

Inspection Annual Report 2013/14



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 2013/14 school year (the current school year), EDB continued to conduct ESR in a school-specific and focused manner for 106 schools, including 44 secondary, 60 primary and 2 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 are, generally, able to formulate suitable development plans which pertain to their contexts and their students’ needs. Some schools strategically plan their professional development activities to align with their major concerns. Senior and middle managers are able to lead the teachers to conduct their work in alignment with the schools’ direction for development. Schools endorse the spirit of SSE and suitably evaluate their work attainment. Some are able to make good use of self-evaluation data, including findings from observation, to gauge the effectiveness of their work and devise follow up action. Some schools, however, have yet to enhance their SSE performance, through analysing and reflecting on overall target achievement, student performance and areas for improvement.
- In “Learning and Teaching”, many schools have identified catering for learning diversity and nurturing self-directed learning as their major concerns and have devised various strategies to address them. Primary schools attach importance to teachers’ professional development and refining the school-based curriculum and pedagogical strategies. The different measures to promote curriculum development and professional exchange have been implemented to good effect. Secondary schools place emphasis on developing students’ language ability, a majority of which are able to plan and organise co-curricular activities to boost students’ interest in learning English and Putonghua. While some schools make good efforts to enhance students’ learning of non-language subjects in English, putting in place various measures to support such learning needs, a small number of them need to review the effectiveness of these measures regularly and take

appropriate follow-up action. In learning and teaching, lessons are conducted smoothly and the learning atmosphere is, in general, positive. While students are, generally, attentive and interested in learning, their self-learning habits are yet to be fostered. Teachers are able to arrange suitable learning activities to promote learning, but the effectiveness of their use of questioning and feedback varies. There is also a need for the use of a wider range of pedagogical strategies to cater for learner diversity.

- In “Student Support and School Ethos”, most schools actively set out to cultivate students’ positive values and provide them with multifarious learning experiences so as to develop their potential, leadership capacity and service spirit and foster their whole-person development. Schools actively foster an inclusive culture and take good care of non-Chinese speaking (NCS) students, newly arrived children (NAC) from the Mainland and students with special educational needs (SEN). Through communicating and collaborating with parents, alumni and external organisations, schools are able to provide suitable support for students’ growth.
- 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 focus specifically on their schools’ context to review their major concerns, accurately identify their strengths and areas for improvement and promote professional exchange and reflection. EDB will continue to collect views from different stakeholders, improve the SDA framework, and facilitate the continuous development of schools and improvement of student learning.

Chapter 2 Key Findings of ESR

Section 1 Management and Organisation

- The overall performance of schools in this domain is good.
- Schools endorse the spirit of SSE and have put in place clear SSE mechanisms for employing the P-I-E cycle to promote their continuous development. Prior to the commencement of a development cycle, schools are generally able to evaluate the overall achievements of the major concerns of the previous one and conduct a holistic review of the current situation through the use of SSE data, Strengths-Weaknesses-Opportunities-Threats analysis and discussion among the teaching staff. This forms the basis for identifying major concerns for the new cycle. Some schools give impetus to the enhancement of the SSE culture by setting up a designated team to coordinate the SSE tasks and support subject panels and committees in reviewing the effectiveness of their work.
- Schools are able to formulate their development plans according to their contexts and students' needs. Schools, generally, adopt a three-year development cycle, and the current school year is the second year of the development cycle for a majority of schools. As reflected from the major concerns, schools attach importance to enhancing the effectiveness of learning and teaching, with fostering students' self-directed learning and catering for learning diversity being the major development focuses of a majority of schools. Some schools duly follow up the recommendations made in the previous ESR reports, such as enhancing SSE or strengthening professional leadership, designating these as major concerns and formulating suitable strategies to address them. Most schools' annual plans are in line with their development plans. Some of the annual plans are compiled with clear targets and appropriate strategies and success criteria to enable schools to address the major concerns progressively and strategically. The subject panels and committees of a majority of schools are able to devise and implement their programme plans in line with the major concerns.
- Schools are able to evaluate their work in a timely manner. While schools, generally, conduct the evaluation of work at the end of the school year, some also carry out a mid-year review and suitably adjust the implementation strategies according to the actual progress of work. Some schools make good use of evaluation data and lesson observation findings to gauge the effectiveness of the priority tasks related to learning and teaching and take appropriate follow-up action, such as sharing of good teaching practice and provision of professional support.

There is, however, a need for some schools to improve their SSE performance. These schools are inclined to rely on quantitative success criteria and evaluate the accomplishment of individual tasks and strategies and fall short of reflecting on overall work achievement, students' performance and areas for improvement as a means to bolster follow-up and future planning.

- Senior and middle managers are dedicated to guiding the teachers to work in unity to promote the continuous development of the schools. Highly effective school leaders are able to lead the teaching team to create a shared vision and set clear development direction and goals in accordance with the school mission. They aptly seek to address the development needs of the teaching team and the school. They flexibly allocate resources and create space for teachers through injecting additional manpower so as to enhance their professional capacity and learning and teaching effectiveness. They suitably empower the middle managers to enable them to demonstrate their capability in the planning, coordination and monitoring of work. They also draw up succession plans and groom prospective leaders in accordance with the school's development needs. Middle managers are generally able to guide the development of the subject panels and committees in accordance with the school's development plan and support the teachers in carrying out the related work. The leadership capacity of a small number of schools is yet to be enhanced. The inability of the senior leaders to chart the course of school development and strengthen accountability and the failure of the middle managers to properly monitor implementation of work have hindered the development of these schools.
- Schools, generally, attach importance to the professional development of teachers. Some schools strategically align their professional development work with the major concerns, and set up a task group to coordinate the various training and sharing activities and enhance teachers' professional capacity. With a view to transforming the school into a learning community, the school management plays a leading role in promoting professional learning. A small number of schools are able to use resources flexibly to support teachers in overseas training to widen their horizons. Some schools, however, have yet to evaluate the effectiveness of their professional development activities with a focus on how well certain pedagogical strategies have been put into practice in the classroom. There is also a need for some middle managers to enhance the professional sharing within the subject panels and committees in order to promote teachers' professional development.

Exemplar 1

Primary school

The visionary and aspirant school management provides professional support for the teachers and places emphasis on team building, effectively guiding the teachers to create a common vision and strive for sustaining the school's development. The dedicated Principal actively seeks to enhance the teachers' professional development, through such means as encouraging them to share with others in the teaching profession, including visitors from local and overseas schools, and organising study trips to other countries. Such measures have greatly broadened the teachers' horizons and enhanced their professional capacity. The Principal is able to lead the school to keep pace with time, evolve into a learning community and strive for excellence. The committed Vice-principal capably leads the teachers to inject innovative elements into the school-based curriculum. The conscientious middle managers collaborate closely with each other to promote the development of the school-based curriculum. They also nurture the teachers' professional growth through encouraging them to devise their own action plans in alignment with the school's development, and study plans to address their professional development needs. Under the leadership of the school management and middle managers, the school has created a strong atmosphere of educational research, and the teaching staff make a concerted effort to nurture the students' whole-person development.

Exemplar 2

Secondary school

The school has been promoting SSE effectively, facilitating its continuous development through employing the P-I-E cycle. After years of striving for improvement, the school has established a rigorous and sound evaluation mechanism. The school attaches importance to collecting the views of different stakeholders, such as teachers and parents. In particular, the school encourages students to express their opinions and provides multiple channels for teachers to engage in the deliberation and review of school policies, thus enhancing stakeholders' sense of ownership of the school's development. The school places emphasis on evidence-based evaluation and uses a variety of SSE tools for gathering and analysing data. Subject panels and committees are able to formulate work plans to address the school's major concerns and their own development needs and devise suitable strategies for implementing the planned work. Teachers, in general, have developed an orientation towards self-evaluation, regularly reflecting on the progress and effectiveness of their work. The school is able to make good use of evaluation outcomes to devise follow-up measures and inform planning. An SSE culture has been embedded in the daily work.

Section 2 Learning and Teaching

2.1 Curriculum and Assessment

- In general, schools demonstrate good performance in the area of “Curriculum and Assessment”.
- Catering for learner diversity and nurturing students’ self-directed learning are the major concerns of many schools. In general, schools’ curriculum development focuses suitably address students’ learning needs. Many primary schools aim at enhancing students’ learning performance through fostering teachers’ professional development or refining the school-based curriculum design and pedagogical strategies. Secondary schools tend to place emphasis on developing students’ language competency, particularly enhancing students’ efficacy in using English to learn.
- Schools are, generally, able to plan their curriculum in accordance with the latest curriculum development trend and their students’ needs. Most primary schools actively promote the curriculum development of different subjects to enhance their students’ language competency and generic skills, implementing curriculum initiatives such as the “Integration of Reading and Writing” programme of Chinese Language, “Primary Literacy Programme – Reading / Writing” of English Language, problem solving strategies of Mathematics and scientific investigation of General Studies. Secondary schools place emphasis on subject choices at the senior secondary level, articulation of the junior and senior secondary curricula and promoting Language across the Curriculum (LAC). Many secondary schools pave the way for the future of senior secondary students of different interests and orientations by offering numerous and flexible subject combinations and choices to suit their preferences, deploying resources to offer Applied Learning courses or providing some subjects in collaboration with other schools. Seeing the importance of the articulation of the junior and senior secondary curricula, many schools seek to strengthen their students’ foundation knowledge and skills through adapting the junior secondary curriculum. Some schools put efforts in strengthening the collaboration between English Language and other subjects, developing learning materials for promoting LAC and enhancing students’ abilities to learn in English. To widen students’ horizons and enrich their learning experiences, schools organise various kinds of learning activities, such as field-trips, academic activities and overseas visits. In general, schools’ values education is well-structured, seeking to nurture students’ positive values and attitudes through classroom learning, morning assemblies, weekly assemblies and

post-lesson activities. A small number of schools promote values education through cross-curricular theme-based learning, project learning and co-curricular activities. While schools are, generally, able to review the planning and implementation of the curriculum regularly, some should take stock of the lesson time allocated to various Key Learning Areas (KLA) to ensure that students acquire adequate foundation knowledge and skills.

- Catering for learner diversity being the major concern of many schools, they are, generally, able to address it and support students' different learning needs through a variety of strategies. To provide suitable support for students, many schools stream them into different classes or groups according to their abilities. Some schools devise clear curriculum and teaching strategies to cater for the students' learning abilities and styles, such as adapting the curriculum, developing core and extended curriculum components, arranging group activities to facilitate interaction and employing mixed-ability grouping to enhance collaboration and mutual support. To consolidate the learning foundation of the less-able students, schools arrange various after-school support programmes, such as remedial and tutorial classes. Schools also actively nurture students of higher abilities by providing ample opportunities to enrich their learning and maximise their potential, such as inter-school competitions and gifted education programmes. Some schools are able to keep track of students' performance, analyse their strengths and weaknesses in tests and examinations and then make timely adaptations to the curriculum and teaching designs so as to improve their learning. There is, however, still a general need for schools to explore how to effectively cater for students' various learning needs by employing different teaching strategies, such as adjusting the lesson content, raising the levels of questions and extending students' learning.
- Schools actively promote reading through various measures to nurture students' reading interest and habit. A reading atmosphere is taking shape. Some schools have scheduled reading time to provide opportunities for regular reading while others teach reading strategies and skills in library lessons or reading lessons. A small number of schools promote reading to learn by asking students to set questions based on their assigned reading, which they then use to ask each other and generate discussion. The wide-ranging reading activities organised by the school libraries, such as reading award schemes, theme-based book exhibitions and promotion of favourite books, are conducive to the cultivation of students' reading habits. Many primary schools organise reading partners' programmes, such as "Story-telling Moms" and "Buddy

Reading Partners”, to provide support for the junior primary students. To promote reading at home, a small number of schools organise parent workshops and seminars to enhance their understanding of how to arouse their children’s interest in reading. While students are, in general, interested in reading, schools may further broaden students’ scope of reading through strengthening the collaboration between the school library and subject panels in promote subject-based reading.

- Good efforts are made by schools to enhance students’ self-directed learning abilities, employing strategies such as project learning and teaching self-learning strategies. Schools are able to cultivate students’ self-directed learning abilities and generic skills through project learning which enables them to carrying out in-depth studies on various topics. Through cross-curricular collaboration, a small number of schools are able to integrate the knowledge and learning experiences of different KLA through arranging for students to read materials on various topics and conduct project work and theme-based learning. Some schools systematically teach their students to use various self-learning strategies and thinking tools, such as pre-lesson preparation, note-taking and concept maps. Many schools promote self-directed learning through the provision of online reading and learning materials on electronic learning platforms. Some schools are able to make good use of these platforms to enable students to interact with their teachers and peers and to receive timely feedback for learning. To further enhance students’ self-directed learning abilities, schools may guide them to set goals and then monitor and reflect on their learning progress.
- Schools attach importance to enhancing students’ biliterate and trilingual abilities and a majority of them are able to arouse the students’ interest in learning English and Putonghua through various co-curricular activities. Many schools encourage students to communicate in English and Putonghua through arranging English Weeks or Putonghua Days. Some schools seek to enhance students’ proficiency and confidence in using English and Putonghua by arranging for them to broadcast and make presentation in English and Putonghua during morning assemblies, weekly assemblies and lunch breaks, and coaching them for competitions. However, a small number of schools still need to provide more opportunities for students to use languages and demonstrate their learning outcomes through strengthening cross-curricular collaboration, enhancing classroom teaching and enriching language display on campus. With the implementation of the Fine-tuned Medium of Instruction Arrangements, a majority of secondary schools are able to support students’

learning of some non-language subjects in English, making suitable arrangements such as extended learning activities in English and the teaching of subject-specific English vocabulary. There is, nonetheless, a need for a small number of schools to have a better grasp of students' difficulties in learning non-language subjects in English through carefully analysing their learning performance and to provide suitable support.

- Schools attach importance to teachers' professional development and are, generally, able to tactically facilitate collaboration and sharing among teachers and enhance their professional capacity. Schools employ different means to promote professional sharing, such as school-based workshops, joint-school staff development activities, collaborative lesson preparation (CLP) and peer lesson observation (PLO). A small number of schools are able to put CLP to good use, devising clear teaching focuses and integrating it with PLO. As such, teachers are able to review the implementation of teaching plans and analyse students' learning performance and difficulties through discussing the lessons observed and providing feedback for each other. They then look into how the curriculum design and teaching strategies can be refined. Some schools encourage teachers to analyse the assignments of different subjects in terms of alignment with the schools' direction of curriculum development, with a view to improving assignment design and marking. While schools, generally, encourage PLO, with positive responses from teachers in many cases, a small number of schools still need to step up its promotion. The latter schools should set clear objectives and focuses for PLO and CLP which align with their major concerns or pedagogical strategies in practice, to enable teachers to reflect on the effectiveness of learning and teaching in a more focused manner. Some schools actively solicit the professional support from EDB and tertiary institutions in developing their school-based curriculum and pedagogical strategies to enhance learning and teaching effectiveness, such as promoting classroom interaction and improving question techniques.
- Schools' assessment policies are clear and their modes of assessment diverse. A small number of schools incorporate students' performance in the classroom and daily assignments into continuous assessment, enabling teachers to regularly monitor students' performance and encouraging students to make better efforts in learning. Still other schools, also small in number, seek to evaluate students' all-round performance by assessing the development of their generic skills as well. Some schools suitably adapt the assignments and examination papers to assess the performance of students with different abilities, such as providing challenging or extended questions in the

examination papers for the attempts of the more-able students. As demonstrated in the samples reviewed, many assignments are designed to align with the schools' major concerns, such as fostering self-directed learning and nurturing students' generic skills. In general, schools suitably analyse the data on students' performance in tests and examinations. In some schools, teachers discuss in meetings and CLP sessions how to improve curriculum planning and teaching strategies with reference to students' weaknesses and learning difficulties identified. While schools are, generally, able to adopt suitable follow-up measures to consolidate the learning of the less-able students, the follow-up work of some schools is confined to the drilling of certain question types.

- In general, schools' curriculum leadership is in order. The vice-principals or teachers responsible for steering curriculum development are able to coordinate the planning and implementation of the school-based curriculum, leading the subject panels to formulate clear direction for development in alignment with the major concerns and supporting them in implementing their programme plans. Subject panels and committees of the more effective schools are able to conduct in-depth analysis on students' performance, the outcome of which helps to inform subsequent curriculum planning. A small number of schools are able to review the development and implementation of the curriculum holistically, through collecting teachers' and students' feedback on teaching and learning activities and analysing the evaluation of subject panels and committees. The findings so generated contribute to the formulation of concrete suggestions for improvement and revision of implementation strategies. Some schools, however, tend to review the progress of individual tasks rather than achievement of targets, pointing to the need for improvement to be made on the use of self-evaluation to promote curriculum development. For some schools, there is room for strengthening the communication and collaboration among subject panels to facilitate the implementation of the school-based curriculum.

Exemplar 1

Primary school

The school has set promoting self-directed learning and cross-curricular learning as its curriculum development goals. The Academic Committee actively taps external professional support and collaborates with the Counselling Committee in promoting self-directed learning. Through the guidance lessons, the school enables the students to understand their orientations and abilities and guides them to set learning goals and reflect on them. The school also endeavours to cultivate their self-directed learning abilities through the curricula of the different subjects. Students are, generally, able to make use of various self-learning strategies, such as making pre-lesson preparation, conducting on-line learning and organising information through the use of graphs, tables and mind maps. They are also able to consolidate, and reflect on, their learning. In alignment with its major concerns, the school sets suitable learning themes and promotes interdisciplinary curriculum integration and life-wide learning. The school arranges seminars, field trips and service learning activities to enrich students' learning experiences, enable them to make integrative use of knowledge of different disciplines, deepen their understanding of the learning themes and promote their holistic development in terms of skills and attitudes. The school frequently engages in the sharing of curriculum development experience with other schools to enable teachers to reflect on, and review, the effectiveness of their work and strive for continuous improvement.

Exemplar 2

Secondary school

The school has identified developing students' "Inquisitive", "Contemplative" and "Communicative" attributes as a major concern. Subject panels suitably incorporate reading and writing elements, speech training and news commentary into the curriculum, thus enabling students' thinking skills to be fostered and their language proficiency and communication skills to be enhanced. The school implements project learning systematically to encourage students to engage in inquiry-based learning. Real-life experiences are embedded in the design of project work. Prior to the investigation process, relevant subjects are able to address students' needs by providing input in terms of knowledge, skills and attitudes. When conducting the project work, students develop their abilities in multiple-perspective thinking through reading, collecting data and analysing them. Teachers provide specific feedback to ensure that students have good mastery of the study focus. Upon completion of the report, students have to present their findings, reflect on their learning and address questions from their peers. The quality design of the school's project learning is conducive to the strengthening of students' inquiry, thinking and communication skills and the development of the relevant attributes.

2.2 Student Learning and Teaching

- Schools, generally, have satisfactory performance in the area of “Student Learning and Teaching”.
- About 4 800 lessons have been observed in this school year. On the whole, good performance is observed in classroom management, teacher-student interaction and teachers’ communication and presentation skills while catering for learner diversity, questioning techniques, feedback and follow-up are areas which have yet to be improved. Students, generally, have good learning attitudes. They are attentive in class and have good rapport with the teachers. However, they need to improve in the area of self-directed learning.
- Lessons are conducted smoothly and a harmonious learning atmosphere is generally established. Most teachers are responsible and committed, preparing the lessons well and setting clear learning objectives. The learning activities are well-sequenced and opportunities are provided for students to demonstrate learning. Teachers, generally, make good use of subject resources and information technology to arouse students’ interest and facilitate their understanding. The contents of some lessons draw on students’ daily-life experiences and this serves to enhance their learning motivation. Values education is incorporated in some lessons to develop students’ positive values and attitudes. Students are interested in learning and attentive in class. They are able to apply their knowledge and skills in doing learning tasks and willing to share ideas with their classmates. Suitable opportunities are provided for the use of language, such as in group discussions and presentations. In the more effective lessons, there is good interaction between students. While students are, generally, able to express their ideas clearly and fluently in Cantonese and Putonghua, their ability to communicate in English and their confidence in doing so need to be enhanced. Peer assessment is suitably arranged in a small number of lessons to enable students to improve their learning through interacting with, and giving feedback to, each other. Some teachers conclude the lessons by summarising the learning points or re-visiting the learning objectives to consolidate students’ learning. However, only a small number of teachers are able to guide students to reflect on their learning and set improvement targets. In some lessons, the teaching capacity is low, and the low teacher expectations are not commensurate with students’ ability and learning progress. Only a small number of students are able to make use of self-learning strategies, such as note-taking and drawing mind maps in the learning process. While some teachers request students to make pre-lesson preparation, only a few are able to make effective use of the

preparation outcome by integrating it with the classroom teaching. On the whole, further efforts are needed to nurture students' self-learning habits.

- The effectiveness of questioning and feedback in different lessons varies. Teachers, in general, make use of questioning to facilitate interaction with students. In the more effective lessons, teachers make good use of prompts and probing questions to guide students to think from different perspectives, identify their own mistakes and correct them. However, while teachers ask questions frequently in some lessons, the questions are mainly for checking understanding, of low level and not conducive to provoking thinking and deepening learning. Teachers' feedback is timely and positive. They are able to encourage learning through giving praise for good performance. However, the brief feedback given by some teachers fails to pinpoint students' strengths and areas for improvement. Some teachers are too eager to give out preset answers and leave little room for thinking.
- Teachers are able to suitably arrange collaborative activities to facilitate learning. In some lessons, teachers make use of different learning activities, such as pair work and group discussion, to enhance students' collaboration and interaction. Students are, generally, familiar with the grouping routines. In the more effective lessons, teachers arrange mixed-ability grouping and assign tasks with well-defined roles and rich collaborative elements for students of different abilities to participate, demonstrate their learning and help or support each other. Opportunities are provided for students to discuss or present their ideas and a favourable learning environment is created. However, the group activities of some lessons lack clear learning objectives and do not allow much room for discussion and collaboration. These activities are not able to promote students' mutual support in the learning process.
- There is much room for improvement in catering for learner diversity. Teachers monitor students' learning progress when they are on task and provide individual support and guidance. In a small number of the more effective lessons, teachers make good use of graded worksheets and challenging tasks to cater for the needs of students of different abilities and develop their potential. However, strategies to cater for learner diversity in the lessons are, on the whole, insufficient. Some teachers do not give enough attention to the passive or less-able students or encourage them to participate in learning while others are not able to adjust the teaching strategies and pace according to the diversity of student performance. While mixed-ability grouping is adopted in some lessons, the effectiveness of peer support is, by and large, not evident.

Exemplar 1

Primary school

The teachers make good efforts to address the major concern of promoting information technology in education in the current development cycle. They actively make use of different e-learning platforms to arrange diversified learning activities. Through the use of such platforms, students actively participate in the learning activities, such as answering questions and engaging in discussions. Having a quick grasp of students' learning performance, teachers make good use of tablet computers to display students' responses or discussion outcomes. They then provide specific feedback and encourage peer assessment to facilitate students' learning reflection. On the whole, through the use of information technology, teachers are able to promote interactive learning and develop students' collaboration and communication skills.

Exemplar 2

Secondary school

Teachers are able to nurture students' higher-order thinking through the use of questions of different levels. Prompts and probing questions are well employed to inspire thinking and generate further discussion. Most students actively give responses, demonstrating their good grasp of subject knowledge and concepts. Teachers are able to engage some passive students in learning through specifically inviting and encouraging them to make an attempt to give an answer. Before the end of lesson, teachers summarise the learning points and assign follow-up work to consolidate or extend students' learning. Students make good use of different learning strategies in the learning process, demonstrating their mastery of the generic skills when processing information, analysing issues and solving problems. They take initiative to jot down key learning points. Teachers arrange mixed-ability grouping to cater for learner diversity and the effectiveness is demonstrated in how the more-able students are able to help the less-able ones.

Section 3 Student Support and School Ethos

- Schools demonstrate good performance in this domain.
- In general, schools properly plan and coordinate their student support work. Through making good use of self-evaluation tools and findings from teachers' observation, most schools have a clear understanding of their students' development needs. Based on this understanding as well as their school mission and development aims, schools duly set targets for their student support work. In most schools, a vice-principal takes charge of the different student support committees, communicating and collaborating closely with them to plan, implement and evaluate the related work. Most schools adopt a whole-school approach to nurture students' whole-person development through the provision of various activities, programmes and services. In general, schools are well-informed of the progress and effectiveness of the student support work through conducting mid-year and year-end evaluation. In some schools, the evaluation outcomes are suitably used by the different committees to inform planning.
- Schools actively promote values education with a view to nurturing students' positive values. Positive messages are disseminated by various means, such as assemblies, thematic talks and award schemes. Some schools systematically promote values education and foster the development of good virtues through the school-based personal growth lessons and moral and civic education lessons. Through their guidance and discipline work, schools are able to encourage, and give recognition to, students' good behaviour and nurture their positive attributes. Good efforts are made by many schools to create a caring and loving culture and to promote classroom management. With the class teachers taking good care of the students and various class activities and competitions being organised, the teacher-student relationship and students' sense of belonging have been enhanced.
- Most schools actively promote students' whole-person development through the provision of diverse learning experiences. Apart from offering timetabled co-curricular activities in the academic, aesthetic and physical domains, some schools also hire external services to organise after-school multiple intelligence activities and specialised training so as to develop students' potential. A small number of schools value students' suggestions on extra-curricular activities, based on which adjustments are suitably made to the activities offered in order to better cater to the students' interests. Some schools provide different performance platforms for students, such as concerts and variety shows, and encourage them to participate in different performances and competitions to showcase their talents and

boost their confidence. Most schools also organise local and overseas visits, study trips and exchange programmes to enrich students' learning experiences and widen their horizons. Schools attach importance to nurturing students' capacity and spirit of service and are, generally, able to provide suitable training opportunities. Some schools organise leadership training camps in which activities are systematically arranged to equip students with the skills of leading and organising activities. Schools organise uniform groups, provide service posts or implement the "One Student One Post" scheme to nurture students' spirit of service. While schools also encourage students to participate in social services so as to understand the needs of the under-privileged in the community, some may still need to strengthen students' post-service reflection to further promote learning through service.

- Most secondary schools put much effort into promoting life planning education. Opportunities are aptly provided for junior secondary students to assess and understand their own orientations, abilities and interests. Relevant information is then provided, and exploration activities are arranged, to help these students set learning and personal goals. Schools are, generally, able to provide appropriate guidance on further studies and careers for senior secondary students. Some schools organise suitable activities, such as alumni's work experience sharing and workplace visits, to enable students to learn more about the characteristics of different professions so as to make suitable choices. A small number of schools also arrange job placement activities to provide students with first hand experience in the operation of different organisations and enable them to learn in an authentic work environment.
- Many schools actively foster a harmonious and inclusive culture to provide support for different students. Schools with higher intake of NCS students and NAC are, generally, able to provide these students with suitable support, such as special class or grouping arrangement, after-school remedial lessons and language classes, to cater for their learning needs and help them adapt to the local culture and living habits. A small number of schools implement the "Peer Support Scheme" to pair up NCS students with local students so that they can support each other. The scheme not only facilitates language learning but also helps foster an inclusive and loving culture. In general, schools are able to identify students with SEN at an early stage and encourage teachers to have relevant training so as to better understand these students' needs and provide appropriate support. Schools, generally, cater for these students' learning needs through peer support, seating arrangements, and assignment and assessment adaptation. Through making good use of external professional resources and maintaining good communication with educational psychologists, the majority of schools are able to arrange individual

support, professional treatment and individual learning plans for these students. To strengthen these students' family support, some schools also actively assist the parents through arranging talks, training and support groups for them.

- Schools communicate and collaborate closely with parents and alumni to support students' growth. In general, schools are able to make good use of different channels to maintain close communication with parents and inform them of the schools' development and their children's learning needs. Most parent-teacher associations play well their role of congregating the parents and enhancing their endorsement of, and support for, the schools. The parents of many schools actively participate in school services, such as serving as volunteers in school activities and helping students with reading. With a part to play in school management, the parent representatives of the Incorporated Management Committee become important partners in sustaining the schools' development. Schools are, generally, able to maintain close links with alumni and provide opportunities for them to serve their alma mater, such as providing training for the students or attending talks to share their experience in further studies and careers. Some old student associations also assist in fund raising or setting up scholarships to support the schools' development.
- In general, schools make good use of external professional resources to support their continuous development. Some schools are able to solicit professional support from tertiary institutions and EDB or engage in exchange and sharing with other schools to address their major concerns or school development needs. Professional support and exchange as such help to facilitate the schools' curriculum development and enhance the effectiveness of learning and teaching and student support. Some schools are able to maintain close ties with the community and other organisations in order to provide students with a wide range of learning activities and enrich their learning experiences.

Exemplar 1

Primary school

The school makes good efforts in supporting students' growth and personal development. "To nurture with love" being its mission, the school strives to develop a caring and loving culture. The strategy is to have more praise, encouragement, acceptance, patience and care but less blame. Through adopting a whole school approach, the school encourages teachers to nurture students with love and to create an environment of love and care to facilitate their growth. To achieve this objective, the school has suitably put in place an award scheme and introduced the practice of recording students' good behaviour in a booklet to give commendations and encouragement. Teachers meet students regularly to review the booklet and give specific feedback for improving their behaviour. The school maintains good communication with parents and works in partnership with them to extend students' good behaviour into the family.

Exemplar 2

Secondary school

The school attaches much importance to students' personal growth, character building and whole-person development. In recent years, the school has devoted tremendous efforts to the development of a life education framework which encompasses a life education curriculum, weekly assembly activities and the arts education and physical education curricula. By expanding the life education team to include members of the Christian ministry, guidance and discipline, and moral and civil education teams, the school has adopted a whole school approach to promote the related work. The school-based life education curriculum, which puts together elements of religious education, values education and personal growth, is systematic, comprehensive and well-planned. Good use is made of assemblies, talks and evangelical activities to nurture students' positive values. The Personal Growth Record is suitably used to promote students' self-reflection and goal setting. As a whole, positive outcomes have been yielded in the school's endeavours to nurture students' positive values, good character and sense of belonging through the school-based curriculum, Other Learning Experiences and teachers' love and care. An atmosphere of love and harmony, mutual support, self-improvement and team work has been fostered.

Chapter 3 Concluding Remarks

- Schools have put in place clear SSE mechanisms for employing the P-I-E cycle to promote their continuous development and made good efforts and encouraging achievements in enhancing effectiveness. They 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”.
- As demonstrated in the lessons observed, the teaching process is smooth and the learning atmosphere is positive. For some lessons, however, learning and teaching can still be enhanced. In general, good performance is observed in the areas of classroom management, teacher-student interaction and teachers’ communication skills. However, improvement can still be made in terms of setting higher expectations for the students, asking a range of questions to provoke thinking and providing specific feedback to facilitate learning. There is also a need for teachers to employ appropriate pedagogical strategies to cater for learner diversity and adjust the teaching pace and content according to different students’ learning performance. Students are interested in learning, able to apply their knowledge and skills in doing learning tasks and willing to share ideas with classmates. However, their self-learning habits need to be nurtured, and their proficiency and confidence in expressing ideas in English are yet to be enhanced.
- Enhancing the effectiveness of learning and teaching being many schools’ major concern, schools still need to promote its development by exploring different teaching strategies, such as facilitating students’ learning and catering for learner diversity. In evaluating the effectiveness of learning and teaching, schools should focus on how different pedagogical strategies have been put into practice and carefully analyse students’ performance. While most schools have set up different platforms to facilitate professional sharing, teachers should make better use of these provisions, through setting clear objectives and focuses for CLP and PLO, such as pedagogical strategies to cater for learner diversity and promote self-directed learning. They should then evaluate how well these strategies have been adopted in the classroom.
- In the face of continuous educational development, schools are likely to meet various kinds of on-going challenges. Promoting self-directed learning, implementing the Fourth Strategy on Information Technology Education and enhancing Career and Life Education may well be schools’ future development

focuses. Schools should build on their strengths and further enhance learning, teaching and assessment and cater for learner diversity. In so doing, the curriculum reform can be taken further and schools' curriculum development can be sustained, deepened and well focused. Teachers are encouraged to keep enhancing their professional knowledge and capacity through mutual sharing, practising and reflecting on their work.

Appendix 1 Schools Undergoing ESR in the 2013/2014 School Year

Primary Schools

AD&FDPOH Mrs Cheng Yam On Millennium School
Asbury Methodist Primary School
Buddhist Chi King Primary School
Buddhist Lam Bing Yim Memorial School
Canossa Primary School (San Po Kong)
Carmel Alison Lam Primary School
Carmel Leung Sing Tak School
CCC Heep Woh Primary School
CCC Heep Woh Primary School (Cheung Sha Wan)
CCC Kei Faat Primary School
CCC Kei Wan Primary School (Aldrich Bay)
CCC Wanchai Church Kei To Primary School
Chinese Methodist School, Tanner Hill
Chinese YMCA Primary School
Delia (Man Kiu) English Primary School
Farm Road Government Primary School
HKTA Shun Yeung Primary School
Hoi Ping Chamber of Commerce Primary School
Holy Angels Canossian School
Holy Family School
Hong Kong Student and Society Primary School
Ka Ling School of the Precious Blood
La Salle Primary School
Laichikok Catholic Primary School
Lee Chi Tat Memorial School
Lei Muk Shue Catholic Primary School
Lingnan University Alumni Association (HK) Primary School
Lok Sin Tong Yeung Chung Ming Primary School
PLK Mrs Chan Nam Chong Memorial Primary School
Pok Oi Hospital Chan Kwok Wai Primary School
Precious Blood Primary School (Wah Fu Estate)
Price Memorial Catholic Primary School
Pui Tak Canossian Primary School
Sai Kung Sung Tsun Catholic School (Primary Section)
Salesian School

Sau Mau Ping Catholic Primary School
Sau Ming Primary School
Shatin Tsung Tsin School
SKH Chai Wan St Michael's Primary School
SKH Kei Tak Primary School
SKH St Michael's Primary School
SKH St Timothy's Primary School
SKH Tin Shui Wai Ling Oi Primary School
SSP Kaifong Welfare Association Primary School
St Rose of Lima's School
Stewards Pooi Kei Primary School
STFA Ho Yat Tung Primary School
STFA Lee Kam Primary School
Taoist Ching Chung Primary School
Tseung Kwan O Catholic Primary School
Tsuen Wan Public Ho Chuen Yiu Memorial Primary School
Tuen Mun Government Primary School
Tun Yu School
Tung Koon District Society Fong Shu Chuen School
Tung Tak School
TWGH Leo Tung-hai Lee Primary School
TWGH Li Chi Ho Primary School
TWGH Tang Shiu Kin Primary School
TWGH Yiu Dak Chi Memorial Primary School (Yuen Long)
Yaumati Catholic Primary School (Hoi Wang Road)

Secondary Schools

Buddhist Sum Heung Lam Memorial College
Caritas Ma On Shan Secondary School
Carmel Bunnan Tong Memorial Secondary School
CCC Kei Chi Secondary School
CCC Kei To Secondary School
CCC Ming Kei College
CCC Ming Yin College
Choi Hung Estate Catholic Secondary School
Cognitio College (Kowloon)
DMHC Siu Ming Catholic Secondary School
GCC&ITKD Lau Pak Lok Secondary School

Helen Liang Memorial Secondary School (Shatin)
Heung To Middle School (Tin Shui Wai)
HKRSS Tai Po Secondary School
Ho Lap College (Sponsored by Sik Sik Yuen)
Ho Ngai College (Sponsored by Sik Sik Yuen)
Hoi Ping Chamber of Commerce Secondary School
Hong Kong Tang King Po College
Kwun Tong Kung Lok Government Secondary School
Lock Tao Secondary School
Lok Sin Tong Leung Kau Kui College
Lok Sin Tong Young Ko Hsiao Lin Secondary School
Lui Ming Choi Lutheran College
Methodist College
Ng Yuk Secondary School
Ning Po No.2 College
PHC Wing Kwong College
PLK Ho Yuk Ching (1984) College
PLK Tang Yuk Tien College
PLK Wu Chung College
Pui Ching Middle School
Shau Kei Wan Government Secondary School
SKH Kei Hau Secondary School
South Tuen Mun Government Secondary School
St Bonaventure College & High School
St Francis of Assisi's College
St Louis School
St Mary's Canossian College
STFA Cheng Yu Tung Secondary School
Tsuen Wan Government Secondary School
TWGH Chen Zao Men College
TWGH Wong Fung Ling College
YCH Wong Wha San Secondary School
Yu Chun Keung Memorial College No.2

Special Schools

Haven of Hope Sunnyside School
Hong Chi Morninglight School, Yuen Long

Appendix 2 Findings of Post-ESR School Survey in the 2013/2014 School Year

Questionnaires	Questionnaires collected	Overall response rate
4 704	4 087	86.9%

		Percentage					
		Strongly agree		→	Strongly disagree		N.A.
1a	I am clear about the objectives of ESR.	27.0%	68.6%	3.8%	0.4%	0.1%	0.1%
1b	I am clear about the procedures of ESR.	24.9%	69.9%	4.5%	0.5%	0.1%	0.1%
1c	I am clear about the scope covered by ESR.	21.3%	70.8%	6.8%	0.8%	0.1%	0.2%
2	'Performance Indicators for Hong Kong Schools 2008' encompasses the major areas of work in our school.	11.4%	68.5%	17.6%	1.0%	0.1%	1.4%
3	'Performance Indicators for Hong Kong Schools 2008' facilitates a focused evaluation of the major areas of work in our school.	11.2%	68.0%	18.2%	1.2%	0.1%	1.3%
4	In general, the questionnaires in the Stakeholder Survey are effective in collecting stakeholders' views about our school.	12.1%	71.5%	13.8%	1.6%	0.4%	0.6%
5	The information provided by the Key Performance Measures helps us to conduct SSE in our school.	12.0%	74.3%	11.8%	1.2%	0.3%	0.4%
6	The E-Platform for School Development and Accountability enhances our school's efficiency in collecting and managing SSE data.	10.6%	70.0%	16.5%	1.4%	0.3%	1.2%
7	My involvement in the 'holistic review of the school' has given me a better understanding of our school's overall performance.	16.5%	70.0%	11.0%	1.5%	0.3%	0.7%
8	I take an active part in evaluating the performance of our school.	20.6%	64.5%	12.7%	1.5%	0.2%	0.5%
9	SSE has enhanced professional exchange among staff on how to make continuous school improvement.	16.4%	68.1%	12.6%	2.1%	0.5%	0.3%
10a	The pre-ESR briefing conducted by the ESR team member in June/July of the previous school year enhanced my understanding of ESR.	15.8%	69.4%	9.4%	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.	10.3%	57.1%	22.0%	5.6%	0.7%	4.3%
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.	10.5%	58.0%	19.9%	5.9%	1.7%	4.0%
11	The ESR team focused specifically on our school context to review our major concerns.	15.8%	69.8%	11.5%	1.5%	0.4%	1.0%
12	The variety of activities observed by the ESR team was adequate.	16.1%	68.5%	12.3%	1.8%	0.3%	1.0%
13	The ESR team demonstrated professionalism in the review process.	18.2%	67.9%	11.2%	1.5%	0.4%	0.8%
14	The attitude of the ESR Team was sincere and friendly.	25.5%	63.2%	9.1%	1.3%	0.2%	0.7%

		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.	16.7%	71.0%	10.2%	0.9%	0.2%	1.0%
16	The ESR team was able to listen objectively to the views expressed by our school staff in interviews/ meetings.	16.2%	65.0%	13.2%	1.8%	0.4%	3.4%
17a	Post-lesson observation discussion with individual teachers provided opportunities for teachers to reflect on students' learning and classroom practices.	13.8%	66.1%	11.6%	1.6%	0.4%	6.5%
17b	Post-lesson observation discussion with individual teachers provided opportunities for teachers to reflect on how school concerns were addressed in classroom teaching.	11.3%	65.8%	14.3%	1.8%	0.4%	6.4%
18	Preliminary findings of the ESR team were clearly conveyed to our school staff in the oral feedback session.	15.1%	64.3%	11.2%	1.2%	0.2%	8.0%
19	Having teachers, other than the team responsible for school development, in the oral feedback session has increased the transparency of ESR.	13.6%	67.7%	12.3%	1.0%	0.2%	5.2%
20a	The ESR has given an accurate judgement on the effectiveness of our school's self-evaluation processes.	11.7%	69.5%	15.6%	1.8%	0.5%	0.9%
20b	The ESR has accurately identified the strengths of our school.	17.9%	67.7%	11.9%	1.4%	0.4%	0.7%
20c	The ESR has accurately identified the areas for improvement for our school.	13.8%	68.3%	14.3%	2.3%	0.6%	0.7%
20d	The ESR has helped our school formulate future goals and plans.	14.9%	69.6%	12.8%	1.4%	0.6%	0.7%
21	I agree with the recommendations made in the ESR report.	11.9%	67.3%	17.3%	1.8%	0.3%	1.4%
22	There was adequate time for our school to prepare the written response to the ESR report.	12.6%	63.4%	17.4%	1.0%	0.2%	5.4%
23	There was adequate discussion among our school staff before finalising our written response to the ESR report.	13.0%	63.3%	17.6%	2.5%	0.7%	2.9%
24	ESR helps me reflect on the effectiveness of our school work.	14.4%	71.3%	11.2%	2.1%	0.5%	0.5%
25	The amount of preparatory work done by our school for ESR was appropriate.	9.7%	61.0%	18.9%	7.2%	2.6%	0.6%
26	Pressure resulting from ESR was reasonable.	6.1%	55.2%	24.0%	10.4%	3.8%	0.5%
27	The entire ESR process was open and transparent.	11.3%	70.5%	14.6%	2.4%	0.6%	0.6%
28	On the whole, I am satisfied with the ESR process.	10.0%	69.4%	16.8%	2.6%	0.7%	0.5%