

QA

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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 2012/13 school year (the current school year), the EDB continued to conduct ESR in a school-specific and focused manner for 108 schools, including 63 secondary, 44 primary and 1 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 the reference of schools.
- In “Management and Organisation”, schools place much emphasis on the professional development of teachers to enhance the effectiveness of work in the domains of “Learning and Teaching” and “Student Support and School Ethos”. Schools have, generally, put in place a well-established self-evaluation mechanism, regularly conducted self-evaluation and frequently made use of data to review their work. To maximise the effectiveness of the P-I-E cycle, schools should make better use of evaluation results to inform planning and facilitate continuous development. The school management is able to guide the schools to develop according to predefined aims, and most middle managers and teachers make great efforts to foster the sustained development of the schools.
- In “Learning and Teaching”, most schools have identified strengthening curriculum planning and enhancing the effectiveness of learning and teaching as their major concerns. In primary schools, a variety of school-based measures is implemented to improve the abilities of students in language and enquiry learning. Secondary schools place strong emphasis on catering for learner diversity and enhancing the planning of the senior secondary curriculum, employing data from internal and external examinations to review curriculum and pedagogical design and enhance the interface between the junior and senior secondary levels. There are, however, variations in how evaluation data are used by the different subject panels of the schools. In classroom learning, while most students are motivated and well-engaged, only a few are able to use learning strategies flexibly. Teaching design is mostly characterised by direct instruction supplemented with questioning. Some teachers are skilful in using a variety of questioning techniques. Good

practices in catering for learner diversity are observed in the classrooms of a few schools and are worth sharing.

- In “Student Support and School Ethos”, schools set fostering the whole-person development of students as the target. Good progress is made in cultivating students’ positive values and attitudes and developing their potential, the latter through the provision of multifarious learning experiences. Schools attach importance to catering for different learning needs, supporting students with special educational needs (SEN), and creating a caring and inclusive environment conducive to pleasurable learning and healthy development.
- As reflected by the findings of the post-ESR survey (Appendix 2), teachers are, generally, positive about ESR. They agree that the ESR teams are able to give accurate judgement in a school-specific and focused manner on the effectiveness of their schools’ SSE mechanism, evaluate their performance on promoting continuous development, give constructive suggestions and advice, and help them formulate future goals and plans. ESR has helped promote the self-evaluation and reflection of schools and teachers, and achieve professional sharing purposes. The EDB will continue to collect views from different stakeholders, promote the SDA framework, and facilitate the continuous development of schools and improvement of student learning through the use of the P-I-E cycle.

Chapter 2 Key Findings of External School Review

Section 1 Management and Organisation

- The overall performance of schools in this domain is good.
- With their SSE practice becoming more mature and SSE mechanisms firmly established, schools conduct their self-evaluation work regularly and smoothly. While schools, generally, adopt a three-year development cycle, a large number of schools commence their development cycle in the current school year. Schools adopt a whole-school approach to review their current situation and conduct a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis to gauge effectiveness of work in the previous development cycle and set directions and targets for the new cycle. As reflected from the major concerns, schools attach importance to enhancing the effectiveness of learning and teaching, with improving learning and teaching in the classroom being the major development focus of a majority of schools.
- Some schools highly recognise the positive impact of self-evaluation on continuous improvement and endeavour to create an SSE culture. In these schools, open and transparent SSE mechanisms are, generally, in place to enable stakeholders to express their views and the schools to devise clear development objectives. Teachers have shared expectations about their work while subject panels and committees formulate well-focused work plans and evaluate work effectiveness according to implementation targets. These schools are able to evaluate their work in an evidence-based manner and inform planning with evaluation outcomes, actively striving for improvement and making good use of the P-I-E cycle to facilitate continuous improvement.
- Schools have become more skilful in using data to evaluate their performance. Territory-wide data on student performance are commonly employed as useful reference for the planning and evaluation of work in the various domains. Secondary schools give close attention to the data derived from the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Schools which use data effectively are able to conduct in-depth analyses on the performance of the students, and thus review the curriculum, assessment and teaching strategies of the subjects and enhance the articulation between the junior and senior secondary levels. Primary schools attach importance to the Territory-wide System Assessment (TSA) data. Most of them seek to understand students' strengths and weaknesses through such data. Schools also draw reference from the data derived from the Assessment

Program for Affective and Social Outcomes (APASO) to evaluate the effectiveness of the work on student support. To meet their self-evaluation needs, most schools actively collect school-specific data through the use of school-based questionnaires, lesson evaluation forms on classroom teaching and records for activities.

- There are, however, some schools whose performance in self-evaluation is less satisfactory. For these schools, the issues may lie in the major concerns lacking well-defined objectives, the work items being too numerous and piecemeal, or the evaluation focusing on task completion rather than refinement of the strategies to enhance student performance. These schools are also not able to make effective use of evaluation results to inform planning for continuous improvement.
- The daily operation of schools, in general, is orderly. There is appropriate deployment of resources to address the school concerns. Incorporated Management Committees (IMC) have been set up in a large number of schools. IMC members perform well the duty of monitoring the development of schools. IMC members of schools with good performance keep themselves abreast of educational development trends, fully understand the strengths and needs of the schools, and steer the schools towards a clear development direction. IMC members provide professional support to schools based on their expertise and personal networks, and financial subsidies to improve school premises, sponsor school activities and support student learning, all of which are conducive to facilitating school development.
- Regarding school leadership, the highly effective school leaders are able to create a shared vision for school development. They treasure good team work and develop commonly agreed development targets through effective communication and consensus. They have a good grasp of the strengths and development needs of their teams and duly empower, support and monitor the teachers. The effective leaders are visionary and suitably plan for the future development of the schools. They attach importance to grooming potential middle managers and enhancing the professional capacity of the teachers for the continuous development of schools. In some schools where professional leadership is yet to be enhanced, it often transpires that the school management is undergoing change, and it would take time for smooth transition to take effect. While middle managers are mostly committed to promoting schools' continuous development according to pre-determined focuses, turnover in middle management is an issue in many schools. To facilitate smooth transition, some schools have drawn up succession plans and nurtured prospective middle managers in advance. A few schools are able to energise their management teams and advance the development of subject panels and committees with the

addition of young middle managers who are ready to embrace change and innovate. The fact that the middle management of some schools are relatively inexperienced means that it takes time for the functions of leadership, monitoring and promoting professional development to be effectively performed.

- Schools attach importance to the professional development of teachers, with some schools making it a major concern. Most schools have established task forces to coordinate the relevant work. In line with the major concern, talks and workshops are organised for staff training. Schools that are more effective in promoting professional development are not only able to devise professional development plans systematically based on development focuses but also provide professional support for the teachers. A few schools give particular attention to the enhancement of teachers' professional capacity. In these schools, the principals provide appropriate advice on the teachers' training needs according to their strengths and weaknesses identified in the appraisal process and devise individual professional development plans with the teachers, thus facilitating the capacity building of the teachers and the schools. In addition, with growing awareness of the need to support the students with SEN, most schools have fulfilled the relevant basic training requirement recommended by the EDB. Due to the growing special educational needs of the students, teachers of a few schools actively participate in different levels of professional training. Some schools seek to suitably equip the teachers on their teaching needs by arranging thematic workshops according to the specific situations of their students.
- In recent years, schools have put increasing emphasis on the advancement of learning and teaching. Effective collaborative lesson planning and peer lesson observation have been conducted in some schools. In these schools, teachers make good use of the collaborative lesson planning sessions to explore effective teaching strategies and conduct peer lesson observation according to the major concerns. Teachers are open-minded about observing the lessons of each other, receptive to feedback and willing to exchange ideas on effective teaching. Some schools have solicited external support to address their development focuses or the needs of subjects, strengthen professional exchange and promote change. Effective results have been achieved in these schools. On the whole, collaborative lesson planning and peer lesson observation have become routine in primary schools and have been actively promoted in secondary schools. There are, however, still some teachers in a small number of secondary schools who are sceptical about such arrangements. The culture of peer lesson observation and professional exchange has yet to be developed in these schools.

Exemplar 1

Primary school

The management of the school is aspirant and visionary, pursuing goals which are consistent with its educational belief and setting a clear direction for school development. The principal is visionary and has a good grasp of the school context and development needs. In the interest of the students and for the betterment of the school development, she formulates forward-looking measures which aim at building a professional teaching team and making the school a learning organisation. The principal delegates responsibilities according to the teachers' strengths and accords them with great respect and trust. She actively grooms prospective middle managers by assigning them to different positions where they can gain experience and prosper. The vice-principal works closely with the principal and is able to assist her in daily administration work, serving well as the bridge between the teachers and the principal. The middle managers are proactive, knowledgeable and capable of guiding the development of the subject panels and committees. They are open-minded in pedagogy and work in collaboration with the teachers to implement work plans and pursue excellence in teaching. An atmosphere of mutual learning and professional exchange which is conducive to the enhancement of the quality of teaching has been fostered. Thanks to the shared beliefs and goals, cohesion is strong between the management and the teaching staff, who work as a team towards creating a learning organisation culture and facilitating the school's continuous progress.

Exemplar 2

Secondary school

With the help of the P-I-E cycle, the school has effectively enhanced its capacity for self-improvement. After years of implementation, self-evaluation has enabled the school to promote sustainable development and pursue excellence. The school has put in place a rigorous self-evaluation mechanism which enables the various stakeholders, including teachers, students and parents, to be involved, thus enhancing their sense of ownership towards the development of the school. Self-evaluation is conducted in a data-driven and evidence-based manner. Students' academic and non-academic performance is analysed, after which teachers discuss the evaluation data in meetings at different levels to review the development direction and effectiveness of the work plan. The school is able to make good use of self-evaluation findings to inform planning and formulate major concerns. Subject panels and functional groups make use of the results of school-based surveys and student performance data to review the effectiveness of the annual plan and progress of the routine tasks. Follow-up actions are suggested for improvement. Teachers are willing to listen to the views of their peers and students, which serve as the basis for reflection of their teaching performance and pursuit of excellence. A bottom-up appraisal system drives the management to strive for improvement. The school has fostered an open and receptive self-evaluation culture with the staff having a strong sense of self-improvement. Seeking to improve student learning and facilitate school development, teachers actively express their views and are receptive to the opinions of others. Self-evaluation has been embedded in the school's day-to-day work.

Section 2 Learning and Teaching

2.1 Curriculum and Assessment

- In general, schools demonstrate good performance in the area of “Curriculum and Assessment”.
- A majority of schools have made strengthening curriculum planning and refining classroom teaching their major concerns, with emphasis on developing students’ language skills, and their self-learning habits and self-directed learning abilities. A small number of schools seek to enhance the professional capacity of teachers and promote assessment for learning. Most secondary schools focus on refining their senior secondary curriculum.
- Curriculum development is usually led by vice-principals or primary school curriculum leaders. Most schools have formulated a mechanism of curriculum evaluation. Schools with better performance lead subject panels to work together to develop their curriculum in the direction as planned and monitor the effectiveness of work. Subject panels review curriculum implementation through various usual measures such as regular panel meetings, lesson observations and assignment inspections. Follow-up measures are duly proposed. While some schools are able to make good use of evaluation results to inform curriculum and pedagogical planning, the curriculum monitoring of a small number of schools has not been satisfactory. These schools are not able to effectively lead the subject panels to implement and evaluate progress of major tasks and school major concerns, or devise common development goals, thus compromising the effectiveness of implementation.
- In general, schools are able to formulate curriculum plans in accordance with the latest development trend, and students’ needs and abilities. Some schools are able to develop a curriculum with distinctive school-based features. For instance, one school integrates the learning elements of Chinese and Western history into the junior secondary History curriculum so as to enable students to review historical issues from a more macroscopic perspective. Another school incorporates the topic of planting Chinese herbal medicine into the junior secondary Science curriculum and promote scientific research in collaboration with a local university so as to deepen students’ understanding of natural ecology and environmental protection. Some primary schools promote extensive reading through story-book teaching and develop students’ reading and writing skills through employing the “From Reading to Writing” strategy in designing writing activities. Others develop school-based Science and Technology modules in the General Studies

curriculum, and organise activities, such as Science and Technology Week, to cultivate students' interest in technology and scientific inquiry. Many schools solicit external support in curriculum development to bring in new ideas and enhance teachers' confidence in curriculum implementation.

- Since the first HKDSE Examination in 2012, review and refinement of the senior secondary curriculum have become key concerns in secondary schools. Adjustment to subject combinations and choices, and teaching time allocation are major review items. To provide students with a senior secondary curriculum that suits their abilities and needs, subject panels pay much attention to reviewing student performance and adjusting curriculum and pedagogical strategies. Due attention is given to the articulation of the junior and senior secondary curricula. Schools are, generally, able to address students' learning needs through tailoring the junior secondary curriculum, engaging in school-based curriculum design and enhancing students' higher-order thinking and study skills. In a small number of schools, some senior secondary elective subjects are offered in S3 to better prepare students for the learning in S4. However, in seeking to strengthen the interface between the junior and senior secondary curricula, attention should be paid to the coverage of learning elements of, and time allocated to, the various key learning areas. In incorporating senior secondary learning elements into the junior secondary curriculum, students' abilities and needs should be duly taken into consideration so as not to hamper their acquisition of foundation knowledge.
- Secondary schools are, generally, able to formulate appropriate plans for enriching students' other learning experiences. Learning opportunities are duly provided to widen students' horizons, cultivate their positive values and attitudes, and foster their whole-person development in the areas of Moral and Civic Education, Aesthetic Development, Physical Development, Community Service and Career-related Experiences. In promoting students' aesthetic development, a small number of schools have put much thought into curriculum design, incorporating photography and soundtrack, performing arts and art in architecture into their school-based arts education curriculum. Such curriculum design, coupled with activities such as performance appreciation and workshops, are able to foster students' interest in, and abilities to critique, art. Schools have set up systems for managing student learning profiles to record their learning experiences and reflections, and the operation has been smooth.
- Schools, generally, attach importance to creating a favourable language environment for promoting language learning and helping students be biliterate and trilingual. Most schools regularly organise programmes on English and Putonghua Day, such

as broadcast of English and Putonghua Campus TV shows hosted by students, drama, debates and film shows. Some primary schools provide opportunities for students to practise speaking daily English through role-playing activities. Most schools enrich the language display on campus by putting up quotes and proverbs in both English and Chinese, signage with pinyin transcription and students' exemplary works. English and Putonghua Ambassadors are well trained to provide students with more opportunities to use the target languages. While students are, generally, eager to participate in language activities, a majority of them are not able to use the languages with proficiency inside and outside the classroom. Schools should put greater effort into fostering students' habits and confidence in speaking English and Putonghua.

- Following the implementation of the Fine-tuned Medium of Instruction Arrangements, many secondary schools have introduced various support measures to help students learn in English. Apart from creating an authentic language learning environment and organising various activities to encourage more use of English on campus, schools also strive to prepare S1 students for their study of content subjects in English by teaching basic subject vocabulary items, sentence structures and classroom language in the pre-S1 bridging programme. A small number of schools seek to equip students with relevant learning skills, such as building subject vocabulary banks, keeping subject language handbooks and organising learning notes. These works are well promoted. Some secondary schools have set up task forces to support subject panels in using English as the medium of instruction, and organise extended or cross-curricular English learning activities. To enhance the effectiveness of using English as the medium of instruction, the task forces play an active role in coordinating extended learning activities and arranging for the English panel to collaborate with relevant content subject panels in sharing experience on the use of subject language and relevant teaching strategies. Such measures are conducive to enhancing the effectiveness of learning and teaching of relevant subjects.
- Schools actively promote reading, aiming to enrich students' subject knowledge and enhance their language competency through cultivating their reading interest and habits. While most schools have scheduled reading time, most primary schools offer library lessons to develop students' reading skills and habits and promote sharing of reading experience. School libraries organise a wide range of reading activities, such as promotion of favourite books, sharing sessions by authors and book exhibitions on selected topics. Some reading activities in a few schools are designed with specific features and well received by students and teachers. For instance, reading time is scheduled for students and teachers to read and share books

on the same theme. In another school, the school library is able to create a favourable reading atmosphere by organising book displays and other promotion activities on the same theme as the school's other activities, such as the Art Week. A small number of schools have taken steps to tap electronic reading resources while some others make good use of the school intranet as a platform for the sharing of reading experience between teachers and students. These facilitate interactions between teachers and students and help building a reading culture. Most primary schools involve parents in promoting reading, through programmes such as "Reading Partners" and "Story-telling Mom and Dad". Most students are willing to read. A small number of students have developed interest and habits in extensive reading. To further promote "Reading to Learn" and enhance students' language proficiency and coverage of subject knowledge, school libraries could strengthen collaboration with subject panels in broadening students' scope of reading and encouraging them to read subject-related materials.

- Promoting students' self-directed learning is a common major concern of many schools. Schools mostly nurture students' self-directed learning abilities through cultivating their self-learning strategies and habits, and developing their generic skills, such as inquiring and thinking skills. Schools seek to develop students' generic and study skills through project learning. In schools with better progress in the implementation of project learning, students are able to acquire the skills of using thinking tools, organising information and presenting learning outcomes. The information presented by students is informative, which reflects their abilities to analyse issues from multiple perspectives. While many schools encourage students to make preparation before lessons, many teachers fail to build on the outcome of students' pre-lesson preparation to generate discussion or deepen learning. Some primary schools encourage students to make use of self-learning tools, such as dictionaries, and some arrange notebooks to jot down learning points during lessons. Most schools have launched electronic learning platforms to help students develop their self-learning habits, through provisions such as online reading, self-access materials and discussion forums. As a whole, schools still need to be more strategic in developing students' self-learning attitudes, skills and habits to facilitate self-directed learning, such as guiding them to set learning targets, monitor learning progress, reflect on learning outcomes and adjust learning strategies.
- Schools allocate ample resources to cater for learner diversity. Common measures to enhancing the catering for students' diverse learning needs include streaming and grouping students according to their abilities, lowering the size of classes for the less able students, and split-group arrangements and small-class teaching in some

subjects. Schools also arrange after-school enrichment, tutorial and remedial classes for students of different abilities, not only to support their learning of different subjects but also to develop their multiple intelligences. To maximise students' potential, most schools offer training programmes on higher-order thinking, creativity and scientific inquiry. Other support measures include after-school Chinese remedial classes and reading buddy schemes for non-Chinese speaking (NCS) students, and classes on English and traditional Chinese characters for the better learning of the cross-border students.

- Schools' performance in catering for learner diversity at the classroom level differs. In general, teachers adapt assignments and teaching contents in accordance with the abilities of students in different ability groups and adjust assessment methods to cater for the needs of students. A majority of primary schools are able to help students grasp the learning points by designing graded worksheets according to the teaching content. While some schools organise intensive remedial classes, they generally do not tailor the curriculum based on appropriate assessment of students' abilities. The teaching approaches of remedial classes for the less able students are mainly re-teaching the content of the regular lessons and doing revision through dictation. Students' learning difficulties are seldom addressed. A few schools are able to provide tailored support in accordance with students' characteristics. These schools support the less able students by first enhancing their sense of achievement and motivation, and then boosting their performance. They also develop the potential of the more able students by providing them with more challenging learning opportunities. Satisfactory progress in catering for learner diversity has been attained through these sustained efforts. However, some schools place too much emphasis on mechanical drills for public examinations during after-school tutorial sessions for the classes of the same year level, and have not been able to effectively promote learning and enhance students' learning performance.
- Schools have formulated clear assessment policies and adopted diverse modes of assessment. Subject panels assess students' performance in accordance with the specific features and requirements of their curricula. Schools have placed more emphasis on facilitating learning reflection through promoting students' self-assessment and peer assessment to enhance learning effectiveness. Some effective schools are able to provide rubrics on the assessment items to enable students to have a good grasp of the assessment requirements for self-improvement. A few schools encourage students to set their own learning goals and then reflect on areas for improvement after examinations, or nurture students' habit of reflection by setting up electronic learning profiles for them to keep track of their learning progress consistently.

- Schools gradually attach more importance to the design of quality assignments. Some schools have established mechanisms through which quality assignments and ideas are shared among subject panels. Some schools require assignments to be designed in alignment with their major concerns, such as promoting self-learning and catering for learner diversity. In general, assignments are designed in ways that can cater for the learning needs of students of different learning abilities. They are able to consolidate subject knowledge and incorporate elements of self-learning, inquiry, problem-solving, creativity and collaboration. Students' knowledge, skills and attitudes can be appropriately assessed through the diverse modes of assignments.
- Schools are generally able to conduct thorough analysis on student performance in internal and external assessments, critically review the design of examination papers, and identify students' strengths and weaknesses through analysing the answer scripts. While primary schools are, generally, able to design follow-up exercises with reference to students' weaknesses, only some are able to make use of assessment data to inform teaching and curriculum planning. Some secondary schools have set up task forces to handle assessment data and provide data analysis support for subject panels. A few schools are able to keep track of students' performance across the years and formulate tailored improvement measures. While most secondary schools have gathered a large amount of assessment data through various means, the use of such assessment data varies among subject panels. The more effective subject panels are able to analyse students' learning difficulties, conduct vertical reviews across year levels and formulate follow-up measures from the perspectives of curriculum, assessment and pedagogy, demonstrating good use of assessment data to enhance learning effectiveness.

Exemplar 1

Primary School

The school's curriculum development aims at nurturing students' self-learning attitudes and their biliterate and trilingual competence, enriching their learning experiences and maximising their potential through a variety of co-curricular activities and overseas exchange programmes. The school holds a strong belief that every student is gifted. Gifted education programmes are strategically offered for P2, P5 and P6 students during lesson time to develop their creativity, logical thinking and divergent thinking. The school builds up a database of talented students and offers pull-out training programmes to enhance students' leadership, presentation and IT skills. The school actively fosters a favourable language and reading environment, through setting up reading corners and a peer reading room, and conducting mass lectures and class-based library lessons which aim to strengthen students' language abilities through reading. The school actively provides support for subject panels and functional groups to organise reading activities, and encourage students to read different kinds of books. Over the years, great effort has been put into developing students' communication skills, creativity and critical thinking. Different performance platforms are provided within and outside the school. Elements of creativity and critical thinking are infused in classroom teaching and assignments. The school strives to provide ample opportunities for the use of three languages within and outside the classroom, organising trilingual drama classes and various related activities, and infusing elements of reading aloud and drama in Chinese lessons. Some subject panels arrange "three-minute sharing" sessions in lessons. The school is also dedicated to enhancing students' self-learning abilities by providing various record-keeping tools and an online self-learning platform. Besides actively promoting pre-lesson preparation and making use of students' pre-lesson preparation outcomes, subject panels also provide websites and lists of recommended books to extend students' learning.

Exemplar 2

Secondary School

The school curriculum aims at nurturing students' self-directed learning and thinking abilities. Teachers consistently require students to have good preparation before lessons, including reading relevant materials and completing pre-lesson exercises. During lessons, teachers make use of students' pre-lesson preparation in a well organised manner to facilitate construction of knowledge, and consolidation and reinforcement of learning. The school library collaborates well with different subject panels to organise reading activities, including book exhibitions, author talks and sharing sessions on reading, and encourage students to develop self-learning habits through reading. To align with the school development goals, active sharing is conducted among subject panels on the infusion of higher-order thinking elements into the curriculum, teaching and assessment, and the design of higher-order thinking items in questions, assignments and assessments in order to further enhance students' thinking abilities. The assignments of different subjects appropriately encourage students' self-learning and strengthen their problem-solving abilities and creativity. The school attaches importance to post-assessment feedback and makes good use of internal and external assessment data to formulate improvement measures, inform curriculum planning and adjust teaching strategies. The school also supports the students in need with reference to their learning difficulties. Through these measures, the spirit of assessment for learning has been realised. The Academic Committee, subject panels and functional groups respect the views of different stakeholders and conduct half-yearly and annual evaluations timely to review the effectiveness of work and inform planning.

2.2 Student Learning and Teaching

- Schools, generally, have satisfactory performance in the area of “Student Learning and Teaching”.
- About 4 400 lessons¹ have been observed in this school year. On the whole, lessons are well-organised and effective classroom management techniques are evident. Teachers have good communication and presentation skills. However, more attention could be given to catering for learner diversity, questioning techniques, providing feedback and follow-up. While students have good learning attitudes, they need to improve on the use of learning strategies, knowledge and skills to facilitate learning.
- Students are interested in learning. They are attentive in class and actively participate in learning tasks and activities. They follow teachers’ instructions to complete learning tasks but seldom make use of learning strategies, such as pre-lesson preparation, note-taking and raising questions, in the learning process. Their self-learning strategies and habits are yet to be developed. Due opportunities are provided for the use of three languages. Students are, generally, able to express their ideas in Cantonese fluently and with confidence. In secondary schools where English is adopted as the medium of instruction, students are, generally, more capable of, and confident in, using English to complete learning tasks. On the whole, there is marked diversity in students’ abilities to use Putonghua and English.
- In general, teachers are able to set clear learning objectives and arrange different types of learning activities to facilitate learning. Lessons are conducted smoothly. Some teachers spell out the learning objectives at the beginning of the lessons and recapitulate the key learning points for consolidation before the lessons end. In some lessons, follow-up tasks and extended reading are assigned for students to reinforce and apply the constructed knowledge. However, only a minority of teachers are able to deliver lessons in an appropriate teaching pace and conduct timely review of learning points to facilitate effective learning. Teachers are well-prepared for lessons. Some of them have a good understanding of students’ learning difficulties, based on which appropriate learning activities are designed. In the effective lessons, teachers are able to assess students’ learning progress timely and address their learning difficulties by giving step-by-step instructions and explanations from different perspectives to enhancing learning. However, some

¹ Only one special school has undergone ESR in this school year. The lessons observed in the school have been excluded.

teachers are too preoccupied with lesson coverage. They are not able to provide timely assessment of student learning and make the necessary adjustment in teaching pace.

- Most teachers attach importance to classroom interaction, and a didactic approach of teaching is becoming uncommon. The main teaching method used in most lessons is lecturing supplemented with questioning. To monitor students' learning progress and enhance interaction between teachers and students, questions are commonly posed to check understanding. Some teachers effectively use questions to establish a lively learning atmosphere. For example, they facilitate peer learning between students and boost their confidence in answering questions by allowing time for them to discuss before making responses. Based on students' responses, they make good use of prompts and probing questions to guide students for thorough discussions and to think from different perspectives. The use of open-ended questions and encouragement for multiple answers enable students to be stimulated by the responses of each other. Students take teachers' questions seriously and are able to elaborate their responses under teachers' guidance. A few of them raise questions, or make comments, on the responses of their peers, demonstrating good critical thinking skills. However, some teachers have not been able to enhance students' thinking, organising and presentation skills through questioning, being too eager to cover the lesson content, asking a narrow range of questions and giving away answers too readily.
- Group activities are arranged to enhance students' collaboration and classroom interaction in about half of the lessons observed. Some teachers employ the method of mixed ability grouping to engage students in properly designed learning tasks, such as discussion and presentation. Students of higher abilities lead the groups to complete the learning tasks effectively, demonstrating learning outcomes with close collaboration. Peer assessment or competitions between groups are arranged in some lessons to promote students' active participation and create a positive and pleasurable learning environment. In the more effective lessons, learning activities are closely in line with the teaching objectives, and students are given ample collaborative learning opportunities to practice and apply knowledge appropriately. However, in a few lessons where students complete the learning tasks alone, lacking the opportunities to have meaningful interaction during group work, the effectiveness of collaborative learning needs to be improved. In a few lessons where peer assessment is conducted, teachers fail to provide specific assessment rubrics, resulting in assessing without substance, and the point of assessment for learning is lost.

Exemplar 1

Primary School

Teachers make effective use of information technology to support teaching. They also employ teaching strategies and daily life examples flexibly to foster students' thinking skills. Students are encouraged to think beforehand and then discuss their ideas in groups, which is conducive to motivate their learning and cater for their different needs. Paying close attention to students' responses and performance in presentation, teachers provide constructive feedback or conduct timely review of learning points to consolidate learning. Teachers have appropriate expectations for students. They successfully create a harmonious and pleasurable learning atmosphere, under which students' achievement is timely recognised. Due support and encouragement are given to the less active students. A brisk teaching pace is maintained throughout the lessons with good questioning techniques and well-designed, inspiring, challenging and well-sequenced group activities. Teachers are skilful in using strategies, such as prompts, probing questions and peer assessment, to encourage students to enquiry deeper through different perspectives. Students are able to connect knowledge with experiences and express their own views that demonstrate critical thinking.

Exemplar 2

Secondary School

The school lays strong emphasis on supporting student learning in lessons. Teachers design a variety of learning tasks according to the teaching objectives and students' abilities. They make good use of questioning to assess students' learning progress, and provide feedback and timely follow-up activities to consolidate learning. Students, mostly independent learners, are capable of using basic learning strategies, such as, note-taking and pre-lesson preparation. They adopt a serious attitude for learning, and actively participate in lessons. Some of them are active in raising questions and expressing views. Teachers pay due attention to catering for learner diversity. Challenging tasks are assigned to maximise students' capabilities, and support is duly given to the less active ones. Teachers pay close attention to the learning progress of students of different abilities, and adjustment of teaching pace is made accordingly. They make good use of questions of different levels to provoke students' thinking. In some lessons, students are encouraged to raise questions throughout the lessons to enable them to probe deeper into the learning topics and develop higher-order thinking skills.

Section 3 Student Support and School Ethos

- Schools demonstrate good performance in this domain.
- Schools, generally, make promoting whole-person development a target in student development and properly plan their work in accordance with their missions and students' needs. Most schools have a clear student support framework which is led by the vice-principals, who coordinate the work of various functional groups. There is clear demarcation of duties and close collaboration among the different groups. In general, schools are able to identify the needs of their students based on various types of data and their school contexts, set development targets, devise work plans, formulate implementation strategies, and review their work regularly. Some schools are able to review students' behaviour with reference to the development targets and formulate appropriate improvement measures accordingly, demonstrating considerable effectiveness.
- Schools attach much importance to nurturing students' positive values and creating a caring and well-regulated environment that facilitates student growth. Schools are, generally, able to help students cope with behavioural, emotional and social problems through effective guidance and discipline mechanisms, clearly defined award and punishment schemes and different types of counselling activities. Most schools cater for students' needs by focusing on key elements of values education. Schools place much emphasis on developing students' caring attitude, and sense of responsibility and respect. A whole-school approach is adopted to implement the school plans through a wide range of strategies, such as morning assemblies, award schemes, thematic talks and competitions. In the highly effective schools, there is close collaboration among different subject panels and committees. Programme objectives and implementation details are well communicated to the teachers, students and parents through various channels, so as to facilitate the participation of these stakeholders in promoting the effective implementation of planned work. Some schools make good use of the well-established foundation of guidance and discipline or effective class management to infuse specific themes related to student development into the Life Education Period or the Personal Growth Period, and have obtained satisfactory results. Good efforts are made to create a school environment conducive to the promotion of relevant themes, through measures such as setting up display boards and posting up proverbs and slogans. In a small number of schools, the overall effectiveness of work has been hampered by different factors, such as slack planning on how to promote values education, programmes not duly implemented by subject panels and committees as planned or activities lacking coordination. Students' understanding and application of the themes have

not been well promoted.

- Schools actively arrange diverse learning experiences for students to foster their whole-person development. Secondary schools plan and organise various learning activities for students according to the areas of Other Learning Experiences. Primary schools attach importance to moral, civil and national education, service learning and aesthetic and physical development. Schools, generally, organise a variety of interest groups to develop students' interest and potential in arts and sports. Sufficient support is provided for the students in need to be able to participate in different activities. Concerts, plays, art exhibitions and, in some cases, musicals are organised to serve as platforms for students to showcase their talents. Schools emphasise the early cultivation of a spirit of service in students. Most primary schools adopt the practice of "One Student One Post" at the junior primary level to encourage students to serve their classmates. Uniform groups and voluntary services are organised to provide opportunities for students to serve the needy in the community. Schools have paid much attention to the development of the more able students and those with good potential, providing them with leadership training and requiring them to take up leading posts, such as prefects in primary schools and committee members of student unions, houses and clubs in secondary schools. In some secondary schools, students are encouraged to reflect upon, and keep record of, what they have learned or gained from the participation of activities. In others, the Student Learning Profile is well used for recording students' learning experiences from the junior secondary stage onwards.
- All secondary schools provide ample support for students on further studies and careers, such as information on subject selection, visits to colleges and universities, and talks on further studies and careers. Some schools have good arrangements for promoting life planning, organising aptitude tests for students at an early stage to help them understand themselves better so as to plan for further studies and careers. To provide students with experiences in the work world, some schools pair students with their alumni and arrange job-shadowing for them. Apart from providing career guidance for the students, the alumni also act as counsellors on personal growth and further studies. To cater for the needs of the increasing number of NCS students, a small number of schools actively explore different kinds of career options and opportunities to suit their needs.
- Schools make great efforts in creating a caring and harmonious environment and promoting love, friendship and collaboration among students. Some schools have, through class management, fostered a loving and caring relationship between students and teachers. Some schools promote integration and boost the confidence

of cross-border students and those who have recently arrived from the Mainland by inviting them to help their schoolmates with Putonghua learning. Schools with more NCS students encourage students of different ethnic backgrounds to learn about the different cultures of each other, to appreciate each other and to develop mutual respect.

- Schools strive to take care of students with SEN by providing appropriate support according to their individual needs. External resources are harnessed to provide therapy groups for students with dyslexia, poor social skills and low concentration so that they can adapt to their school life better and participate in learning. Most schools have set up peer support schemes for these students, giving them care and support on their studies and social development. Some schools invite senior students with SEN to serve as peer reading buddies for their junior counterparts after providing training for them. With support and encouragement from teachers and instructors, these students are able to forge a strong partnership with their peers.
- Schools attach much importance to home-school cooperation. There are ample channels for communicating with parents. A few schools make good use of electronic media to provide parents with the latest school information. The partnership of schools and parents is strengthened through having representatives of the Parent-teacher Associations (PTA) serve as members of the IMC. Schools attach importance to promoting parent education. Some schools systematically implement a series of parent education programmes, and regularly organise thematic talks and workshops for parents to help enhance their parenting skills and parent-child relationship. Most PTA are able to serve as effective links between the schools and parents, strengthening home-school cooperation and supporting student growth.
- Great majority of schools are able to enhance professional exchange through maintaining close links with external educational organisations. Community resources are well tapped to create opportunities for students to enrich their learning experiences. Professionals are invited to organise activities and provide services for students to cater for their needs. A large number of schools have set up alumni associations and alumni representatives are elected to serve on the school management committees. Alumni, in general, care about their alma maters and are dedicated in supporting school development through raising funds, organising activities and sharing with fellow students their own experiences in study and career development.

Exemplar 1

Primary School

In line with its mission, the school is committed to nurturing students' morals and positive attitudes. A range of multiple intelligences activities, such as baseball, rope skipping and musicals, is offered to enrich students' learning experiences and promote whole-person development. The school-based chess programme "Go", rock climbing and financial management classes are some shining examples. To promote healthy living, the school has formulated a policy on healthy eating. "Creating a healthy campus - to sustain a loving and caring culture" has been set as a major concern to cultivate in students a caring and accommodating attitude towards others and to raise teachers', students' and parents' awareness of the need to maintain physical and psychological well-being. The school has set up special areas on campus, such as the Pet Corner and Nature Education Trail, to engage students in activities, such as weeding, watering plants and taking care of pets, to help them learn to treasure and respect life, as well as develop a loving and caring atmosphere in school. The spirit of love and care is further extended through programmes which enable students to serve others, such as the service learning programme for senior primary students and the Guidance Angels Scheme. Moral education has also been a major concern in two consecutive school development cycles, and positive values and attitudes are introduced in the school-based Moral Education periods, Life Education periods and weekly assemblies. Refinements in the promotion of moral education have been made in the current development cycle, through the school-based chess programme "Go" which enables P1 students to learn sportsmanship and "not to be elated by victory nor depressed by defeat". Traditional Chinese virtues have been adopted as the focus of the school-based moral education curriculum in a systematic manner, with good use of daily-life issues for students to put theory into practice. The Guidance and Discipline Team actively implements an award scheme to foster the good behaviour of students.

Exemplar 2

Secondary School

The school has a clear student development policy and there are good communication and collaboration among the functional groups. The school encourages students to participate in different learning activities and serve as student leaders to strive for excellence. The school also invites celebrities to share their personal experiences and give talks to foster students' positive values and attitudes. The school-based moral, civic and national education curriculum emphasises development of a loving and caring attitude, nurturing of student leaders and promotion of sustainable development. Great effort has been put into the promotion of environmental education, through arrangements such as setting up a team of "Environmental Protection Ambassadors", establishing the "Liberal Studies Garden" for community ecology and providing relevant training for S3 students. Emphasis has been placed on service learning. Through activities such as visiting the solitary elderly and writing books on them, students are provided with meaningful learning experiences through caring for others. To help students conduct self-reflection and live proactively, all graduates are given the opportunities to share with the whole school their feelings on studying in the school, and their aspirations and pledges for the future.

Chapter 3 Concluding Remarks

- Schools having undergone ESR in this school year demonstrate good performance in the domains of “Management and Organisation” and “Student Support and School Ethos”. In the “Learning and Teaching” domain, their performance is good in the area of “Curriculum and Assessment” and satisfactory in the area of “Student Learning and Teaching”. Overall, schools have made encouraging achievements in enhancing effectiveness while there is still room for improvement in classroom learning and teaching.
- Schools are able to formulate their development plans and promote their work with due consideration given to the educational development of Hong Kong, the needs of students and the views of stakeholders. In general, schools have put in place a well-established self-evaluation mechanism and the self-evaluation concept of P-I-E cycle are being practised at school and departmental levels. However, teachers’ awareness of, and skills in, achieving continuous improvement through self-evaluation still need to be enhanced. To enhance efficacy of cascading work measures, schools should seek to build consensus regarding task requirements among teaching staff first before putting the measures into practice at departmental level. To enhance the effectiveness of self-evaluation, schools should conduct reviews by effectively focusing on the development targets, and make good use of evaluation results to inform the planning of the subsequent school year or development cycle. Targets of work should be pertinent to areas for improvement while implementation strategies should be built on past, or successful, experience.
- In curriculum development, most schools make cultivating students’ self-directed learning a major concern, implementing an array of measures to foster self-learning. Such measures include providing online self-learning materials, requiring students to prepare for lessons, and helping students develop learning strategies and use thinking tools. Nevertheless, schools still need to help students gradually develop their self-directed learning abilities through setting their own learning targets and regularly reviewing their progress in pursuing continuous improvement. Schools should avoid over-emphasising the articulation of learning between the junior and secondary levels, at the expense of consolidating students’ fundamental knowledge and basic learning skills through the provision of a broad and balanced junior secondary curriculum to fulfil the learning requirement at the senior secondary level.

- To enhance the effectiveness of learning and teaching, schools have attached more importance to catering for learner diversity. While schools have devoted their effort to support measures and after-school remedial work, the use of strategies to cater for learner diversity in the classroom is not obvious and necessitates teachers' greater attention. Teachers should timely assess students' learning progress and address their learning needs through questioning, feedback and providing opportunities for peer learning. A variety of teaching strategies should be employed to cater for learner diversity, such as building on students' pre-lesson preparation, providing feedback on students' performance in classwork and guiding students to use suitable learning strategies to connect knowledge and tackle learning difficulties identified from assessment.
- The performance of schools in planning and implementing work for supporting students' personal growth is good. Different support measures and life-wide learning activities are put in place to enrich students' experiences and nurture their good behaviour, positive values and attitudes. To foster an inclusive and caring learning environment for a pleasurable and healthy school life, schools could still put more effort into supporting the needs of students of different backgrounds, such as the NCS students and those with SEN.
- In the face of educational development, schools are likely to meet various kinds of on-going challenges, such as the uncertain number of school-age students, and the increasing number of NCS students and those with SEN. Schools should seek to enhance the effectiveness of the work in learning and teaching and student support, by formulating focused development plans and deploying resources to address needs. Schools should also strive for improvement through making use of sound self-evaluation mechanisms. In so doing, schools will be able to provide quality education for students with diverse needs, helping them rise to challenges and take opportunities for the future.

Appendix 1 Schools Undergoing ESR in the 2012/2013 School Year

Primary Schools

AD&FD POK OI HOSPITAL MRS CHENG YAM ON SCHOOL
BUDDHIST LIM KIM TIAN MEMORIAL PRIMARY SCHOOL
CCC KEI TSZ PRIMARY SCHOOL
CHINESE METHODIST SCHOOL (NORTH POINT)
ELCHK KWAI SHING LUTHERAN PRIMARY SCHOOL
FANLING PUBLIC SCHOOL
HEEP YUNN PRIMARY SCHOOL
IU SHAN SCHOOL
JORDAN VALLEY, ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL
KING'S COLLEGE OLD BOYS' ASSOCIATION PRIMARY SCHOOL
KOWLOON TONG BISHOP WALSH CATHOLIC SCHOOL
KWUN TONG GOVERNMENT PRIMARY SCHOOL
LAM TIN METHODIST PRIMARY SCHOOL
LOK SIN TONG LAU TAK PRIMARY SCHOOL
MA TAU CHUNG GOVERNMENT PRIMARY SCHOOL (HUNG HOM BAY)
MARYKNOLL FATHERS' SCHOOL (PRIMARY SECTION)
METHODIST SCHOOL
NORTH POINT METHODIST PRIMARY SCHOOL
OUR LADY OF CHINA CATHOLIC PRIMARY SCHOOL
PLK CAMOES TAN SIU LIN PRIMARY SCHOOL
PLK GRANDMONT PRIMARY SCHOOL
PLK HORIZON EAST PRIMARY SCHOOL
PLK TIN KA PING PRIMARY SCHOOL
QES OLD STUDENTS' ASSOCIATION PRIMARY SCHOOL
SHA TIN WAI DR. CATHERINE F. WOO MEMORIAL SCHOOL
SHAK CHUNG SHAN MEMORIAL CATHOLIC PRIMARY SCHOOL
SHANGHAI ALUMNI PRIMARY SCHOOL
SHAU KEI WAN GOVERNMENT PRIMARY SCHOOL
SKH FUNG KEI MILLENNIUM PRIMARY SCHOOL
SKH ST PETER'S PRIMARY SCHOOL
SKH ST THOMAS' PRIMARY SCHOOL
SKH TAK TIN LEE SHIU KEUNG PRIMARY SCHOOL
ST EDWARD'S CATHOLIC PRIMARY SCHOOL
STFA WU MIEN TUEN PRIMARY SCHOOL
TAI KOK TSUI CATHOLIC PRIMARY SCHOOL

TAI KOK TSUI CATHOLIC PRIMARY SCHOOL (HOI FAN RD)
TAOIST CHING CHUNG PRIMARY SCHOOL (WU KING ESTATE)
THE LITTLE FLOWER'S CATHOLIC PRIMARY SCHOOL
THE SALVATION ARMY TIN KA PING SCHOOL
TSUEN WAN CATHOLIC PRIMARY SCHOOL
YAN OI TONG TIN KA PING PRIMARY SCHOOL
YAUMATI CATHOLIC PRIMARY SCHOOL
YL LONG PING ESTATE TUNG KOON PRIMARY SCHOOL
YL PUBLIC MIDDLE SCHOOL ALUMNI ASSOCIATION PRIMARY SCHOOL

Secondary Schools

BAPTIST WING LUNG SECONDARY SCHOOL
BUDDHIST KOK KWONG SECONDARY SCHOOL
BUDDHIST TAI HUNG COLLEGE
BUDDHIST TAI KWONG CHI HONG COLLEGE
CANOSSA COLLEGE
CARITAS CHONG YUET MING SECONDARY SCHOOL
CARITAS TUEN MUN MARDEN FOUNDATION SECONDARY SCHOOL
CCC CHUEN YUEN COLLEGE
CCC HEEP WOH COLLEGE
CCC HOH FUK TONG COLLEGE
CCC KEI YUEN COLLEGE
CCC KWEI WAH SHAN COLLEGE
CCC TAM LEE LAI FUN MEMORIAL SECONDARY SCHOOL
CHEUNG CHUK SHAN COLLEGE
CHEUNG SHA WAN CATHOLIC SECONDARY SCHOOL
CLEMENTI SECONDARY SCHOOL
CUHKFAA CHAN CHUN HA SECONDARY SCHOOL
CUHKFAA THOMAS CHEUNG SECONDARY SCHOOL
DELIA MEMORIAL SCHOOL (MATTEO RICCI)
FANLING GOVERNMENT SECONDARY SCHOOL
FANLING LUTHERAN SECONDARY SCHOOL
FUKIEN SECONDARY SCHOOL
HENRIETTA SECONDARY SCHOOL
HKMA DAVID LI KWOK PO COLLEGE
HKSVC&IA WONG TAI SHAN MEMORIAL COLLEGE
HOLY FAMILY CANOSSIAN COLLEGE
HONG KONG CHINESE WOMEN'S CLUB COLLEGE

IMMACULATE HEART OF MARY COLLEGE
JOCKEY CLUB GOVERNMENT SECONDARY SCHOOL
KAU YAN COLLEGE
KIT SAM LAM BING YIM SECONDARY SCHOOL
LEUNG SHEK CHEE COLLEGE
LING LIANG CHURCH M H LAU SECONDARY SCHOOL
LOK SIN TONG LEUNG CHIK WAI MEMORIAL SCHOOL
MARYMOUNT SECONDARY SCHOOL
NLSI PEACE EVANGELICAL SECONDARY SCHOOL
PO ON COMMERCIAL ASSOCIATION WONG SIU CHING SECONDARY SCHOOL
POK OI HOSPITAL 80TH ANNIVERSARY TANG YING HEI COLLEGE
POK OI HOSPITAL CHAN KAI MEMORIAL COLLEGE
PUI TAK CANOSSIAN COLLEGE
SALESIAN ENGLISH SCHOOL
SALESIANS OF DON BOSCO NG SIU MUI SECONDARY SCHOOL
SHATIN TSUNG TSIN SECONDARY SCHOOL
SHEK LEI CATHOLIC SECONDARY SCHOOL
SHUN LEE CATHOLIC SECONDARY SCHOOL
SKH HOLY TRINITY CHURCH SECONDARY SCHOOL
SKH TANG SHIU KIN SECONDARY SCHOOL
ST JOSEPH'S ANGLO-CHINESE SCHOOL
ST PAUL'S SCHOOL (LAM TIN)
ST TERESA SECONDARY SCHOOL
STFA YUNG YAU COLLEGE
TACK CHING GIRLS' SECONDARY SCHOOL
TAK SUN SECONDARY SCHOOL
TANG KING PO SCHOOL
THE CHINESE FOUNDATION SECONDARY SCHOOL
THE METHODIST LEE WAI LEE COLLEGE
TSUNG TSIN COLLEGE
TUNG CHUNG CATHOLIC SCHOOL
TWGH CHANG MING THIEN COLLEGE
TWGH CY MA MEMORIAL COLLEGE
TWGH YOW KAM YUEN COLLEGE
TWGHS WONG FUT NAM COLLEGE
YAN OI TONG TIN KA PING SECONDARY SCHOOL

Special School

HONG CHI MORNINGHILL SCHOOL, TSUI LAM

Appendix 2 Findings of Post-ESR School Survey in the 2012/2013 School Year

No. of Schools in the survey	Questionnaires	Questionnaires collected	Overall response rate
105	5754	4757	82.7%

		Percentage					
		Strongly agree	→	Strongly disagree	N.A.		
1a	I am clear about the objectives of ESR.	24.3%	69.9%	5.3%	0.3%	0.2%	0.1%
1b	I am clear about the procedures of ESR.	22.8%	70.0%	6.6%	0.5%	0.1%	0.1%
1c	I am clear about the scope covered by ESR.	20.1%	69.2%	9.6%	0.9%	0.1%	0.2%
2	'Performance Indicators for Hong Kong Schools 2008' encompasses the major areas of work in our school.	11.1%	65.2%	22.4%	1.3%	0.1%	2.0%
3	'Performance Indicators for Hong Kong Schools 2008' facilitates a focused evaluation of the major areas of work in our school.	10.8%	65.2%	22.4%	1.3%	0.3%	2.0%
4	In general, the questionnaires in the Stakeholder Survey are effective in collecting stakeholders' views about our school.	11.2%	69.0%	17.5%	1.9%	0.4%	0.4%
5	The information provided by the Key Performance Measures helps us to conduct SSE in our school.	11.3%	71.1%	15.8%	1.5%	0.4%	0.6%
6	The E-Platform for School Development and Accountability enhances our school's efficiency in collecting and managing SSE data.	9.9%	65.8%	22.2%	1.8%	0.3%	1.6%
7	My involvement in the 'holistic review of the school' has given me a better understanding of our school's overall performance.	15.7%	67.3%	14.9%	1.8%	0.3%	0.7%
8	I take an active part in evaluating the performance of our school.	19.6%	60.5%	16.9%	2.6%	0.3%	0.5%
9	SSE has enhanced professional exchange among staff on how to make continuous school improvement.	13.8%	65.7%	16.8%	2.9%	0.8%	0.5%
10a	The pre-ESR briefing conducted by the ESR team member in June/July of the previous school year enhanced my understanding of ESR.	14.2%	71.9%	12.1%	1.6%	0.2%	3.2%
10b	The pre-ESR briefing conducted by the ESR team member in June/July of the previous school year allayed my anxiety about ESR.	8.8%	57.0%	26.5%	6.6%	1.1%	3.4%
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.	9.3%	58.0%	22.9%	7.9%	1.9%	3.1%
11	The ESR team focused specifically on our school context to review our major concerns.	11.6%	69.8%	15.5%	2.5%	0.6%	0.9%
12	The variety of activities observed by the ESR team was adequate.	12.4%	69.3%	14.8%	2.8%	0.7%	1.1%
13	The ESR team demonstrated professionalism in the review process.	13.9%	67.4%	15.8%	2.3%	0.6%	1.1%
14	The attitude of the ESR Team was sincere and friendly.	21.7%	64.3%	11.7%	1.8%	0.5%	0.9%

		Percentage					
		Strongly agree	→	Strongly disagree	N.A.		
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.	14.2%	70.0%	13.9%	1.5%	0.4%	1.1%
16	The ESR team was able to listen objectively to the views expressed by our school staff in interviews/ meetings.	13.5%	66.2%	17.2%	2.4%	0.7%	3.9%
17a	Post-lesson observation discussion with individual teachers provided opportunities for teachers to reflect on students' learning and classroom practices.	12.1%	67.6%	16.4%	2.9%	1.0%	8.2%
17b	Post-lesson observation discussion with individual teachers provided opportunities for teachers to reflect on how school concerns were addressed in classroom teaching.	10.2%	66.6%	19.1%	3.2%	0.9%	8.0%
18	Preliminary findings of the ESR team were clearly conveyed to our school staff in the oral feedback session.	13.1%	68.0%	16.7%	1.8%	0.4%	8.9%
19	Having teachers, other than the team responsible for school development, in the oral feedback session has increased the transparency of ESR.	13.2%	67.9%	16.6%	1.8%	0.4%	5.7%
20a	The ESR has given an accurate judgement on the effectiveness of our school's self-evaluation processes.	9.8%	66.5%	20.1%	2.9%	0.6%	0.6%
20b	The ESR has accurately identified the strengths of our school.	14.7%	68.3%	14.3%	2.2%	0.5%	0.6%
20c	The ESR has accurately identified the areas for improvement for our school.	11.5%	66.4%	18.1%	3.3%	0.7%	0.6%
20d	The ESR has helped our school formulate future goals and plans.	12.8%	66.8%	17.7%	2.3%	0.4%	0.6%
21	I agree with the recommendations made in the ESR report.	10.0%	64.9%	22.3%	2.2%	0.6%	0.9%
22	There was adequate time for our school to prepare the written response to the ESR report.	10.6%	65.4%	22.2%	1.4%	0.5%	6.6%
23	There was adequate discussion among our school staff before finalising our written response to the ESR report.	10.4%	62.6%	21.9%	3.9%	1.2%	3.1%
24	ESR helps me reflect on the effectiveness of our school work.	12.1%	68.4%	15.8%	3.0%	0.7%	0.7%
25	The amount of preparatory work done by our school for ESR was appropriate.	8.3%	58.9%	21.7%	8.0%	3.2%	0.7%
26	Pressure resulting from ESR was reasonable.	5.2%	50.8%	27.5%	11.3%	5.1%	0.7%
27	The entire ESR process was open and transparent.	9.4%	66.1%	19.9%	3.4%	1.1%	0.6%
28	On the whole, I am satisfied with the ESR process.	7.9%	65.4%	21.9%	3.3%	1.5%	0.5%