

*Inspection  
Annual Report  
2014/15*



**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) in the 2003/04 school year, 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. Since the start of the first ESR cycle in the same year, two ESR cycles have been completed in the 2014/15 school year (the current school year).
- In the current school year, which is the last year of the second cycle of ESR, the EDB continued to conduct ESR in a school-specific and focused manner for 147 schools, comprising 77 secondary, 58 primary and 12 special schools (Appendix 1).
- As demonstrated in the ESR, schools generally endorse the spirit of SSE and make suitable use of the P-I-E cycle to promote continuous development. In “Management and Organisation”, most schools are able to formulate their development plans, major concerns and strategies according to their own contexts and students’ learning and development needs. They are generally able to evaluate the progress and achievement of their work in a timely manner. However, some schools have yet to closely connect students’ performance and learning outcomes in making evaluation, pointing to the need for improvement. Senior and middle managers are able to lead the way in school development in accordance with their schools’ missions and major concerns. Teacher solidarity and team building are emphasised. Schools arrange professional development activities for teachers and provide opportunities of further studies. Some schools appropriately promote internal professional exchange, and enhance professional development through collaborative learning.
- In “Learning and Teaching”, many schools have identified catering for learner diversity and promoting self-directed learning as their major concerns. Some schools focus on enhancing the effectiveness of learning and teaching in the classroom. Schools generally address learner diversity by streaming students in different groups and providing pre-lesson and after-school support programmes. A small number of schools adopt different curriculum and assessment measures and refine pedagogical strategies to aptly cater for learner diversity. However, the relevant learning and teaching strategies in the classroom need to be further enhanced. Schools actively cultivate students’ self-learning abilities and habit, but have yet to fully grasp the related strategies. They may need to provide guidance for students on goal setting, and lead students to raise questions and enquire actively, review progress and conduct self-

reflection in the learning process. In enhancing the effectiveness of learning and teaching in the classroom, some schools deliberately nurture students' generic skills, and yet teachers could still make better use of questioning techniques and feedback to enhance learning effectiveness.

- In “Student Support and School Ethos”, schools generally set out, as their main targets, cultivation of students' positive values, good virtues and whole-person development; and are able to plan and implement student support services in alignment with their school missions and students' personal development needs. They generally arrange a wide variety of life-wide learning activities for students to enrich their learning experiences. Many secondary schools actively promote life planning education. Some of them are able to make appropriate use of the Career and Life Planning Grant to enhance the capacities for teachers to allow them to concentrate on planning learning activities and teacher training. Most schools have established a caring and inclusive atmosphere to provide suitable support for the newly arrived children (NAC), non-Chinese speaking (NCS) students and students with special educational needs (SEN) to help them adapt to their school life. In general, schools are able to communicate and collaborate closely with partners to foster continuous development.
- As reflected by the findings of the post-ESR survey (Appendix 2), teachers are positive about ESR. They generally agree that the ESR teams are able to review schools' major concerns, accurately identify their strengths and areas for improvement, promote reflection on the effectiveness of their work and facilitate them to formulate future targets and plans in a school-specific and focused manner. The “Impact Study on the Implementation of the 2<sup>nd</sup> Cycle of the School Development and Accountability Framework on Enhancing School Development in Hong Kong”<sup>1</sup>, completed in the last school year, also affirms the positive impact of the SDA Framework on the promotion of school improvement. Looking forward, the EDB will continue to collect views from different stakeholders, work together with them to facilitate the continuous development of schools, and promote the effectiveness of learning and teaching and student support services.

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<sup>1</sup> The Impact Study is an independent study led by Professor John MacBeath of the University of Cambridge. The Study Report can be downloaded from the EDB Website.

## **Chapter 2 Key Findings of ESR**

### **Section 1 Management and Organisation**

- The overall performance of schools in “Management and Organisation” is satisfactory.
- In general, schools suitably plan their development work in accordance with the requirements of school-based management. Prior to the formulation of their development plans, most schools, through the well-developed SSE mechanisms, make use of the performance indicators and related data, including the overall achievements of the major focuses of work, Strengths-Weaknesses-Opportunities-Threats analysis and stakeholders’ views, to conduct a holistic review of the current situation. Schools are generally able to formulate appropriate development plans by taking into account the recommendations of ESR, education development trends and students’ learning and development needs. Some schools invite the whole teaching team to participate in the planning process. It makes the whole process transparent and enhances teachers’ sense of ownership for the related tasks.
- Schools are generally able to devise annual school plans in alignment with their major concerns, and carry out the related work as planned. The schools with better performance are able to formulate appropriate strategies and deploy resources appropriately in accordance with their major development focuses. However, some schools are not able to adjust their strategies flexibly in response to situations arising from the implementation and progress. For a small number of schools, the objectives of their major concerns are not specific enough or the coverage is too wide, leading to difficulties in focused implementation and monitoring. There is much room for improvement in these cases. In general, the subject panels and committees are able to devise programme plans in line with schools’ major concerns. The subject panels and committees of a few schools do not have a thorough understanding of their school’s major concerns or entirely endorse them, thus affecting the effectiveness of the schools’ work.
- Schools generally evaluate their work in a timely manner and review the work progress by means of the success criteria set and assessment methods at the end of the school year or development cycle. The schools with better performance are able to follow up on the results of evaluation appropriately, making concrete improvement proposals, providing feedback to improve future planning. They put the P-I-E cycle into practice effectively. However, some schools are inclined to evaluate the accomplishment of individual tasks, without focusing on the targets nor making good use of students’ learning outcomes to evaluate the overall work achievements towards the major

concerns. These schools have yet to improve their SSE performance.

- Senior and middle managers generally guide the schools to promote continuous development and nurture students' growth in accordance with their school missions and major concerns. In the schools with better performance, school leaders lead the teaching team to set shared goals in line with schools' development needs, and provide appropriate support and opportunities for teachers so as to promote their professional development. In general, school leaders attach importance to the cohesion of the teaching team. Dedicated to grooming prospective leaders, they aptly plan for the long-term development of the school and smooth succession of future school leaders. In a small number of schools, there are changes of leaders, such as the replacement of principals or vice-principals. The new leaders, having assumed responsibility for only a short duration, need more time to get well familiar with schools' development and to establish mutual trust and consensus with their staff to promote school development more effectively. Middle managers are well versed in the tasks of the subject panels and committees and they are generally able to implement the work in relation to the major concerns. However, some subject panel heads are not able to promote and monitor the implementation of curriculum development and teaching strategies effectively, and their curriculum leadership needs to be strengthened.
- Schools generally provide teachers with ample opportunities for learning and exchange, and make an effort to enhance their professional capabilities. Some schools have set up a designated team to coordinate the related work and use resources flexibly, to participate in school-based support programmes, subsidise teachers to further their studies and support them to join the Mainland and overseas exchange programmes to broaden their horizons. A small number of schools are able to plan their teachers' professional development activities in line with schools' major concerns or the pedagogical strategies to be developed. They enable teachers to become familiar with the related pedagogical concepts and theories by arranging teachers to attend courses and organising school-based workshops. They then encourage teachers to try out the pedagogical strategies in class and to share their experience with colleagues. Some schools put much effort into promoting internal professional exchange. They make use of collaborative lesson preparation (CLP) and peer lesson observation (PLO) as the platform to facilitate teachers' collaboration and sharing. Furthermore, a small number of schools promote lesson study by encouraging teachers to engage themselves in exchange and reflection in connection with some specific curriculum or teaching strategies, thereby enhancing teachers' professionalism. However, some schools are only fairly effective in promoting professional exchange. During CLP, teachers do not focus on exploring the key teaching points of lessons nor suitably design the lesson to cope with students' learning difficulties, but only concentrate on reviewing the routine

work of subject panels or the teaching schedule. Some teachers participate in PLO as arranged by the school, but the post-observation sharing is not adequately in-depth or focused. The effectiveness of sharing and collaborative learning needs to be enhanced.

#### Exemplar 1

##### Primary school

Pursuant to the school mission, the school management guides the whole teaching team to uphold the principle that “All people possess untapped potentials”, and is dedicated to promoting a caring culture in school. The principal puts much effort into implementing drama education and inspiring students to develop their potentials. These measures enrich students’ learning experiences and enable them to grow in a harmonious and happy environment. The two vice-principals lead the middle managers to cultivate with dedication students’ potentials in various spheres, such as vigorously promoting self-directed learning and e-learning in recent years, and actively creating opportunities for students to learn through participating in various services, including the Students’ Union. The middle managers are familiar with the operation of subject panels and committees and actively lead teachers to implement various tasks. Individual managers even play the role of pioneers. They practise demonstration teaching for PLO with the “Flipped Classroom” strategy promoted in the current school year. They first guide the students, who previously watched a short teaching film as pre-lesson preparation, to share what they have learned from the film, and then conduct an in-depth discussion of the topic at issue. Such practice is worth to be recommended to colleagues. As a whole, it is praiseworthy that the school management and the middle managers effectively lead the teaching team to provide abundant opportunities for students to develop their potentials in accordance with the vision that “All people possess untapped potentials”.

## Exemplar 2

### Secondary school

The school makes good use of its well-established SSE mechanism to promote continuous development. In reviewing the overall effectiveness of its major concerns in the previous development cycle and planning the direction of the current development cycle, the school arranges the whole teaching team to participate in the discussion and collects their views. The process is open and transparent. The recent two development cycles of the school are closely connected. The latest development cycle is planned on the basis of the results of the previous one in which self-directed learning is promoted. As students have already grasped the self-learning strategies and manifested quite good ability in self-learning in the previous cycle, the school includes nurturing self-directed learning as one of the major concerns in the current development cycle so as to further foster students' self-learning attitude and habit. Promoting e-learning is another major concern of the school. In addition to its active support in providing training for teachers, the school tries out related strategies in classroom teaching which go in line with teachers' need of professional development. The school regularly collects quantitative and qualitative data through surveys, class observation and interviews with students to evaluate the effectiveness of work. The subject panels and committees are also able to adjust related strategies in accordance with the evaluation results or devise follow up actions. As a whole, the school's major concerns well address the needs of students and the school; and together with the subject panels and committees, the school makes good use of the evaluation outcomes to inform planning.



## Section 2 Learning and Teaching

### 2.1 Curriculum and Assessment

- Schools demonstrate good performance in the area of “Curriculum and Assessment”.
- Catering for students’ learning diversity and promoting self-directed learning are the major concerns of many schools. Some schools focus on enhancing the effectiveness of learning and teaching through formulating appropriate targets and strategies in enhancing students’ language competency and generic skills and fostering teachers’ professional capacity.
- Schools’ curriculum objectives are clear. They are generally able to provide a broad and balanced curriculum in accordance with education development trends and students’ learning needs. Most primary schools focus on developing students’ learning skills, introducing external professional support aptly. Under the central curriculum framework, they develop their school-based curricula, such as reading and writing programmes of Chinese Language and English Language; and problem-solving strategies of Mathematics and scientific investigation of General Studies. The schools with better performance design a framework for the vertical development of students’ generic skills, linked to cross-subject project learning, to strategically develop students’ generic skills, such as study skills, collaboration skills and problem-solving skills. Based on students’ performance and the implementation experience of past few years, most secondary schools are able to review their senior secondary curricula and make suitable adaptation, e.g. flexibly changing the combination of and the number of elective subjects for students, to meet students’ learning needs. Many secondary schools provide Applied Learning courses to suit students’ learning interests. Secondary schools generally put emphasis on the interface between the primary and secondary curricula and also that between the junior and senior secondary curricula. Most secondary schools are able to provide orientation programmes for their S1 students, and make adjustment to the curricula of some junior secondary subjects to enhance the interface with the senior secondary curricula. However, the lesson time of some Key Learning Areas (KLA) of the junior secondary curricula, e.g. Technology Education and Arts Education are inadequate in a few secondary schools, affecting the coverage of the core elements of the curricula. Schools must address the issue and suitably adjust the time allocation to ensure junior secondary students acquire adequate foundation knowledge.
- To cater for learner diversity, most schools make good use of resources to stream students into different groups at some year levels and subjects according to their

abilities. Schools generally provide pull-out programmes or pre-lesson and after-school remedial lessons for the less-able students to enhance their foundation knowledge. Some schools offer after-school enhancement programmes to the more-able students, or set up “talent pools” for making nominations to participate in external gifted education programmes or competitions to develop the potentials of these students. A small number of schools adopt appropriate measures in curriculum design and assessment to address the learning needs of students of different abilities, such as adjusting the curriculum content for students in different groups of learning abilities, providing graded worksheets and adding challenging questions to test and examination papers. Some schools also make attempts to promote teaching strategies that can help cater for learner diversity, such as asking questions of different levels and arranging mixed-ability grouping. In addition to the above measures, schools still need to put more effort into exploring the measures related to school-based curriculum design and pedagogy to address learner diversity, and enhancing teachers’ professional development by promoting professional exchange in connection with classroom teaching strategies through CLP and PLO.

- A number of schools identify self-directed learning as their major concerns. They actively develop students’ self-learning abilities and habit, and are able to promote their self-learning skills, including note-taking skills, use of the dictionary to expand vocabulary and searching the Internet for information. Some schools request or encourage students to make pre-lesson preparation. Furthermore, a small number of those schools adopt the “Flipped Classroom” strategy, to integrate the outcomes of pre-lesson preparation with classroom teaching to enhance the effectiveness of learning. A few schools set up a self-learning centre or a self-learning corner in the classroom with learning materials at different levels or in multimedia formats for students' use after school for the cultivation of their self-learning habit. On the basis of the existing good practice, schools may further encourage students to raise questions actively, jot down key learning points and carry out extended reading or in-depth exploration of the topics in the classroom. To nurture students’ self-learning attitude and habit, teachers may also guide students on goal setting as well as conducting evaluation and self-reflection in the learning process.
- Many schools make an effort to cultivate students’ reading habit. For instance, they arrange reading periods, organise an array of reading activities and award schemes, and foster students’ interest in reading with the assistance of reading ambassadors and parent volunteers. In some schools, students concentrate on reading during the reading time and a number of them actively participate in reading activities and award schemes. A reading atmosphere is taking shape. On the basis of such progress, schools could strengthen the collaboration between subject panels and the school library

to promote Reading across the Curriculum and enhance the effectiveness of reading to learn. Through reading books of different learning areas or browsing video materials from various media, such as electronic books and documentaries, students could be engaged in more extensive reading and their scope of knowledge could be broadened.

- To raise students' language competency, the majority of schools actively create a language-rich environment to provide more opportunities to engage students in biliterate and trilingual communication. Most schools offer students more opportunities to be exposed to and use English and Putonghua through Language Week, Language Day and other diverse activities. Some students are able to give presentations, deliver short speeches and perform in role-plays in fluent English and Putonghua in morning assemblies and weekly assemblies; but for a number of students, their confidence and competency in using English need to be enhanced. With the implementation of the Fine-tuned Medium of Instruction Arrangements, some schools arrange individual classes or subjects in their junior secondary levels to be taught in English. Schools are generally able to help students enrich their English vocabulary. A small number of schools promote the collaboration between the English Panel and non-language subject panels to support student learning of some non-language subjects in English through curriculum adaptation or collaborative designing of teaching materials. However, schools are still required to monitor students' learning performance in those non-language subjects in English regularly, and provide appropriate support to help them cope with their learning difficulties.
- Schools are generally able to use diversified modes of assessment to have a good grasp of students' learning progress and performance. For instance, through cross-subject project learning, students' integrated use of knowledge and generic skills are assessed. Through appropriate application of self-assessment and peer-assessment, students are prompted to conduct self-reflection and understand their own performance in learning from different perspectives. Some schools adopt the principle of "easy to pass, hard to score high" in the design of assessment tasks, and some others include challenging questions in assignments and assessment papers to cater for the needs of students with different abilities. Schools generally attach importance to analyse the internal and external assessment data related to student performance in a timely manner. Some schools, however, have yet to make the best use of the review results to enhance the effectiveness of learning and teaching. After identifying students' strengths and weaknesses, many teachers are not able to adapt the curriculum and teaching strategy, where appropriate, to improve learning and teaching effectiveness. Some teachers have yet to analyse students' learning difficulties and provide support measures accordingly.

- In general, schools’ curriculum leadership is in order. Most vice-principals or teachers responsible for steering curriculum development are able to lead subject panels to set focuses of curriculum development in line with the education development trends and schools’ major concerns, draw up relevant strategies and implementation measures, and collaborate with subject panel heads in monitoring the progress of work through assignment inspection, lesson observation, etc. Some schools focus on the accomplishment of individual tasks instead of reviewing students’ learning outcomes from the perspectives of holistic progress and achievements towards the major concerns. Most schools establish relevant administration teams, such as a curriculum team, to enable subject panel heads to explore strategies to promote curriculum development and improve learning and teaching. These administration teams are generally able to perform their duties effectively. However, they should actively seek to enhance cross-subject collaboration and promote professional exchange among subject panels and teachers in order to raise the effectiveness of curriculum development as well as learning and teaching.

#### Exemplar 1

##### Primary school

In recent years, the school has been promoting e-learning actively, formulating related plans in connection with the infrastructure, teacher training and learning activities. In addition to the installation of wireless network, the school has established a task force to coordinate related training programmes to prepare teachers for e-learning. The school incorporates e-learning elements into the curricula of various subjects and also implements the school-based plan of “Bring Your Own Device”, allowing students to use their own tablet computer in classroom learning activities. As observed, teachers are generally able to make good use of the electronic platform and tools in promoting interaction with students and giving instant feedback to facilitate learning during classroom activities. Students participate in the activities actively and with keen interest. They are able to use the e-learning materials saved regularly to compile their own personal file and to keep a complete and systematic record of their learning portfolio. In sum, the school has implemented e-learning for years with commendable results and is willing to share its successful experience with other schools.

## Exemplar 2

### Secondary school

Excellent results are found in the promotion of reading. The school actively creates a good reading atmosphere in school, aiming at prompting all students to read and cultivate them to be lifelong readers. The school librarian and subject panels work in close collaboration to promote Reading across the Curriculum, and organise the popular subject-based self-directed reading schemes and diverse reading activities, including the 3-day annual theme-based book exhibition. The school librarian, leading the Reading Ambassadors, enthusiastically promotes reading books in paper form and that in electronic form, and also arranges students to visit university libraries and bookshops to broaden their horizons. The school librarian closely monitors students' reading performance through observation and data analysis. As a whole, with the collaborative effort made by the school librarian, teachers and students, a reading culture has already taken root in the school. In pursuing reading to learn, students make good use of the morning reading periods to read. They are also happy to participate in the various reading activities and reward schemes.

## 2.2 Student Learning and Teaching

- Schools demonstrate satisfactory performance in the area of “Student Learning and Teaching”.
- About 5,600 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 whilst catering for learner diversity, questioning techniques, feedback and follow-up are areas which have yet to be improved. Students, in general, have good learning attitudes. They show interest in learning and are attentive in class. However, for some students, the ability to communicate in English needs to be enhanced.
- On the whole, clear teaching objectives are set and the lessons are conducted smoothly. The learning atmosphere is generally good. Some teachers state the learning objectives at the beginning of the lessons and arrange teaching activities closely related to the objectives to enable students to grasp the direction of learning. A small number of teachers are able to incorporate values education into learning activities to develop students’ positive values and learning attitudes. Students are generally interested in learning, attentive in class and active in participating in learning activities. Most students are willing to collaborate and exchange ideas with their classmates, and are engrossed in group activities. Some teachers conclude the lessons by summarising the learning points or guide students to reflect on their learning according to the learning objectives, for the consolidation of students’ learning.
- Many schools include catering for learner diversity as their major concern. There is, however, a need for teachers to use the related pedagogical strategies more effectively. Most teachers provide support to students with different abilities through learning activities and offering individual guidance when students are doing their assignment. In a small number of lessons, teachers make use of various strategies to address learner diversity, including designing graded worksheets according to students’ abilities, arranging challenging learning tasks for the more-able students, and providing more support to the less-able ones. All these practices are worth to be promoted. In group activities, many teachers adopt mixed-ability grouping. However, owing to lack of well-defined tasks for students with different abilities, the effectiveness of peer support is yet to be shown. As a whole, apart from focusing on the completion of the teaching content, teachers can adjust teaching strategies and pace in response to students’ varied learning progress so as to provide more comprehensive learning support.

- Teachers purposefully cultivate students' generic skills, with commendable results observed in some lessons. In the effective lessons, teachers nurture students' generic skills, such as creativity, critical thinking skills, study skills as well as problem-solving skills, through group activities including collective creative tasks and case study, to promote peer interaction and students' application of knowledge. Students are generally active to participate in class activities and willing to collaborate with peers. Some demonstrate well-developed generic skills. Schools also stress the importance of nurturing students' communication skills. Due opportunities are provided by most schools for enhancing students' biliterate and trilingual abilities to express and exchange their views. Primary schools are generally able to develop students' language abilities through a variety of activities, such as role-playing and story-telling in Chinese and English lessons; while secondary schools do so mainly through discussion and presentation. Students are generally competent in the use of Cantonese and are able to express their ideas clearly and with confidence. However, there is marked diversity in students' proficiency in using English. Some students are able to respond to teachers' questions and conduct discussion and presentation in fluent English, whereas for some others, their proficiency and confidence in expressing in English are rather weak. In some lessons, which are mainly delivered through teachers' lecturing, students do not have adequate opportunities to use the language. In a small number of group activities, room for discussion and interaction is not adequate for developing students' communication and collaboration skills effectively.
- The effectiveness of questioning and feedback in lessons varies. Some teachers are able to guide students to learn and think by asking questions of different levels. In a small number of lessons, teachers make use of prompts and probes to inspire students to conduct more in-depth analysis and express their ideas further, understand their own mistakes and correct them. On the whole, while teachers ask questions frequently in their lessons, the questions are mainly for checking students' understanding and not conducive to provoking higher-order thinking. Teachers are generally able to provide timely and positive feedback. However, some teachers give only simple praise without pinpointing students' strengths and areas for improvement. A small number of teachers provide opportunities for self-assessment and peer assessment which allow students to evaluate specifically the learning performance of their own and peers. Such practices are worth to be promoted.
- In general, teachers are able to use information technology to enhance learning and teaching. Most teachers are able to deliver presentations with the effective use of PowerPoint slides while some of them make good use of the Internet and multimedia resources to arouse students' learning motivation. In some of the schools participating in the various e-learning pilot schemes introduced by the EDB, teachers are able to

make use of the interactive activities and learning tools from the electronic teaching resources to promote students' learning interest and self-learning capability. In a small number of lessons, teachers effectively monitor students' responses, analyse their learning difficulties and give instant feedback through mobile computing devices. A small number of teachers require students to make pre-lesson preparation through the teaching materials uploaded to the e-learning platform, complete online tasks or conduct extended learning activities with the help of online resources after class. Students are encouraged to use information technology in self-learning.

- To cultivate students' self-learning skills, some teachers request them to make pre-lesson preparation. Most students are able to complete the preparation work, including searching for information and doing pre-lesson worksheets. Teachers, however, need to actively follow up on students' pre-lesson preparation, such as using the preparation to set the scene for learning. A small number of students have already grasped the basic self-learning strategies, e.g. organising and analysing information with a mind map, and learning vocabulary through a dictionary or glossary. A few students show their proactive learning attitude by asking questions to clarify learning points, and jotting down the key points on their own initiative.



## Exemplar 1

### Primary school

The school is determined to develop students' self-learning ability and habit through a variety of pedagogical strategies. Teachers request students to make pre-lesson preparation, such as collecting online information related to the topic and checking vocabulary through reference books. In class, teachers first arrange students to present the outcomes of their preparation, then, with the use of the "think-pair-share" strategy, ask students to analyse and generalise the main points from different perspectives, and use them for discussion. Most students participate actively in class activities, and are ready to share and discuss with peers. Teachers are able to give specific feedback in response to students' performance. The interaction between teachers and students and among students is good. Teachers ask students to carry out post-lesson extended activities closely related to the learning objectives and encourage them to read reference books related to the subject, so that students could consolidate and extend their learning in the reading process.

## Exemplar 2

### Secondary school

The school encourages teachers to cater for learner diversity through diversified teaching strategies. Teachers ask questions of different levels in class to guide students to think. Apart from asking the less-able students direct and simple questions, teachers use appropriate questioning techniques to enhance their learning progressively. For the more-able students, the questions are more challenging. Some teachers adopt mixed-ability grouping to let the more-able students lead or assist their classmates to participate in learning activities and enhance the spirit of peer support. Some teachers make effective use of graded worksheets in providing questions or tasks of different levels according to students' abilities. For a small number of tasks, students are allowed to express their ideas by either images or texts according to their learning abilities and styles. When learning activities are in progress, teachers closely monitor students' learning performance and provide individual support. Additional prompts are provided to those who are making slower progress. In all, teachers are able to provide appropriate learning support to help students of different abilities learn effectively.

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

- Schools demonstrate good performance in the area of “Student Support and School Ethos”.
- Schools generally plan and implement their student support work in accordance with the school missions and students’ personal development needs. In most schools, a vice-principal takes charge of the different student support committees to nurture students’ positive values, good virtues and whole-person development. Most schools adopt a whole-school approach to establish a positive school culture through the provision of various measures and activities. Schools make use of various data and information, e.g. Assessment Program for Affective and Social Outcomes (APASO), school-based survey, teachers’ observation, and students’ award and punishment records, to review the progress and effectiveness of their work, and thereby formulate their development objectives and major concerns. Schools are generally able to assess the effectiveness of work using the success criteria set. However, some schools use non-specific success criteria, are not able to evaluate their effectiveness with reference to the objectives of the major concerns, or are inclined to assess only the completion of individual measures and activities. As a result, the evaluation fails to inform future planning.
- Schools emphasise the cultivation of students’ positive values. Most schools are able to design appropriate school-based moral education curriculum in accordance with students’ needs of different stages of development. They implement values education covering the areas of personal growth, ethics and morality, and interpersonal relationship, through morning assemblies, weekly assemblies, class teacher periods, activities and talks. A small number of schools are able to incorporate values education elements into various subjects, with students’ daily-life experiences as the entry point. That is conducive to the promotion of students’ cognition, reflection and implementation of positive values. Through the close cooperation between the guidance and discipline teams, some schools provide strict and affectionate guidance and discipline programmes with a clear system of reward and punishment to foster students’ positive attitudes and give them opportunities to improve their behaviour. In general, through the work of class teachers, the promotion of classroom management and the organisation of various inter-class competitions and award schemes, schools help students establish positive self-images and values. Some schools put an effort into strengthening students’ sense of national identity, promoting students’ knowledge and understanding of Chinese history and culture, livelihood and economy, and technology development, through organising talks and exchange activities to the

Mainland.

- Schools are generally able to organise life-wide learning activities to enrich students' learning experiences appropriately. Some primary schools conduct "multiple intelligences classes". Secondary schools provide diversified co-curricular activities through clubs, interest groups or uniform groups covering the academic, aesthetic and physical domains, to cultivate students' interests in various fields. Schools also arrange many local and non-local visits and exchanges activities for students to broaden their horizons. Emphasising the developing of students' potentials and the building up of their self-confidence, schools provide different opportunities inside and outside school for students to participate in performances and competitions to showcase their talents. Some schools even make flexible use of resources to hire external services to organise specialised training for them. A few schools set up "talent pools" to keep a systematic record of students' strengths and provide appropriate training for them. Schools actively promote service learning. In addition to the service posts in schools, some schools arrange students to participate in voluntary services in the community. Through such experience, students are prompted to develop their spirit of service and sense of responsibility and understand the needs of different classes in the society. Many schools cultivate students' leadership strategically. In addition to offering school leaders the opportunities to take charge of student organisations and plan activities, some schools also provide systematic training for student leaders. A few schools also require student leaders to conduct self-evaluation by asking them to reflect on the effectiveness of their work in the mid-year and year-end reviews and to make recommendations for improvement. Schools generally assess the effectiveness of activities through analysing the data of students' participation and questionnaires. Schools, however, need to review holistically whether the activities are balanced and the learning objectives attained. As observed in the ESR, students are interested in participating in activities. Student leaders are enthusiastic about serving others, playing their roles conscientiously and competently.
- In alignment with the education development trends, many secondary schools actively promote life planning education to help students equip themselves. Schools generally provide adequate information, activities and guidance for students in connection with further studies and future career to assist them to understand themselves and thus suitably set their goals and plans for the future. The schools with better performance incorporate life planning education in the school-based curriculum. Through personal growth education, life education and moral and civic education, students understand their interests, abilities and orientations, and are able to set their own development and learning goals. Some schools make appropriate use of Career and Life Planning Grant to make room for teachers to concentrate on planning learning activities and teacher

training. A small number of schools even include strengthening life planning education as a major concern, and set up a task force to coordinate all the related work, reinforce planning and formulate learning key points for each level.

- Schools generally create a caring and inclusive atmosphere and provide appropriate support to students with different learning and development needs. Schools make effective use of the existing mechanisms to identify students with SEN at an early stage and provide appropriate support, including remedial support, behavioural counselling, social skills training and speech therapy. Schools design “Individualised Education Programme” for these students, and some schools even pair them up with teachers who, through regular meetings with them, cater for their learning and development needs. Schools arrange professionals to meet with teachers and parents to follow up on students’ situations collaboratively. To provide comprehensive support to students, these schools also promote peer support through the cultivation of the values of acceptance, mutual help and respect. Those schools with more NAC and NCS students also actively assist these students to handle the problems in learning, social interaction and cultural differences to enable them to integrate into their school life.
- Schools liaise and collaborate with parents, the alumni and external organisations to promote continuous development. Schools generally maintain close communication with parents and the alumni and inform them of the development of the school. Many parents and the alumni are eager to give their views on schools’ development and support to schools. They serve as school managers or committee members in parent-teacher associations and alumni associations, organise voluntary services and set up scholarships. Some schools are able to solicit external support. They collaborate with community and voluntary organisations to enrich students’ learning experiences through the provision of visits, field trips and community services. Many schools participate in the collaborative or support programmes offered by the EDB and tertiary institutions to foster curriculum development and teachers’ professional growth. A small number of schools work in partnership with other schools, local and non-local, to enhance the professional capacity of each other through exchange programmes.

## Exemplar 1

### Primary School

The school cares about students' physical and mental health and actively develops a healthy campus. At the beginning of the school year, the school organises the "Opening Ceremony of the Healthy Campus" in which all teachers and students sign the pledge of "Health Pioneer" to create a healthy campus atmosphere in collaboration. The school formulates a whole-school policy to implement holistic health in different KLA. The school uses a range of health topics, such as "Personal Health, "Environmental Health and Its Protection" and "Good Mood", to articulate the activities for the whole year to encourage students to adopt a healthy lifestyle. The school creates many opportunities for students to do exercise in the campus, e.g. spine-protection drill and rope skipping, to cultivate their habit of exercising. The school employs the resources of the community and parents to invite environmental protection organisations and government departments to organise seminars and activities, and lead parents to run "Health and Environmental Protection Parents Ambassadors" to assist in disseminating health messages. These measures help students receive multiple messages about adopting a healthy attitude towards life. The school participates in the "Thematic Network on Healthy School" organised by a tertiary institution and becomes one of the "Core Schools" to promote and share its successful experience with other schools.

## Exemplar 2

### Secondary School

The school adopts diversified strategies to implement life planning education from the junior secondary levels. The school incorporates life planning elements in the “Whole-person education” periods and arranges guidance activities in connection with further studies and career, to facilitate students to understand their own interests, abilities and orientations and set their goals for the future. The school intentionally supports students with SEN in choosing subjects in the senior secondary levels and helps them make appropriate choices. The school makes great effort in assisting students to find their own pathway by organising various schemes and activities in collaboration with external organisations. These measures help deepen students’ understanding about their career choices and further studies, local or overseas. The school analyses the paths of further studies and career of its graduates for students’ reference. Through the provision of comprehensive information, education and guidance, the school enables students to understand their orientations and pathways, and have better life planning.

## Chapter 3 Concluding Remarks

- Since the implementation of the SDA Framework in the 2003/04 school year, the EDB has completed two ESR cycles in the current school year. To sum up the outcomes of the ESR in the current school year and the situation of the schools undergoing ESR in the second cycle, schools generally perform satisfactorily. Good performance is demonstrated in “Curriculum and Assessment” and “Student Support and School Ethos”. Schools are generally able to provide a broad and balanced school-based curriculum for students in accordance with schools’ context, curriculum development trends and in line with the implementation of the New Academic Structure (NAS). Schools make good efforts in creating a caring and inclusive school culture, providing support to students with different learning and development needs. Schools emphasise the cultivation of students’ generic skills, good virtues, positive values and attitudes. Schools also assist students to develop a healthy lifestyle and broaden their learning experiences so as to foster whole-person development.
- As reflected in the ESR in the current school year, schools generally include addressing learner diversity and enhancing learning and teaching strategies as their development focuses, and most schools set them as the major concerns of the recent years. Catering learner diversity has caught the attention of schools since the implementation of the NAS. Apart from the usual arrangements, such as class streaming, group streaming, after-school remedial and enhancement programmes to cater for learner diversity, some schools adapt their curriculum and pedagogical strategies, and provide opportunities for all students to demonstrate their learning and facilitate teachers to find out the areas for improvement in learning and teaching through related assessment. Schools generally organise group activities in the classroom with the aim of promoting students’ communication and collaboration skills through student-student interaction, and provide opportunities for students with different abilities to participate in learning and develop their potentials. Nevertheless, the learning effectiveness has to be enhanced. Teachers need to grasp the diversity in students, understand their learning interests, abilities and orientations, and adopt different pedagogical strategies accordingly, for example, refined questioning techniques, designing questions of different levels for students of different abilities to provoke thinking; or employing different support measures according to students’ learning characteristics to foster their learning. In addition, teachers need to flexibly attend to students’ performance and response in class, giving appropriate and constructive feedback to enable every student to participate in the learning process and attain the learning objectives.
- Enhancing learning and teaching strategies is another focus identified as the schools’



major concern. One of the related strategies adopted by schools is to cultivate students' self-directed learning ability. In general, schools exhibit self-learning materials on the website and encourage students' self-learning. They request students to make pre-lesson preparation to cultivate their learning habit; or enhance the guidance on reading strategies to develop students' learning skills. At present, schools are still at the stage of exploring ways of cultivating students' self-directed learning ability. Teachers need to analyse the objectives, strategies and their effectiveness in order to ensure that the related work is fruitful. Enhancing the effectiveness of learning and teaching in the classroom is also many schools' development focus. Schools generally arrange CLP and PLO to encourage teachers to construct knowledge and accumulate good practices through the exchange of ideas and collaboration with colleagues. As observed in the lessons, teachers, dedicated to teaching, attempt different pedagogical strategies according to the curriculum development trends and students' needs. However, as stated above, regarding the strategies to cater for learner diversity and cultivate students' self-directed learning skills, there is still room for improvement.

- Schools generally evaluate the effectiveness of work through the P-I-E cycle to inform planning and promote continuous development. Schools attach importance to the collection and the use of evaluation data. Schools, however, need to combine quantitative and qualitative data for cross-reference suitably in order to conduct a comprehensive evaluation. In reviewing the effectiveness of major concerns, some schools mainly assess the completion of the tasks instead of evaluating effectiveness with reference to the set targets. There is room for improvement in such cases. Besides, schools also need to adjust or formulate their strategies appropriately according to the evaluation outcomes, with the aim of using evaluation to inform planning. A small number of schools have to enhance the monitoring of how subject panels and committees respond to the major concerns in planning and implementation, to ensure the effectiveness of the overall development of the school.
- According to the “Impact Study on the Implementation of the 2<sup>nd</sup> Cycle of the School Development and Accountability Framework on Enhancing School Development in Hong Kong” completed in the last school year, one of the strengths of the education system of Hong Kong is the emphasis on the measures which promote internal accountability and facilitate professional development, such as lesson observations and CLP. Schools are able to make good use of the tools of SSE, and gradually incorporate self-evaluation in the daily operation of the school. Schools can promote continuous development and provide quality education for students if they use the evaluation data and information appropriately, focus on the implementation of the major concerns for informing planning during SSE, continue to explore and modify pedagogical strategies, promote catering for learner diversity, cultivate students' self-directed learning abilities

and enhance the overall effectiveness of classroom learning and teaching.

- To promote schools' continuous development and enhance their accountability with the aim of improving student learning, the EDB will implement the next phase of the SDA Framework in the 2015/16 school year. Schools need to promote their continuous self-improvement through SSE, and the EDB will arrange ESR with greater flexibility, concentrating on the schools' unique development focuses and needs at their distinctive stage of development, to verify the effectiveness of the SSE. At the next phase, the EDB will conduct more focus inspections covering various KLA and designated themes related to the curriculum development trends and policy initiatives, and provide schools with focused and concrete specific feedback.

## **Appendix 1 Schools Undergoing ESR in the 2014/15 School Year**

### **Primary Schools**

Bishop Walsh Primary School  
Castle Peak Catholic Primary School  
CCC But San Primary School  
CCC Chun Kwong Primary School  
CCC Kei Faat Primary School (Yau Tong)  
CCC Kei Tsun Primary School  
CCC Kei Wai Primary School (Ma Wan)  
CCC Kei Wan Primary School  
CCC Mong Wong Far Yok Memorial Primary School  
CCC Tai O Primary School  
Chan Sui Ki (La Salle) Primary School  
Chiu Yang Por Yen Primary School  
Chiu Yang Primary School of Hong Kong  
Chung Sing School  
CNEC Lui Ming Choi Primary School  
Diocesan Preparatory School  
Emmanuel Primary School  
Fanling Government Primary School  
Father Cucchiara Memorial School  
Fung Kai Liu Yun Sum Memorial School  
Hennessy Road Government Primary School  
Hing Tak School  
HKUGA Primary School  
Hong Kong & Macau Lutheran Church Wong Chan Sook Ying Memorial School  
Hong Kong Baptist Convention Primary School  
Immaculate Heart of Mary School  
LST Leung Kau Kui Primary School (Branch)  
Ma On Shan Ling Liang Primary School  
Mary of Providence Primary School  
Northern Lamma School  
Pak Tin Catholic Primary School  
Ping Shek Estate Catholic Primary School  
PLK Chan Yat Primary School  
PLK Chee Jing Yin Primary School

PLK Gold & Silver Exchange Society Pershing Tsang School  
PLK Lam Man Chan English Primary School  
Salesian Yip Hon Millennium Primary School  
Salesian Yip Hon Primary School  
Shaukiwan Tsung Tsin School  
SKH Chu Oi Primary School  
SKH Chu Oi Primary School (Lei Muk Shue)  
SKH Fung Kei Primary School  
SKH Kei Hin Primary School  
SKH Wei Lun Primary School  
SKH Wing Chun Primary School  
SKH Yautong Kei Hin Primary School  
SKH Yuen Chen Maun Chen Jubilee Primary School  
St Andrew's Catholic Primary School  
St Charles School  
St Patrick's School  
St Paul's Co-educational College Primary School  
St Stephen's Girls' Primary School  
The Evangelical Lutheran Church of Hong Kong Faith Lutheran School  
The Hong Kong Institute of Education Jockey Club Primary School  
Tsz Wan Shan Catholic Primary School  
Tsz Wan Shan St Bonaventure Catholic Primary School  
W F Joseph Lee Primary School  
Yuen Long Long Ping Estate Wai Chow School

## **Secondary Schools**

Baptist Lui Ming Choi Secondary School  
Bishop Hall Jubilee School  
Buddhist Sin Tak College  
Buddhist Yip Kei Nam Memorial College  
Caritas Chai Wan Marden Foundation Secondary School  
Caritas St Joseph Secondary School  
Catholic Ming Yuen Secondary School  
CCC Fong Yun Wah Secondary School  
CCC Kei Heep Secondary School  
China Holiness Church Living Spirit College

Ching Chung Hau Po Woon Secondary School  
Chong Gene Hang College  
Christian & Missionary Alliance Sun Kei Secondary School  
Christian Alliance Cheng Wing Gee College  
CNEC Christian College  
CNEC Lee I Yao Memorial Secondary School  
Concordia Lutheran School  
Cotton Spinners Association Secondary School  
Fortress Hill Methodist Secondary School  
Fukien Secondary School (Siu Sai Wan)  
Fung Kai Liu Man Shek Tong Secondary School  
Fung Kai No.1 Secondary School  
HHCKLA Buddhist Ching Kok Secondary School  
HK & KLN Chiu Chow Public Association Secondary School  
HK & KLN Kaifong Women's Association Sun Fong Chung College  
HKCCC Union Logos Academy  
HKFEW Wong Cho Bau Secondary School  
Holy Trinity College  
Hotung Secondary School  
Jockey Club Ti-I College  
Ju Ching Chu Secondary School (Tuen Mun)  
Kowloon True Light School  
Kwun Tong Maryknoll College  
Ling Liang Church E Wun Secondary School  
Lions College  
Liu Po Shan Memorial College  
LST Yu Kan Hing Secondary School  
Ma On Shan St Joseph's Secondary School  
Madam Lau Kam Lung Secondary School of MFBM  
Man Kiu College  
Maryknoll Fathers' School  
Maryknoll Secondary School  
MKMCF Ma Chan Duen Hey Memorial College  
Munsang College  
PAOC Ka Chi Secondary School  
Pentecostal School  
PLK Centenary Li Shiu Chung Memorial College  
PLK No.1 W H Cheung College

Pui Ying Secondary School  
QES Old Students' Association Secondary School  
Shung Tak Catholic English College  
Sing Yin Secondary School  
SKH Bishop Baker Secondary School  
SKH Lam Kau Mow Secondary School  
SKH Lam Woo Memorial Secondary School  
SKH Li Fook Hing Secondary School  
SKH St Benedict's School  
SKH St Simon's Lui Ming Choi Secondary School  
SKH Tsoi Kung Po Secondary School  
St Francis Xavier's School, Tsuen Wan  
St Mark's School  
St Paul's Co-educational College  
STFA Seaward Woo College  
Tak Oi Secondary School  
The Jockey Club Eduyoung College  
TIACC Woo Hon Fai Secondary School  
Tin Ka Ping Secondary School  
Tsang Pik Shan Secondary School  
Tuen Mun Government Secondary School  
TWGHs Lo Kon Ting Memorial College  
TWGHs Mr & Mrs Kwong Sik Kwan College  
TWGHs Mrs Fung Wong Fung Ting College  
TWGHs S C Gaw Memorial College  
United Christian College  
YOT Chan Wong Suk Fong Memorial Secondary School  
Yu Chun Keung Memorial College  
Yuen Long Catholic Secondary School

### **Special Schools**

Buddhist TCFS Yeung Yat Lam Memorial School  
Caritas Lok Jun School  
Caritas Lok Kan School  
Caritas Resurrection School  
CCC Kei Shun Special School

Ebenezer School

HKSYC&IA Chan Nam Chong Memorial School

Hong Chi Pinehill No.3 School

Hong Chi Pinehill School

Hong Kong Red Cross John F Kennedy Centre

Rhenish Church Grace School

Saviour Lutheran School

## Appendix 2 Findings of Post-ESR School Survey in the 2014/2015 School Year

Questionnaires	Questionnaires collected	Overall response rate
7,341	6,185	84.3%

		Percentage					
		Strongly agree	→	Strongly disagree	N.A.		
1a	I am clear about the objectives of ESR.	27.3%	67.6%	4.2%	0.6%	0.1%	0.2%
1b	I am clear about the procedures of ESR.	25.2%	68.5%	5.5%	0.6%	0.1%	0.1%
1c	I am clear about the scope covered by ESR.	21.6%	69.1%	8.0%	1.0%	0.1%	0.2%
2	'Performance Indicators for Hong Kong Schools 2008' encompasses the major areas of work in our school.	11.8%	64.9%	20.3%	1.2%	0.1%	1.7%
3	'Performance Indicators for Hong Kong Schools 2008' facilitates a focused evaluation of the major areas of work in our school.	12.0%	64.3%	20.6%	1.3%	0.2%	1.6%
4	In general, the questionnaires in the Stakeholder Survey are effective in collecting stakeholders' views about our school.	12.7%	69.0%	15.4%	1.9%	0.3%	0.7%
5	The information provided by the Key Performance measures helps us to conduct SSE in our school.	12.6%	70.5%	14.6%	1.3%	0.2%	0.8%
6	The E-Platform for School Development and Accountability enhances our school's efficiency in collecting and managing SSE data.	11.1%	65.3%	18.4%	1.8%	0.3%	3.1%
7	My involvement in the 'holistic review of the school' has given me a better understanding of our school's overall performance.	16.1%	65.9%	13.6%	1.7%	0.3%	2.4%
8	I take an active part in evaluating the performance of our school.	21.1%	60.2%	15.3%	2.0%	0.4%	1.0%
9	SSE has enhanced professional exchange among staff on how to make continuous school improvement.	16.8%	64.9%	14.8%	2.7%	0.4%	0.4%
10a	The pre-ESR briefing conducted by the ESR team member in June/July of the previous school year enhanced my understanding of ESR.	15.3%	62.8%	10.7%	1.5%	0.3%	9.4%
10b	The pre-ESR briefing conducted by the ESR team member in June/July of the previous school year allayed my anxiety about ESR.	10.4%	51.6%	21.6%	6.1%	0.8%	9.5%
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%	51.8%	20.1%	6.7%	1.6%	9.3%
11	The ESR team focused specifically on our school context to review our major concerns.	14.0%	67.4%	14.1%	2.8%	0.5%	1.2%
12	The variety of activities observed by the ESR team was adequate.	14.6%	66.1%	14.8%	2.8%	0.6%	1.1%
13	The ESR team demonstrated professionalism in the review process.	16.5%	64.3%	14.9%	2.6%	0.6%	1.1%
14	The attitude of the ESR Team was sincere and friendly.	23.1%	62.2%	10.9%	1.9%	0.8%	1.1%



		Percentage					
		Strongly agree		→	Strongly disagree		N.A.
15	The participation of front-line educator(s) as members(s) of the ESR team enabled our school's performance to be assessed from different perspectives.	16.2%	67.9%	13.1%	1.1%	0.5%	1.2%
16	The ESR team was able to listen objectively to the views expressed by our school staff in interviews/meetings.	15.2%	61.5%	15.8%	2.6%	0.6%	4.3%
17a	Post-lesson observation discussion with individual teachers provided opportunities for teachers to reflect on students' learning and classroom practices.	13.4%	62.2%	13.0%	2.4%	0.6%	8.4%
17b	Post-lesson observation discussion with individual teachers provided opportunities for teachers to reflect on how school concerns were addressed in classroom teaching.	11.4%	60.8%	16.2%	2.7%	0.6%	8.3%
18	Preliminary findings of the ESR team were clearly conveyed to our school staff in the oral feedback session.	13.6%	59.2%	13.8%	1.7%	0.5%	11.2%
19	Having teachers, other than the team responsible for school development, in the oral feedback session has increased the transparency of ESR.	13.9%	62.0%	14.3%	1.3%	0.4%	8.1%
20a	The ESR has given an accurate judgement on the effectiveness of our school's self-evaluation processes.	11.4%	64.6%	19.0%	3.0%	0.7%	1.3%
20b	The ESR has accurately identified the strengths of our school.	16.2%	65.6%	14.0%	2.4%	0.7%	1.1%
20c	The ESR has accurately identified the areas for improvement for our school.	14.0%	64.1%	16.7%	3.2%	0.9%	1.1%
20d	The ESR has helped our school formulate future goals and plans.	15.1%	65.6%	15.3%	2.0%	0.8%	1.2%
21	I agree with the recommendations made in the ESR report.	11.2%	63.8%	19.6%	2.6%	0.7%	2.1%
22	There was adequate time for our school to prepare the written response to the ESR report.	11.7%	59.2%	18.9%	1.5%	0.3%	8.4%
23	There was adequate discussion among our school staff before finalising our written response to the ESR report.	12.4%	57.2%	19.9%	3.3%	1.1%	6.1%
24	ESR helps me reflect on the effectiveness of our school work.	14.6%	66.2%	14.7%	2.7%	0.9%	0.9%
25	The amount of preparatory work done by our school for ESR was appropriate.	10.3%	58.4%	20.3%	7.9%	2.4%	0.7%
26	Pressure resulting from ESR was reasonable.	6.6%	52.6%	24.7%	11.7%	3.7%	0.7%
27	The entire ESR process was open and transparent.	11.4%	66.2%	17.5%	3.3%	1.0%	0.6%
28	On the whole, I am satisfied with the ESR process.	10.6%	63.4%	20.8%	3.5%	1.2%	0.5%