

# Inspection Annual Report

2011/12



**Quality Assurance and School-based Support Division**

**Education Bureau**

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## Chapter 1 Introduction

- The School Development and Accountability (SDA) Framework introduced by the Education Bureau (EDB) emphasises the central role of school self-evaluation (SSE) in enhancing education. SSE, complemented by External School Review (ESR), helps promote continuous self-improvement in schools through putting in place the Planning-Implementation-Evaluation (P-I-E) cycle.
- In the 2011/2012 school year, ESR continued to be conducted in a school-specific and focused manner for 82 schools: 9 secondary, 68 primary and 5 special schools (Appendix 1).
- This report delineates the overall performance of the schools in the domains of ‘Management and Organisation’, ‘Learning and Teaching’ and ‘Student Support and School Ethos’ for schools’ reference. In view of the challenges faced by secondary schools in the double-cohort year and the implementation of the first Hong Kong Diploma of Secondary Education (HKDSE) Examination in the 2011/2012 school year, ESR for most secondary schools scheduled for review was postponed for one year. Since primary schools constituted the majority in the ESR concerned, the focus of delineation in this report is on primary schools.
- In ‘Management and Organisation’, schools are, generally, able to apply the P-I-E self-evaluation cycle to foster sustainable development. While schools have enhanced their awareness and skills of self-evaluation, improvement needs to be made in utilising self-evaluation data to feed forward into planning. The school management, on the whole, can set a clear direction for school development and work collegially to foster sustainable development. Schools can also make flexible use of internal and external resources to promote teachers’ professional development and enhance overall effectiveness.
- In ‘Learning and Teaching’, whole-school curriculum planning can mostly meet students’ abilities and needs. Schools are active in developing their school-based curricula. Apart from enhancing students’ knowledge, emphasis is also put on developing their generic skills, enriching their learning experiences and fostering their morals, values and attitudes. Schools could further make better use of internal and external assessment data to diagnose students’ strengths and weaknesses, explore ways to enhance their learning performance as well as review and adapt curriculum content and pedagogies. In class, most students are eager to engage in learning activities. On the whole, they are attentive, though some are a

bit passive. Lessons are well prepared. Teachers make use of questioning and group activities to enhance student learning. They have good rapport with students and, in general, can give students praise and encouragement. However, in some classes, more specific feedback should be given to help students tackle learning difficulties. Schools could further promote assessment for learning to enhance student learning and explore more effective strategies and learning activities to cater for learner diversity.

- In ‘Student Support and School Ethos’, schools attach importance to students’ whole-person development. In addition to academic education, schools put efforts into nurturing students’ moral disposition and social development. Various guidance programmes and measures are put in place to develop students’ good conduct and positive values as well as help them live a healthy lifestyle. A caring culture has been nurtured in many schools to support students’ happy and healthy growth.
- Findings of the Post-ESR School Survey in the 2011/2012 school year (Appendix 2) reveal that a majority of teachers of the participating schools have positive views on ESR. They agree that in reviewing schools’ major concerns, the ESR teams give due consideration to the school context and assess schools’ performance from different perspectives. They also feel that the teams can help them reflect on student learning and classroom practices, as well as how school concerns could be addressed in classroom teaching. Recognition is given to ESR in fostering schools’ sustainable development. Over 80% of the teachers agree that the teams make an accurate judgement on the effectiveness of schools’ SSE process and rightly identify their strengths and areas for improvement to facilitate reflection. The EDB will continue to collect opinions from various stakeholders, implement the SDA Framework and foster schools’ self-improvement and sustainable development through the P-I-E cycle.

## Chapter 2 Key Findings of External School Review

### Section 1 Management and Organisation

- In general, schools have good performance in this domain, particularly in the area of ‘Professional Leadership’.
- Schools, generally, share the view that effective implementation of the P-I-E self-evaluation cycle contributes to schools’ sustainable development. In recent years, schools have enhanced their awareness and skills of self-evaluation. In formulating their school development plans (SDP), they duly consider the learning and developmental needs of their students. Some schools have established a self-evaluation team to co-ordinate and promote tasks related to SSE. The formulation of the SDP is transparent. Teachers’ participation is valued in the process with a view to reaching consensus to facilitate the implementation of plans and strategies at the subject/committee level, their participation is valued. It is common for schools to first review their achievements made in the preceding school development cycle by collecting and analysing relevant evaluation data. After several rounds of consultation and discussion, the major concerns for the new development cycle are then formulated. Nevertheless, a small number of schools fail to develop appropriate success criteria to align with the objectives of the SDP, thereby affecting the effectiveness in self-evaluation. Schools attach much importance to the ESR recommendations. Some schools have set out in their SDP major concerns and implementation strategies at various levels in accordance with the recommendations in the ESR reports.
- In the 2011/12 school year, ‘enhancing learning and teaching effectiveness’ and ‘strengthening student support’ are the major concerns of most schools. Strategies adopted by schools are, in general, appropriate, with priority set for implementation. The annual plans of most schools are closely tied in with the SDP. The objectives are clear and the strategies are relevant to the major concerns. The evaluation methods and success criteria are, generally, clear. The work plans of subjects and committees largely align with the annual plans of the schools. Most schools have attached great importance to the collection and use of self-evaluation data. Apart from using the self-evaluation tools developed by the EDB, a small number of schools have devised their school-based questionnaires as necessary to collect more comprehensive evaluation data for formulation of major concerns. On the whole, schools still need to put more efforts into using the self-evaluation data to feed forward into planning.

- Most schools can flexibly deploy manpower and other resources for implementation of strategies to address the major concerns. This includes recruiting additional teachers and teaching assistants to relieve the workload of teachers and to create more space for teachers' professional sharing and lesson study; upgrading the information technology (IT) facilities and equipment to promote resource sharing and enhance learning and teaching effectiveness. Besides, most schools are proactive in tapping external resources to arrange professional training for teachers, develop their school-based curricula, or organise diversified learning activities to enrich the learning experiences of their students.
- Most schools have established their Incorporated Management Committees (IMC). The members of the IMC are concerned about school development and can offer constructive suggestions from different perspectives. They play an active role in school affairs and decision-making. Apart from participating in regular meetings and school functions, members of the IMC of some schools regularly meet with teachers and collect their views about school development. The IMCs trust the principals and give them the autonomy to manage the schools, providing necessary support when needed.
- Most principals possess professional knowledge and profound administrative experience. They are capable of leading teachers to formulate appropriate development plans according to the school context and students' needs. They make effective use of various grants provided by the EDB and tap extra resources from different channels to facilitate school development. The principals value stakeholders' views and communicate effectively with them to build consensus, and to seek help when needs arise. Some principals are able to empower teachers with potential by developing their teaching and administration abilities. However, not too many principals are demonstrating great foresight and able to undertake long-term human resources planning to nurture and prepare capable teachers as successors at different tiers of responsibility.
- Most vice principals can effectively co-ordinate the development work of their schools, and endeavour to lead and drive different subject panels and committees to implement strategies to address the major concerns. Clear division of duties is observed in schools with two vice principals, who work in collaboration with each other to assist the principals in school development. Being pragmatic, responsible and diligent are the general merits of the vice principals. They collaborate well with teachers, gain their trust, and effectively serve as a bridge between teachers and the principal.

- The middle managers of most schools are familiar with subject-related or committee-related duties with good professional knowledge. They are hardworking and responsible. They agree with the direction of development of their school and show good efforts at subject and committee levels with an aim to address the school's major concerns. They plan their work well and use different means to collect evaluation information and data in order to closely monitor the implementation of tasks. Heads of subject panels and committees can, on the whole, effectively lead their respective teams and work in close collaboration with one another. In a minority of schools, the performance of middle managers varies. As a necessary follow-up, these schools should provide them with more professional support, enhance their training and arrange more opportunities for them to develop their skills in leadership.
- Most schools pay due attention to teachers' professional development, which is either highlighted as a major concern or adopted as an important strategy to align with the school plan on teachers' professional development. Apart from encouraging teachers to participate in training programmes organised by the EDB or other education organisations, most schools have planned a good variety of in-house professional development activities. To facilitate teacher development, most schools suitably deploy external resources for the development of school-based curricula and capacity building. Schools, generally, cater for the needs of newly-recruited teachers by rendering suitable support. While a small number of schools devise induction programmes for systematic training of new teachers, most schools arrange for experienced teachers to pair with new colleagues and offer support through mentorship to help them adapt to the school environment and integrate with the school team within the shortest time.
- Collaborative lesson planning (CLP) and peer lesson observation (PLO) are mainly used as strategies for facilitating professional development and collaboration. Common free periods are allocated in the timetable for teachers to conduct CLP or discuss issues relating to learning and teaching. A small number of schools have arranged cross-subject PLO, or even lesson observations across schools or regions, with an intention to widen teachers' perspectives and enhance their teaching capabilities. A small number of schools have conducted lesson study and arranged public lessons, model lessons or lesson evaluation. To enhance learning and teaching effectiveness, teachers of some schools have formed learning circles within the same region to facilitate collaboration and professional sharing.

- The performance appraisal system of most schools shows fairly high transparency, with assessment areas, procedures and criteria clearly stipulated. In addition to lesson observations, scrutiny of assignments and interviews with teachers, many schools have incorporated self-evaluation to encourage the appraisees to review their own performance. This helps to nurture a culture of self-evaluation within the schools. Most schools can make good use of the appraisal results to arrange appropriate professional development activities for teachers.

#### Exemplar 1

##### XXX Primary School

Date of ESR : September 2011

The school is able to use the P-I-E self-evaluation cycle to sustain its development. The school personnel have an ever-improving spirit and follow up closely the recommendations made in the last ESR. The school has made good use of self-evaluation data and the Strength-Weakness-Opportunity-Threat (SWOT) model to analyse its development needs, identify appropriate major concerns, and formulate relevant implementation strategies and specific measures. Tasks with achievements made in the last development cycle are carried out as routines for continuous development. With concerted efforts of different subjects and committees, the school co-ordinates and monitors effectively the implementation of tasks and strategies for addressing the major concerns. The school has also adequately considered the teachers' workload and deployed resources effectively. Importance is attached to the review of work effectiveness through collection and analysis of self-evaluation data, which in turn forms a basis for timely revision of strategies and success criteria as well as feeding forward into planning. In this 3-year development cycle, the school has developed a lucid exposition of their concerns with priorities. There is a sharp focus with practicable implementation strategies. The school upholds the principle of using evidence-based information to reflect continuously on the learning and teaching effectiveness based on student performance. To feed forward into planning, the school draws on successful experiences and follows up areas for improvement. The school allows different stakeholders to understand its work, including work progress and evaluation results relating to the major concerns, through various channels. The school is transparent in its operation, which fully reflects its effort to uphold accountability.



## Exemplar 2

XXX Primary School

Date of ESR : September, 2011

The school has remarkable performance in professional leadership. The management has consistent views on the school's vision and mission and undertakes every effort to provide quality education. The school management committee cares about teachers' workload and their physical and mental health. It is willing to listen to the views of different stakeholders. The school managers make use of their expertise and social network to bring in different resources to support school development, such as fostering co-operation between church and school, and promoting volunteer service and parent education. The School Head has educational ideals and a broad vision. Apart from working conscientiously, he brings in new ideas for school development and effectively leads the teachers to set the directions for learning and teaching. He is able to harness the talent of teachers and develop a succession plan for the school's sustainable development. The two Deputy Heads are hardworking and pragmatic. They effectively help the School Head to co-ordinate different areas of work, monitor the work process, foster collaboration between different subjects/committees and facilitate mutual support of teachers, thereby gaining their trust and support. The middle managers are enthusiastic, energetic and willing to shoulder responsibilities and try new endeavours. They are eager to guide the development of the subjects and committees with a new mindset and are effective in discharging the work. The middle managers work closely with the subject teachers in implementing various tasks and contribute to the planning, organising and monitoring of work. The school actively promotes teachers' professional development through arranging programmes related to the school's major concerns, school administration and management as well as needs of newly recruited teachers. The comprehensive planning facilitates the long-term development of both the school and teachers. Through continuous professional development, such as sharing, CLP and PLO, a reflective culture has been developed and teaching capabilities enhanced.

## Section 2 Learning and Teaching

### 2.1 Curriculum and Assessment

- In general, schools perform satisfactorily in the area of ‘Curriculum and Assessment’.
- In line with the education reform, schools develop their school-based curriculum plans to cater for the needs of students. To enhance students’ biliterate and trilingual abilities, they formulate a school-based language policy and create a rich language environment. Schools also continue to promote reading and project learning to develop students’ generic skills. To promote value education, diversified activities are arranged to enhance students’ concern for society, the country and the world as well as nurture their whole-person development. Some schools have put in ample resources and adopted a range of strategies to cater for learner diversity with significant impact.
- Subject panels, in general, have developed an awareness of self-evaluation. They use different assessment data to feed forward into curriculum planning with a view to enhancing learning and teaching. Some of the schools’ curriculum development personnel demonstrate good leadership and play an active role in collaborating with the panel chairpersons to implement various curriculum strategies. Through regular meetings, lesson observations, scrutiny of assignments and CLP, they effectively monitor curriculum implementation. They also foster cross-subject collaboration, effectively performing their role as curriculum leaders. To facilitate professional development, schools have made use of CLP, PLO and external professional support to help teachers grasp different teaching strategies.
- To align with the development plan on learning and teaching, some schools draw on professional support from external organisations to design appropriate school-based curricula. Examples include designing a curriculum which integrates reading and writing to enhance students’ language ability; promoting drama education to enhance creativity and students’ interest in language learning; strengthening problem-solving skills in Mathematics; and developing thinking, enquiry and study skills in General Studies. Some schools put much effort into promoting Visual Arts and enlist external professional support to design diversified learning content to unleash students’ potential and creativity. Some schools develop cross-curricular studies, such as school-based moral, civic and national education, and life education, which help develop students’ positive values and

attitudes.

- To enhance students' biliterate and trilingual abilities as well as their interest in language learning, a range of inside and outside class activities is organised in the subjects of Chinese, English and Putonghua, and by the school library. Schools are keen to develop their school-based curricula based on students' needs. In some schools, Chinese reading-cum-writing courses are developed. A Chinese literacy course on words recognition is implemented at junior primary levels while idioms, practical writing and classical prose are introduced at senior levels. Likewise, students' English listening, speaking, reading and writing skills are progressively developed through the implementation of the Primary Literacy Programme – Reading/Writing (PLP–R/W) at junior primary to raise students' interest in reading and writing through extensive reading. At senior levels, school-based writing programmes or creative writing programmes are developed to enhance students' writing skills and creativity. To support the development of school-based Chinese Language curriculum, some schools have participated in the Mainland – Hong Kong Teachers Exchange and Collaboration Programme, in which teachers in the Mainland offer on-site support to local schools.
- Conscientious effort has been made to create a favourable biliterate and trilingual learning environment and provide students with a diversified range of language activities outside the classroom. These include English and Putonghua Weeks and Days, English Camp, English games held during recess and lunchtime, Cantonese-Putonghua equivalents, Putonghua story-telling and verse speaking contests. To foster a print-rich environment, schools make good use of spaces and facilities on campus, for example, displaying English classroom language, notices and regulations in Chinese, English and Putonghua, information about language learning as well as students' work. On the whole, students are provided with ample opportunities to use English and Putonghua, and demonstrate learning outcomes, thereby enhancing their interest in language learning. Most students actively participate in the wide range of language activities. More effort could be made to strengthen the role of English teachers and ambassadors in promoting English speaking as well as develop the habit of communicating in English on campus among teachers and students so that students can have more chances to use English.
- Schools have developed a reading culture through different means, including strengthening the teaching of reading strategies, scheduling library periods and reading sessions, and encouraging students to participate in reading schemes inside and outside the school. In some schools, the language curricula are designed

according to students' abilities and needs with suitable teaching plans and reading strategies while, in others, a collaborative approach is adopted to promote reading in which reading strategies are taught in library periods and opportunities for application are provided in language lessons. It is common to timetable reading sessions and the reading atmosphere is fine. Students, in general, read attentively and participate actively in post-reading sharing sessions. Some schools also encourage teachers' participation. They serve as role models by reading together with students and sharing ideas. The above measures have helped enhance the reading atmosphere and students' interest in reading. Yet, in reviewing the effectiveness of the measures, much emphasis has been put on whether the plans have been smoothly implemented or on the amount of reading instead of their impact on students' reading ability and interest.

- In developing students' morals, values and attitudes, schools organise diversified activities, such as morning assemblies, extra-curricular activities and programmes on life-education, personal growth and moral and civic education, in which related elements are infused to help develop students' positive values and attitudes as well as facilitate their physical, mental and spiritual growth. By organising exchanges with the Mainland, visits and volunteer activities, schools enhance students' understanding of the motherland and their national identity.
- Schools attach importance to catering for learner diversity, and some have identified it as a major concern or major task. Most schools make good use of external and internal resources to suitably formulate various strategies to cater for learner diversity. Besides implementing small class teaching, some schools also adopt streaming and grouping according to students' abilities. While a small number of schools arrange co-teaching to cater for the less able students, some adopt CLP and adapt teaching strategies. Graded worksheets and adaptation of tasks are adopted in some schools so as to help the less able students acquire the basic knowledge and skills and at the same time develop the potential of the more able ones with a view to enhancing learning effectiveness. Some schools offer remedial classes to cater for the needs of under-performing students and provide intensive remedial teaching programmes through withdrawal mode to support students with learning difficulties. Schools, in general, arrange a variety of activities, sports and arts training as well as internal and external competitions to develop students' multiple intelligences, potential and self-confidence. While enhancement programmes or specific training programmes are offered to develop the talent of the more able students, a small number of schools make an effort to develop school-based gifted education programmes and recommend students to

take part in specific training programmes organised by external bodies for nurturing their potential.

- Most schools formulate appropriate support measures to cater for the different learning needs of students. For example, they organise induction programmes and English classes for Newly-arrived Children (NAC), arrange programmes to support cross-border students in learning traditional Chinese characters, and develop school-based Chinese Language and English Language curricula for non-Chinese speaking (NCS) students. In general, schools provide appropriate support for learning and social development as well as professional therapy services to cater for students with special educational needs (SEN). Schools also arrange teachers to attend professional development programmes on integrated education to enhance their skills in catering for students with SEN.
- Schools' assessment policies are clear. Apart from summative assessment, schools, in general, adopt diversified modes of formative assessment, including observation of students' performance in class, tasks, quizzes and projects, to assess their knowledge, skills and attitudes for the purposes of providing feedback on learning and teaching. Most schools introduce diversified assessment modes, such as self-assessment and peer assessment, to develop students' reflective capability for improvement. They also formulate clear assessment policies and guidelines for setting questions. Some schools adapt the content of tests and examinations, for example, adding challenging questions to cater for the range of student abilities. Schools also make appropriate arrangements for SEN students in tests and examinations.
- Schools' homework policy is clear. Task design is diversified and aligns with the development focuses of the school and subjects, for example, developing students' creativity and critical thinking skills. Schools also foster students' collaboration, communication and study skills through project learning. Some schools include extended learning parts or challenging questions in tasks as well as design open-ended and enquiry-based questions to help develop students' potential. Some schools develop graded tasks for the subjects of Chinese, English and Mathematics to cater for students' diverse abilities. A small number of schools make use of their e-learning platforms for posting life-related and interesting questions to motivate and extend learning.

- School can mostly make use of the internal and external assessment information to analyse students' strengths and weaknesses systematically and devise suitable follow-up measures. A small number of schools design focused post-examination learning activities for the under-performing students to ensure that they can master what they have learnt and achieve better academic results. Schools with better performance analyse in detail the internal and external assessment data of students and find out their learning difficulties. Accordingly, appropriate revisions are made to the curriculum plans, teaching content and strategies to further enhance effectiveness of learning and teaching.

#### Exemplar 1

XXX Primary School

Date of ESR : September 2011

Taking into consideration students' learning needs, the school reviews and refines in a timely manner its school-based curriculum to holistically cater for the learning needs of different students. The curriculum content of Religious Studies and Civil Education has been integrated into the subject of 'Life, Moral and National Education' with the aim of developing students' spiritual life, enhancing their understanding of religion, the mainland and Chinese culture as well as strengthening moral education through applying what they have learnt in everyday life. Different subject panels are keen to explore and strive for improvement. Sustained effort has been made to review and revise the curriculum based on students' learning performance. New curricula are also developed to widen student learning, for example, the provision of a pottery course in Visual Arts and the Integrated Stage Performing Arts in Primary 1 and 2. In addition, deliberate attention has been given to catering for the gifted through putting in place a three-tier gifted education framework. To provide comprehensive support for the less able students, remedial classes are offered at different year levels for the subjects of Chinese, English and Mathematics. Mixed group co-operative learning, graded tasks and other school-based support programmes are also adopted.

## Exemplar 2

XXX Primary School

Date of ESR : October 2011

‘Promoting students’ self-learning’ is one of the major concerns in the SDP which is delineated in detail. The school makes good use of internal and external resources to provide students with the opportunities for self-learning through reading and project learning. To promote reading, morning reading sessions, online reading programmes and book sharing are arranged to develop students’ reading habits and interest. In order to enhance students’ reading abilities, reading strategies are systematically taught in language classes and library sessions. In line with the development in different subjects, the library supports student learning by identifying books related to the teaching topics for students’ reference. Every year, the school implements subject-based or cross-curricular project learning with specific project learning skills identified for each year level. During the different stages of project learning, apart from learning how to collect, organise and analyse information, students also develop the ability of independent learning. Different self-learning activities, such as previewing and data collection, are carefully designed for most of the subjects. The school also makes use of its e-learning platform strategically to encourage students to complete on-line exercises and reading activities. Three sets of school-based self-directed learning curricula have been specially designed to guide students at different year levels to develop progressively self-directed learning strategies, such as metacognitive skills, to enhance their self-monitoring and reflective capabilities. Most teachers in this school are able to align with the school policy to promote self-directed learning and incorporate metacognitive learning strategies in their teaching plans to help students think aloud and to use self-questioning in the learning process.

## 2.2 Learning and Teaching

- Around 2400 lessons have been observed this school year, covering various Key Learning Areas and subjects. On the whole, teacher-student rapport is good and the learning atmosphere is harmonious and cheerful. Most teachers are sincere, conscientious, dedicated, responsible and well-prepared for lessons. In general, they are able to make good use of subject resources to design learning activities. Students' learning attitudes are good. They are attentive and well-disciplined, following teachers' instructions to participate in learning activities. They are engaged and mostly responsive to teachers' questions, though they are less ready to initiate questions. Students, generally, demonstrate interest in learning and can master the learning content under the guidance of teachers. While students demonstrate their proficiency and confidence in using their mother tongue and Putonghua to communicate, they are comparatively weak in English and, generally, lack confidence in using the language.
- The learning content mainly builds on students' prior knowledge and daily-life experiences. It is common for teachers to state the learning objectives at the beginning of lessons. About half of the teachers recapitulate the key learning points to consolidate student learning before lessons end. Teachers, in general, make good use of IT to facilitate learning and teaching. Apart from promoting interactive learning and enhancing students' understanding of the learning content, the use of IT also helps arouse students' interest in learning. Some teachers demonstrate good communication skills, with clear and systematic presentation. Teachers mostly use questioning to check students' understanding so as to monitor their learning progress. In some lessons, despite graded questions being used, teachers are unable to react to students' responses by using prompting, probing or redirection to further stimulate thinking and develop their higher-order thinking skills. Teachers, in general, give students praise and encouragement, with some appropriate and specific feedback. However, some are not able to give specific feedback to address students' learning difficulties. In a small number of lessons, students know how to jot down key learning points. To extend learning, some teachers could make better use of what students have prepared before lessons to design the learning activities. They could also guide students to master note-taking skills to develop their self-learning habits and abilities.
- Co-operative learning or group learning is adopted in about half of the lessons to enhance interaction and cater for learner diversity. Some teachers adopt mixed-ability grouping in which the more able students help the less able ones to



participate in activities. During group activities, many students are readily engaged in learning activities and some can display good co-operation skills in completing the assignments. In the more effective lessons, teachers make flexible arrangements in group tasks and adeptly use graded worksheets to let every student participate in learning activities and construct knowledge. Based on the subject nature, teachers also carry out enquiry-based learning and design related learning activities, worksheets and experiments to enhance students' analytical, problem-solving and critical thinking skills. However, some group activities do not align with the learning objectives. The content of the activities is too simple and learning effectiveness is not evident. In a small number of lessons packed with a lot of activities, students are not guided to explore the topics in depth to enhance learning. Some teachers are unable to make timely adaptation to the teaching content and pace according to students' performance, and, especially, unable to design more challenging activities to develop the potential of the more able students.

#### Exemplar 1

XXX Primary School

Date of ESR : October 2011

The school enhances teachers' questioning and feedback skills through various professional development programmes. Teachers actively apply what they have learnt through raising questions at different levels in class to prompt students to think from different perspectives with adequate wait time for students to develop their thinking in depth. Students are conscientious and active in answering teachers' questions. A small number of them are able to initiate questions and express their views, exhibiting their enquiring attitudes to learning. Teachers can, on the whole, give appropriate feedback to students' answers, including giving specific praise, encouraging the less confident students to attempt questions and giving cues to help students elaborate.

Exemplar 2

XXX Primary School

Date of ESR: May 2012

In class, teachers can make good use of collaborative learning strategies to enhance learning and teaching effectiveness. Group activities are carefully designed and in line with the learning objectives arranged from easy to difficult. Taking into account students' characteristics, elements of creativity and problem-solving are embedded to make learning stimulating and challenging. Teachers explain clearly to students the learning targets, objectives and steps of activities. Mixed-ability grouping is effectively used to facilitate learning of the less able students through the support given by the more able. Before lessons end, teachers recapitulate the learning points to consolidate learning. On the whole, learning activities are well organised. Students are used to activity routines and start the learning tasks quickly and smoothly. They participate actively in discussions to co-construct knowledge.

### **Section 3 Student Support and School Ethos**

- Schools have good performance in this domain.
- Schools attach great importance to students' whole-person development. The major concerns of most schools include nurturing students' morals and positive values, helping them develop healthy living and creating a caring culture. With concerted efforts of teachers, good outcomes have been attained. Schools can generally elicit the support and co-operation of parents and keep close connections with local communities and external organisations to provide smooth and successful student support services.
- In the area of student support, schools, generally, draw up their major concerns through the P-I-E self-evaluation cycle for the holistic planning of work relating to student development. They make appropriate use of related tools, such as the Stakeholder Survey and the 'Assessment Program for Affective and Social Outcomes', to assess students' needs and performance for formulating

implementation strategies for student support services. The relevant school committees, generally, work in good collaboration to monitor the implementation as well as use internal assessment data to analyse and review work effectiveness in order to provide feedback on support services and overall planning. Based on the evaluation findings, some schools effectively strengthen student support services to address students' needs, such as enhancing their ability to cope with adversity and stress of examinations.

- Activities and events, such as flag-raising ceremonies, sharing in assemblies, exhibitions and visits to the Mainland, are arranged to enhance students' understanding of the history, culture and present situations of the motherland. Various programmes and measures are also implemented to promote environmental education. To facilitate the spiritual development of students, apart from offering the subject of Religious Studies and organising regular religious activities, some schools arrange morning assemblies and weekly assemblies for teachers and students to read aloud Bible verses, sing hymns and share beliefs.
- To enable students to attain all-round development in the areas of physique and aesthetics, leadership as well as potential development, ample opportunities, such as 'One Student One Sports/Arts', 'One Student One Uniformed Group' and 'One Student One Post', are provided. In addition to the formal training for student leaders and executive members of student unions, many clubs or organisations are established for giving students the opportunities to organise activities with a view to developing their organisational and leadership skills. Furthermore, to enhance students' confidence and communication skills, schools encourage students to share their experience in assemblies, chair activities and play the role of school reporters. Many schools also organise variety shows and competitions for students to show their talents and arrange for them to participate in competitions or performances outside school to widen their horizons and boost their confidence. All of the above can effectively help nurture students' whole-person development.
- 'To become a Healthy School' is identified as a major concern of many schools. They are committed to promoting healthy living habits among students through implementing various measures and programmes, such as the formulation of a clear 'Healthy School Policy' and promotion of a variety of activities, such as seminars, exhibitions and weight-control exercise. Schools encourage students to bring healthy snacks or lunch boxes as well as introduce morning exercise to help them develop the habit of taking exercise. Moreover, different award schemes, such as 'Healthy Snacks Scheme' and 'Bright Smiles Campus', are introduced to

promote health and hygiene. Through home school co-operation, some schools have extended the health programmes to students' families to enhance their effectiveness. Talks and board displays are often used to disseminate anti-drug and anti-smoking messages. With concerted effort over the past years, students are developing healthy eating habits and positive attitudes towards healthy living.

- Many schools have succeeded in nurturing a caring culture on campus. Some of them, in particular, launch a series of programmes, such as sending greeting cards and dedicating songs during lunchtime, to express their love and concern for teachers, parents and friends. A good range of peer support schemes, such as 'Big Brothers and Big Sisters Programme' and paired reading programmes, is adopted by schools to promote a caring culture in schools. The schemes are effective as students are given the opportunities to care for others and help those with learning or adaptation difficulties. In many schools, care for the community is manifested through serving or visiting the community. Service learning programmes are arranged for students to understand the needs of the target groups and the skills to organise activities for them. Visits to homes for the elderly in the community are also arranged. Some schools put much effort into fostering a positive class culture as teachers and students jointly map out class regulations, targets and activities. Furthermore, some schools implement multiple measures and schemes to create a caring culture. Examples include home visits by teachers for gaining a better understanding of students' daily life and establishing close relationships with parents; and schemes like phone contacts with specific reference to students' good performance and lesson observations for P1 parents for enhancing their understanding of their children's learning.
- Most schools have set up a mechanism for early identification of students with SEN. To cater for these students' needs, various support services, such as adaptations in examinations, peer support programmes and social skills training, are provided. A small number of schools employ teaching assistants to support the learning of students with SEN in the classroom. Some also make good use of cue cards to help students with attention deficit or autistic problems concentrate on their learning. Learning programmes during lunchtime or after-school are effectively conducted in some schools to strength student support after class. Seminars, workshops and parents' groups are arranged for parents of the SEN students to enrich their parenting skills to support their children. In some schools, topics on integrated education are included in Moral Education lessons and morning assemblies to promote an inclusive culture. In some schools, a teacher is assigned to take care of one to two students with SEN to support their

development. At the other end, a lot of schools are concerned about gifted education. Apart from setting clear guidelines for identification of gifted students, some schools set up a talent bank to provide appropriate activities and leadership training programmes for systematically developing students' potential.

- Regarding the support services for the NCS students and the NAC, schools provide tutorial classes and language learning support services to cater for their learning needs. Induction programmes are arranged for the NAC to integrate into the community. In some schools, peer support is arranged to help these new students and the impact is positive.
- Schools value home-school co-operation and maintain good relationships with parents. Various means are used to keep parents informed of the latest development of the school. A small number of schools use electronic mails and tea gatherings to enhance home-school communication. Parent-teacher associations work closely with schools in organising a variety of parent-child activities and parenting programmes to strengthen home-school co-operation. Parents are supportive in general. They are concerned about the school and actively participate in volunteer services, such as serving as storytellers or parent helpers during lunchtime. Some parent groups not only help parents build a close connection and share parenting skills among themselves, but also take the initiative to assist teachers in school development.
- Many schools make good use of external resources, such as joining collaborative projects organised by the EDB and tertiary institutions, to facilitate the sustainable development of their school-based curricula and teaching. Schools maintain good connections with local communities and external organisations so as to offer diversified learning opportunities for students. Through school sponsoring bodies' links with other schools, professional development programmes, such as inter-school visits and sharing activities, are often organised for teachers. Some schools collaborate with their churches and organise religious gatherings to enhance the spiritual growth of students. In some schools, alumni associations are established to strengthen the links with the graduates and their sense of affiliation. They are, generally, concerned about the school and make contribution to its development through assisting and taking part in various activities, such as experience sharing related to further studies and careers.

### Exemplar 1

XXX Primary School

Date of ESR : September 2011

Resources are tapped to promote environmental education. Apart from setting up Butterfly Garden, Ecological Land, Renewable Energy Station, etc., the school arranges for students to manage the operation of these green measures in order to let them put theory into practice. In addition, teachers are encouraged to make use of the green measures on campus and incorporate environmental education into the curricula of various subjects. Various projects and activities are conducted to enhance students' awareness of environmental protection.

### Exemplar 2

XXX Primary School

Date of ESR : September 2011

The school attaches great importance to developing students' positive attitudes towards serving others and their leadership qualities. Through the 'One Student, One Post' programme, students take up and share the classroom duties through nomination, appointment and self-nomination. At the end of each school term, students' performance in these duties is assessed by their peers and teachers, and subsequently shared with parents. The programme is conducive to nurturing students' sense of responsibility and their positive attitudes towards serving others. The school also emphasises the development of students' leadership skills. Systematic training is provided for prefects and class monitors to sharpen their skills in carrying out duties and develop their good serving attitudes, and help them act as role models. Head prefects are also responsible for training and assessing other prefects, which further enhances their leadership.

### **Chapter 3 Concluding Remarks**

- In the 2011/2012 school year, the EDB continues to conduct ESR in a school-specific and focused manner, focusing on the unique school contexts and their development priorities. Schools are evaluated on their effectiveness in implementing their SDP and addressing their major concerns formulated through SSE. This is in line with the SDA framework where an external review is used to complement SSE to support school development and enhance accountability. On the whole, schools undergoing ESR in the school year have good performance.
- Schools have improved performance in applying the P-I-E self-evaluation cycle to foster sustainable development. The general awareness and skills of self-evaluation continue to grow among teachers. Schools usually attach great importance to the collection and use of evaluation data. Nevertheless, a small number of schools fail to develop appropriate success criteria to align with the objectives of the SDP, thereby affecting effectiveness in self-evaluation. Schools still need to put more efforts into using the self-evaluation data to feed forward into planning for sustainable development.
- Whole-school curriculum planning can mostly meet students' abilities and needs. The modes of professional development activities are diversified. Apart from flexibly deploying internal resources, many schools have endeavoured to tap external resources to promote teachers' professional development and enhance learning and teaching effectiveness. In a small number of schools, the curriculum development personnel work in close collaboration with the panel chairpersons. Being responsible for leading and co-ordinating schools' curriculum development, they guide different subjects and committees to implement various curriculum strategies, co-ordinate cross-curricular work, and effectively monitor and review curriculum implementation.
- Schools are active in developing their school-based curricula. Apart from enhancing students' knowledge, emphasis is also put on developing their generic skills, enriching their learning experiences and fostering their morals, values and attitudes. Most schools attach much importance to developing students' biliterate and trilingual abilities and creating a rich language environment to enhance their interest and ability in language learning. Schools continue to promote reading and project learning to further enhance students' generic skills. In catering for learning differences, most schools make good use of diversified strategies to support the learning of students of different abilities.

- Schools have, generally, formulated clear assessment policies and attached great importance to the use of assessment data to analyse students' performance within and outside school. Schools could further make better use of internal and external assessment data to diagnose students' strengths and weaknesses, explore ways to enhance their learning performance as well as review and adapt curriculum content and learning and teaching strategies.
- Teachers, generally, use questioning and group activities to engage students of different abilities in classroom learning. They review students' learning outcomes and provide individual support. However, teachers' feedback is mostly confined to encouragement and praise. To better support students in their learning, teachers could provide more specific and timely feedback to students based on their performance. On the whole, there is still room for improvement in promoting assessment for learning.
- Most schools have formulated their school-based language policy to enhance effectiveness in language learning through strengthening students' language abilities in Chinese, Putonghua and English. Promoting reading is a major task across all the schools participating in ESR. Morning reading sessions, reading schemes and book recommendation are in place to enhance students' interest in reading. To maximise the effectiveness of different activities in enhancing students' reading abilities, schools could assess students' reading ability and interest so as to better cater for the needs of individuals in reading. Much attention has also been given to strengthening students' speaking skills. Ample opportunities are provided in class for students to discuss, present and express opinions. Students are fluent in using Cantonese to express ideas and answer teachers' questions. Comparatively, students' ability in using English to communicate varies. In general, students readily use English to communicate when participating in English-related extra-curricular activities. To further cultivate students' habit in speaking English, schools could encourage both teachers and students to communicate in English on campus more frequently in order to enhance students' abilities and interest in using English.
- Importance is attached to catering for learner diversity. To enhance the knowledge and skills of teachers in this area, professional development programmes are organised in a lot of schools. Split-class or split-group teaching is in place to better cater for students of different abilities. In curriculum design, teachers of the split-groups or remedial classes generally adapt the content and use appropriate teaching strategies to support learning of students of different abilities. Graded worksheets are commonly adopted by some subject teachers to cater for



learner diversity. Many schools also pay much attention to developing the potential of the more able students and conduct enrichment programmes for the gifted after school. In lessons, co-operative learning is one of the strategies that many schools adopt to cater for learner diversity, in which the more able students are expected to guide the less able ones. However, in most lessons, the impact is not evident. On the whole, teachers need to explore more effective teaching strategies and enhance the activity design in order to better cater for learner diversity.

- Schools attach great importance to the whole-person development of students. The majority of schools have a good understanding of student development. Various measures and activities are implemented to develop students' good conduct and positive values. In addition, appropriate support services are given to different groups of students with varied needs. Ample opportunities are also provided for students to realise their potential. From the perspective of sustainable development, schools could further enhance the overall planning of student support services by identifying the needs of students at different developmental stages, setting clear long-term targets for students' whole-person development and prioritising tasks by stages in order to have more systematic planning and implementation in the area of student development.

## **Appendix 1 Schools Undergoing ESR in the 2011/2012 School Year**

### **Primary Schools**

ASSEMBLY OF GOD LEUNG SING TAK PRIMARY SCHOOL  
BAPTIST LUI MING CHOI PRIMARY SCHOOL  
BISHOP PASCHANG CATHOLIC SCHOOL  
BUI O PUBLIC SCHOOL  
CANOSSA PRIMARY SCHOOL  
CENTRAL & WESTERN DIST ST ANTHONY'S SCH  
CHAN'S CREATIVE SCHOOL(H.K.ISLAND)  
CCC CHEUNG CHAU CHURCH KAM KONG PRI SCH  
CCC KEI WAI PRIMARY SCHOOL  
C & M ALLIANCE CHUI CHAK LAM MEM SCHOOL  
ELCHK HUNG HOM LUTHERAN PRIMARY SCHOOL  
FANLING ASSEMBLY OF GOD CHURCH PRI SCH  
FIVE DISTRICTS BUSINESS WEL ASSN SCH  
FREE METHODIST MEI LAM PRIMARY SCHOOL  
FUK WING STREET GOVERNMENT PRIM SCH  
GCC&ITKD CHEONG WONG WAI PRI SCH  
GCEPSA WHAMPOA PRIMARY SCHOOL  
GOOD COUNSEL CATHOLIC PRIMARY SCHOOL  
HHCKLA BUDDHIST WONG CHO SUM SCHOOL  
HO LAP PRI SCH(SPSD BY SIK SIK YUEN)  
HO MING PRI SCH SPSD BY SIK SIK YUEN  
HOLY FAMILY CANOSSIAN SCH (KLN TONG)  
HKTA SHEK WAI KOK PRIMARY SCHOOL  
HOP YAT CHURCH SCHOOL  
KAM TIN MUNG YEUNG PUBLIC SCHOOL  
KWAI-MING WU MEM SCH OF PRECIOUS BLOOD  
KWONG MING SCHOOL  
LI CHENG UK GOVERNMENT PRIMARY SCHOOL  
MA ON SHAN ST JOSEPH'S PRIMARY SCHOOL  
MA TAU CHUNG GOVERNMENT PRIMARY SCH  
MISSION COV CHURCH HOLM GLAD PRI SCH  
MUI WO SCHOOL  
NG WAH CATHOLIC PRI SCH  
PLK FUNG CHING MEMORIAL PRIMARY SCHOOL  
PLK WONG WING SHU PRIMARY SCHOOL

PUI LING SCHOOL OF THE PRECIOUS BLOOD  
PUN U ASSOCIATION WAH YAN PRIMARY SCHOOL  
SACRED HEART CANOSSIAN SCHOOL  
SAN WUI COMMERCIAL SOCIETY SCHOOL  
SI YUAN SCHOOL OF THE PRECIOUS BLOOD  
SKH CHI FU CHI NAM PRIMARY SCHOOL  
SKH CHING SHAN PRIMARY SCHOOL  
SKH CHU YAN PRIMARY SCHOOL  
SKH GOOD SHEPHERD PRIMARY SCHOOL  
SKH HOLY SPIRIT PRIMARY SCHOOL (SHATIN)  
SKH KAM TIN ST JOSEPH'S PRIMARY SCHOOL  
SKH KEI YAN PRIMARY SCHOOL  
SKH LEE SHIU KEUNG PRIMARY SCHOOL  
SKH LING OI PRIMARY SCHOOL  
SKH MUNG YAN PRIMARY SCHOOL  
SKH TSING YI EST HO CHAK WAN PRI SCH  
SKH ST JOHN'S PRIMARY SCHOOL  
ST FRANCIS' CANOSSIAN SCHOOL  
ST MARY'S CANOSSIAN SCHOOL  
ST PATRICK'S CATH PRI SCH (P K VILL RD)  
TAI PO GOVERNMENT PRIMARY SCHOOL  
TAI PO OLD MARKET PUBLIC SCHOOL  
TIN SHUI WAI CATHOLIC PRIMARY SCHOOL  
TSING YI TRADE ASSOCIATION PRI SCH  
TSUEN WAN CHIU CHOW PUBLIC SCHOOL  
TUNG KOON SCHOOL  
TWGH SIN CHU WAN PRIMARY SCHOOL  
WONG TAI SIN CATHOLIC PRIMARY SCHOOL  
WONG TAI SIN GOVERNMENT PRIMARY SCH  
XIANGGANG PTH YANXISHE PRI SCH OF SC & C  
YAN OI TONG MADAM LAU WONG FAT PRI SCH  
YCH HO SIK NAM PRIMARY SCHOOL  
YUEN LONG GOVERNMENT PRIMARY SCHOOL

### **Secondary Schools**

AOG HEBRON SECONDARY SCHOOL  
BUDDHIST HUNG SEAN CHAU MEMORIAL COLLEGE  
CCC FUNG LEUNG KIT MEMORIAL SEC SCH  
HOLY CARPENTER SECONDARY SCHOOL  
LI PO CHUN UNITED WORLD COLLEGE OF HK  
OUR LADY'S COLLEGE  
SHATIN PUI YING COLLEGE  
SKH TSANG SHIU TIM SECONDARY SCHOOL  
STFA LEUNG KAU KUI COLLEGE

### **Special Schools**

HHCKLA BUDDHIST PO KWONG SCHOOL  
HK RED CROSS PRINCESS ALEXANDRA SCHOOL  
HK RED CROSS SCHOOL HOSPITALS (HEADQUARTER)  
THE MENTAL HEALTH ASSN OF HK - CORNWALL SCHOOL  
SHATIN PUBLIC SCHOOL

## Appendix 2 Findings of Post-ESR School Survey in the 2011/2012 School Year

No. of ESR Schools	Questionnaires	Questionnaires Collected	Overall Response Rate
82	3198	2900	90.7%

		Percentage					
		Strongly agreed	→	Strongly disagreed	Don't Know / N.A.		
1a	I am clear about the objectives of ESR.	29.3%	66.0%	4.2%	0.4%	0.2%	0.1%
1b	I am clear about the procedures of ESR.	27.2%	67.5%	4.7%	0.6%	0.1%	0.1%
1c	I am clear about the scope covered by ESR.	23.9%	68.5%	6.7%	0.8%	0.1%	0.1%
2	Performance Indicators for Hong Kong Schools 2008' encompasses the major areas of work in our school.	13.6%	68.7%	16.7%	0.8%	0.1%	0.9%
3	The Performance Indicators facilitate the review of our school's major areas of work in a more focused manner.	13.5%	69.4%	16.1%	0.7%	0.2%	0.9%
4	In general, the questionnaires in the Stakeholder Survey are effective in collecting stakeholders' views about our school.	14.1%	70.1%	13.7%	1.7%	0.4%	0.3%
5	The information provided by the Key Performance Measures helps us to conduct SSE in our school.	14.0%	73.0%	11.4%	1.4%	0.2%	0.3%
6	The E-Platform for School Development and Accountability enhances the efficiency of collecting and managing our school's SSE data.	13.0%	69.2%	16.7%	1.0%	0.1%	0.7%
7	My involvement in the 'holistic review of the school' has given me a better understanding of our school's overall performance.	20.4%	67.8%	10.4%	1.2%	0.1%	0.4%
8	I take an active part in evaluating the performance of our school.	24.3%	62.9%	11.7%	1.0%	0.1%	0.4%
9	SSE has enhanced professional exchange among staff on how to make continuous school improvement.	18.9%	66.9%	11.7%	2.1%	0.3%	0.2%
10a	The pre-ESR briefing conducted by the ESR team member in June/July of the previous school year enhanced my understanding of ESR.	16.8%	71.0%	10.8%	1.2%	0.2%	4.0%
10b	The pre-ESR briefing conducted by the ESR team member in June/July of the previous school year allayed my anxiety about ESR.	10.7%	56.8%	25.0%	6.3%	1.2%	4.0%
10c	The pre-ESR briefing conducted by the ESR team member in June/July of the previous school year clarified the requirements for ESR and reduced unnecessary preparation work.	10.4%	57.4%	21.6%	8.4%	2.2%	3.9%
11	The ESR team focused specifically on our school context to review our major concerns.	15.3%	68.9%	12.8%	2.4%	0.6%	0.6%
12	The variety of activities observed by the ESR team was adequate.	14.7%	69.4%	12.9%	2.5%	0.6%	0.6%
13	The ESR team demonstrated professionalism in the review process.	16.8%	66.0%	13.7%	2.5%	0.9%	0.6%

		Percentage					
		Strongly agreed		→	Strongly disagreed		Don't Know / N.A.
14	The attitude of the ESR Team was sincere and friendly.	23.3%	63.2%	10.6%	2.2%	0.7%	0.4%
15	The participation of front-line educator(s) as member(s) of the ESR team enabled our school's performance to be assessed from different perspectives.	16.2%	70.1%	11.7%	1.6%	0.4%	0.6%
16	The ESR team was able to listen objectively to the views expressed by our school staff in interviews/ meetings.	16.1%	65.5%	14.9%	2.7%	0.8%	2.4%
17a	Post-lesson observation discussion with individual teachers provided opportunities for teachers to reflect on students' learning and classroom practices.	14.9%	69.0%	13.3%	2.3%	0.6%	6.9%
17b	Post-lesson observation discussion with individual teachers provided opportunities for teachers to reflect on how school concerns were addressed in classroom teaching.	12.9%	68.4%	15.8%	2.4%	0.5%	7.0%
18	Preliminary findings of the ESR team were clearly conveyed to our school staff in the oral feedback session.	16.3%	67.5%	13.9%	1.9%	0.4%	7.4%
19	Having teachers, other than the team responsible for school development, in the oral feedback session has increased the transparency of ESR.	16.4%	68.3%	13.7%	1.2%	0.4%	5.0%
20a	The ESR has given an accurate judgement on the effectiveness of our school's self-evaluation processes.	13.1%	67.6%	15.7%	2.8%	0.8%	0.5%
20b	The ESR has accurately identified the strengths of our school.	18.6%	67.0%	12.0%	2.0%	0.3%	0.5%
20c	The ESR has accurately identified the areas for improvement for our school.	14.4%	66.7%	15.1%	3.0%	0.7%	0.5%
20d	The ESR has helped our school formulate future goals and plans.	17.3%	68.3%	12.2%	1.8%	0.3%	0.4%
21	I agree with the recommendations made in the ESR report.	12.3%	66.4%	17.7%	2.8%	0.8%	1.1%
22	There was adequate time for our school to prepare the written response to the ESR report.	12.7%	66.5%	18.6%	1.7%	0.4%	4.1%
23	There was adequate discussion among our school staff before finalising our written response to the ESR report.	14.2%	65.7%	16.8%	2.7%	0.7%	2.6%
24	ESR helps me reflect on the effectiveness of our school work.	16.1%	69.1%	11.8%	2.5%	0.5%	0.4%
25	The amount of preparatory work done by our school for ESR was appropriate.	11.0%	58.1%	19.5%	8.0%	3.5%	0.3%
26	Pressure resulting from ESR was reasonable.	6.6%	50.2%	25.8%	12.4%	5.0%	0.3%
27	The entire ESR process was open and transparent.	12.4%	66.8%	17.2%	2.9%	0.7%	0.3%
28	On the whole, I am satisfied with the ESR process.	10.6%	64.2%	20.8%	3.4%	1.0%	0.2%