**

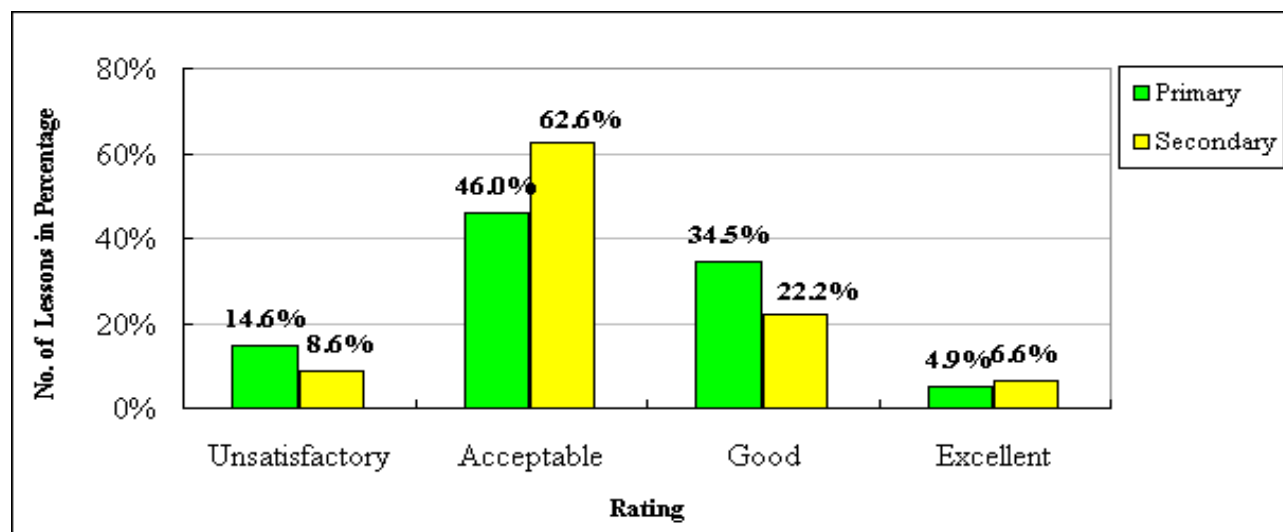
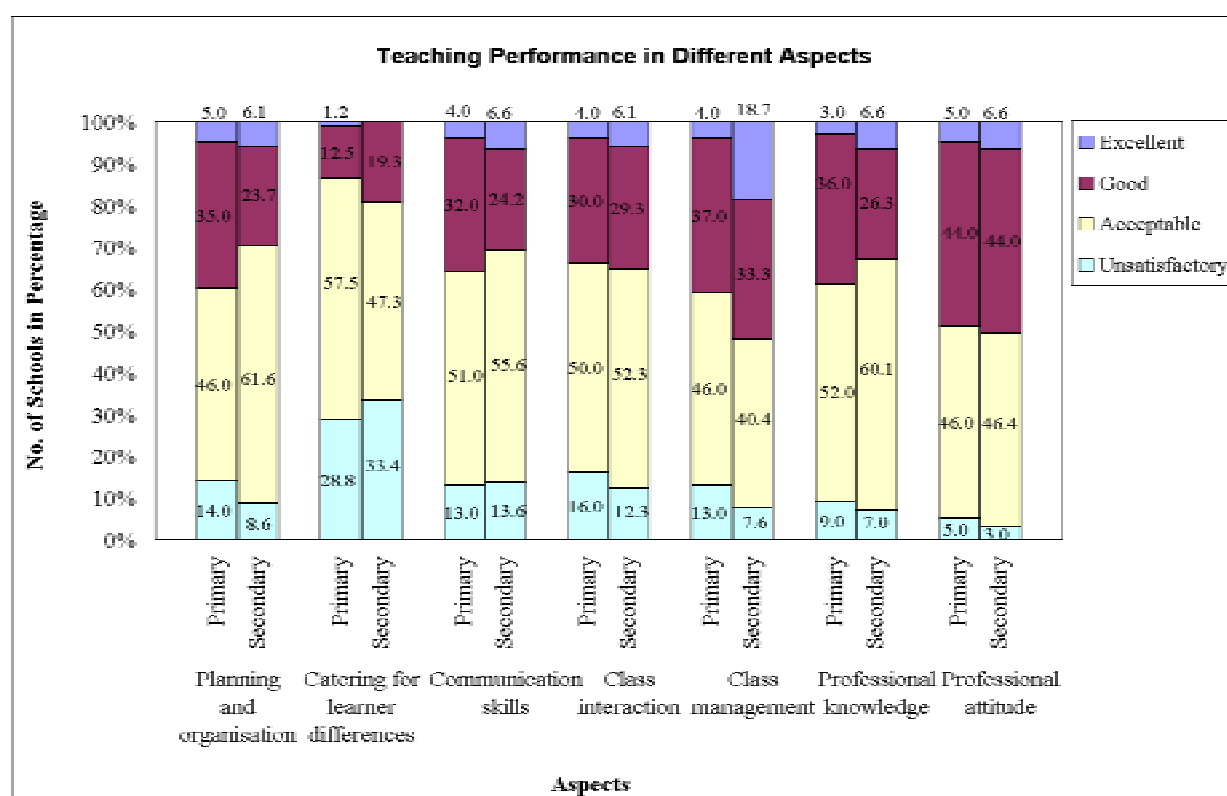


Chart 4 : Teaching Performance in Different Aspects in the English Lessons Observed



4.7 Mathematics Education

4.7.1 Introduction

- To understand the current situation of learning and teaching of Mathematics in schools, various inspection exercises were conducted which included QA Inspection for 5 secondary and 9 primary schools; Focus Inspection for 6 secondary and 4 primary schools; and ESR for 32 secondary and 60 primary schools ^(Note 1). During the inspections, subject inspectors collected information through interviewing school heads, panel chairs and subject teachers; scrutinizing school documents, students' assignments, assessment papers; observing co-curricular activities; and conducting lesson observations. A total of 497 lessons were observed accounting for 309 and 188 lessons in secondary and primary schools respectively. The findings in this report pertain to the cohort of schools inspected.
- This summary captures the main findings in respect of learning and teaching, and issues of concern of the inspection report. The school performance in different aspects of learning and teaching of Mathematics was in general acceptable (Page 78: Chart 1). In primary schools, the aspect of Curriculum was relatively better with 38.5% rated good whereas the aspects Teaching and Student Performance in secondary schools were better, each with 27.3% rated good. However, schools' performance in Self-evaluation fell short of expectations, given that 46.1% of the primary schools and 54.6% of secondary schools inspected were noted to be unsatisfactory.

4.7.2 Student Performance

- The student performance ^(Note 2) of 23.1% primary schools inspected was above the territory average for the past three years as reflected by their results in the HKAT at P3 and P5, while 72.7% and 50% of the secondary schools scored continuously higher than the territory average in Mathematics and Additional Mathematics respectively for the past three years in the HKCEE. As for the sixth form, 10 schools offered Pure Mathematics with seven of them scoring higher than the territory average in the Hong Kong Advanced Level Examination (HKALE). Also, 6 schools offered Mathematics and Statistics with four scoring better than the territory average. There were few schools offering Applied Mathematics (AM), just

Note ¹: Aside from the stated number of primary and secondary schools, the subject inspectors also conducted ESR in 7 special schools. In view of the unique situation of the special schools with varied curriculum design to meet the students' special needs, their findings were not included in this report.

Note ²: The student performance indicated here reflected the findings of QA Inspections and Focus Inspections only.

one offered AM at Advanced Level and three offered AM at Advanced Supplementary Level. The performance of the students of the four schools was above the territory average.

- Students were attentive with good learning attitude, and in general they exhibited learning interest and motivation. More than 90% of the lessons observed in primary and secondary schools were rated good or acceptable in the area of Student Learning (Page 78: Chart 2). However, students were comparatively passive in learning. Their self-learning capacity could be brushed up while their learning strategies enriched. They could be encouraged to make better use of project learning, reading and IT tools. Students of the primary schools with better performance in the HKAT showed keen interest and better motivation in co-curricular activities, and obtained outstanding results in competitions outside the schools. Many of the students of the secondary schools with value-added performance in the HKCEE exhibited self-confidence, and were more active in classroom learning activities. They were more ready to express their views and a good few of them could use proper mathematical language. Speaking comparatively, primary school students performed better in the domains Data Handling and Algebra. They could master the fundamental computational skills and were able to communicate and collaborate satisfactorily whereas their problem-solving skills and high order thinking skills needed further development. As for the secondary school students, they were in general capable of understanding the mathematical concepts and mastering the computational techniques but their ability in comprehending abstract concepts, in applying mathematical language for communication and in making use of their knowledge for problem solving needed further strengthening.

4.7.3 Teaching Performance

4.7.3.1 *Major Strengths*

- **Smooth management within the mathematics panel with a growing concern for the development of Using IT for Interactive Learning; primary schools with better performance in the HKAT being more motivated in conducting researches in teaching.** Handbooks and guidelines for teachers were in place for most schools inspected, and communication and coordination within the panel were smooth. The panel chairs of the majority of the secondary schools and about half of the primary schools monitored the performance of the panel through inspecting exercise books, and scrutinizing teaching plans and assessment papers. Form coordinators were in general appointed in secondary schools to assist the panel chair in coordinating and monitoring the progress of work. In some primary schools,

co-lesson planning and peer lesson observation were organized to promote collaboration and professional sharing amongst the teachers, which was not as common in secondary schools. Primary schools with better performance in the HKAT were apt to capitalize on curriculum projects and action research as a means to step up the professional expertise and teaching effectiveness of the teachers. In respect to implementing the Four Key Tasks, schools showed concern for the trend of using IT in teaching and sought to collate the resources and worksheets developed by the teachers for uploading to their schools' server to facilitate class teaching. More schools were developing the designated website for Mathematics in their school websites so as to accommodate the resources and students' works for students' reference.

- **Clear teaching objectives; adequate lesson preparation; clear and fluent delivery.** With good teaching attitude and adequate preparation, teachers could deliver the lesson fluently with clear objectives. Teaching tools were used as appropriate to assist students in learning the mathematical concepts. Class management was good and a lively learning atmosphere was maintained. In fact, about 35% of the lessons observed in primary and secondary schools were rated excellent or good (Page 79: Chart 3). Further, the teaching performance of about 45% of the lessons observed in primary schools was rated good and teachers performed relatively better in the domain of Data Handling. As for secondary schools, teachers' profession knowledge was good and about 30% of the lessons observed were rated excellent or good. Teachers showed better performance in the domains of Measures, and Shape & Space. Teachers of the secondary schools with value-added performance in the HKCEE generally managed to monitor the learning progress of the students through adequate class work while some of them were conversant of using questioning technique to develop the analytical capacity of the students.
- **Conscientious marking of assignments; examination papers of good quality.** Overall, teachers marked their student assignments conscientiously, pointing out students' mistakes and providing feedback while corrections were duly followed up. The examination papers review mechanism of the school paid off to ensure the quality of the papers, maintaining a suitable coverage of subject matters at appropriate level of difficulty with reasonable and commensurate marks allocation. As observed, graph and charts were clear and detailed marking schemes were prepared for reference. To cater for learner diversity, some schools included a variety of questions in the examination papers at the junior secondary levels.

4.7.3.2 Areas for Improvement

- **Shortfalls in the implementation of curriculum adaptation and promotion of the Four Key Tasks.** Primary school teachers were mostly apt to follow the teaching plan provided by textbook suppliers, leaving the curriculum not adequately adapted in consideration of the interest and ability of the students. More than half of the secondary schools administered curriculum adaptation in some of the classes but in a few schools the completeness of the curriculum was less attended to as a result of their failure to make proper reference to the curriculum guide. Discussions on the suggested teaching programme of the new curriculum and on formulating strategy to foster students' generic skills had not been adequately carried out in the majority of the schools. Regarding the use of IT for interactive learning and teaching, attempts had been made by some primary school teachers to employ IT to assist verbal delivery and illustration but not to the extent of effecting interactive learning, however. Concerning Project Learning, primary schools tended to incorporate the preparation of statistical charts pertaining to the dimension of Data Handling as a component of their project work. However, the teachers often could not make full use of such arrangement to assist the students in constructing knowledge and in developing their self-learning, enquiry and problem-solving abilities. In the secondary schools inspected, Project Learning was widely implemented, but their implementation strategy and evaluation criteria needed further strengthening. In respect of Reading to Learn and Moral & Civic Education (MCE), there was a lack of substantive policy to promote reading or to infuse element of MCE into the Mathematics curriculum.
- **Shortfalls in teaching strategy, questioning technique and in developing students' generic skills.** The overall teaching performance of teachers was acceptable. Of the 309 primary mathematics lessons observed, 50.8% were rated acceptable and 13.9% not acceptable vis-à-vis 61.2% acceptable and 6.9% not acceptable amongst the 188 secondary mathematics lessons (Page 79: Chart 3). From a school-wise perspective, the overall teaching performance of all primary schools inspected was good or acceptable in contrast with the 90.9% recorded for the secondary schools inspected (Page 78: Chart 1). Overall, a didactic approach was usually adopted with interactive learning opportunities not adequately provided. Teachers needed to step up their capacity for using graded questioning technique to follow on students' response, to enlighten their thinking, and to develop their high order thinking skill, probing and problem-solving abilities. In respect of catering for learner diversity, teachers' performance was relatively weak especially in moderating their teaching pace and in designing graded learning activities or exercises to cope with students' varied learning abilities. They were not fully cognizant of the curriculum development trend and teaching strategies such as peer

interaction in catering for learner diversity. As observed, primary school mathematics teachers performed relatively weaker in the domain Shape & Space (Page 79: Chart 4) while their secondary counterparts were relatively weaker in the domain Numbers & Algebra (Page 80: Chart 5).

- **Lack of variety in exercise; assessment information not fully utilized.** The homework assignment of the majority of schools was more of a stereotyped and computational nature, serving mainly for consolidating subject knowledge. The schools had not made adequate effort to monitor students' mastery of the concept and learning progress for which more could have been done through class observation, probing activities and project works. Also, schools had not yet fully capitalized on using the assessment information to provide feedback to evaluate the effectiveness of learning and teaching and to improve on the curriculum planning.
- **Shortfalls in self-evaluation.** There was a lack of clear development targets in the annual subject programme plan which was not formulated in full alignment with the school's development priorities or the needs of the students. Also, success criteria had not been drawn up in the light of the development target for evaluating the effectiveness of work. Panel meetings were in general administrative in nature, focusing on division of work rather than reviewing students' learning performance for improvement.

4.7.4 Key Issues

- **Strengthening curriculum planning and monitoring; implementing curriculum adaptation.** There was a need for better coordination in curriculum planning, implementation, monitoring and in adapting the curriculum for enhancing the learning effectiveness of the students.
- **Strategic implementation of the Four Key Tasks.** Schools should seek to formulate strategic implementation plans with clear priorities to foster the development of generic skills and inquiring mind of the students in the context of empowering them as active learners.
- **Enhancing teaching strategies and teaching skills.** Teachers should make better use of graded and structured questioning technique to follow on students' response with a view to nurturing their thinking and problem-solving skills. In catering for learner diversity, teachers should adopt diversified teaching strategies and multifarious activities to strengthen class interaction for enhanced learning outcomes.
- **Thought-provoking assignment; better use of assessment information.** Multifarious assignment of different design should be encouraged. The inclusion of

more thought-provoking elements in the assignment helps develop students' mathematical concept and intellect. School should make full use of the assessment information to discern and analyze the strengths and weaknesses of the students in order that teaching strategy may be adjusted for better effectiveness.

- **Deepening teachers' understanding of self-evaluation.** Schools should formulate their annual plan in alignment with their major concerns, and draw up the implementation plan in the light of the development priorities of the school. Success criteria and assessment tools should also be included for evaluation purposes. Relevant professional development programmes for panel chairs and teachers should be organized to deepen their understanding of planning and implementing self-evaluation with a view to contributing to quality learning and teaching in Mathematics.

Chart 1 : School Performance in Different Aspects - 13 Primary and 11 Secondary Schools Inspected

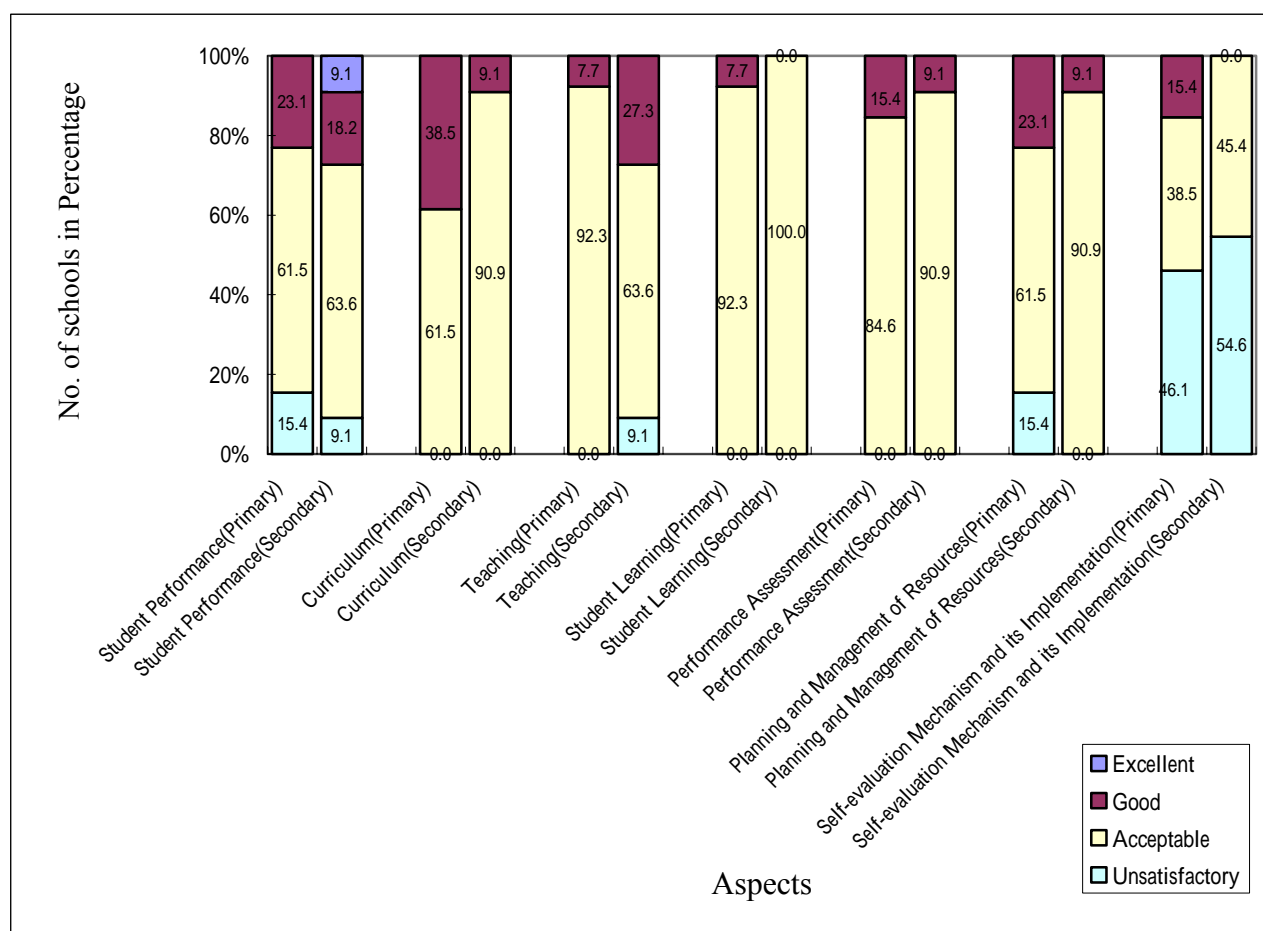


Chart 2: Overall Rating of Learning in the Mathematics Lessons Observed – 309 lessons in Primary and 188 in Secondary Schools

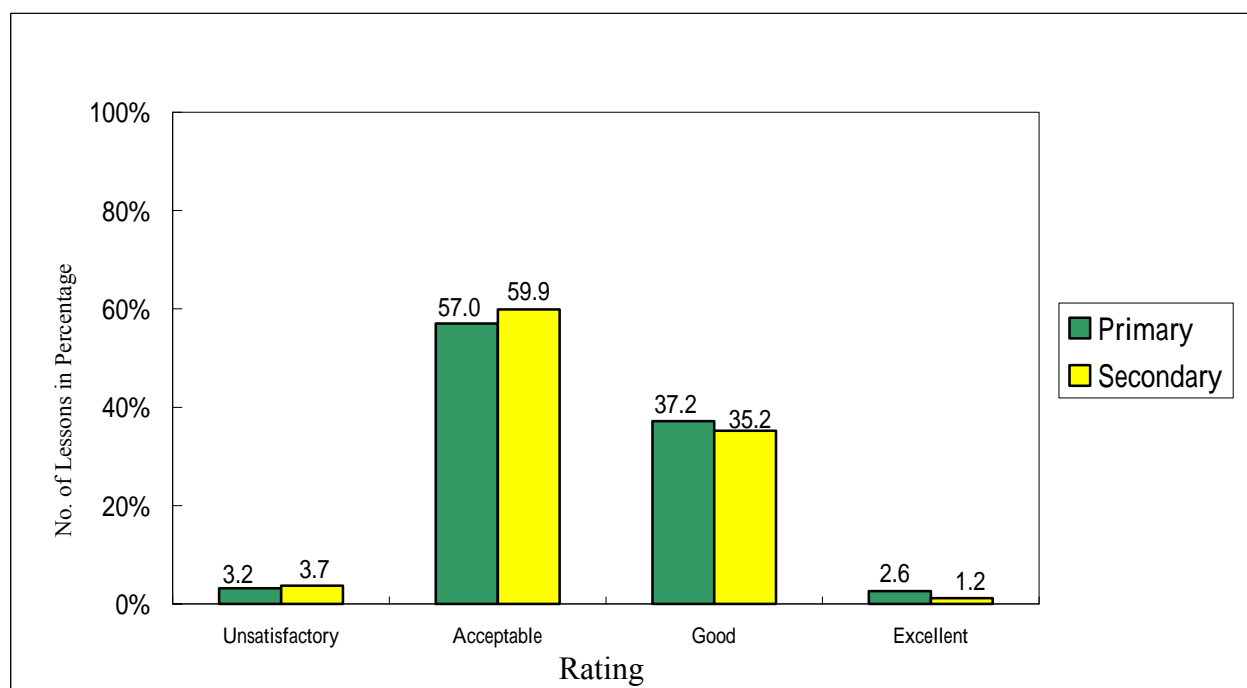
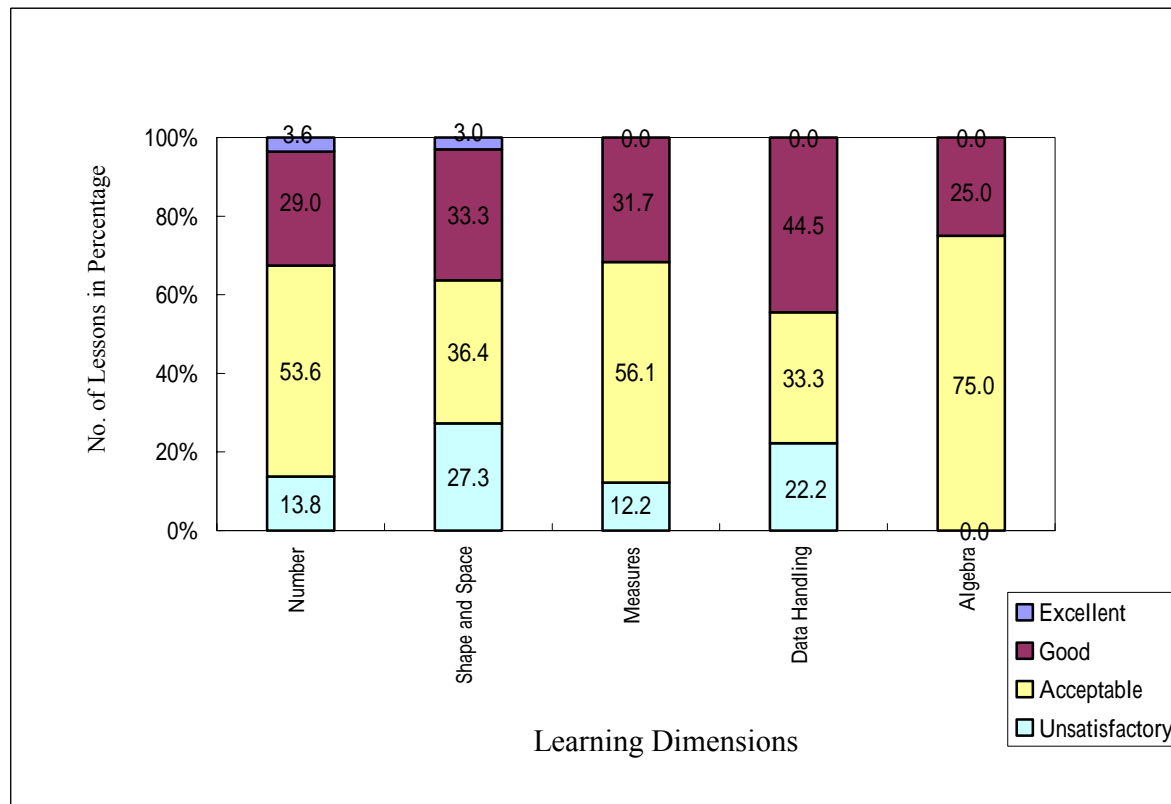


Chart 3: Overall Rating of Teaching in the Mathematics Lessons Observed – 309 lessons in Primary and 188 lessons in Secondary Schools

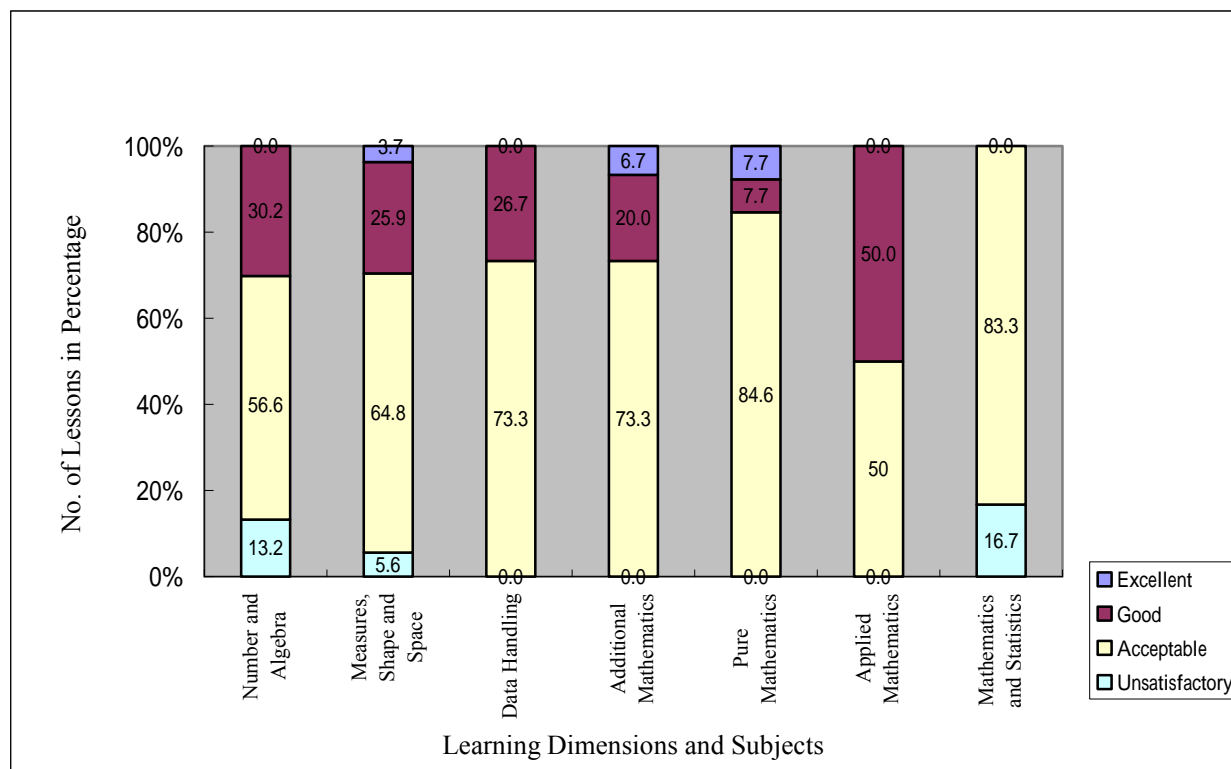


Chart 4: Teaching Performance in Different Learning Dimensions in Mathematics Lessons Observed (Primary)



Remarks: There are five learning dimensions in Primary Mathematics: "Number", "Shape and Space", "Measures", "Data Handling" and "Algebra"

Chart 5: Teaching Performance in Different Learning Dimensions and Subjects in Mathematics Lessons Observed (Secondary)



Remarks: There are three learning dimensions in Secondary Mathematics: "Number and Algebra", "Measures, Shape and Space" and "Data Handling"

Chapter 5

Summary

QA Inspection in its full mode, ESR and focus inspection on various themes conducted in the academic year 2003/04 have delivered clear messages. A majority of the inspected schools demonstrated an open and positive attitude towards the implications for schools of a knowledge-based society. They have endeavoured to match the pace of curriculum reform and enhanced the quality of teaching and learning with encouraging results. This has further reinforced our belief that the SDA framework is a driving force for school education and a foundation for further progress.

However, some schools did not have sufficient understanding of self-evaluation and it was sometimes undertaken mainly to satisfy external review. They had yet to embrace the spirit of self-evaluation and establish a management mechanism in which targets, strategies, success criteria, evaluation and effectiveness were closely correlated. Other schools recognised the concept of self-evaluation, but the associated strategies and skills were under developed, sometimes resulting in unnecessary paperwork. This was often at the expense of allowing sufficient time for staff professional development and the creation of deeper structures to enhance learning and teaching.

5.1 Distinctive features found in schools with good performance

5.1.1 Self-evaluation

- Schools aiming for genuine continuous development must successfully develop self-driven evaluation as an important element of school management. Schools that performed better had generally established a sound self-evaluation mechanism with participation at school, subject, committee and individual teacher levels. They were able to deploy resources appropriately to provide their teaching staff with the time to take part in self-evaluation work, jointly identify areas of concern and formulate strategic plans and reports that set a pace and direction appropriate to the school. These schools reviewed the effectiveness of their work from various perspectives according to established success criteria, using relevant data gathered from stakeholders' surveys and students' examination-results. They identified follow-up improvement measures and modified the curriculum and teaching strategies to enhance the quality of learning. At all levels there was a commitment to constant self-evaluation and improvement.

These schools were learning communities.

5.1.2 Leadership

- The leadership skills and attitudes demonstrated at all levels have a decisive effect on the success or failure of a school's development. Schools that performed better had senior managers who possessed vision and professionally knowledgeable and effective middle managers. Together they demonstrated planning and monitoring capabilities appropriate to the school's needs and strategic management, characterised by well developed communication and collaboration. They established a self-evaluation culture and faced change in an open manner. Under such leadership, the schools were able to analyse accurately their strengths, weaknesses, opportunities and threats. They allocated resources appropriately, reviewed the effectiveness of their work objectively and sought for improvement.

5.1.3 Professional development of the teaching staff

- To fully exploit rapid social and economic development, teachers must pursue life-long learning and better equip themselves to adapt to change, acting as role models for students. Schools that performed better placed a strong emphasis on their teachers' professional development. Through appraisal, they gained a thorough understanding of the strengths and weaknesses of individual teachers and their teaching staff as a whole. They set up special task forces to promote professional development programmes and strengthened professional capabilities so that the school's development objectives could be realised. Professional exchanges such as peer class observation, collaborative lesson planning, internal and external collaborative projects and action research were commonly seen. In better performing schools, a priority was given to enhancing teachers' understanding of self-evaluation skills and effective teaching strategies. These schools also allocated resources appropriately, provided strong support for new teachers and allowed the entire school team more room for professional development within a culture of learning. They were engaged in sustainable capacity-building.

5.1.4 Curriculum planning

- Current reform places strong emphasis on curriculum planning appropriate to the school context and the development of students' generic skills and self-learning

abilities. Schools that performed better were able to keep pace with the various reforms and set clear curriculum objectives with regard to students' needs. They integrated their curriculum and arranged lesson time flexibly to provide students with linked and relevant learning experiences. They also deliberately cultivated the generic skills of communication, creativity and critical thinking. With regard to the 4 key tasks, achievements in MCE were more prominent and students' behaviour was gradually improving. Schools gave high priority to promoting reading to learn, often making it a main item in the development programme. They cultivated students' interests and habits in reading through exploiting the potential of the school library and collaboration between teachers of language and other subjects, as well as by offering a variety of reading activities. In project learning, there was a trend towards cross-subject collaboration and overall planning. In the best performing schools, teachers were more knowledgeable in integrating existing experiences and were able to link the 4 key tasks, devising strategic plans to avoid duplication of resources.

5.1.5 Classroom teaching

- The potential of plans and strategies can only be realised if they are put into actual practice in the classroom. Schools that performed better placed strong emphasis on student participation and endeavoured to develop interactive learning to improve students' analytical thinking, communication and presentation abilities. Schools with outstanding performance had established school-based overall teaching policies, such as those for training students' thinking skills. They were also committed to improving teachers' knowledge and mastery of teaching strategies through professional development programmes. Curriculum planning was enhanced through collaborative lesson preparation, peer class observation and professional exchanges to help strengthen and perfect the relevant innovations. In catering for learner differences, the schools which performed better improved the outcomes of students' learning with graded activities and tasks set according to differences in students' abilities. Attention was also given to forming small groups, adjusting the demands of homework and using supportive questioning and guidance. Three exemplars at Appendix 14, devised by school teachers, have all been put into practice. They provide a valuable reference in that the designers have followed the self-evaluation spirit by reflecting on their effectiveness and seeking improvement after their teaching.

5.1.6 Student learning

- Student performance, in all its aspects, is the outcome by which school effectiveness must be measured. Better performing schools could fully grasp the extent of students' current learning and future needs through self-evaluation. They could draw up focused plans which led to students' continuous progress in knowledge and skill acquisition, attitudes and behaviour. Students' perceptions of, and commitment towards, society were breaking free of conservatism and confinement. With teachers' encouragement and guidance, teacher-student and inter-student interactions had become more common in class, and the breadth and depth of their inquiry continued to increase. Best practice was characterised by students who were able to choose and effectively employ appropriate learning strategies and relate their learning to life beyond the classroom.

5.2 Areas of Concern

The EMB commissioned Professor John MacBeath to conduct a "Study on the Impact of ESR", as well as its own post-ESR survey to gather the opinions of teachers. The overall response from schools was very positive and the study ascertained that a number of major objectives of school self-evaluation had been accomplished :-

- to give schools more insight into the objectives of ESR and SSE;
- to induce the use of data and evidence as the basis for self-evaluation;
- to help schools more accurately identify their own strengths and areas for improvement;
- to develop a more systematic and evidence based self-evaluation model to assist schools in conducting more in-depth professional discussions, and to increase the degree of openness and transparency of schools.

We must continue to seek improvements on existing foundations. Schools should pay particular attention to the following three areas to strive for self improvement, while EMB and other educational institutions will also provide appropriate support to help sustain schools' continuous development.

5.2.1 Key areas for schools' concern

5.2.1.1 The Use of Data

- It is now particularly important to fully utilise the abundant data on student performance which is already generated by schools. Assessment results should be analysed in detail to provide feedback on the effectiveness of curriculum content and design and of different teaching strategies. Schools need to build on their competence in assessing the strengths and weaknesses of individual students, and the comparison of their attainments, to using data to improve classroom practice. As well as the measurement of acquired knowledge, assessment needs to capture evidence of progress against broader criteria to demonstrate, for example, how well the skills of critical thinking, creativity and communication are being taught. This evidence must then be used to reflect on the efficacy of different pedagogies for different purposes. In this way, the focus for school improvement will always be on students' learning and the process of self-evaluation will become "a way of life" within the school; a process rather than an event.

5.2.1.2 Student-centred Learning and Teaching

- Currently there is insufficient opportunity for many students to play a meaningful part in the life of many classrooms. They are largely well behaved, attentive and obedient but often lack confidence and initiative. The more common lesson formats allow little student involvement beyond listening and writing and the range of teacher questioning is too narrow to provoke reflection and higher order thinking. There is often too great a reliance on teacher focused instruction and too little emphasis on collaborative and discursive activity between individuals and within groups. If students are to acquire the self-motivating, cooperative and confident attitudes and skills essential for success in the world beyond school, then those characteristics have to be developed in classrooms where challenge and debate complement respect and diligence. In the best of practice it is happening already. The task now is to make it happen in the majority of classrooms.

5.2.1.3 Leadership

- Earlier in this summary we referred to a successful school as a learning community. At the head of this community is the school principal whose single

most important role is that of the lead learner with a vision and commitment that, shared by others, energises the school. The evidence tells us that many of our schools are led by such educators, ably assisted by senior and middle managers, but leadership has to be cultivated at all levels within the school. These communities are often large and always complex, requiring aspects of leadership such as delegation, empowerment and accountability to be practised at classroom, department and whole school levels. The task of the lead learner is to distribute the responsibility for ‘taking the lead’ throughout the school by the encouragement of initiative and open communication between all stakeholders. In schools where best practice occurs, the desire to try new ways of teaching and learning is matched by the trust given to those who argue the case and strive to make it work.

5.2.2 Support provided by EMB for schools

5.2.2.1 Strengthening of leadership and middle management training

- As mentioned previously, there was still much room for development by the school management and middle managers in schools’ overall planning, empowerment and accountability. It is therefore necessary to strengthen the relevant pre- and on-the-job training to pay extra attention to self-evaluation, allocation of resources, teacher support, the strengthening and deepening of curriculum leadership and management, as well as teaching strategies etc. in the domain of learning and teaching. Besides exploration of theories, more emphasis should be placed on helping the trainees master the application of theories in actual school situations, flexibly make modifications in the light of school contexts, plan and empower appropriately, so that they can truly play their role as professional leaders.

5.2.2.2 Continuous provision of self-evaluation tools and reference data to support schools in their self-evaluation development

- Since October 2004, the EMB has provided schools with an “On-line self-learning course for school development and self-evaluation” to help schools gain a better understanding and mastery of self-evaluation. Upon completion of the 2003-04 ESR, the EMB has collated the data collected and provided these as reference materials for the schools undergoing ESR in 2004-05. The Stakeholders’ Survey has been appropriately revised to better suit schools’ needs. An on-line data collection tool for APASO is also provided for schools to alleviate their workload.

All the work of perfecting self-evaluation tools is intended to provide easy reference and use for schools, as well as to enhance the quality of SSE.

- In the EMB's Circular Memorandum No. 68/2005, apart from informing schools of the latest development of self-evaluation tools, the Bureau also reiterated the principle that schools need only make brief and concise documentation on self-evaluation and should avoid over-preparation and over-documentation for SSE and ESR.

5.2.2.3 Promoting school-based, district-based, territory-wide and cross-district experience sharing on good practices

- A good number of schools have paid much attention to professional exchanges for their teachers, and are aware that the experience of one school does have certain limitations. They know they need to broaden their horizons and gather more views from different sources for enlightenment. One of the major future trends in teachers' professional development shall be towards experience sharing on good practices, be it held by the schools themselves or by their school sponsoring bodies, or district-based, territory-wide and cross-district activities organized by the EMB or other educational institutions. With joint effort, schools can make good progress through resource sharing and mutual professional exchanges and support.

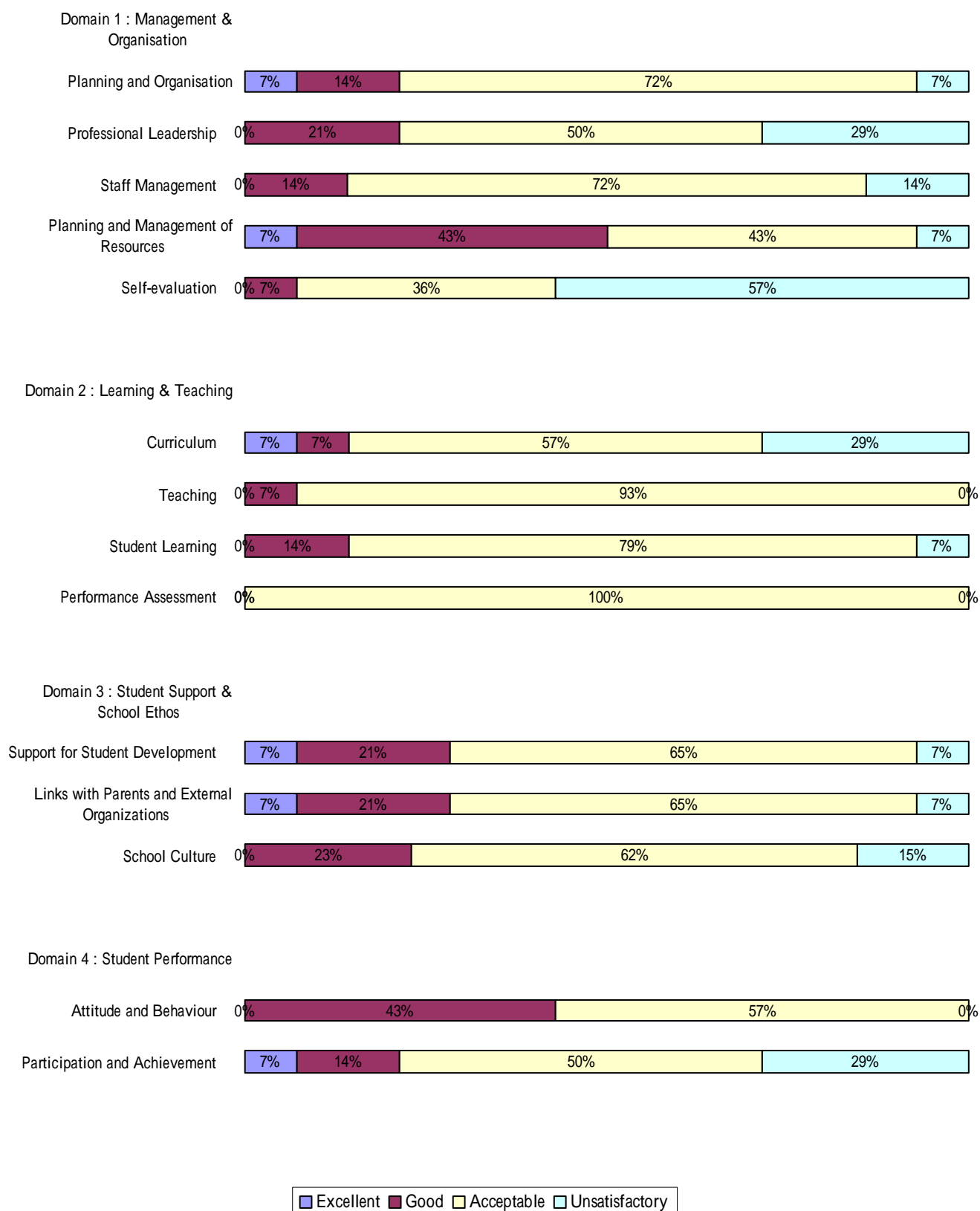
5.2.2.4 Implementation of 'School-based Professional Support (SBPS) Programmes'

- In July 2004, the Legislative Council approved the EMB to set up the Education Development Fund with a grant of \$550 million to implement SBPS programmes for providing professional support services to schools for an initial period of five years. The SBPS programmes fall into five areas – Principal Support Network, School Support Partners, Professional Development Schools, University-School Support Programmes and Collegial Participation in ESR. It is hoped that these programmes can provide professional support to schools to enable them to build up their professional capacity so as to take forward various education reform measures on the SDA framework.

Appendices

- 1 School Performance (By Area - Primary and Secondary Schools) - Full Inspection
- 2 School Performance (By Performance Indicator - Primary and Secondary Schools) - Full Inspection
- 3 Comparison of Ratings in School Performance (By Area of Self-assessment and ESR - Primary and Secondary Schools)
- 4 Comparison of Ratings in School Performance (By Area of Self-assessment and ESR - Primary Schools)
- 5 Comparison of Ratings in School Performance (By Area of Self-assessment and ESR - Secondary Schools)
- 6 Comparison of Ratings in School Performance (By Area of Self-assessment and ESR - Special Schools)
- 7 School Performance (By Area - Primary and Secondary Schools) - ESR
- 8 School Performance (By Area - Primary Schools) - ESR
- 9 School Performance (By Area - Secondary Schools) - ESR
- 10 School Performance (By Area - Special Schools) - ESR
- 11 List of Schools Inspected in 2003/04
- 12 Statistical Analysis of Post-inspection Questionnaires on Full inspection
- 13 Statistical Analysis of Post-ESR Questionnaires on ESR
- 14 Sharing of Teaching Practices

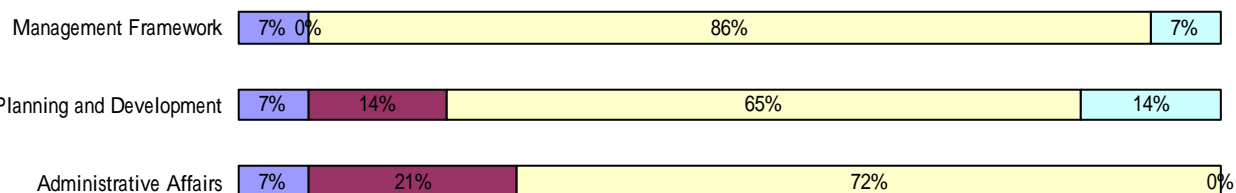
School Performance (By Area- Primary and Secondary Schools)-Full Inspection



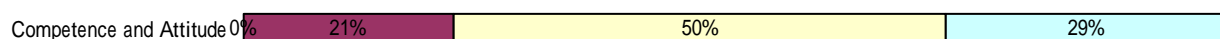
School Performance (By Performance Indicator-Primary and Secondary Schools)-Full Inspection

Domain 1 : Management & Organisation

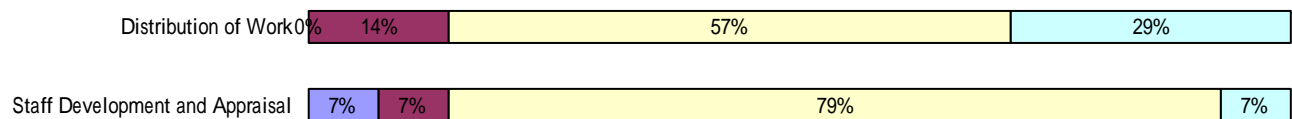
Planning and Administration



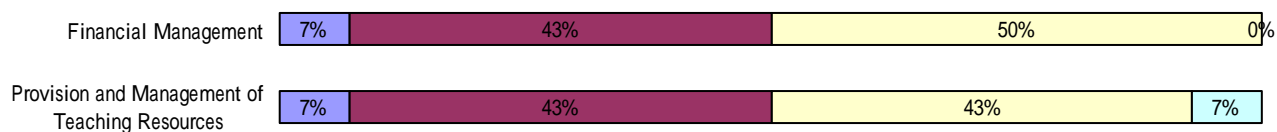
Professional Leadership



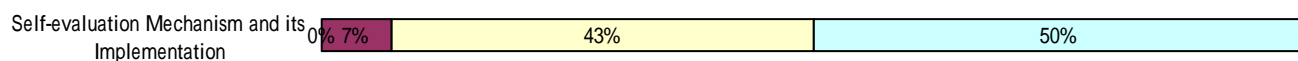
Staff Management



Planning and Management of Resources



Self-evaluation

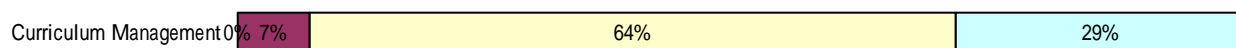
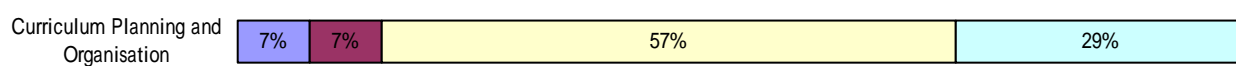


■ Excellent
 ■ Good
 ■ Acceptable
 ■ Unsatisfactory

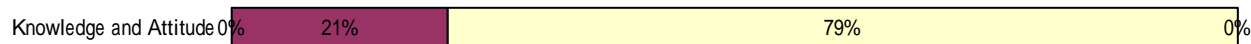
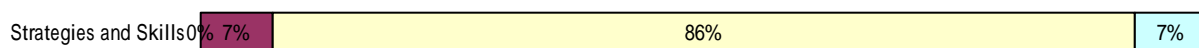
School Performance (By Performance Indicator-Primary and Secondary Schools)-Full Inspection

Domain 2 : Learning & Teaching

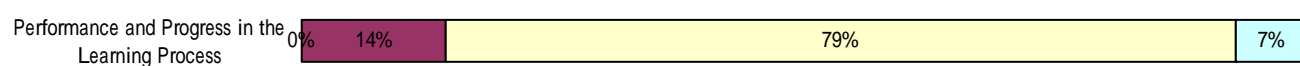
Curriculum



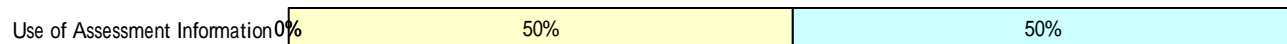
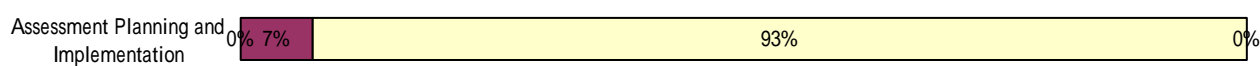
Teaching



Student Learning



Performance Assessment

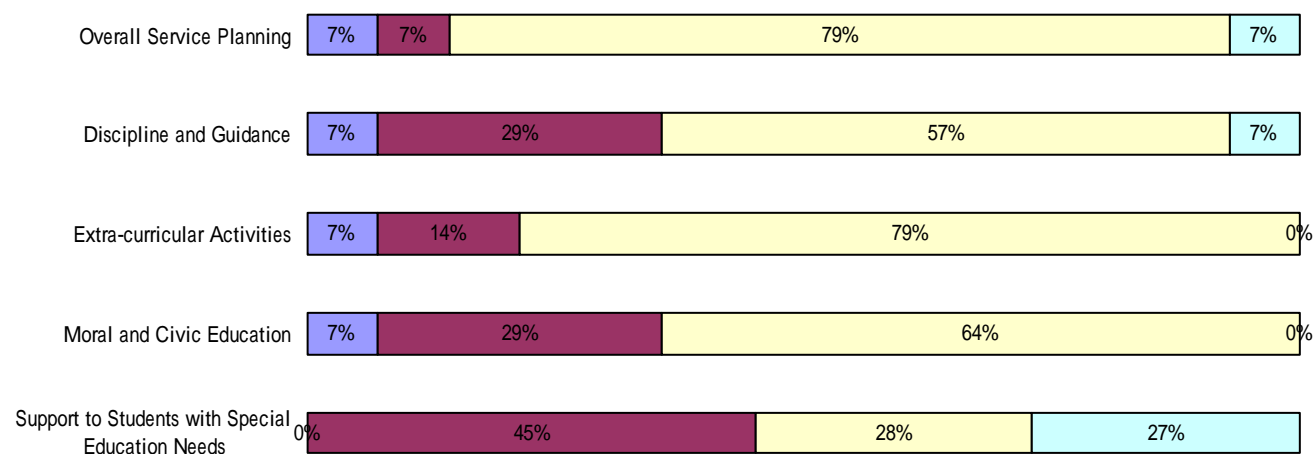


■ Excellent
 ■ Good
 ■ Acceptable
 ■ Unsatisfactory

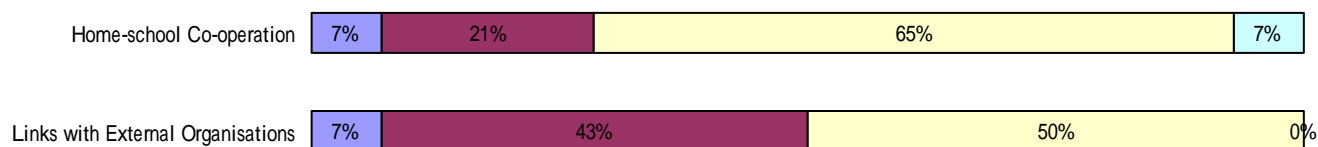
School Performance (By Performance Indicator-Primary and Secondary Schools)-Full Inspection

Domain 3 : Student Support & School Ethos

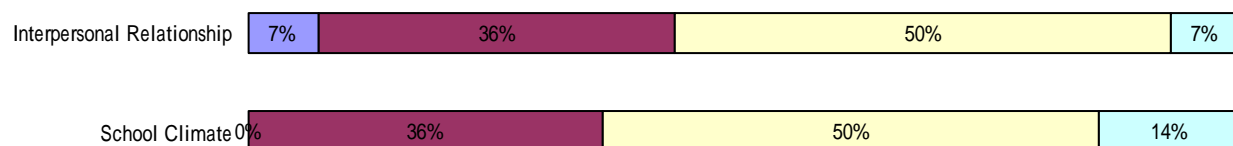
Support for Student Development



Links with Parents and External Organisations



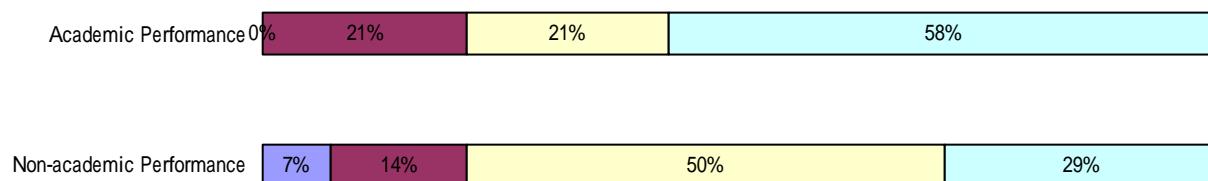
School Culture



■ Excellent
 ■ Good
 ■ Acceptable
 ■ Unsatisfactory

School Performance (By Performance Indicator-Primary and Secondary Schools)-Full Inspection

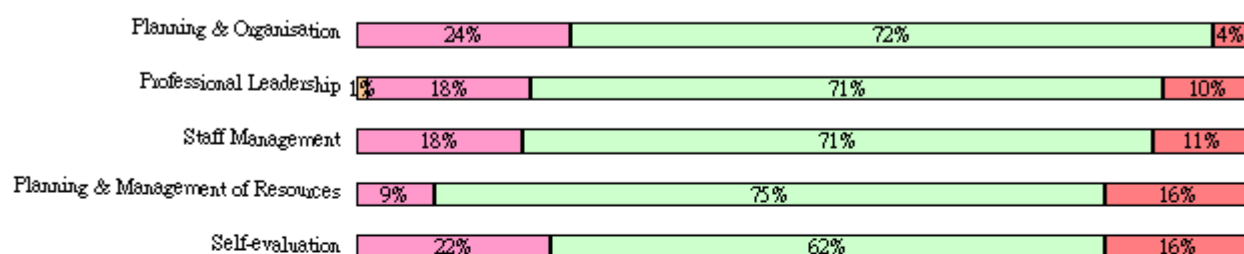
Domain 4 : Student Performance



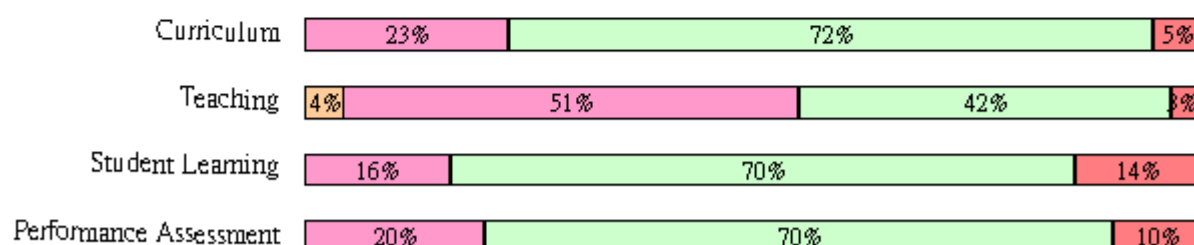
■ Excellent ■ Good ■ Acceptable ■ Unsatisfactory

Comparison of Ratings in School Performance (By Area of Self-assessment and ESR-Primary and Secondary Schools)

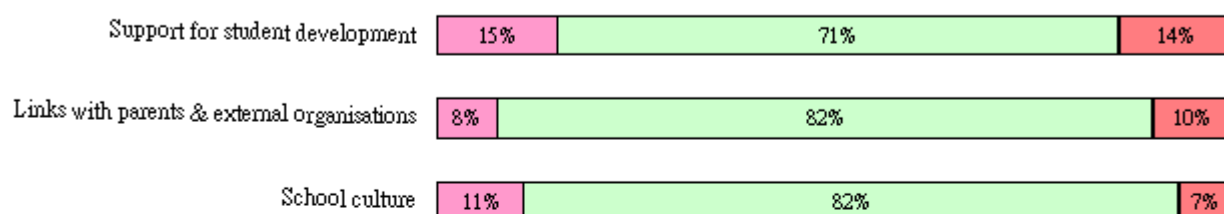
Domain 1: Management & Organisation (Primary & Secondary Schools)



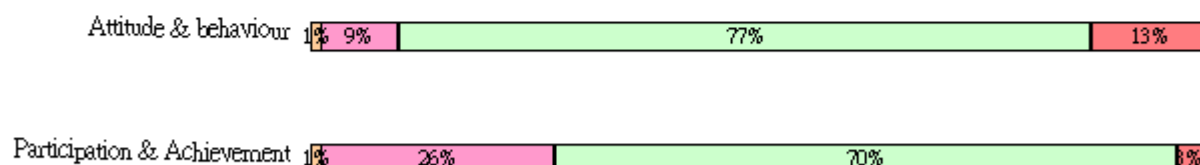
Domain 2: Learning & Teaching (Primary & Secondary Schools)



Domain 3: Student Support & School Ethos (Primary & Secondary Schools)

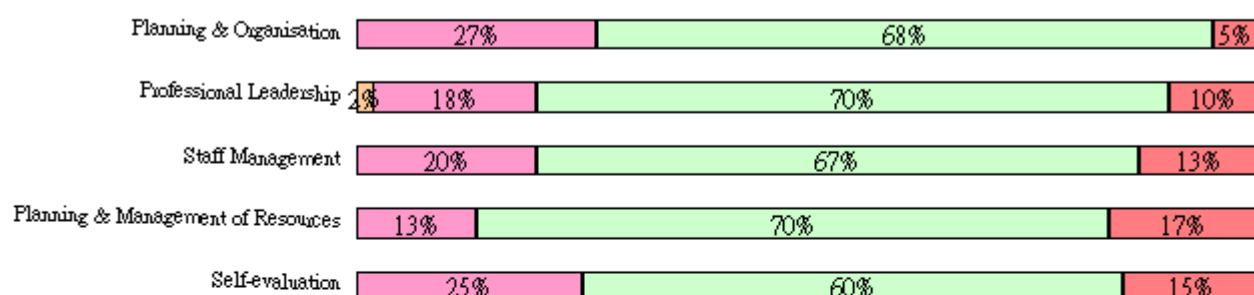


Domain 4: Student Performance (Primary & Secondary Schools)

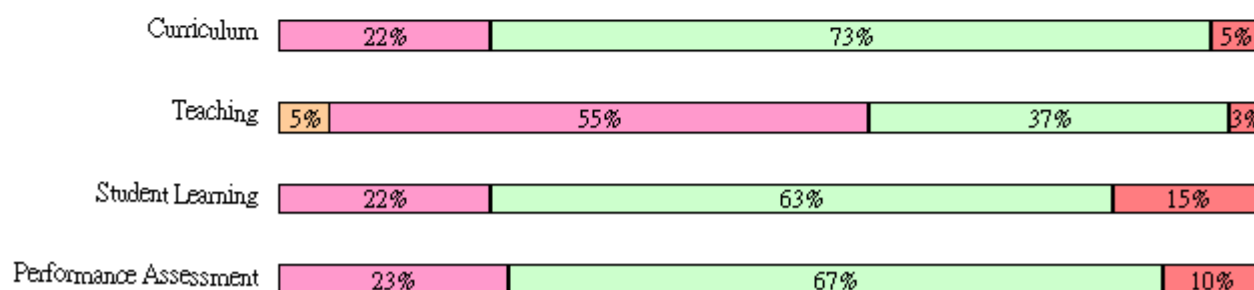


Comparison of Ratings in School Performance (By Area of Self-assessment and ESR-Primary Schools)

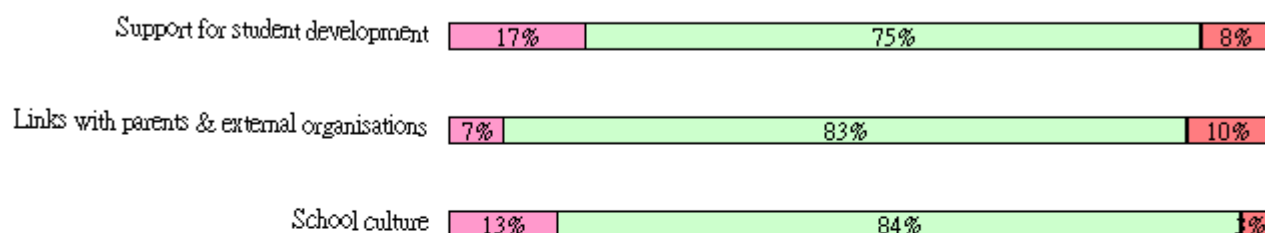
Domain 1: Management & Organisation (Primary Schools)



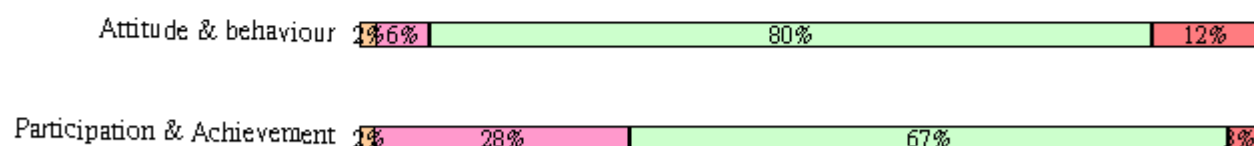
Domain 2: Learning & Teaching (Primary Schools)



Domain 3: Student Support & School Ethos (Primary Schools)

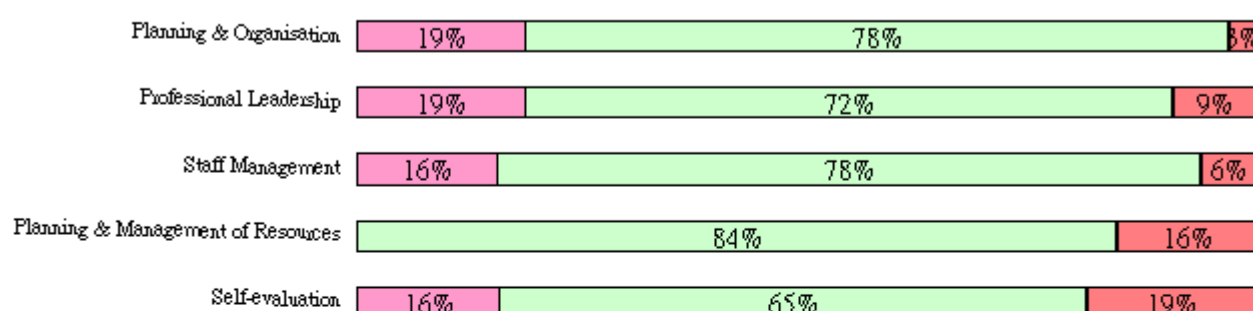


Domain 4: Student Performance (Primary Schools)

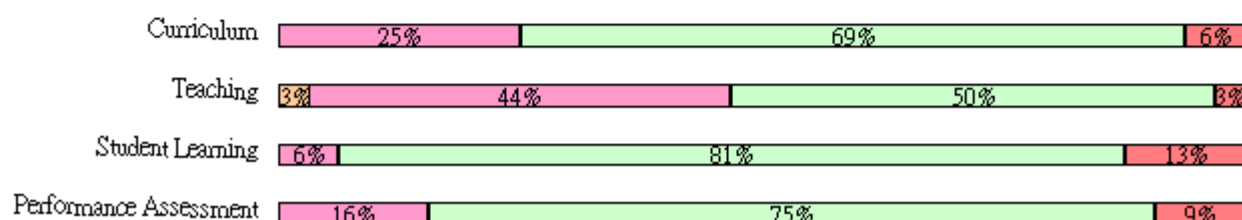


Comparison of Ratings in School Performance (By Area of Self-assessment and ESR-Secondary Schools)

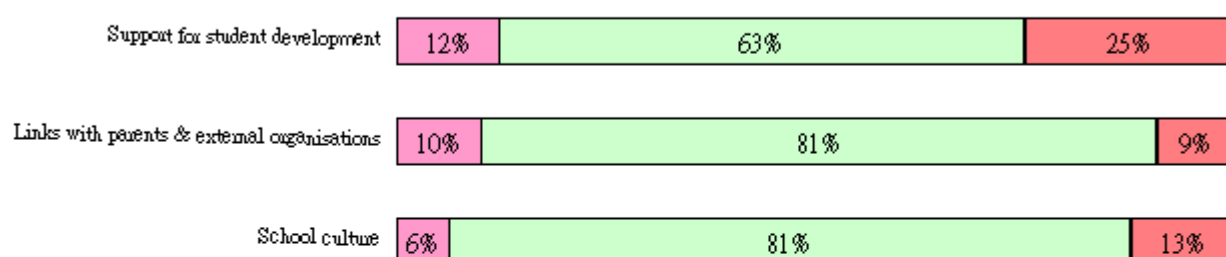
Domain 1: Management & Organisation (Secondary Schools)



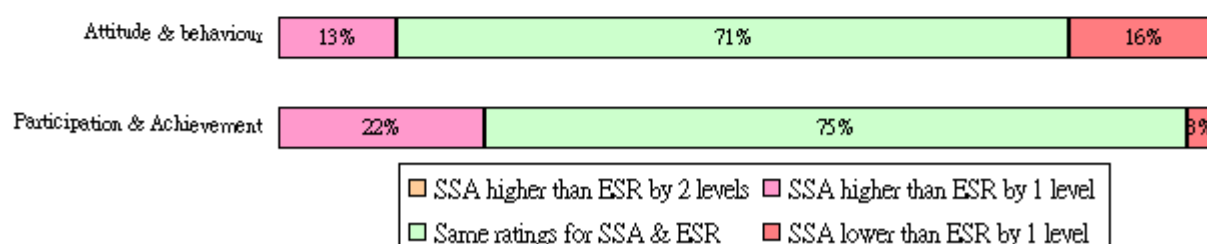
Domain 2: Learning & Teaching (Secondary Schools)



Domain 3: Student Support & School Ethos (Secondary Schools)



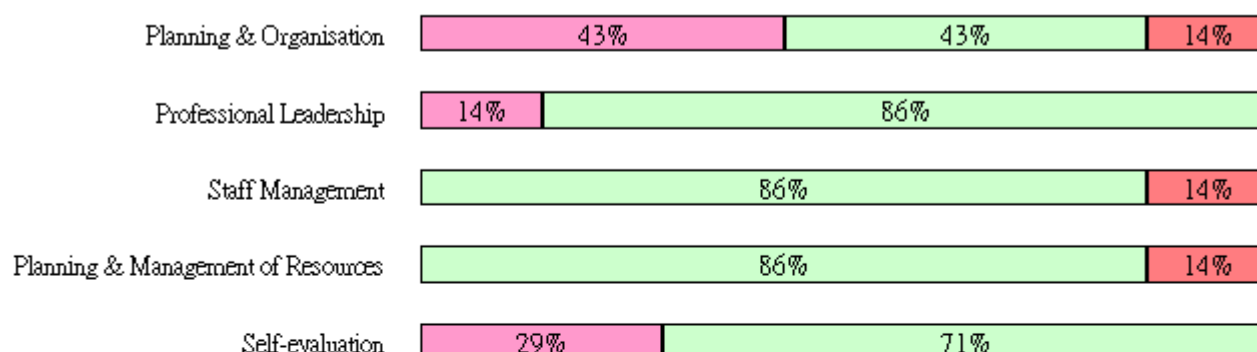
Domain 4: Student Performance (Secondary Schools)



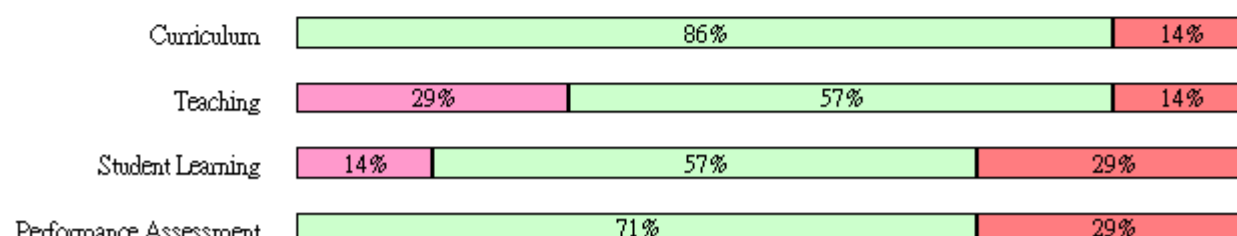
SSA higher than ESR by 2 levels SSA higher than ESR by 1 level
 Same ratings for SSA & ESR SSA lower than ESR by 1 level

Comparison of Ratings in School Performance (By Area of Self-assessment and ESR-Special Schools)

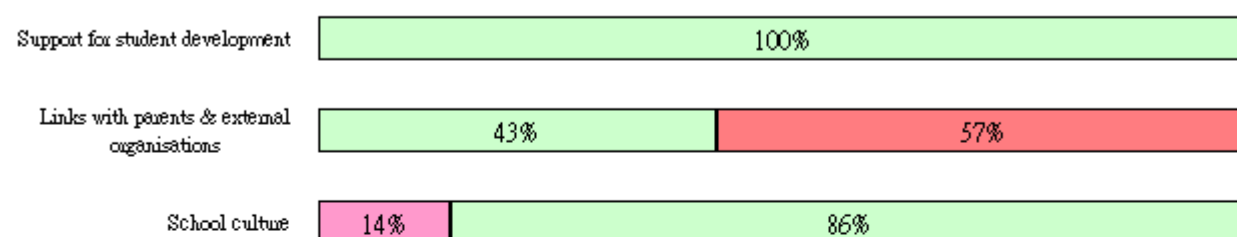
Domain 1: Management & Organisation (Special Schools)



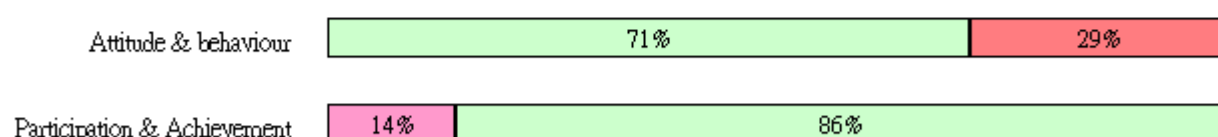
Domain 2: Learning & Teaching (Special Schools)



Domain 3: Student Support & School Ethos (Special Schools)

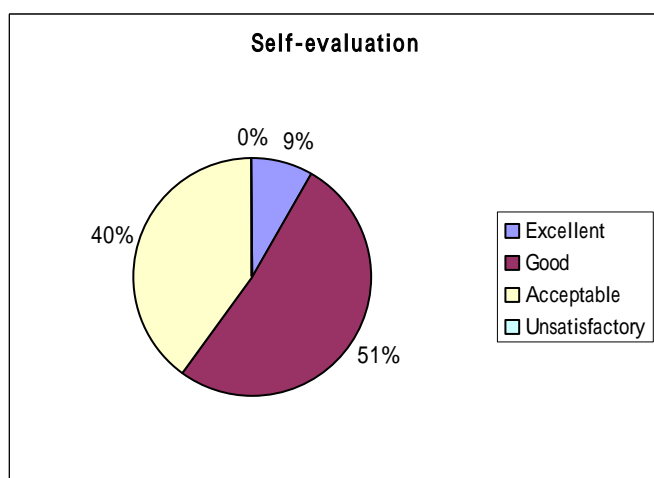
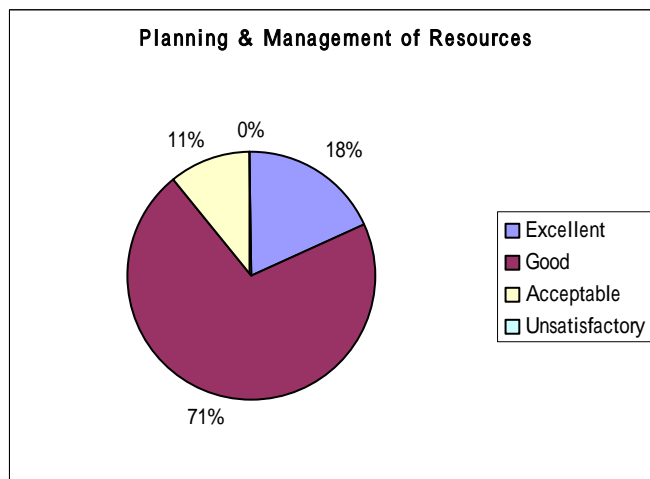
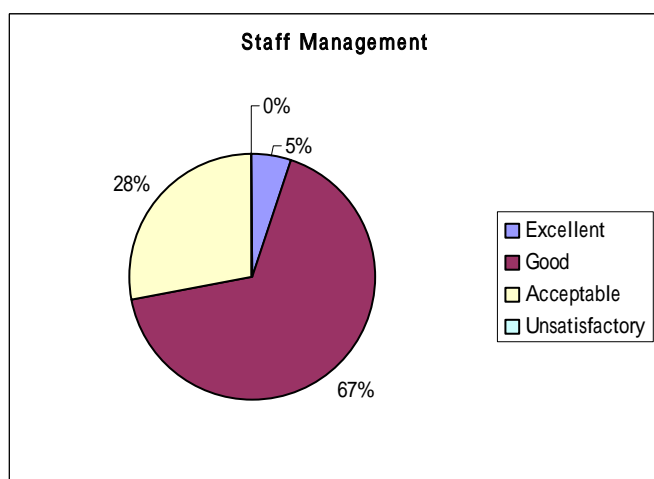
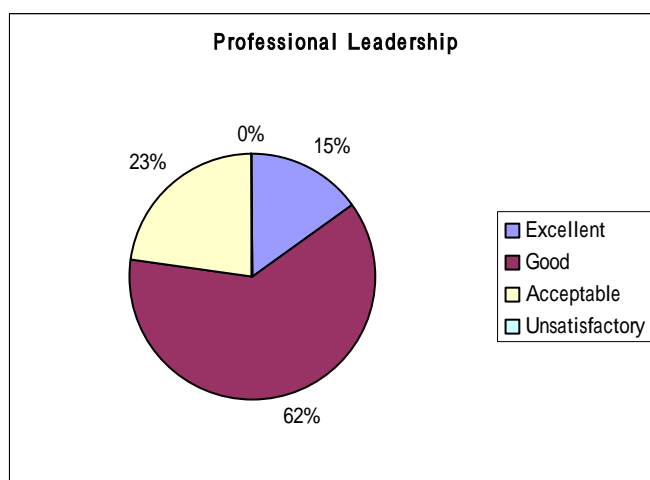
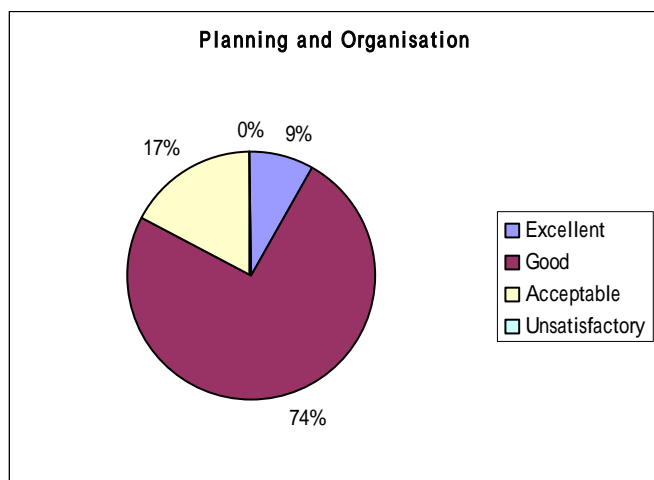


Domain 4: Student Performance (Special Schools)



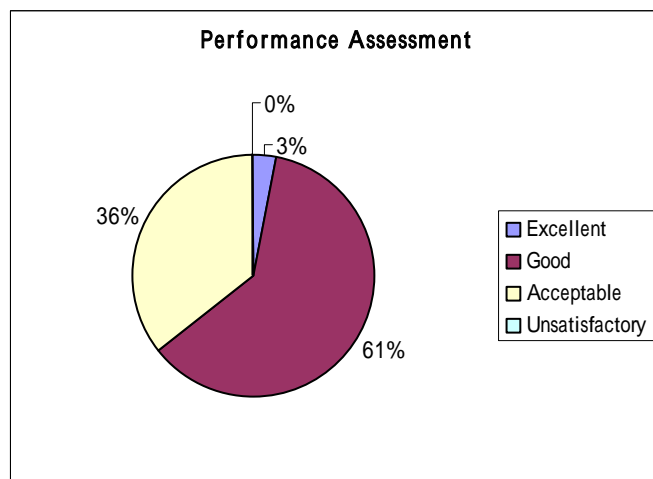
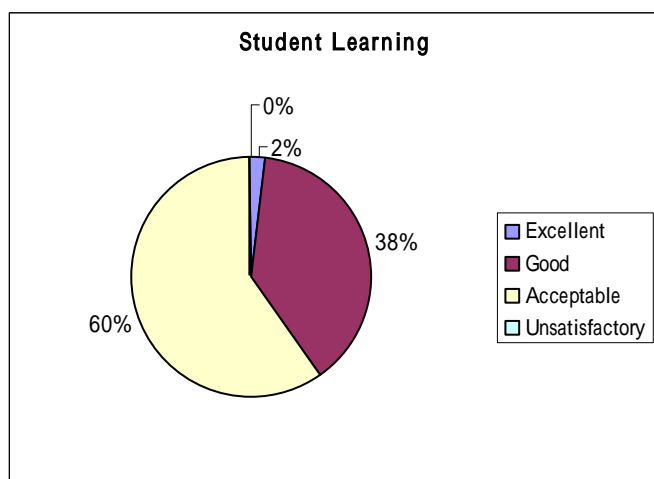
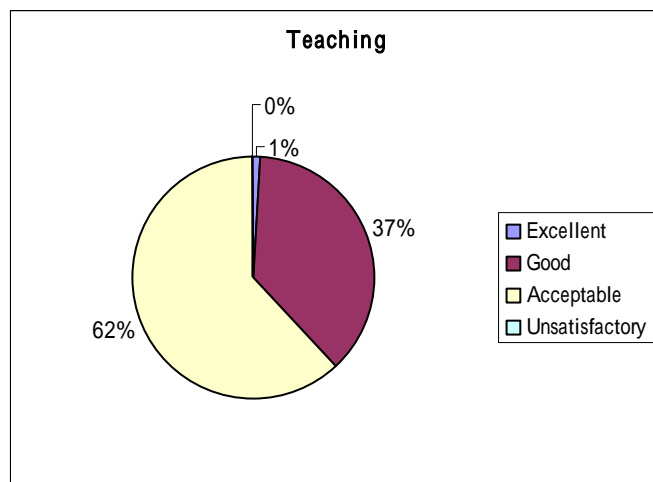
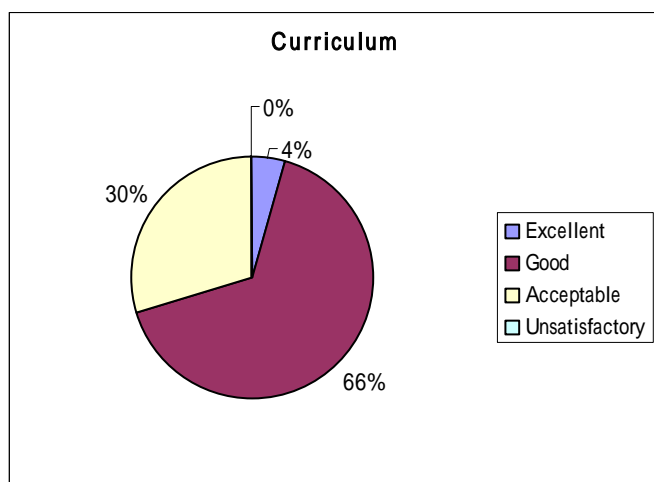
School Performance (By Area-Primary and Secondary Schools)-ESR

Domain 1 : Management & Organisation (Primary & Secondary Schools)



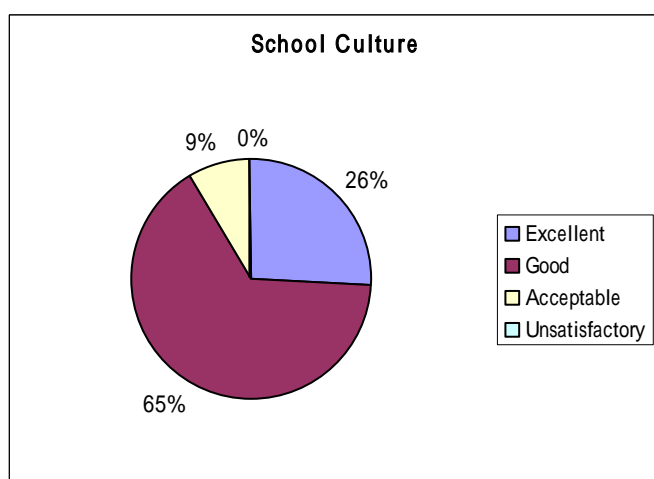
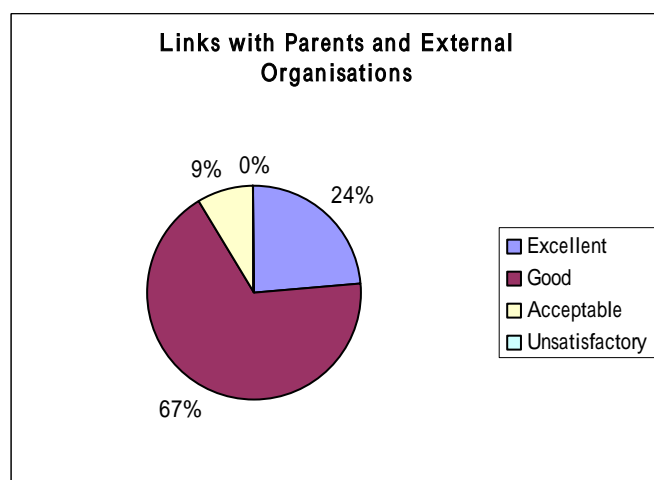
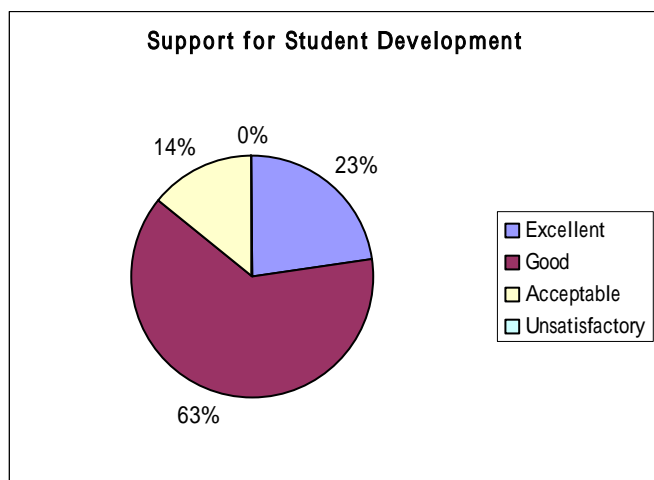
School Performance (By Area-Primary and Secondary Schools)-ESR

Domain 2 : Learning & Teaching (Primary & Secondary Schools)



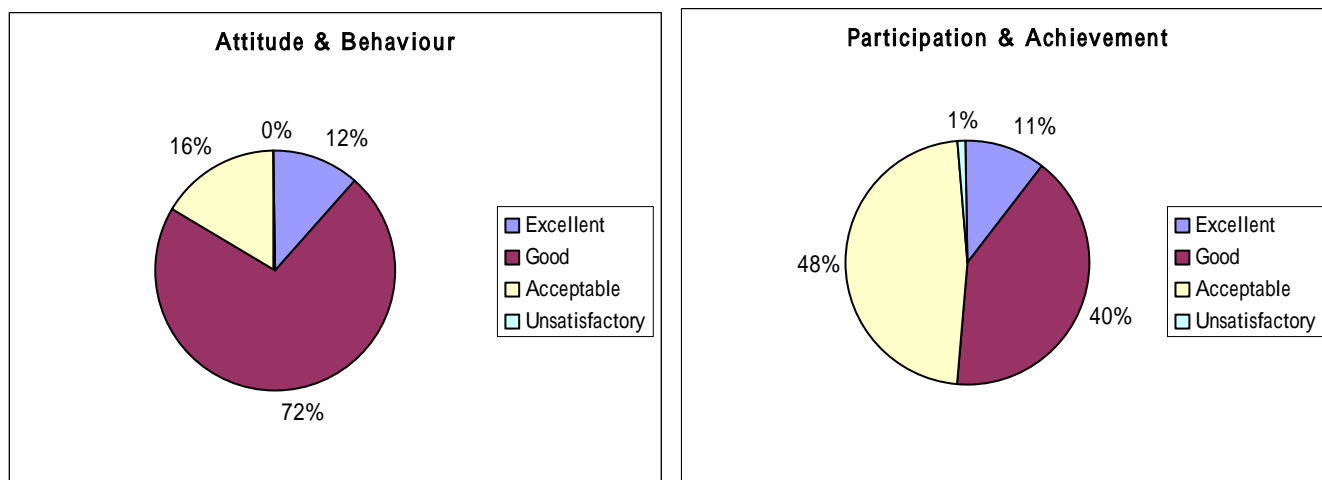
School Performance (By Area-Primary and Secondary Schools)-ESR

Domain 3 : Student Support & School Ethos (Primary & Secondary Schools)



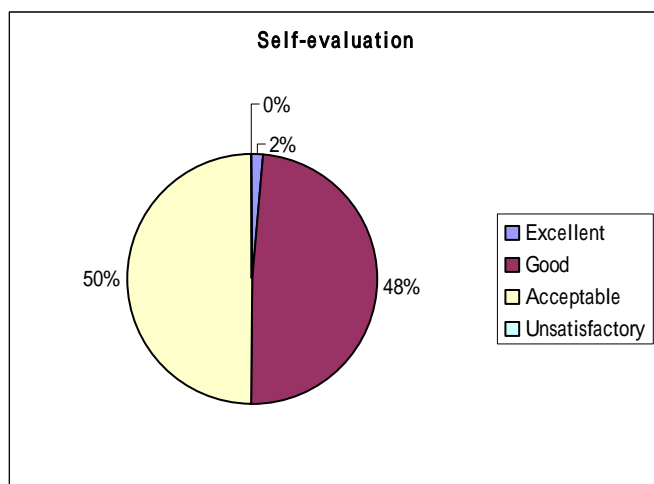
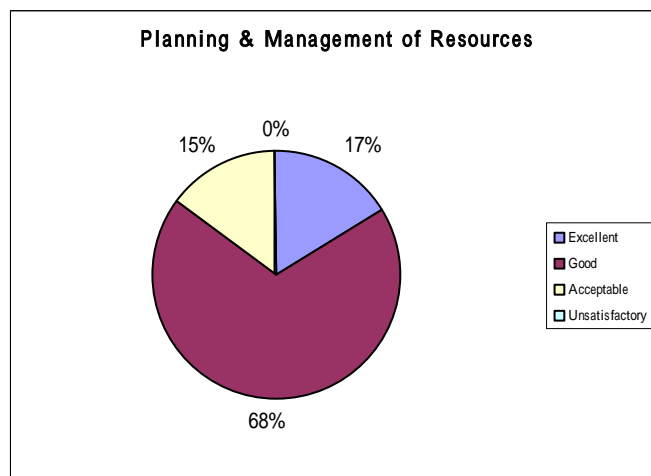
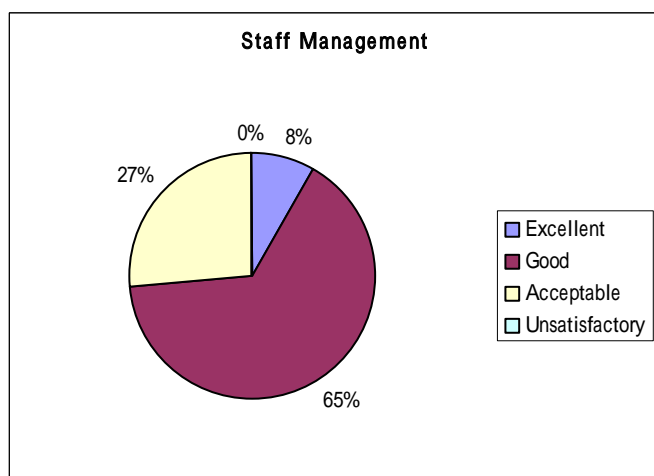
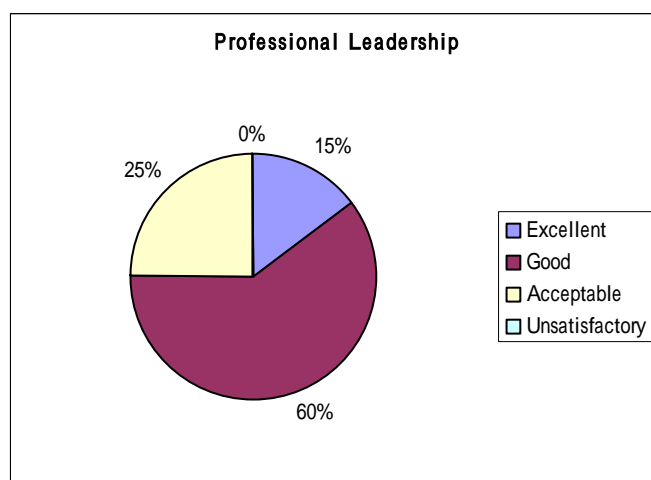
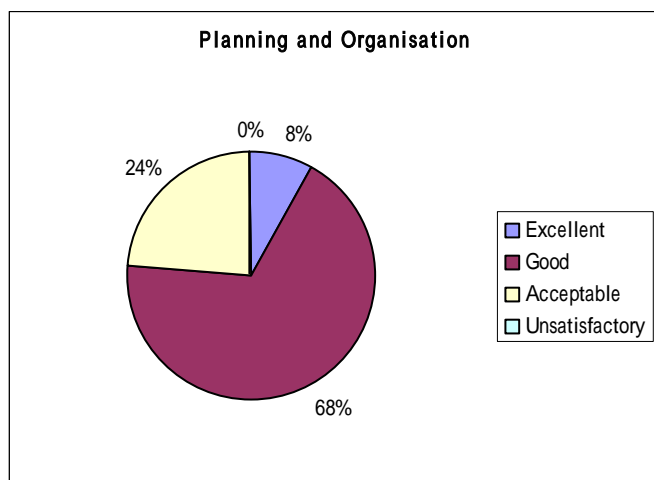
School Performance (By Area-Primary and Secondary Schools)-ESR

Domain 4 : Student Performance (Primary & Secondary Schools)



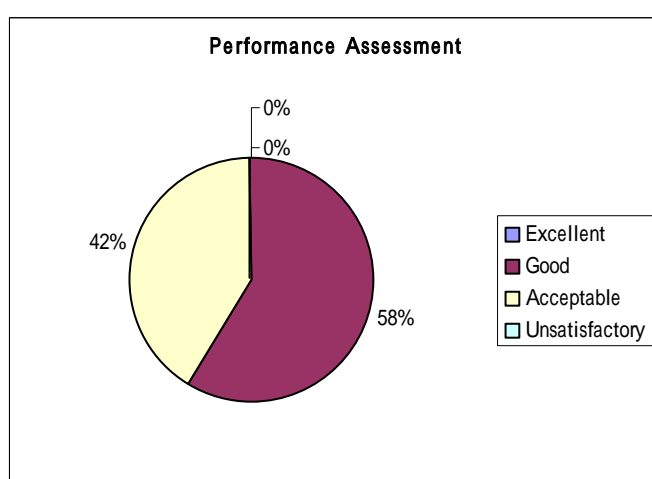
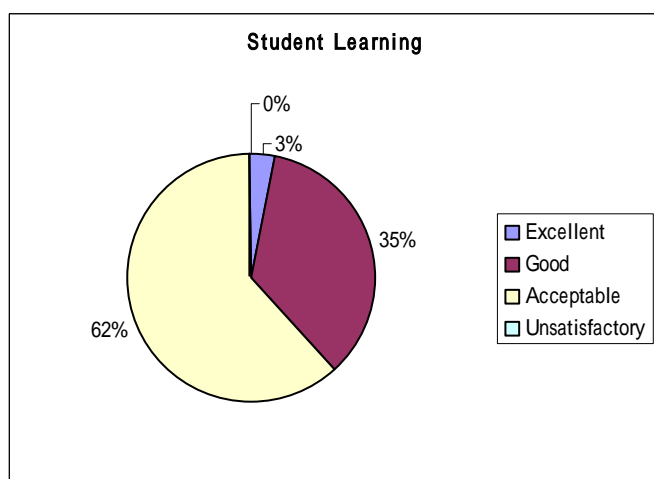
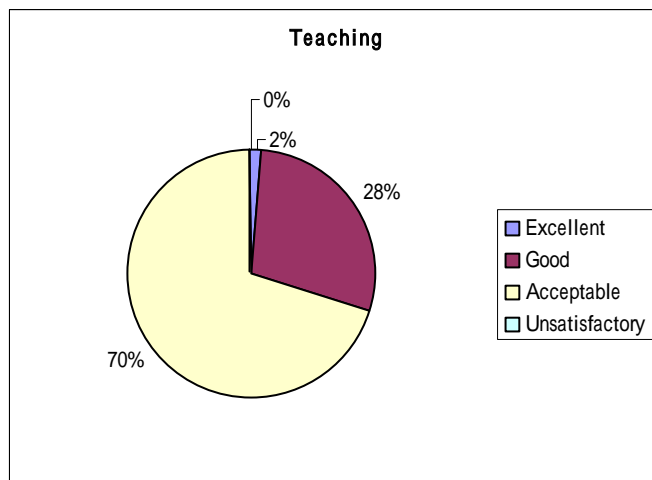
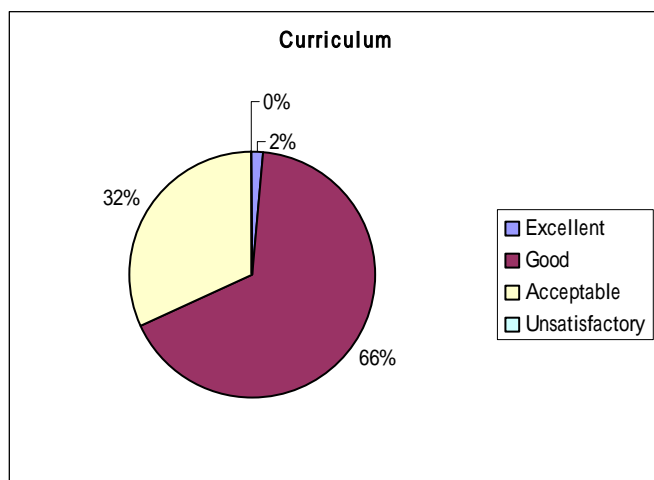
School Performance (By Area-Primary Schools)-ESR

Domain 1 : Management & Organisation (Primary Schools)



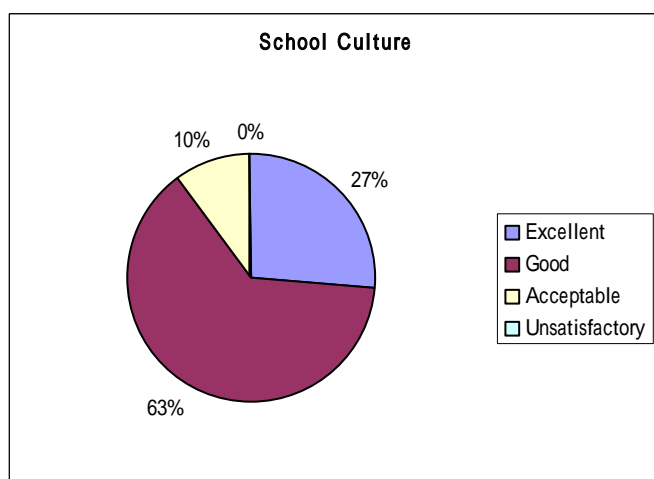
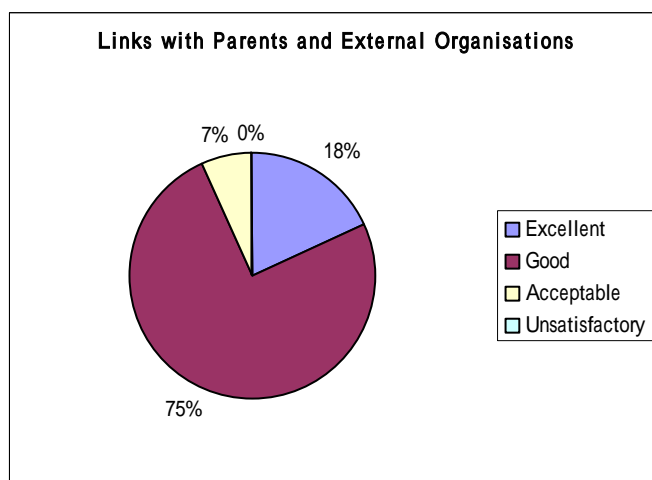
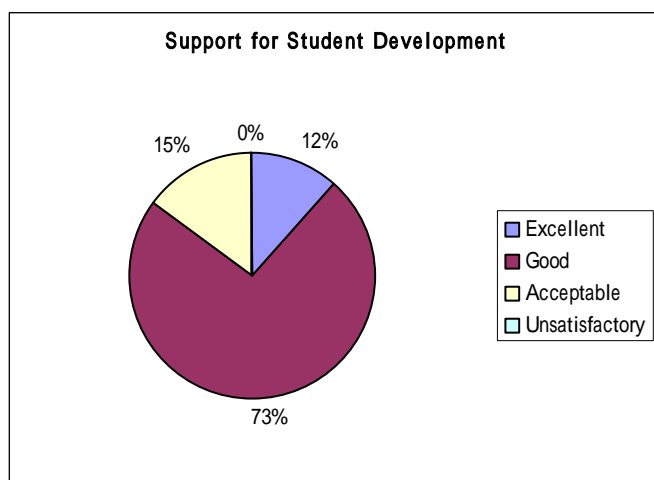
School Performance (By Area-Primary Schools)-ESR

Domain 2 : Learning & Teaching (Primary Schools)



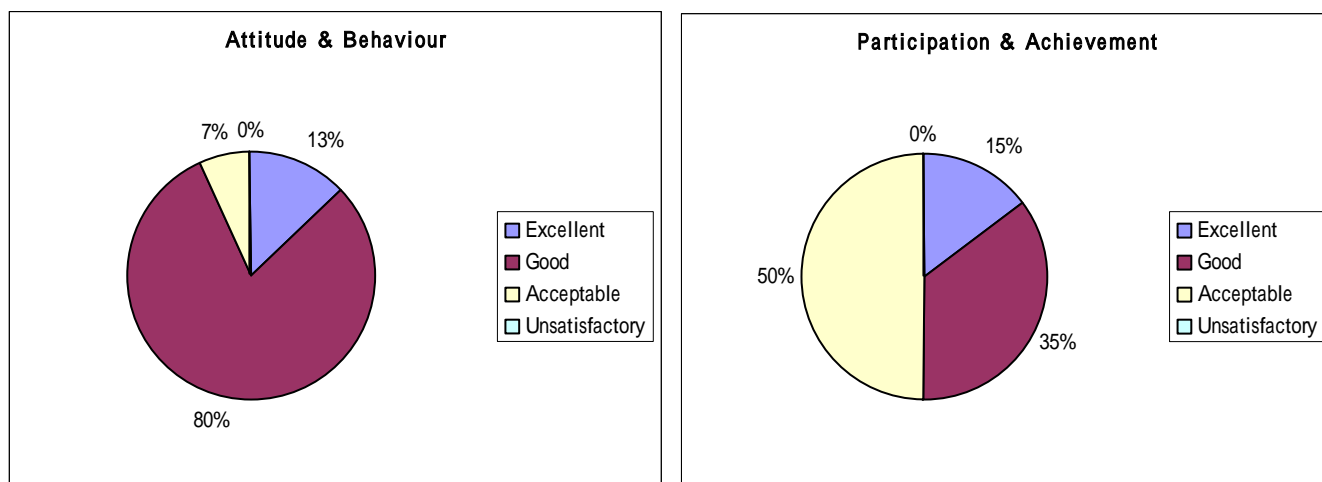
School Performance (By Area-Primary Schools)-ESR

Domain 3 : Student Support & School Ethos (Primary Schools)



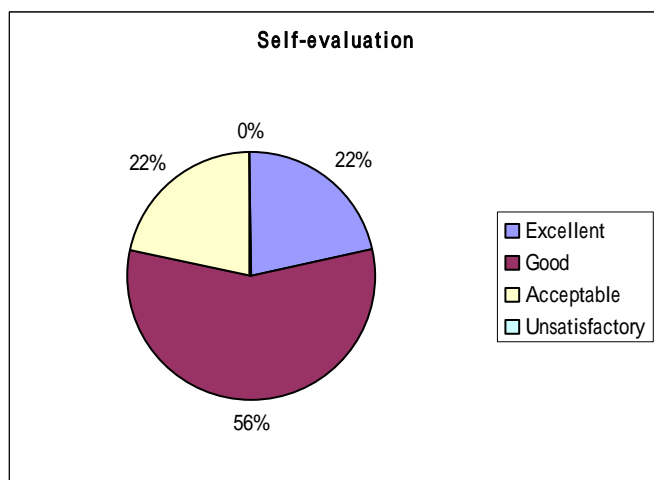
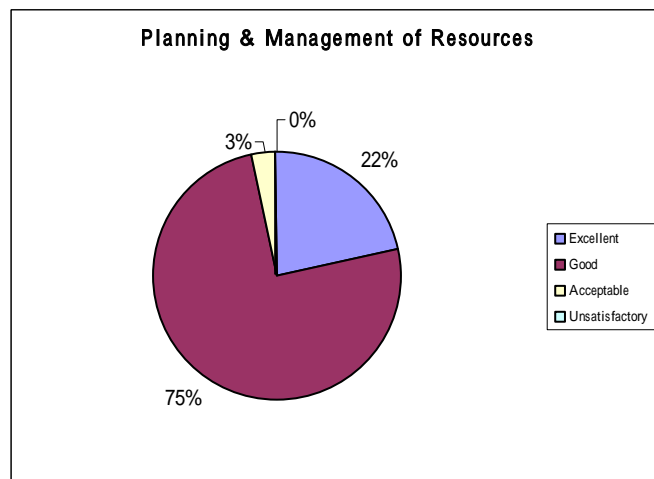
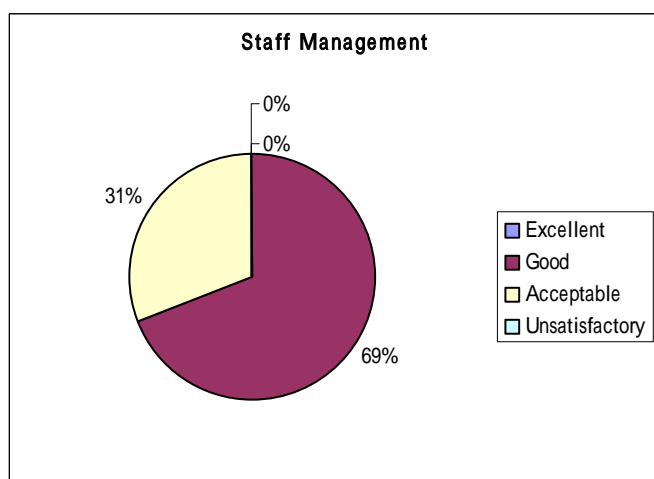
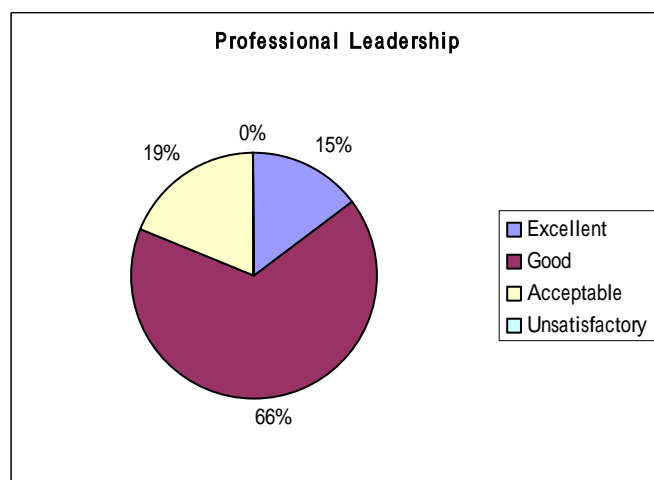
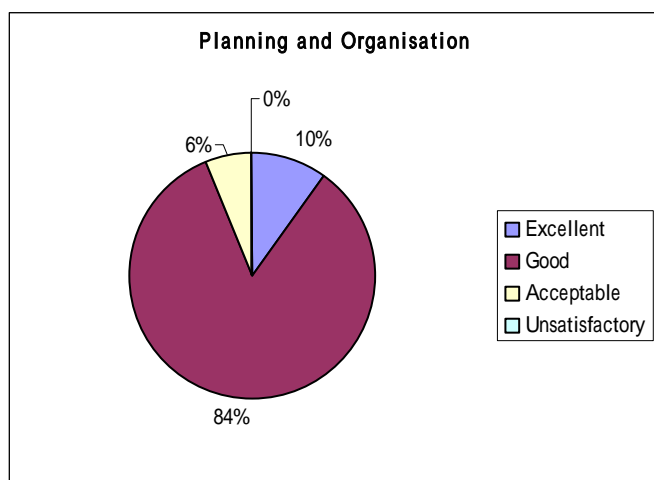
School Performance (By Area-Primary Schools)-ESR

Domain 4 : Student Performance (Primary Schools)



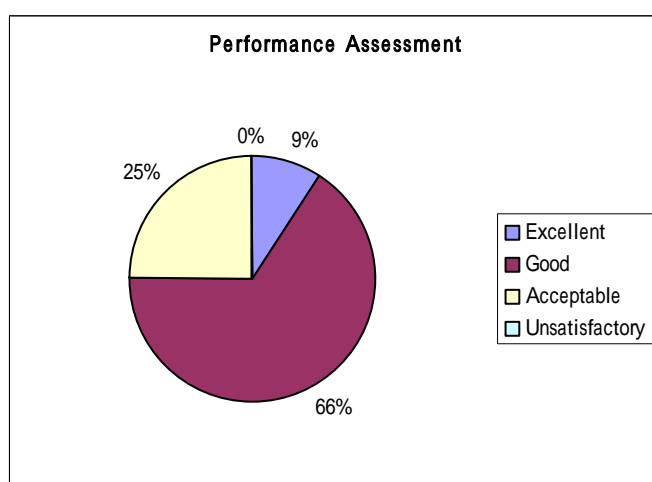
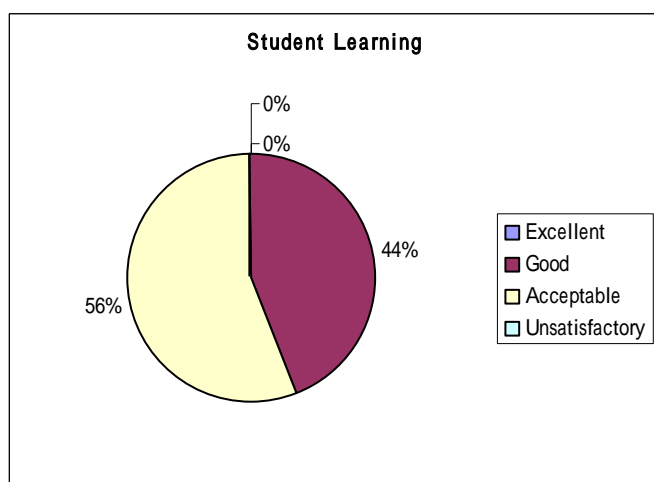
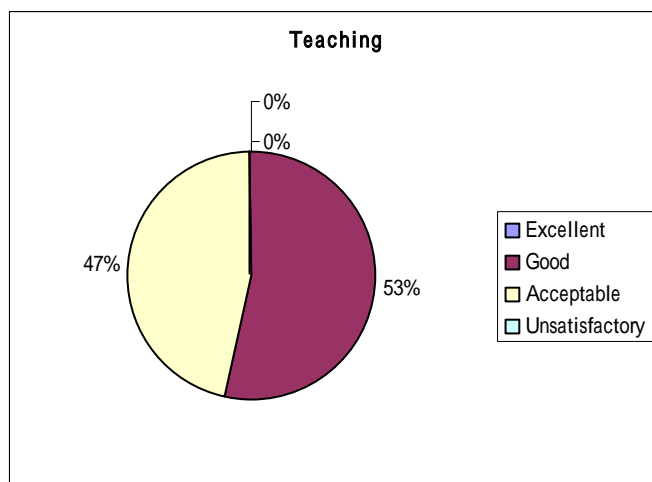
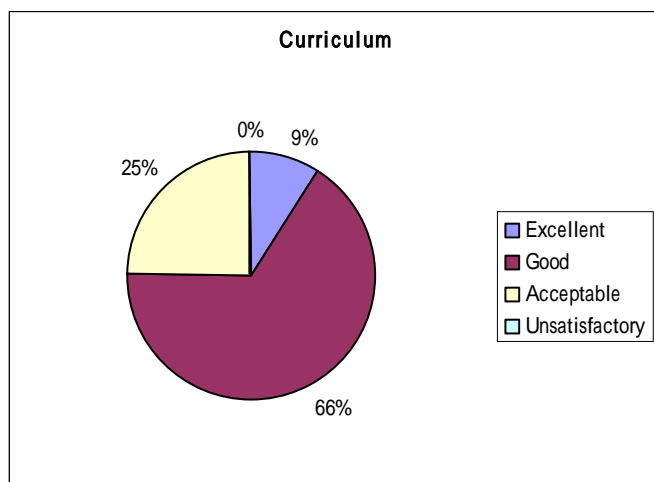
School Performance (By Area-Secondary Schools)-ESR

Domain 1 : Management & Organisation (Secondary Schools)



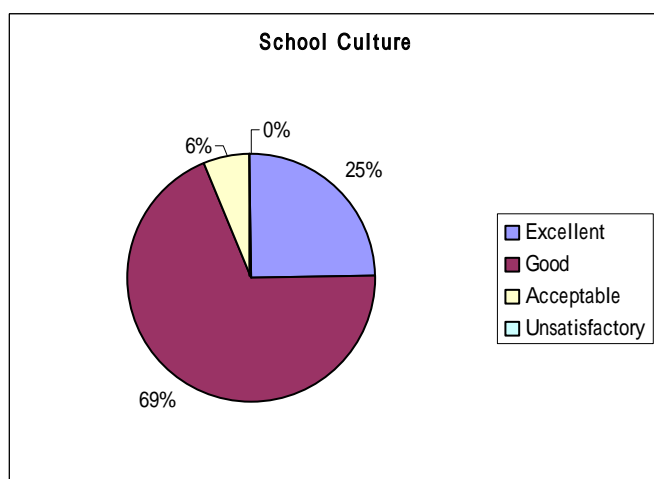
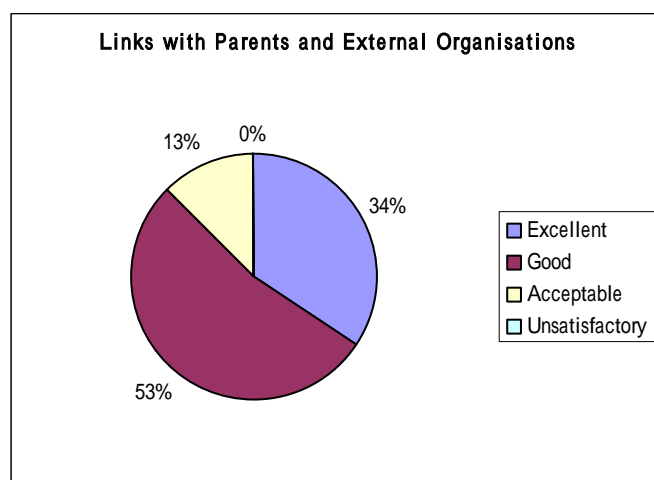
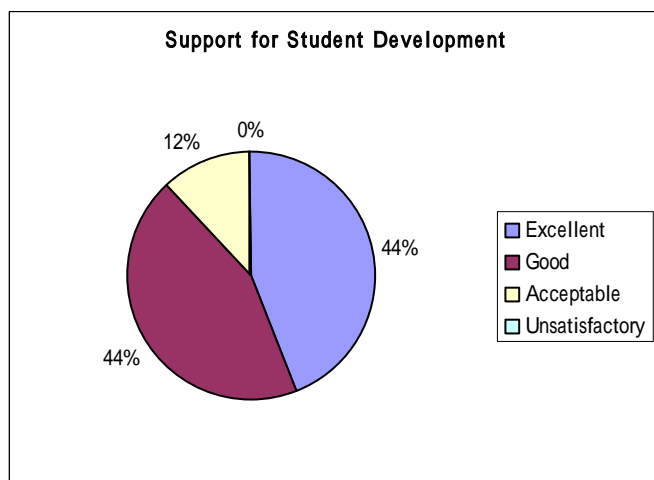
School Performance (By Area-Secondary Schools)-ESR

Domain 2 : Learning & Teaching (Secondary Schools)



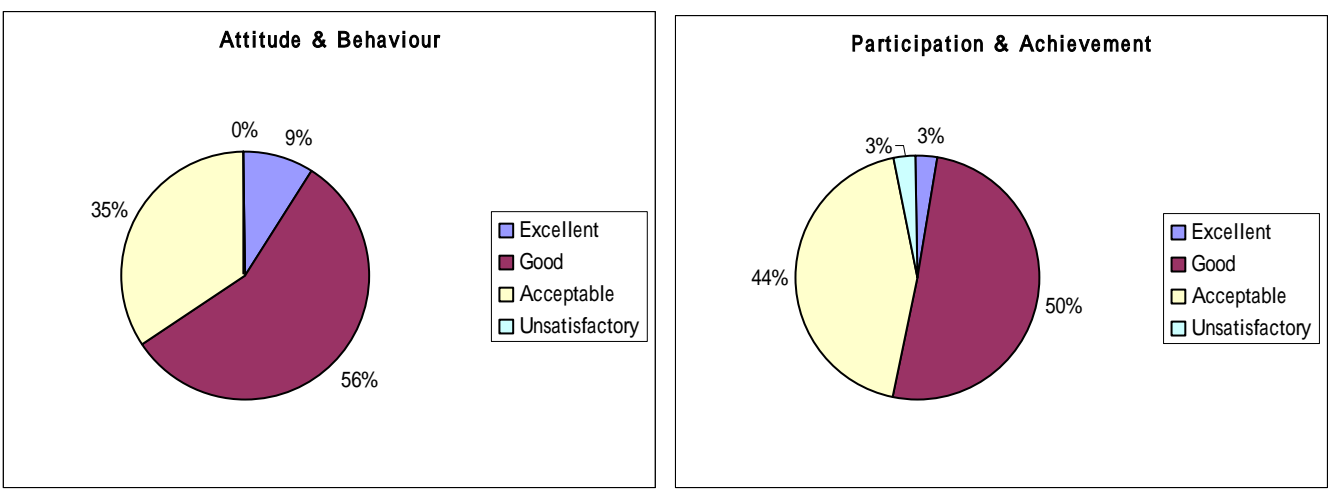
School Performance (By Area-Secondary Schools)-ESR

Domain 3 : Student Support & School Ethos (Secondary Schools)



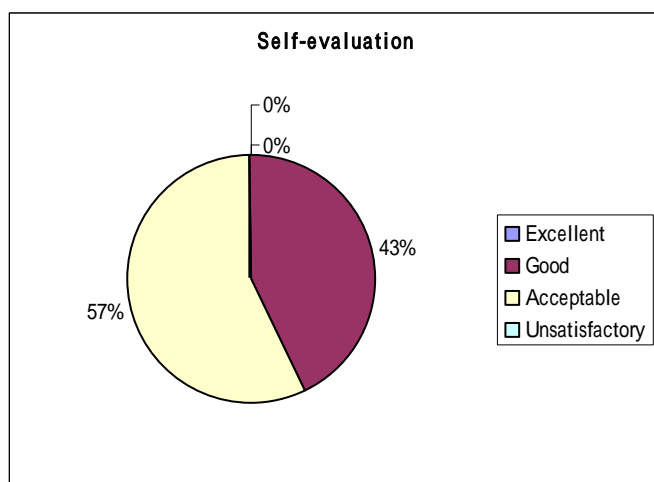
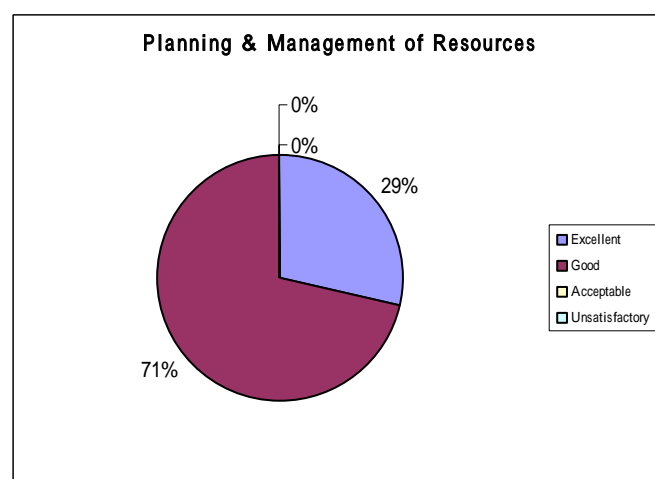
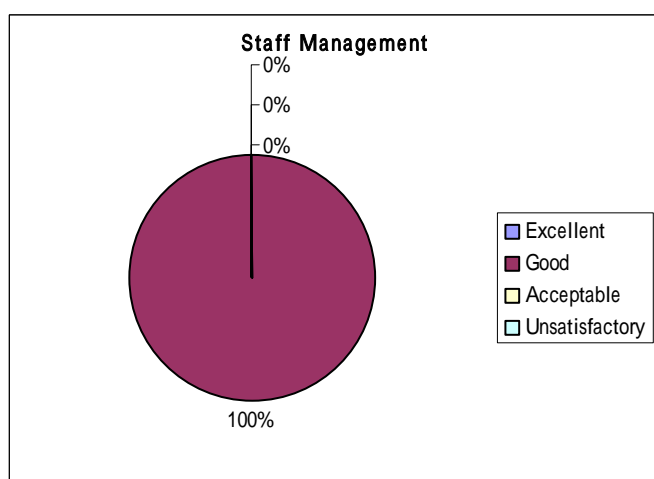
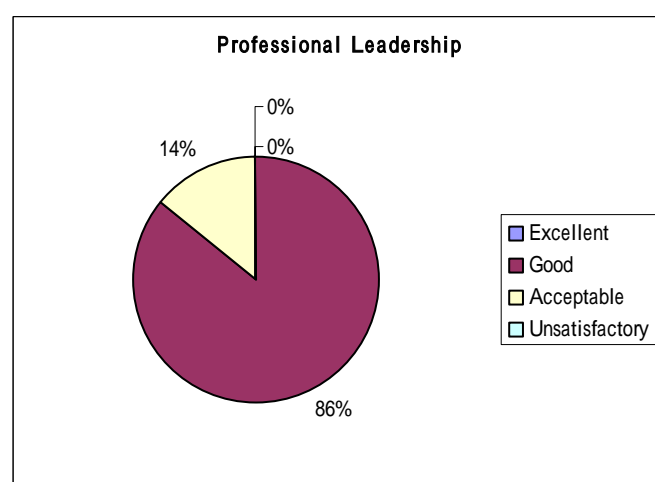
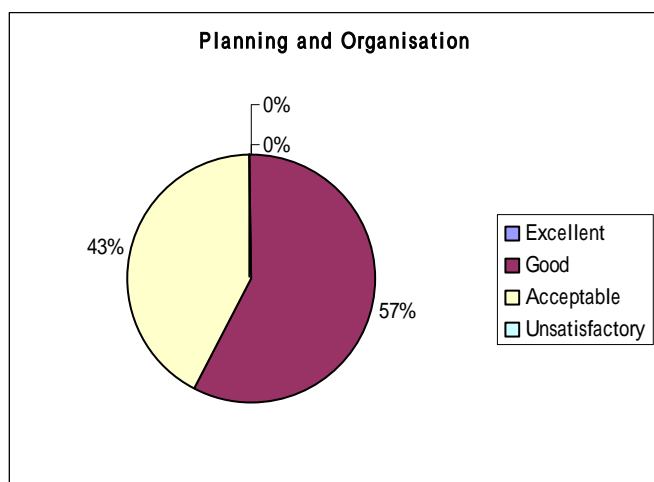
School Performance (By Area-Secondary Schools)-ESR

Domain 4 : Student Performance (Secondary Schools)



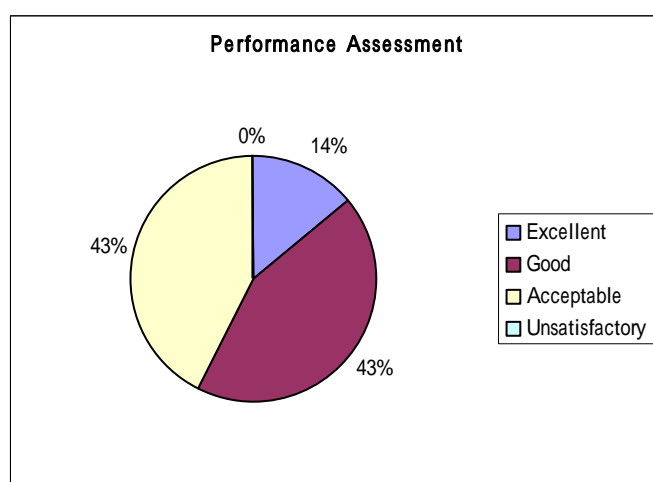
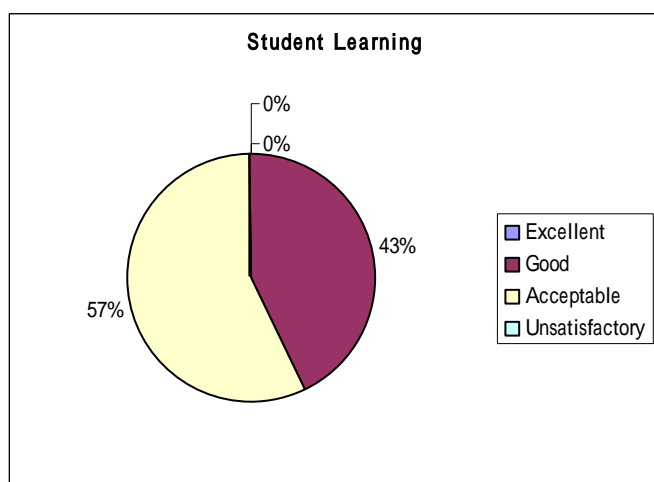
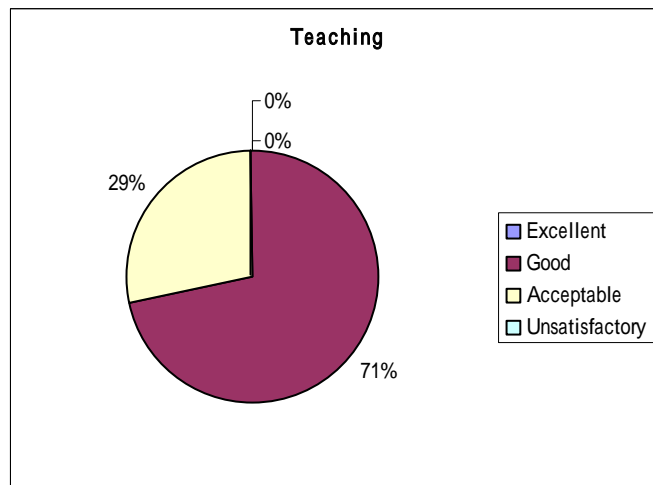
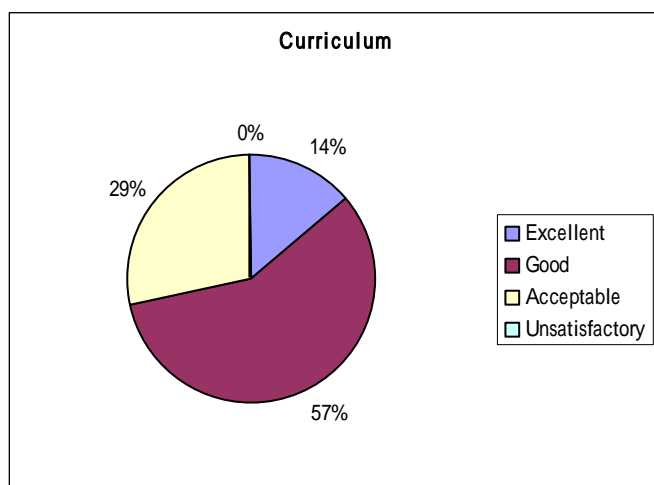
School Performance (By Area-Special Schools)-ESR

Domain 1 : Management & Organisation (Special Schools)



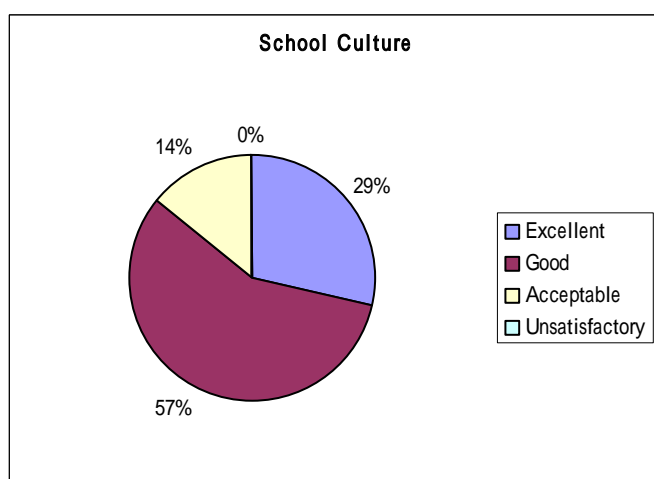
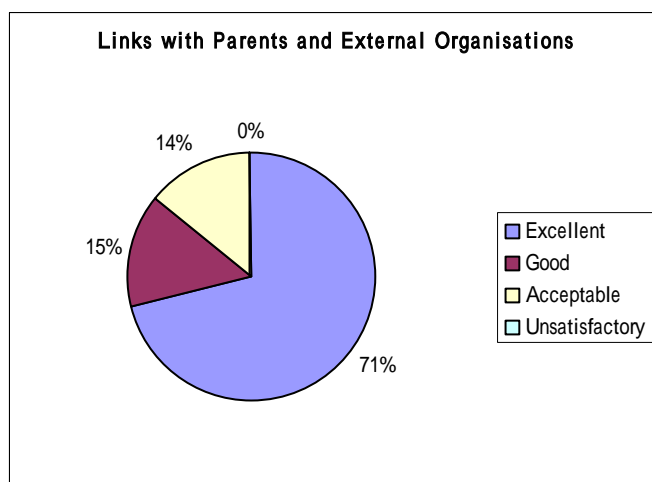
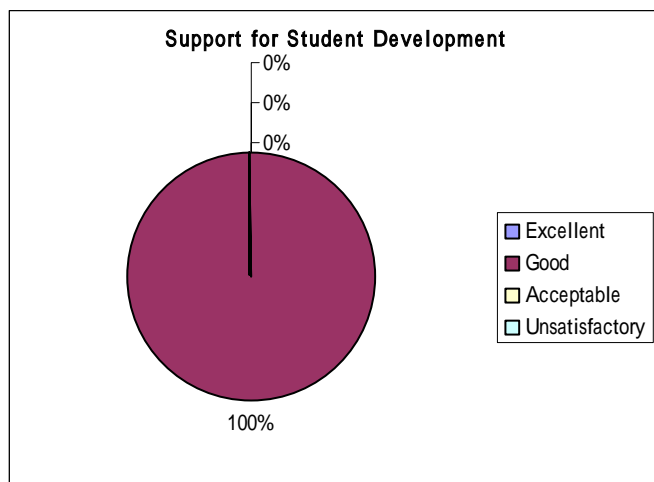
School Performance (By Area-Special Schools)-ESR

Domain 2 : Learning & Teaching (Special Schools)



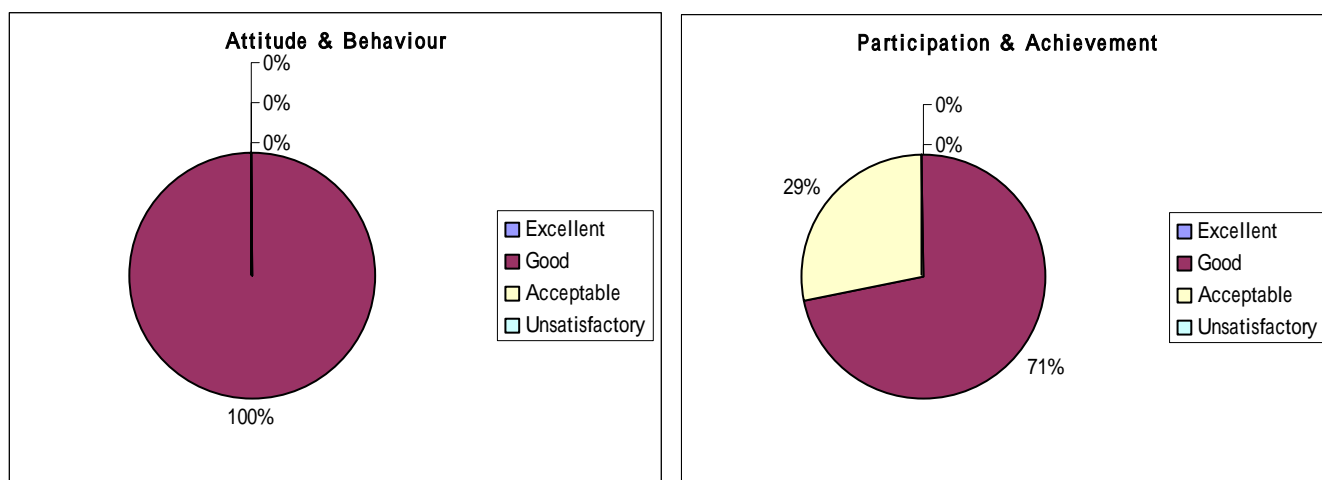
School Performance (By Area-Special Schools)-ESR

Domain 3 : Student Support & School Ethos (Special Schools)



School Performance (By Area-Special Schools)-ESR

Domain 4 : Student Performance (Special Schools)



List of schools inspected (Full inspection) 2003-04

Secondary schools

SHUE YAN SECONDARY SCHOOL	CCC KEI SAN SECONDARY SCHOOL
CARITAS SHATIN MARDEN FDN SEC SCHOOL	ISLAMIC KASIM TUET MEMORIAL COLLEGE
CSBS MRS AW BOON HAW SEC SCH	

Primary schools

SKH ST JAMES' PRIMARY SCHOOL PM	SKH KEI OI PRIMARY SCHOOL PM
ISLAMIC DHARWOOD PAU MEMORIAL PRI SCH	TIN SHUI WAI GOVERNMENT PRIMARY SCHOOL
PLK LUK HING TOO PRIMARY SCHOOL	SKH KEI OI PRIMARY SCHOOL AM
CHOW CLANSMEN ASSOCIATION SCHOOL	ALDRICH BAY GOVERNMENT PRI SCH
HO SHUN PRI SCH (SPSD BY SIK SIK YUEN)	

Special schools

EVAN CHINA FELLOWSHIP HOLY WORD SCH

List of schools inspected (ESR) 2003-04

Secondary schools

TSUNG TSIN COLLEGE	JOCKEY CLUB GOVERNMENT SEC SCH
CNEC LAU WING SANG SECONDARY SCH	CARITAS YL CHAN CHUN HA SEC SCH
KOWLOON SAM YUK SECONDARY SCHOOL	TIN SHUI WAI METHODIST COLLEGE
NTHYK SOUTHERN DISTRICT SECONDARY SCHOOL	TRUE LIGHT MIDDLE SCHOOL OF HONG KONG
SHA TIN METHODIST COLLEGE	TWGH CY MA MEMORIAL COLLEGE
HKTA THE YUEN YUEN INT NO.2 SEC SCH	KO LUI SECONDARY SCHOOL
HO FUNG COLL (SPONSORED BY SIK SIK YUEN)	METHODIST CHURCH HK WESLEY COLLEGE
FUKIEN SECONDARY SCHOOL	HEUNG TO MIDDLE SCHOOL (TIN SHUI WAI)
SACRED HEART CANOSSIAN COLLEGE	SKH TANG SHIU KIN SECONDARY SCHOOL
CCC YENCHING COLLEGE	YCH LIM POR YEN SECONDARY SCHOOL
RAIMONDI COLLEGE	SAM YUK MIDDLE SCHOOL
FANLING KAU YAN COLLEGE	PLK 1983 BOARD OF DIRECTORS' COLLEGE
SAI KUNG SUNG TSUN CATHOLIC SEC SCHOOL	CUHKFAA CHAN CHUN HA SECONDARY SCHOOL
CHAN SHU KUI MEMORIAL SCHOOL	WA YING COLLEGE
BUDDHIST MAU FUNG MEMORIAL COLLEGE	FANLING RHENISH CHURCH SECONDARY SCHOOL
IMMANUEL LUTHERAN COLLEGE	TACK CHING GIRLS' MIDDLE SCHOOL

Primary schools

S.K.H. TSING YI CHU YAN PRIMARY SCHOOL	CCC KEI WA PRIMARY SCHOOL PM
KOWLOON TONG GOVERNMENT PRI SCH	POO AI PRIMARY SCHOOL AM
SKH HO CHAK WAN PRIMARY SCHOOL	TUNG KOON SCHOOL
MA ON SHAN METHODIST PRIMARY SCHOOL	MAN KIU ASSOCIATION PRIMARY SCHOOL
PO ON COMMERCIAL ASSN WAN HO KAN PRI SCH	PLK CHONG KEE TING PRIMARY SCHOOL
SAN WUI COMMERCIAL SOCIETY SCHOOL	SIR ELLIS KADOORIE (SOOKUNPO) PRI SCH
HENNESSY ROAD GOVERNMENT PRIMARY SCH AM	TSEUNG KWAN O GOVERNMENT PRI SCHOOL
FREE METHODIST BRADBURY CHUN LEI PRI SCH PM	SALVATION ARMY LAM BUTT CHUNG MEM SCH
MENG TAK PRIMARY SCHOOL - CHAI WAN	STFA WU SIU KUI MEMORIAL PRIMARY SCHOOL AM
AM & PM	
PLK VICWOOD KT CHONG NO.2 PRIMARY SCHOOL	SKH MUNG YAN PRIMARY SCHOOL AM
AM	
LIONS CLUBS INTL HO TAK SUM PRI SCH	STEWARDS POOI YIN PRIMARY SCHOOL AM

List of schools inspected (ESR) 2003-04

Primary schools

HK & MACAU LUTHERAN CH MING TAO PRI SCH	SUN FONG CHUNG PRIMARY SCHOOL AM
HKTA CHAN LUI CHUNG TAK MEMORIAL SCHOOL	SKH MA ON SHAN HOLY SPIRIT PRIMARY SCH
CANTON ROAD GOVERNMENT PRIMARY SCHOOL	SKH KA FUK WING CHUN PRIMARY SCHOOL
TWGH LEE CHI HUNG MEM PRI SCH (CHAI WAN) AM	ST BONAVENTURE CATHOLIC PRIMARY SCHOOL
SPH RURAL COMMITTEE KUNG YIK SHE PRI SCH	PLK RIVERAIN PRIMARY SCHOOL
PENTECOSTAL GIN MAO SHENG PRIMARY SCHOOL	SKH ST JOHN'S PRIMARY SCHOOL
LOK WAH CATHOLIC PRIMARY SCHOOL	SNC CHEUNG CHUK SHAN MEMORIAL SCHOOL
HKFEW WONG CHO BAU SCHOOL	SKH YAN LAAP PRIMARY SCHOOL
FREE METHODIST BRADBURY CHUN LEI PRI SCH	PUI KIU PRIMARY SCHOOL
AM	
HONG KONG BAPTIST CONVENTION PRIMARY	CUMBERLAND PRESBY CHURCH YAO DAO PRI SCH
SCH AM	
EMMANUEL PRIMARY SCHOOL, KOWLOON	ST PETER'S CATHOLIC PRIMARY SCHOOL PM
AM & PM	
CHRISTIAN ALLIANCE S Y YEH MEM PRI SCH	TSUEN WAN GOVERNMENT PRIMARY SCHOOL
SKH YUEN CHEN MAUN CHEN PRIMARY SCHOOL	ST FRANCIS' CANOSSIAN SCHOOL AM&PM
AM	
NTW&JWA LEUNG SING TAK PRIMARY SCHOOL	TWGH LO YU CHIK PRIMARY SCHOOL
AM	
LOK SIN TONG LEUNG KAU KUI PRI SCH AM	GOOD COUNSEL CATHOLIC PRIMARY SCHOOL
ALLIANCE PRIMARY SCHOOL, TAI HANG TUNG	HK WEAVING MILLS ASSOCIATION PRI SCH AM&PM
AM & PM	
SHAN TSUI PUBLIC SCHOOL	TAI PO OLD MARKET PUB SCH (PLOVER COVE)
PLK LEUNG CHOW SHUN KAM PRIMARY SCHOOL	SA SAM SHING CHUEN LAU NG YING SCHOOL
AM	
PRECIOUS BLOOD PRI SCH (SOUTH HORIZONS)	TIN SHUI WAI METHODIST PRIMARY SCHOOL

Special schools

MARY ROSE SCHOOL	HONG KONG SCHOOL FOR THE DEAF
RCHK ISLAND WEST HONG CHI MORNINGHOPE SC	PLK MR & MRS CHAN PAK KEUNG TSING YI SCH
PRINCESS ALEXANDRA RC RESIDENTIAL SCH	HK RED CROSS SCHOOL HOSPITALS
	(HEADQUARTER)
EBENEZER TRAINING CENTRE	

List of schools inspected (Catering for Learner Differences) 2003-04

Secondary Schools

SKH ALL SAINTS' MIDDLE SCHOOL	TWGH WONG FUNG LING COLLEGE
CCC FONG YUN WAH SECONDARY SCHOOL	SHI HUI WEN SECONDARY SCHOOL
LOK SIN TONG LEUNG CHIK WAI MEMORIAL SCH	CMA CHOI CHEUNG KOK SECONDARY SCHOOL
MFBM CHAN LUI CHUNG TAK MEMORIAL COLLEGE	HOLY CARPENTER SECONDARY SCHOOL
MKMCF MA CHAN DUEN HEY MEM COLLEGE	TWGH CHEN ZAO MEN COLLEGE
PUI CHING MIDDLE SCHOOL	SHAU KEI WAN EAST GOVERNMENT SEC SCH
CCC KEI CHI SECONDARY SCHOOL	CHIU CHOW ASSOCIATION SECONDARY SCHOOL
NG YUK SECONDARY SCHOOL	HK TEACHERS' ASSN LEE HENG KWEI SEC SCH
PLK YAO LING SUN COLLEGE	YAN CHAI HOSPITAL LAW CHAN CHOR SI COLL
CARITAS CHONG YUET MING SEC SCH	BUDD HUI YUAN COLL (SPSD BY HKBSA)
CHRIST COLLEGE	SUNG LAN MIDDLE SCHOOL

Primary Schools

LING TO CATHOLIC PRIMARY SCHOOL AM	ELCHK KWAI SHING LUTHERAN PRI SCH
LING TO CATHOLIC PRIMARY SCHOOL PM	SKH YUEN CHEN MAUN CHEN PRIMARY SCHOOL PM
CCC FONG YUN WAH PRIMARY SCHOOL AM	YCH LAW CHAN CHOR SI PRIMARY SCHOOL PM
CCC FONG YUN WAH PRIMARY SCHOOL PM	PLK WONG WING SHU PRIMARY SCHOOL
NTW&JWA LEUNG SING TAK PRIMARY SCHOOL PM	SKH CHU YAN PRIMARY SCHOOL
NTW&JWA LEUNG SING TAK PRI SCH (TKO)	QES OLD STUDENTS' ASSOCIATION PRI SCH
TUN YU SCHOOL	CHIU YANG PRIMARY SCHOOL OF HONG KONG PM
CCC KEI CHUN PRIMARY SCHOOL	TSING YI TRADE ASSOCIATION PRI SCH
CCC HEEP WOH PRIMARY SCHOOL PM	BAPTIST RAINBOW PRIMARY SCHOOL AM
YAUMATI CATHOLIC PRIMARY SCHOOL	SACRED HEART OF MARY CATHOLIC PRI SCH PM
POK OI HOSPITAL CHAN KWOK WAI PRI SCH	

List of schools inspected (Curriculum Reform—4 Key Tasks) 2003-04

Secondary Schools

TAI PO GOVERNMENT SECONDARY SCHOOL	CCC CHUEN YUEN COLLEGE
LOK SIN TONG YOUNG KO HSIAO LIN SEC SCH	ST TERESA SECONDARY SCHOOL
SAN WUI COMMERCIAL SOCIETY SEC SCH	TAK YAN SCHOOL
ST FRANCIS OF ASSISI'S COLLEGE	BAPTIST LUI MING CHOI SECONDARY SCHOOL
TANG KING PO SCHOOL	ST PAUL'S SCHOOL (LAM TIN)
SHEK LEI CATHOLIC SECONDARY SCHOOL	WONG SHIU CHI SECONDARY SCHOOL
LAI KING CATHOLIC SECONDARY SCHOOL	STFA SEAWARD WOO COLLEGE
CONCORDIA LUTHERAN SCHOOL	LIU PO SHAN MEMORIAL COLLEGE
SIR ELLIS KADOORIE SEC SCH (SHATIN)	HOMANTIN GOVERNMENT SECONDARY SCHOOL

Primary Schools

SKH YAT SAU PRIMARY SCHOOL	MARY OF PROVIDENCE PRIMARY SCHOOL
BISHOP PASCHANG CATHOLIC SCHOOL	BUDD LAM BING YIM MEM SCH (SPSD BY HKBA)
HENNESSY ROAD GOVERNMENT PRIMARY SCH PM	CARMEL ALISON LAM PRIMARY SCHOOL
CCC CHUEN YUEN FIRST PRI SCHOOL AM & PM	C & M ALLIANCE CHUI CHAK LAM MEM SCHOOL
ASBURY METHODIST PRIMARY SCHOOL	TIN SHUI WAI CATHOLIC PRIMARY SCHOOL
LAM TIN METHODIST PRIMARY SCHOOL	CCC KEI FAAT PRIMARY SCHOOL AM & PM
PLK LEUNG CHOW SHUN KAM PRIMARY SCHOOL PM	CANOSSA PRIMARY SCHOOL
SHARON LUTHERAN SCHOOL PM	CANOSSA PRIMARY SCHOOL (SAN PO KONG)
TSUEN WAN PUBLIC SCHOOL	HUNG HOM GOVERNMENT PRIMARY SCHOOL
STFA WU MIEN TUEN PRIMARY SCHOOL	TWGH LEO TUNG-HAI LEE PRIMARY SCHOOL
APLEICHAU ST PETER'S CATHOLIC PRI SCH AM	

List of schools inspected (Staff Development and Appraisal) 2003-04

Secondary Schools

STFA LEUNG KAU KUI COLLEGE	SKH LUI MING CHOI SECONDARY SCHOOL
HKRSS TAI PO SECONDARY SCHOOL	SPHRC KUNG YIK SHE SECONDARY SCHOOL
LEUNG SHEK CHEE COLLEGE	HA KWAI CHUNG GOVERNMENT SEC SCH
HK & KLN KFWA SUN FONG CHUNG COLLEGE	CMA SECONDARY SCHOOL
HK & KLN CHIU CHOW PUB ASSN SEC SCHOOL	KOWLOON TRUE LIGHT MIDDLE SCHOOL

Primary Schools

LA SALLE PRIMARY SCHOOL	CCC BUT SAN PRIMARY SCHOOL AM&PM
CHRISTIAN ALLIANCE HC CHAN PRI SCH AM	ST PATRICK'S CATH PRI SCH (P K VILL RD)
CHRISTIAN ALLIANCE HC CHAN PRI SCH PM	STFA HO YAT TUNG PRIMARY SCHOOL PM
SAI KUNG CENTRAL LEE SIU YAM MEM SCH	ENDEAVR LEUNG LEE SAU YU MEM PRI SCH PM
ST MATTHEW'S LUTHERAN SCH (SAU MAU PING)	MARYKNOLL FATHERS' SCHOOL AM&PM
PUI TAK CANOSSIAN PRIMARY SCHOOL AM&PM	PAK TIN CATHOLIC PRIMARY SCHOOL AM

List of schools inspected 2003-04 (Chinese Language, English Language & Mathematics Education)

Secondary Schools

Chinese Language Education

CARMEL PAK U SECONDARY SCHOOL

DIOCESAN GIRLS' SCHOOL

KWUN TONG MARYKNOLL COLLEGE

CHING CHUNG HAU PO WOON SEC SCH

LOCK TAO SECONDARY SCHOOL

SHENG KUNG HUI ST BENEDICT'S SCHOOL

English Language Education

CONFUCIUS HALL MIDDLE SCHOOL

CARMEL HOLY WORD SECONDARY SCHOOL

LOK SIN TONG YU KAN HING SCHOOL

LUNG CHEUNG GOVERNMENT SECONDARY SCHOOL

CARITAS ST PAUL SECONDARY SCHOOL

FUKIEN SECONDARY SCHOOL (SIU SAI WAN)

PO CHIU CATHOLIC SECONDARY SCHOOL

MUNSANG COLLEGE (HONG KONG ISLAND)

COTTON SPINNERS ASSOCIATION SEC SCHOOL

HONG KONG SAM YUK SECONDARY SCHOOL

MAN KIU COLLEGE

CARITAS ST JOSEPH SEC SCH

FUNG KAI NO.2 SECONDARY SCHOOL

BUDDHIST YIP KEI NAM MEMORIAL COLLEGE

TWGH SC GAW MEMORIAL COLLEGE

TAI PO SAM YUK SECONDARY SCHOOL

PUI YING SECONDARY SCHOOL

HKSYP&IA CHAN NAM CHONG MEMORIAL
COLL

CCC ROTARY SECONDARY SCHOOL

HKMA K S LO COLLEGE

SALESIANS OF DB NG SIU MUI TECH SCH

KA CHI SECONDARY SCHOOL

HELEN LIANG MEMORIAL SEC SCH (SHATIN)

HO NGAI COLL (SPONSORED BY SIK SIK YUEN)

LIONS COLLEGE

METHODIST LEE WAI LEE COLLEGE

ST BONAVENTURE COLLEGE & HIGH SCHOOL

ST MARGARET'S COLLEGE

SKH LI PING SECONDARY SCHOOL

TWGH YOW KAM YUEN COLLEGE

TSANG PIK SHAN SECONDARY SCHOOL

LUI MING CHOI LUTHERAN COLLEGE

CCC TAM LEE LAI FUN MEMORIAL SEC SCH

STFA CHENG YU TUNG SECONDARY SCHOOL

BUDDHIST KOK KWONG SECONDARY SCHOOL

COGNITIO COLLEGE (HONG KONG)

DE LA SALLE SECONDARY SCHOOL N T

PLK 1984 COLLEGE

NAM WAH CATHOLIC SECONDARY SCHOOL

BUDDHIST FAT HO MEMORIAL COLLEGE

MU KUANG ENGLISH SCHOOL

CCC KEI HEEP SECONDARY SCHOOL

AD&FDPOH LEUNG SING TAK COLLEGE

FUNG KAI NO.1 SECONDARY SCHOOL

KIANGSU-CHEKIANG COLLEGE (KWAI CHUNG)

CARITAS CHAI WAN MARDEN FDN SEC SCH

List of schools inspected 2003-04 (Chinese Language, English Language & Mathematics Education)

Mathematics Education

CHEUNG CHAU GOVERNMENT SECONDARY SCHOOL	HOLY TRINITY COLLEGE
TWGH MRS FUNG WONG FUNG TING COLLEGE	HONG KONG CHINESE WOMEN'S CLUB COLLEGE
HOTUNG SECONDARY SCHOOL	YWCA HIOE TJO YOENG COLLEGE

Primary Schools

Chinese Language Education

NORTH POINT GOVERNMENT PRIMARY SCHOOL PM	BISHOP WALSH PRIMARY SCHOOL PM
KING'S COLL OLD BOYS' ASSN PRI SCH	PLK GRANDMONT PRIMARY SCHOOL
MARYMOUNT PRIMARY SCHOOL	APLEICHAU ST PETER'S CATHOLIC PRI SCH PM

English Language Education

HOLY FAMILY CANOSSIAN SCH (KLN TONG)	KING'S COLL OLD BOYS' ASSN PRI SCH NO. 2
GCEPSA WHAMPOA PRIMARY SCHOOL	ST MARY'S CANOSSIAN SCHOOL
CCC KEI WAN PRIMARY SCHOOL (ALDRICH BAY)	MA ON SHAN ST JOSEPH'S PRIMARY SCHOOL
HO LAP PRI SCH (SPSD BY SIK SIK YUEN)	

Mathematics Education

LOK SIN TONG CHAN CHO CHAK PRI SCH	YUEN LONG CHAMBER OF COMMERCE PRI SCH AM & PM
SHEK LEI CATHOLIC PRIMARY SCHOOL AM	FDBWA CHOW CHIN YAU SCHOOL PM

Statistical Analysis of Post-inspection Questionnaires on Full inspection

School Type	Number of Schools Inspected	Number of Questionnaires Issued	Number of Questionnaires Returned	Response Rate (%)
Primary	9	353	283	80.17
Secondary	5	295	134	45.42
Special	1	28	22	78.57
Overall Response Rate :				64.94

		Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	No opinion/ not applicable (%)	Void (%)
1	I am clear about the procedure of the QA inspection.	16.1	78.4	3.9	0	1.4	0.2
2	I am clear about the scope covered by the performance indicators.	9.6	76.1	9.3	0.2	4.8	0
3	The amount of documents and information requested by the QA inspection team is appropriate.	8.4	74.3	6.6	1.1	8.9	0.7
4a	The preparatory visit has increased my understanding of the QA inspection.	13.9	75.2	5.2	0.2	5.5	0
4b	The preparatory visit has helped dispel my worries about the QA inspection.	6.2	48.1	30.5	3.9	11.3	0
5	Inspectors observed an appropriate number of the various types of school activity.	6.4	74	9.1	0.7	8.7	1.1
6	The frequency of meetings and interviews held by inspectors with me was appropriate.	8.2	73.1	11.2	1.4	5	1.1
7	Inspectors chose an adequate sample of student' assignments for scrutiny	7.1	73.1	8	0.9	9.8	1.1
8	The QA inspection did not affect much my daily teaching duties.	2.5	41.2	39.4	10.3	5.2	1.4
9	The QA inspection can identify my school's strengths.	7.3	69.9	12.1	0.9	8.7	1.1
10	I agree with the key issues for action identified in the inspection report.	5.7	67.3	11.8	0.2	13.9	1.1

Statistical Analysis of Post-inspection Questionnaires on Full inspection

		Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	No opinion/ not applicable (%)	Void (%)
11	There is adequate time for the school to prepare its written response to the draft inspection report.	3	51.6	15.5	2.7	25.1	2.1
12	The entire QA inspection processes were open and transparent.	6.8	65.6	11.9	1.8	12.8	1.1
13a	The questionnaires issued by the Education Department to teachers were appropriately designed.	3.6	72.3	8	0.2	14.8	1.1
13b	The questionnaires issued by the Education Department to teachers could effectively collect teachers' views about the school.	3.4	61.7	13.7	2.3	17.8	1.1
14	Inspectors' attitudes were sincere and friendly.	13	67.2	10.5	1.1	8	0.2
15	Inspectors were professional in their work.	10.9	58.8	10.7	2.1	17.3	0.2
16	Inspectors could objectively listen to views expressed by school staff in interviews.	6.2	60.1	15.5	2.3	14.5	1.4
17	I had adequate opportunities to express and exchange views with inspectors.	7.7	60.6	19.5	1.4	10.3	0.5
18	Lay member can play a part in making QA inspection processes more transparent.	4.1	56.9	13.2	0.9	24.2	0.7
19	QA inspections should involve lay members.	10.5	53.1	14.7	3	18.2	0.5
20	The QA inspection did not exert much pressure on me.	2.3	26.2	50.5	15.3	5.2	0.5
21	The scope covered by the performance indicators was adequate.	2.3	54	15.3	1.8	25.2	1.4
22a	I think that the QA inspection can point out our school's strengths and key issues for action.	6.4	74.9	9.7	1.1	7.7	0.2
22b	I think that the QA inspection can facilitate our school's formulation of its future goals and plans.	8.7	71.7	9.6	1.1	8.4	0.5
23	I am satisfied with the operation of the QA inspection.	4.6	60.4	10	1.8	22.7	0.5

Statistical Analysis of Post-ESR Questionnaires on ESR

School Type		Number of Schools Inspected	Number of Questionnaires Issued	Number of Questionnaires Returned		Response Rate (%)		
Primary		60	2346	2043		87.08		
Secondary		32	1660	1313		79.10		
Special		7	425	280		65.88		
Overall Response Rate :						82.06		
			Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	No opinion/ not applicable (%)	Void (%)
1	I am clear about the objective of the ESR.		32.1	56.9	9.1	1.7	0.1	0.1
2	I am clear about the procedure of the ESR.		32.2	55.9	9.6	2	0.2	0.1
3	I am clear about the scope covered by the ESR.		26.8	56.8	13.1	2.8	0.2	0.3
4	The coverage in the performance indicators is adequate.		16.7	54.5	21.8	5	0.7	1.3
5a	The questionnaire in the stakeholders survey , in general, were clearly written.		19.2	60.1	16.5	3.1	0.5	0.6
5b	The questionnaire in the stakeholders survey , in general, could effectively collect stakeholders’ views about the school.		15.3	57	21.3	4.8	0.9	0.7
6	The information provided by the Key Performance Measures (KPM) facilitates school self-evaluation.		15.3	60.1	19	4.2	0.7	0.7
7	I had adequate opportunity to take part in the write up of the self-assessment report.		27.6	50.8	15.7	4.4	1.2	0.3
8	The amount of documents and information requested by the ESR team is appropriate.		16.1	53.5	21.9	6.3	1.6	0.6
9	My school was well prepared for ESR.		33.5	50.3	12.2	3	0.5	0.5
10a	I think that the pre-ESR visit has increased my understanding of the ESR.		18.9	58.2	18.1	4.1	0.5	0.2
10b	I think that the pre-ESR visit has helped dispel my worries about the ESR.		10.7	42.8	32.9	11	2.3	0.3
11	The number and variety of activities observed by the ESR team was appropriate.		12.7	47.8	24.8	10.8	3.7	0.2
12	The external reviewers were professional in their work.		16.8	52.6	22.6	6.2	1.5	0.3

Statistical Analysis of Post-ESR Questionnaires on ESR

		Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	No opinion/ not applicable (%)	Void (%)
13	The attitudes of the external reviewers were sincere and friendly.	23.1	52.3	18.4	4.5	1.1	0.6
14	Participation of front-line educators as member of the ESR team enabled the school's performance to be assessed from different perspectives.	19.8	57.4	18	3.8	0.5	0.5
15	The external reviewers could objectively listen to the views expressed by school staff in interviews/meetings. (to be completed by school personnel who had participated in interviews/meetings with the ESR team)	9.2	32.9	11.8	3.7	1	3.6
16	Preliminary findings of the ESR team were clearly conveyed to the school personnel through the Oral Feedback session. (to be completed by school personnel who had participated in Oral Feedback session)	9.9	27.2	7.8	2.1	0.5	4.6
17a	I think that the ESR has given an informed judgement on the effectiveness of our self-evaluation processes.	11	53.5	25.9	7.6	1.5	0.5
17b	I think that the ESR has made an accurate evaluation of the standard of school's performance.	9.8	48.2	28.9	9.9	2.8	0.4
17c	I think that the ESR has helped my school devise future goals and development plans.	15.9	58	20.2	4.2	1.3	0.4
18	The ESR has identified my school's strength.	20	56.9	17.4	4.1	0.9	0.7
19	I agree with the recommendations made in the ESR report.	12.4	54	26.4	5.2	1.2	0.8
20	There was adequate time for the school to prepare its written response to the draft ESR report.	10.6	51.3	29.9	5.6	0.9	1.7
21	Adequate discussion was made among school personnel before finalising the school's written response to the draft ESR report.	18.1	51.3	22.5	4.2	1.8	2.1
22	The ESR did not affect much of my daily duties.	4.2	26.5	27.4	25.1	16.3	0.5
23	ESR did not exert much pressure on me.	3.4	19.8	29.3	29.9	17.2	0.4
24	The entire ESR process was open and transparent.	8.9	50.3	29.9	8.8	1.7	0.4
25	On the whole, I'm satisfied with the ESR process.	7.4	51.8	29.6	8.1	2.7	0.4

Sharing of Teaching Practices

(一) 綜合科學教學經驗分享

教師姓名：歐建興教師電郵：au_k@sinaman.com學校名稱：新亞中學學生級別：中二級課 題：空氣污染科 目：綜合科學**課堂內容：**

教學時間：35 分鐘

- * “空氣污染”是課本中《生物與空氣》一章的最後一節。所教的學生已對空氣成份中的氧、二氧化碳及貴氣體等的性質有基本認識，且對自然界生物進行的光合作用及呼吸作用的氣體交換也有初步瞭解。
- * 本課節的授課內容首先用提問方式誘發學生對“污染”危害的警覺，讓在周圍的生活環境中，辨認各種污染源；更須特別強調空氣污染的嚴重性，以指出各種危害健康的元素及各種社會問題。
- * 探討目標為「存在於香港的各種空氣污染源」，如工廠及汽車排放的廢氣、發電廠排放的微粒。引導學生舉出近年來政府提出的各種改善空氣污染的辦法，尤其針對主要污染源的措施。包括對公共交通工具所採取的措施，如要求的士(出租車)、輕型客貨車在限定時間內全面使用石油氣、公共巴士選用環保柴油引擎；及提倡和推廣使用大型運載客工具如地鐵、輕鐵、火車等的政策。
- * 鼓勵學生提出可解決各種污染的方法，包括科學技術、社會及經濟方面的可行措施。介紹目前在研究或開發中的各種減少空氣污染的手段及成果，如電動汽車和 氫燃料汽車等。

教學計劃：

教學目標	教學活動	學生活動	時間
認識 “污染” “空氣污染”	以‘吐痰’及‘亂丟垃圾’為題討論污染	考察課室內的‘污染’情況	5 分鐘
認識目前香港的主要空氣污染源——汽車廢氣	指出汽車廢氣排放對人的危害	*列舉在學校或家居周圍的汽車排放廢氣實例 *列舉的士及巴士的改善方法 *列舉在香港使用的各種電動機車	20 分鐘

Sharing of Teaching Practices

教學目標	教學活動	學生活動	時間
培養學生在科學上有天馬行空式的思維	提供一些無污染動力能源例子，如太陽能、風能等	*儘量舉出其他的可能方案或方法以減少空氣污染 *設想人類在很少污染的環境中的生活 *設想將來人類的交通工具	10分鐘

課後反思：

- * 引起學生學習興趣：課題要與實際生活有關；學生對枯燥的純科學及與生活無關、毫無應用實例的題目，肯定不會有興趣學習（例如：談及汽車排放的廢氣污染，最直接的受害者，學生都能舉出在馬路旁的報販及騎電單車的交通警察；因而誘發學生們對這種污染的認受感覺。在此之前，學生對於學習光合作用的原理時，便沒有相同的反應）。所以講課的內容，要儘量與實際生活拉上關係。
- * 互動的教學方式：有鑒於以往單向式教學方法的弊端，現在對教師有較高要求，如聆聽的技巧、上課時的節奏、時間的控制及教室的秩序等。特別要提到的是聆聽學生在課堂上的反應，學生往往不能完全表達自己想說的意見或說了其他不太相關的事來，教師要設法引導他們把握討論的重點。
- * 建立與學生溝通的基礎及平台：如果想以互動教學引起學生的學習興趣，首要是長期建立與學生的溝通基礎，包括注意及瞭解他們的生活內容、所用的語言和習性等。
- * 平等和正確對待學生的意見：與學生溝通，要有對話的基礎；在不違背教育的原則下，課堂上應平等對待每一位同學的發言，在日常的學校生活中，也平等對待每一學生發表的意見，表示他們有自己的權利，自然而然會培養出一種互相尊重的氣氛，繼而可以傳遞正面的信息。
- * 教師形象的建立：以前在教學上所樹立的師道權威，已不太合時宜。教師的形象，應該建立在一種自重、與時並進的態度中；自重就是對學生時時刻刻都有恰當的行為及言語；而與時並進的態度就是在專業上每天都注意新的發現、新的發明，好與同學們分享；另一方面，對於社會上新的事物、新的價值觀，即使自己不能接受，也要表示尊重。

各教育界同工如欲交流，可與有關教師聯絡。

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(二) 山泥傾瀉成因互動教學經驗

教師姓名：趙家欣教師電郵：poohpoohhk@yahoo.com學校名稱：余振強紀念中學學生級別：中二級課 題：山泥傾瀉的成因科 目：地理課堂內容學習目標

讓學生了解山泥傾瀉的成因，從而經常保持警覺；使他們知道這種災害並非事不關己，因為山泥傾瀉在香港夏季時有發生。

引言

由於這課題有不少陌生的詞彙，如應力、抗力、內聚力和摩擦力等，這些概念都是學生從未接觸過的。筆者在引入部分不介紹這些專有名詞和它們的概念，讓學生先了解山泥傾瀉的成因後，再讓他們學習這些概念，相信這樣學生會較易掌握。在構思這個課題時，筆者從學生的日常生活出發，使他們了解這是一個切身的問題。

教材土力工程處網頁：http://www.ced.gov.hk/chi/generalinfo/geo/geo_f.htm斜坡安全網頁：<http://hkss.ced.gov.hk/>

教科書：《活學地理》第二冊 牛津出版社

工作紙：地理課本 二上 雅集出版社

以下是該課的課堂計劃：

教學目標	教學 / 學生活動	時間(分鐘)
溫習及引起動機	<ul style="list-style-type: none"> ● 老師先提問上一節課堂內容作為溫習 <i>哪些人會關注斜坡災害？</i> (政府、天文台、斜坡業主、住戶和工程師) ● 再重申每個人都有機會受斜坡災害的影響，因為這是一個切身的問題 ● 老師再提問 	5

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教學目標	教學 / 學生活動	時間(分鐘)
	<p>哪些同學曾親身經歷山泥傾瀉？</p> <p>(如無，可讓學生形容電視上所見的)</p> <ul style="list-style-type: none"> ● 提問：山泥傾瀉通常在哪個季節發生？ ● 提問：是否知道學校附近有沒有危險斜坡？ ● 老師與學生一同上網尋找資料 	
認識學校附近的危險斜坡及了解山泥傾瀉的原因(地勢及雨水)	<ul style="list-style-type: none"> ● 根據區域，找出學校附近危險斜坡所在，讓學生知道每天都會面對危機 <p>斜坡安全網頁：http://hkss.ced.gov.hk/</p> <ul style="list-style-type: none"> ● 觀看土力工程處及斜坡網頁的圖片，並提問學生有關圖片的天氣情況和地勢，得出結論 <p>(即在雨季和地勢較斜的地方容易出現山泥傾瀉)，老師可把重點寫在黑板</p> <ul style="list-style-type: none"> ● 鼓勵學生在家上網，找出居所是否屬危險斜坡，以提高其安全意識 ● 即時在課堂閱讀網頁內一段有關山泥傾瀉原因的文字(斜坡安全網頁 → 教學材料 → 認識山泥傾瀉) ● 老師可就內容作提問 	10-15
深入了解山泥傾瀉的原因(天然和人為)	<ul style="list-style-type: none"> ● 老師派發工作紙，著學生二人一組，閱讀一段文字，問下山泥傾瀉的原因，並將之編號和分類(天然和人為)[分類時學生可作討論] ● 約 10 分鐘後，老師可提問分類情況及原因，讓學生解釋為什麼會作這樣的分類 ● 若時間許可，應讓學生把分類情況寫在黑板 <p>[把黑板分為天然和人為兩部分]</p>	15-20
鞏固學習內容及安排家課	<ul style="list-style-type: none"> ● 教師再作有關分類的提問 ● 安排家課：閱讀課本 57-60 頁，找出除地勢和雨水外引致山泥傾瀉的天然因素 ● 提議學生到學校附近的土力工程處斜坡勘察部查閱所住的大廈是否屬危險斜坡 	5

課後反思

在課堂即時上網，優點是讓學生即時掌握最新的資料，缺點則是閱讀網上文字時會遇到困難，原因是行與行之間的空間太少，閱讀時會感到辛苦，建議先將該段文字轉作 Word 檔案，再把字體放大，方便同學閱讀。

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在提問期間，必會遇到答非所問的情況，又或是學生未能回答老師心目中的理想答案，最重要的是不要否定他們的答案，身為老師的應當「查根問底」、「旁敲側擊」又或是給予學生選擇，這些都是可行的提問方法。

由於地理並非本人的主修科目，故必需花較多時間備課，透過這個過程，亦掌握了不少知識。此外，在教學過程中，作為老師的，更要向學生灌輸正面和積極的價值觀，例如珍惜生命。

各教育界同工如欲交流或參閱本課題的其他工作紙，可與有關教師聯絡。

Sharing of Teaching Practices

(三) 簡易急救法

教師姓名： 陳國輝 教師電郵：jamesjames123456@yahoo.com
 學校名稱： 鳳溪小學上午校
 學生級別： 五年級
 課 題： 燒傷和燙傷
 科 目： 常識
 上網日期： 7/2003

課堂內容

教節：第一、二教節（70 分鐘）

學生已有知識：

1. 學生對急救有初步認識。
2. 學生已能處理輕微受傷及致電 999 程序。

教學目的：

1. 學生能說出燒傷及燙傷的原因及徵狀。
2. 學生能處理燒傷或燙傷的正確急救程序。

教學程序：

(一) 引起動機：

利用閱讀報紙上刊載燒傷的新聞，引入家居燒傷原因及燒傷的徵狀。

(二) 發展

1. 讓學生分享個人被火或水灼傷的經驗，從而分類何謂燒傷及燙傷。

燒傷	燙傷 / 灼傷
火燒、熨斗燙傷、觸電、雷劈、陽光下曝曬	熱水、熱油、蒸氣

2. 學生說出燒傷及燙傷的病徵及病狀，事後誰替他處理？怎樣處理？
 （教師總結燙傷及燒傷的病徵及病狀極為相似）

教師總結：

- a. 表面燒傷—患處紅腫、疼痛（較易痊癒）
- b. 中層燒傷有水泡（容易引起感染，須找醫生診治）
- c. 深層燒傷皮膚蒼白或燒焦（一定要找醫生診治）後果：
有疤痕留下

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3. 教師與學生共同判斷處理傷者的方法正確與否。

教師示範處理輕微燒傷和燙傷的方法。

教師總結：a. 用冷水冷卻傷處。

b. 在傷處腫脹時，除下傷處的手錶，戒指或緊身衣物。

c. 用敷料包裹傷處。

4. 教師拿出“半日仙錦囊”叫學生篩選，從而篩出錯誤的急救燒傷方法及鞏固正確的方法。（見 A-45）

（三） 1. 學生分組討論工作紙上第三部分情景所發生的意外種類及處理方法。

2. 學生分組報告處理方法。

3. 邀請學生出來示範報警。

（四） 1. 完成工作紙（如欲索取工作紙，可從教統局網頁下載）

課後反思

就此教節而言，筆者深深體會到：以「學生為學習中心」的教學方法是受到學生歡迎的，並能達致預期的學習效果。

由於很多成年人都不懂得正確地處理燒傷及燙傷，所以教師需指導學生正確的治理方法。若這節課全部由教師講授，則既沉悶又不利學生學習。本校五年級教師經集體備課，一致認為應以學生為中心，因此本課先以一則報導燒傷的新聞作例子，與日常生活拉上關係，提高學生的興趣。接著，教師進行不同活動，例如：分組討論、示範、角式扮演、半日仙錦囊和個案處理等，讓學生透過多元化的活動，學習教師所安排的教材。最後，教師再利用工作紙，讓學生應用現今的救傷理論，評論長者治理燒傷的方法，從而作出反思。

總括而言，本節課著重學生分享經驗，並從活動中主動學習。全班同學都能積極投入在課堂內，學習氣氛良好，尤其一些成績稍遜學生的表現反而比成績優異的學生好，由此證明，有計劃地組織學習活動，使學生愉快地學習，更能達致預期的學習成果。

錦囊內容如下：（大字用來貼在咭紙上）

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1. 刺破水泡
2. 剝去鬆脫的皮膚
3. 在傷處塗牙膏
4. 在傷處塗豉油、藥油或碘酒
5. 用冷水冷卻傷處
6. 用敷料包裹傷處
7. 嚴重燒傷或燙傷時，用保鮮紙包裹傷處，馬上把傷者送往醫院
8. 除去傷處附近的飾物
9. 解開傷處附近的衣物

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