Performance Indicators
for Hong Kong Schools
2008
with Evidence of Performance
For Secondary, Primary and Special Schools
Quality Assurance Division
Education Bureau
# Contents

## Foreword

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Foreword

Background

School Performance Indicators are a set of important tools in support of the implementation of the School Development and Accountability framework. Since their publication, Performance Indicators for Hong Kong Schools 2002 and Performance Indicators for Hong Kong Schools: Evidence of Performance (abbreviated as PI2002 for both documents) have been widely adopted. They are now serving as a common platform for evaluation of school development by schools and the Education Bureau (EDB).

Development of Performance Indicators (PI)

PI are developmental in nature and need regular updating to align with education trends and the latest development in school education. Performance Indicators for Hong Kong Schools 2008 (abbreviated as PI2008) has been revised to bring it in line with the developmental stage of school education and Curriculum Reform. In the process of revision, EDB has, with reference to PI-related data, streamlined and re-organised the contents of PI as well as related evaluation tools, including Key Performance Measures (KPM) and the stakeholder survey (SHS). The revision aims to enable schools to review school performance in a more focused manner and suitably alleviate schools’ workload.

At different stages of revision, EDB collected the views of frontline teachers, education practitioners and inspection personnel, through various focus group meetings, consultation sessions and pilot projects, to inform the revision of the PI. The revised PI prove to be adequate in coverage in terms of the key areas of school work, and are appropriate and viable for adoption in school self-evaluation (SSE) and quality assurance inspection.

This document consists of five chapters, with detailed elaboration on the features of PI2008, the PI framework, the rationale for the PI, levels of performance and the contents of PI, to which school personnel may refer. PI2008 will continue to serve as a common platform for schools and EDB to evaluate school development. It will be adopted from the 2008/09 school year onwards by secondary, primary and special schools and by inspection personnel, and will take the place of PI2002. Given the different background and developmental progress of schools, PI2002 remains a useful reference document. Schools may refer to the details of relevant PI in PI2002 where necessary when reviewing school performance in different domains. Both PI documents can be accessed and downloaded from the EDB website (http://www.edb.gov.hk/pi).
**Way Forward**

EDB will continue to take into due consideration the feedback and experience of frontline education practitioners, as well as the trends of school education, with a view to providing schools with suitable PI and evidence of performance for evaluation by school personnel and inspection personnel. Enquiries, feedback and suggestions are welcome, and members of the public may wish to direct them to the Indicators Section of the Quality Assurance Division, EDB:

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Quality Assurance Division  
Education Bureau  
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Chapter 1

Features of Performance Indicators for Hong Kong Schools 2008

EDB launched Performance Indicators for Hong Kong Schools in 2002 to promote school self-evaluation. The PI framework encompasses the four domains of “Management and Organisation”, “Learning and Teaching”, “Student Support and School Ethos”, and “Student Performance”. Under the four domains are 14 Areas which are subdivided into 29 PI. Key components of the PI and evidence of performance are provided to serve as the basis for SSE and for reviewing school development and effectiveness. The revision embedded in PI2008 is built on experience accrued from the implementation of PI2002 and the results of data analysis. Its structure is simplified and allows flexibility, with more lucid content, to support holistic evaluation of school key tasks by school personnel, with a view to enhancing the effectiveness of the evaluation. The evolution of PI2002 to PI2008 represents a step forward and the latter features the following characteristics:

1.1 Data-driven and streamlined framework

EDB streamlined and re-organised the PI framework taking into account professional views and the analysis of data collected from schools. The 14 PI areas of PI2002 are simplified and re-structured into the eight areas of PI2008, and the number of PI is reduced from 29 to 23. The revision aims to enable schools to review their work in a more effective and focused manner that will ultimately enhance the effectiveness of SSE. Other evaluation tools provided by the Bureau, such as KPM and SHS, have also been revised in accordance with this goal.

1.2 Fully embedding SSE

PI2008 lays special emphasis on the concept of “Planning-Implementation-Evaluation” (P-I-E) in the SSE cycle. The on-going cyclical process of SSE helps drive schools’ sustainable development and self-improvement. Through SSE, schools formulate their direction of development and strategic planning for their future. The experience derived from implementation and evaluation feeds forward into the planning of the next school development cycle. PI2008 categorically defines “Planning”, “Implementation” and “Evaluation” as the PI under “School Management” and the concept of P-I-E is also embedded in the PI areas of “Curriculum and Assessment”, “Learning and Teaching” and “Student Support” with a view to embedding SSE within the schools’ routine work.
1.3 **Focus questions for promoting reflection**

A set of “focus questions” is provided against each PI to point school personnel towards the direction of review, so that they may use them as the starting point for their approach and inquiry, stimulating reflection and discussion. When reflecting on “focus questions”, schools should make reference to their KPM, SHS and other school data, in order to support objective and evidence-based SSE. However, schools should not treat the “focus questions” as a checklist, which could give rise to piecemeal stocktaking and the possibility of overlooking schools’ uniqueness and overall performance.

1.4 **Evidence of performance depicting overall performance**

Unlike *PI2002*, which provides evidence of performance against the components of each PI, *PI2008* provides evidence of performance depicting the overall standard of performance at the level of each PI area. The illustrations are of “excellent” and “acceptable” practice so as to enable school personnel to have a firmer grasp of the standard of performance at each of the four performance levels. When making reference to the evidence of performance at “excellent” and “acceptable” levels, school personnel should note that the illustrations are for schools’ reference only.
Framework of Performance Indicators

2.1 Framework

PI2008 is a three-tier framework comprising Domains, Areas and Performance Indicators as illustrated in Figure 1 below. Under the “Management and Organisation” Domain are ‘School Management’ and ‘Professional Leadership’; under the “Learning and Teaching” Domain are ‘Curriculum and Assessment’ and ‘Student Learning and Teaching’; under the “Student Support and School Ethos” Domain are ‘Student Support’ and ‘Partnership’; and under the “Student Performance” Domain are ‘Attitude and Behaviour’ and ‘Participation and Achievement’.

Figure 1 : Performance Indicators Framework
## 2.2 Overview

The framework consists of four domains, which are subdivided into eight areas and 23 PI. The following table illustrates the Domain, Area and PI structure:

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<th>Performance Indicators</th>
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<td>I. Management and Organisation</td>
<td>1. School Management</td>
<td>1.1 Planning</td>
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<td></td>
<td>2. Professional Leadership</td>
<td>2.1 Leadership and Monitoring</td>
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<td></td>
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<td>2.2 Collaboration and Support</td>
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<td></td>
<td></td>
<td>2.3 Professional Development</td>
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<tr>
<td>II. Learning and Teaching</td>
<td>3. Curriculum and Assessment</td>
<td>3.1 Curriculum Organisation</td>
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<td></td>
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<td>3.2 Curriculum Implementation</td>
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<td></td>
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<td>3.3 Performance Assessment</td>
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<td>3.4 Curriculum Evaluation</td>
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<td></td>
<td>4. Student Learning and Teaching</td>
<td>4.1 Learning Process</td>
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<td></td>
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<td>4.2 Learning Performance</td>
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<td></td>
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<td>4.3 Teaching Organisation</td>
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<td></td>
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<td>4.4 Teaching Process</td>
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<td></td>
<td></td>
<td>4.5 Feedback and Follow-up</td>
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<td>III. Student Support and School Ethos</td>
<td>5. Student Support</td>
<td>5.1 Support for Student Development</td>
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<td></td>
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<td>5.2 School Climate</td>
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<td>6. Partnership</td>
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<td></td>
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<td>6.2 Links with External Organisations</td>
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<td>IV. Student Performance</td>
<td>7. Attitude and Behaviour</td>
<td>7.1 Affective Development and Attitude</td>
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<td></td>
<td></td>
<td>7.2 Social Development</td>
</tr>
<tr>
<td></td>
<td>8. Participation and Achievement</td>
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<td></td>
<td></td>
<td>8.2 Non-academic Performance</td>
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The Rationale for Performance Indicators

Performance Indicators for Hong Kong Schools is an important tool for evaluating school performance. Figure 2 is a diagrammatic representation of the rationale for PI, summarising what the four PI domains cover. At the core are the two PI areas under “Student Performance”, the outer layer consisting of the four PI areas under “Learning and Teaching” and “Student Support and School Ethos”. These further extend outward to cover the two PI areas under “Management and Organisation”. Figure 2 also highlights the need for schools, when using the PI, to take their own context into full consideration.

Figure 2: The Rationale for PI
3.1 The rationale for the domain of “Student Performance”

Student performance is the core business of the school and requires maximum attention. In accordance with the aims of education in Hong Kong, schools should provide students with opportunities for whole-person development. It follows that schools should examine students’ performance in the areas of ‘Attitude and Behaviour’ and ‘Participation and Achievement’ in order to understand students’ whole-person development. At the same time, student performance constitutes a major outcome of school education. On the basis of student performance in the above two areas, schools can better understand students’ needs and evaluate the effectiveness of performance in other PI domains.

3.2 The rationale for the domain of “Learning and Teaching”

‘Curriculum and Assessment’ is integral in nature, with the two components complementing each other. Schools should develop their school-based curriculum according to students’ needs, and strategically implement appropriate initiatives for enhancing learning and teaching. This should be undertaken with a view to enriching students’ learning experiences, helping them to consolidate their foundation knowledge and fostering their generic skills, thus laying the foundation for lifelong learning. At the same time, schools should formulate their assessment policy in alignment with curriculum goals, so that effective performance assessment yields useful feedback on students’ performance. This should be described in terms of knowledge, skills and attitudes, thus informing the effectiveness of learning and teaching.

Quality teaching promotes student learning. Teachers should adopt a student-centred approach and lucid teaching objectives, appropriate teaching strategies and resources to promote class interaction and help students to construct knowledge. Teaching should stimulate thinking, develop students’ potential and foster their learning ability. Appropriate attitudes and values are also fostered in the process. Teachers should cater for the needs of different learners, offer suitable feedback and, at the same time, enhance their confidence and interest in learning. Teachers should extend student learning through providing life-wide learning opportunities. Schools should strive for student autonomy in the learning process by encouraging them to actively engage in sharing, collaboration and exploration, thus enabling them to enjoy learning, enhance their effectiveness in communication and develop their creativity and sense of commitment.
3.3 The rationale for the domain of “Student Support and School Ethos”

To ensure that students have all-round, healthy development, schools should promote a good ethos, offer appropriate support services and diversified activities and work in collaboration with parents and the community. In the area of ‘Student Support’, schools should formulate policies which are student-centred and promote whole-school participation. Students’ development needs should be strategically identified and support services should be provided for those with special educational needs (SEN), to help them integrate into campus life. Schools should help to promote students’ personal and social development through various support measures. They should also foster good interpersonal relationship among different members, so that they readily accept one another, give full play to their ability, forge an active and cheerful school atmosphere and foster a sense of belonging and team spirit. At the same time, the school should regard parents, alumni and external organisations as ‘partners’ and maintain good communication and close ties with them. Home-school cooperation is to be encouraged and external resources optimised to promote school development. The school should also promote students’ participation in activities organised by the community both for self-enrichment and as a contribution to society.

3.4 The rationale for the domain of “Management and Organisation”

Quality school management and organisation are built on two key factors, namely good ‘Professional Leadership’ and ‘School Management’, the presence of which serves to enhance the effectiveness of the other three domains. To realise the school mission and to foster student learning and development, school leaders at various levels need to display professional leadership in different capacities, build a shared vision with other staff members and set a clear direction for school development. Effective measures have to be put in place to support teachers, to promote collaboration and professional development, with a view to making the school a learning organisation. The school management also needs to monitor the implementation of school work and evaluate its outcomes through an effective quality assurance mechanism. This should include reporting on school performance to its stakeholders, for the purpose of enhancing transparency and accountability. In this connection, the SSE cycle of P-I-E has to be effectively put into practice in different key aspects of school work for continuous improvement and sustainable development.

3.5 The rationale underlying the application of Performance Indicators

Figure 2 illustrates that PI are interlocking, with mutual impact. Hence, school personnel should be focused and adopt a holistic approach in evaluating school work. In addition, given the variations in their pace of development and in students’ background, schools should take into full consideration their own context when using the PI in SSE, in line with the principles of ensuring that evaluation is school-specific and target-oriented.
Chapter 4

Levels of Performance and Evidence of Performance

4.1 Levels of Performance

PI2008 continues to adopt the four levels of performance of “excellent”, “good”, “acceptable” and “unsatisfactory” for rating school work. The school can make reference to the following criteria in deciding where it stands in terms of developmental stage, and formulate appropriate and viable plans to promote self-improvement and enhance accountability.

<table>
<thead>
<tr>
<th>Levels of School Performance</th>
<th>Assessment Criteria</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>School work in the area in question is often characterised by major strengths, attainment of expected outcomes and outstanding performance. An exemplary case worthy of dissemination.</td>
</tr>
<tr>
<td>Good</td>
<td>Strengths outweigh weaknesses in the area of school work in question; the school is advancing steadily towards pre-set goals with pleasing outcomes.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>School work in the area in question is marked by some strengths and some weaknesses. The school is advancing towards pre-set goals with some initial observable outcomes.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Major weaknesses in the area in question with undesirable outcomes; pre-set goals fail to be attained and immediate remedial action is required.</td>
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</tbody>
</table>
4.2 What is Evidence of Performance?

In PI2008, evidence of performance is drawn up against each PI area to facilitate schools’ use of the PI. To avoid repetition and excess detail, and to enhance flexibility in application, it illustrates evidence of performance at two levels, namely “excellent” and “acceptable”, to capture performance in PI areas. The evidence of performance, which has been formulated with reference to quality assurance inspection (including ESR) findings and views of frontline education practitioners, reflects the general situation in local schools and constitutes useful, practical reference. Nonetheless, a school’s own SSE should be evidence-based, evaluate the effectiveness of its work and formulate goals for development plans with due consideration of the school context, characteristics and pace of development. The illustrations of performance, as depicted, should not be regarded as mandatory requirements.

Performance in the domain of “Student Performance” reflects the outcome of school education, with the focus on students’ performance pertaining to ‘Attitude and Behaviour’ and ‘Participation and Achievement’. Due to variations in student intake, student background and student abilities across schools, it is not appropriate to state the evidence of performance. Schools should set their expectations for student performance at reasonable levels, according to their school context, and monitor student performance and progress through regular assessment so as to review the effectiveness of their work.
## Contents of Performance Indicators

### Domain I  Management and Organisation

#### AREA 1 • School Management

<table>
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<th>Performance Indicators</th>
<th>Focus Questions</th>
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| **1.1 Planning** | - Is there due attention to transparency and accountability in school management?  
- Does the school formulate appropriate development priorities, taking into account its mission and vision, students’ needs and self-evaluation findings?  
- How does the school, in the light of its development priorities, formulate clear and concrete implementation strategies pertaining to manpower and resource deployment, etc. to foster school development? |
| **1.2 Implementation** | - Is the school able to effectively co-ordinate and monitor the implementation of its priority tasks?  
- Is the school able to enhance communication and collaboration among subject panels/committees for realisation of the school plans?  
- Does the school deploy resources effectively for the implementation of priority tasks to promote student learning, to strengthen student support and to enhance the effectiveness of school management?  
- Can the school properly handle exigencies that affect student learning and safety? |
| **1.3 Evaluation** | - Is a school self-evaluation mechanism in place? Does this mechanism function effectively?  
- How does the school evaluate the effectiveness of its priority tasks?  
- How does the school use the evaluation findings to feedback on planning?  
- How does the school inform the stakeholders of its performance?  
- Is the school able to foster a culture of self-evaluation? |
**Exemplar of Excellent Performance**

- The school conducts systematic and comprehensive review of its strengths and weaknesses, taking into account changes in societal expectations and education policies, its mission and vision and students’ attributes. Based on the analysis of school self-evaluation (SSE) data and findings, appropriate development priorities are drawn up and work plans, with clear targets and practicable implementation strategies, are formulated. Subject panels/committees, where appropriate, also formulate concrete operational plans in line with the school development priorities. Appropriate evaluation methods and success criteria are developed for the priority tasks. Manpower and resources are effectively deployed, and external resources are strategically tapped to carry out the priority tasks. Grants for specific purposes are also suitably utilised. The overall planning by the school is thorough and comprehensive. The decision-making process is transparent with extensive teacher participation and full consideration of the views of other stakeholders. To enhance the accountability and transparency of school management, the public and stakeholders are properly informed of the effectiveness of school work through various channels.

- The school management conscientiously co-ordinates the implementation of priority tasks and monitors the progress of implementation at subject panel/committee level, keeping track of the utilisation of resources and evaluating the effectiveness of outcomes. Subject panels and committees regularly report work progress, enabling the school management to effectively evaluate the outcomes of school work in conjunction with other evaluation data. There is good use of evidence at both the school and subject panel/committee levels for focused review and analysis of the implementation of work plans and student learning outcomes. Timely adjustment of strategies and resource redeployment ensure that the school is steadily attaining its set targets. Good communication and collaboration among subject panels/committees, coupled with appropriate resource utilisation, bring about enhanced learning outcomes.

- The daily running of the school is systematic and there is flexibility in handling ad hoc issues. There is timely review and re-engineering of workflow to enhance work effectiveness. Exigencies are handled properly and promptly. The school also takes prompt follow-up action to identify the sources of exigencies, heightening teachers’ and students’ awareness of crises, and formulating appropriate contingency measures to help teachers and students deal with them positively.

- The school management effectively promotes a self-evaluation culture. The SSE mechanism is well-developed. The school management and teachers recognise and appreciate the positive impact of SSE. They uphold the evidence-based principle in conducting SSE, place due emphasis on outcome evaluation and reflection on teaching effectiveness. The school makes good use of the SSE tools developed by itself and EDB to collect data, systematically analyse and synthesise the evaluation findings of subject panels/committees and student performance, with an aim to reflect deeply on work effectiveness. A plan is subsequently devised to feed forward to the next planning cycle, with a focus on improving student learning outcomes. The P-I-E SSE cycle is thus effectively translated into practice, with the SSE culture having taken root in learning and teaching. Teachers and students pursue excellence, contributing to the school’s continuous improvement and sustained development.
Exemplar of Acceptable Performance

- The school formulates its development goals and implementation strategies in line with its mission and vision, trends in education policies and the school context. Manpower and resources are properly allocated for the implementation of various priority tasks, and grants for specific purposes are properly utilised. In drawing up policies, views of stakeholders are solicited and the school also informs them, through appropriate channels, about the latest school development and its direction and strategies for the future. However, extensive teacher involvement is still lacking in major policy decisions and the transparency of the school management needs to be enhanced. There are instances of policy formulation but without the full reference to evidence or sharp focus on students’ needs, which are needed for strategically enhancing student performance.

- Most subject panels/committees have formulated their work plans in line with the development goals of the school, deployed resources appropriately, and implemented and reviewed their work plans as scheduled. The school has appointed a suitable co-ordinator to take charge of the priority tasks. Subject panels and committees periodically report on work progress and review their work effectiveness. However, there is a need for better cross-panel/committee collaboration to facilitate implementation. In conducting reviews, some subject panels/committees report mainly on the progress of the implementation details in the work plans without evaluation of their effectiveness in relation to targets set.

- Daily operation of the school is smooth. Clear procedures and specific guidelines for handling crises are in place. Appropriate contingency and follow-up measures are taken to provide students with a safe and orderly learning environment.

- The school has put in place its SSE mechanism and systematically collects data and information for self-evaluation. Evaluation tools, developed by the school and EDB, are used to analyse the strengths and areas for improvement of the school, and meeting students’ needs. However, the school has not made full use of collected data to identify development priorities and evaluate work effectiveness, nor are data well utilised for the formulation of follow-up actions and to feed forward into planning for the next cycle. Overall, there is room for improvement in the P-I-E SSE cycle for a culture of self-evaluation to firmly take root.
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<th>Performance Indicators</th>
<th>Focus Questions</th>
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| **2.1 Leadership and Monitoring** | • How does the school management\(^\text{Note 1}\) lead the teaching staff in building a common vision for school development?  
| | • How does the school management enhance school effectiveness, with a focus on students’ learning outcomes and whole-person development?  
| | • Do the school management and middle managers\(^\text{Note 2}\) have sufficient professional knowledge? Are they able to keep abreast of the latest trends in educational development, including those in their respective areas of expertise?  
| | • Do the school management and middle managers have strong commitment? Are they committed to driving the school’s sustained improvement?  
| | • Are the school management and the middle managers able to fulfil their planning, co-ordinating and monitoring functions? |
| **2.2 Collaboration and Support** | • How good is the working relationship between the school management and middle managers? Are they able to foster communication and collaboration, promote team spirit and enhance morale among the teaching staff?  
| | • How do the school management and the middle managers provide effective support to basic rank teachers? |
| **2.3 Professional Development** | • Does the school management assign duties to members of staff commensurate with their abilities/expertise, thus making optimal use of them?  
| | • How does the school draw up and implement appropriate teacher professional development plans with the ultimate aim of enhancing student learning and the effectiveness of student support?  
| | • How does the school management ensure that the school becomes a learning organisation, by cultivating a climate of professional sharing?  
| | • How does the school make use of staff appraisal to identify the strengths and weaknesses, as well as the training needs, of teaching staff for continuous improvement of their work performance? |

\(^\text{Note 1}\) The school management generally refers to the School Management Committee, school heads and deputy heads.  
\(^\text{Note 2}\) Middle managers generally refer to all chairpersons of subject panels/committees.
Evidence of Performance

Exemplar of Excellent Performance

- The school management has vision and aspirations. It always takes into full consideration the views of different stakeholders in formulating school-based development strategies and measures that address students’ needs. School resources are deployed flexibly and external resources are tapped actively to support the implementation of various measures, thus effectively enhancing school development. Timely reviews are conducted and priority tasks in various domains are showing either good or outstanding performance, or continuous improvement.

- Both the school management and the middle managers have rich professional knowledge and are conversant with the latest educational trends. They are visionary, capable of supporting teachers to meet the challenges arising from change with a positive attitude, and building up a shared vision with their staff. They are well aware of their duties, ready to undertake responsibilities, and actively draw up specific plans of subject panels/committees in line with the school’s direction of development. To ensure the attainment of goals, they play an effective role in planning and co-ordination, also monitoring the progress and quality of work at appropriate intervals, and rendering support to basic rank teachers in need.

- The school management and the middle managers work in close collaboration and support each other. They maintain close contact with teachers and are capable of motivating them to be proactive. A harmonious working atmosphere has been created, thus effectively boosting teacher morale and team spirit. With outstanding leadership and inter-personal skills, the school management and middle managers can successfully promote professional exchange and teacher reflection on their own work. A culture of striving for continuous self-improvement, in respect of learning and teaching, is cultivated. The school management strategically empowers middle managers to share the leadership role and, thus, gradually achieves distributed leadership.

- The school management suitably deploys manpower to the effect that staff members can suitably contribute their expertise and willingly accept the assigned work. The school management is able to make effective use of staff appraisal to inform staff members of their strengths and weaknesses and to enhance their professional development, thereby bringing about greater work effectiveness. With the aim of enhancing the professional capacity of teachers and establishing the school as a learning organisation, the school management makes effective utilisation of internal and external resources to strategically strengthen teachers’ professional exchange.
Exemplar of Acceptable Performance

• With a grasp of educational trends and various education policies, the school management is able to lead the school in the formulation of development goals. Internal resources are deployed and external resources are tapped to support various priorities, the progress of which is reviewed regularly. The school’s overall performance in the priority tasks under various domains is fair.

• The school management and key middle managers mostly have professional knowledge of the work under their purview. They are responsible, assiduous and able to discharge their duties properly. Most middle managers formulate the work plans of their subject panels/committees to align with the direction of school development and implement them systematically. However, their monitoring role needs to be strengthened.

• The working relationship between the school management and most teaching staff is harmonious and communication is generally smooth. However, consensus has yet to be reached with the teaching staff on the implementation of reform measures in school. Team collaboration and morale are only acceptable, with room for enhancement. A small number of middle managers require more professional support from the school management to exercise their roles and perform their functions effectively.

• The school management assigns tasks in accordance with established principles and clearly delineates the duties and responsibilities of the staff members. Evaluation is conducted and timely feedback given on work performance so that staff members may enhance their work effectiveness. The school management attaches importance to the professional development of staff members. Teachers, in general, pursue professional development from time to time. However, the school has not developed any professional development plan to address students’ identified needs with an aim to enhancing learning effectiveness. Moreover, professional sharing is not common and there is still some way to go before the school becomes a learning organisation.
### Domain II: Learning and Teaching

**Area 3 • Curriculum and Assessment**

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<thead>
<tr>
<th>Performance Indicators</th>
<th>Focus Questions</th>
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| **3.1 Curriculum Organisation** | • Is the school able to align the planning of its curriculum with the recent trends in education development, the school’s development goals and students’ progression of studies?  
• How does the school map out a curriculum framework that is balanced and broad in coverage, so that students’ learning experiences can be extended?  
• How does the school adjust its learning content and formulate its learning and teaching strategy to cater for students’ learning needs? |
| **3.2 Curriculum Implementation** | • How strategic is the school in implementing its school-based curriculum?  
• Are the various Key Learning Areas (KLA) able to enhance the implementation of school-based curriculum through communication and collaboration?  
• Is the school able to effectively monitor the implementation of its school-based curriculum? |
| **3.3 Performance Assessment** | • How strategic is the school in implementing its assessment policy?  
• Does the school have a good grasp of Assessment for Learning? Is it able to adopt varied modes of assessment and effectively assess students’ performance in respect of knowledge, skills and attitude? |
| **3.4 Curriculum Evaluation** | • What mechanism is in place for the school to evaluate the effectiveness of curriculum implementation?  
• How does the school make use of curriculum evaluation data to inform curriculum planning? |
Evidence of Performance

Exemplar of Excellent Performance

• The school has formulated well-defined and prioritised school-based curriculum development objectives that aptly align with recent trends in education development, curriculum reform, the school’s vision and mission and students’ learning diversity. Clear and concrete curriculum plans and assessment policy are drawn up against the set curriculum objectives, and student learning is considerably enhanced. A flexible and open curriculum framework is formulated, through appropriate allocation of lesson time, to provide students with a broad and balanced curriculum and opportunities for whole-person development. The curriculum content ensures that learning is well connected to students’ daily life, and provides students with diversified learning experiences. Students’ learning motivation, interests and abilities are effectively catered for. Their knowledge in different KLA and their generic skills, values and attitude are fostered. The various KLA are able to formulate plans geared to the curriculum objectives and follow them through.

• The school properly deploys its human and financial resources, and creates room for teachers to support and carry out the curriculum strategies and formulated plans. The curriculum co-ordinator effectively discharges his/her function as a curriculum leader, and ensures thorough implementation of work plans. KLA are able to make good use of discussion on learning and teaching and observation for arranging well-focused school-based professional development activities. These latter include collaborative lesson preparation, lesson observation, and action research to strengthen teacher collaboration and exchange, thus enhancing the quality of learning and teaching.

• The various KLA are able to implement and follow through the school assessment policy with concrete strategies. They have a good grasp of Assessment for Learning. The school can promote learning through a variety of assessment methods that benefit the teaching objectives, and through the introduction of students’ self-assessment, peer assessment and parent assessment. The assessment contents duly cover the knowledge, attitude and skills that students have learnt at different learning stages. The design of assignments takes into due consideration students’ interests and abilities and helps consolidate and extend what they have learnt. The assignments are designed in such a way that major elements of the KLA are given prominence and students’ generic skills are effectively cultivated. The school systematically maintains records of students’ academic and non-academic performance and experiences, thus fully capturing students’ achievements and abilities in different aspects.

• The school has established a well-articulated mechanism to monitor curriculum implementation through a variety of methods, in an effective and timely manner. Apart from the usual teaching and learning activities, appropriate measures are geared to the curriculum development focuses. The measures include lesson observation and assignment inspection and are adopted to gauge the quality of the teaching programmes and learning activities, the effectiveness of curriculum development and of learning and teaching. Different KLA strategically review, and reflect on, the outcome of work in the light of set objectives, the findings of which inform the school’s direction of curriculum development.

Note 3

• Five essential learning experiences: moral and civic education, intellectual development, community service, physical and aesthetic development and career-related experiences
• Seven learning goals: responsibility, national identity, habit of reading, language skills, learning skills, breadth of knowledge and healthy lifestyle
• Key tasks: moral and civic education, reading to learn, project learning and information technology for interactive learning
• Schools are to formulate their curriculum development plans in line with the short, medium and long-term targets of Curriculum Reform.
Through sharing and discussion, teachers review the curriculum framework and design as well as students’ performance in internal and external activities. The school makes full use of, and follows up on, the results of such analyses to inform curriculum planning and teaching strategies, thus enhancing the overall quality of learning and teaching.

**Exemplar of Acceptable Performance**

- The school formulates its school-based curriculum development objectives in alignment with the trends in educational development, curriculum reform, its mission and vision and students’ abilities and needs. The curriculum framework encompasses all KLA, provides life-wide learning opportunities, extends students’ learning experiences and helps to enhance their knowledge, generic skills and positive values and attitudes. The school adopts the Key Tasks as strategies to facilitate student learning. It also formulates its assessment policy according to its curriculum objectives.
- The school can generally deploy its human and financial resources properly and make room for teachers to support the curriculum strategies and plans formulated. The curriculum co-ordinator has yet to fully discharge his/her function as curriculum leader and some of the work has not been followed through, thus affecting the overall effectiveness of the school curriculum. The school does not fully cater for students’ learning motivation, interests or abilities in its curriculum tailoring and teaching strategies. Some of the KLA strengthen collaboration and exchange among teachers through lesson observation and discussion on learning and teaching.
- Some of the KLA implement the school assessment policy with concrete strategies. They can generally grasp the concept of Assessment for Learning. The school adopts a variety of assessment modes and has initially introduced assessment by students and parents to promote learning. The assessment contents cover the knowledge, attitude and skills that students have learnt, and are appropriate in terms of the level of difficulty. The design of the assignments is able to cater for students’ abilities and needs, with content and modes aligning with the learning focuses of various subjects. The assignments mainly aim at consolidating learning, while less attention is given to developing students’ generic skills. The school maintains well-kept records of students’ overall performance which includes, to some extent, their academic and non-academic attainments.
- A mechanism for monitoring curriculum implementation has been established. Different means, such as lesson observation and assignment inspection, are adopted to review and understand the progress and effectiveness of the curriculum plans. Information and data in relation to curriculum and performance assessment are collected and used to evaluate the curriculum plans and their implementation, and to assess students’ learning performance. Some of the KLA are, however, less effective in their evaluation work, and have not made full use of their evaluation findings to inform curriculum planning and the learning and teaching policy to enhance the effectiveness of learning and teaching.
<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Focus Questions</th>
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</table>
| 4.1 Learning Process   | • Do students possess good attitudes, motivation and interest in learning?  
                          • Are students able to effectively apply learning strategies and resources in their learning, thus attaining their learning goals?  
                          • Are students able to utilise feedback to improve their learning? |
| 4.2 Learning Performance | • Do students successfully acquire and apply knowledge and skills?  
                            • How well do students perform in their learning activities and assignments?  
                            • How well do students perform in the aspect of generic skills?  
                            • How developed are students’ reading habits? |
| 4.3 Teaching Organisation | • How do teachers design their teaching content and adopt teaching strategies according to their teaching objectives and students’ abilities? |
| 4.4 Teaching Process   | • Are teachers’ communication skills effective in promoting student learning?  
                            • How do teachers flexibly adjust their teaching pace and strategies to promote student learning to cater for different learning needs?  
                            • Are teachers able to create a good classroom learning environment for students? Is classroom management effective?  
                            • Are teachers able to provide various opportunities for students to participate and share experiences, with a view to promoting class interaction and enhancing learning effectiveness?  
                            • Are teachers equipped with subject knowledge and do they have a good teaching attitude? Do they pitch their expectations of students at an appropriate level? |
| 4.5 Feedback and Follow-up | • Are teachers able to provide appropriate feedback to students to help them improve?  
                             • Are teachers able to follow up on students’ learning progress and provide opportunities to extend their learning? |
Evidence of Performance

Exemplar of Excellent Performance

• Students are strongly interested and motivated in learning. They actively participate in learning activities, showing good initiative and confidence. Students adopt a serious attitude to learning, and are capable of independent learning. They are attentive in listening, and active in raising questions, expressing views and responding to teachers’ questions. Students are able to apply appropriate learning strategies and use a variety of resources in attaining their learning targets. They are adept at applying information technology and extending their space of learning. They have formed a reading habit and acquired reading strategies and possess comprehension, analytical and thinking skills. Students have a good grasp of key learning points and can flexibly apply the knowledge and skills learnt to solve problems in different situations, reflecting their ability to learn independently. Students have good communication skills. In answering questions and making oral presentations, they express themselves clearly, being fluent, well-organised and presentable in their delivery. In group activities, students are ready to exchange ideas, work collaboratively to solve problems and display good collaborative skills. Students complete their assignments seriously and their work demonstrates much originality. Students readily accept others’ views and, through feedback, continuously recognise their own strengths, identify areas for improvement and strive for it. In the process, their grasp of the learning content is enhanced.

• In line with students’ prior knowledge, motivation, interests and abilities, teachers are able to select learning content matching the teaching objectives, flexibly adopt teaching strategies, and provide students with a variety of interactive learning opportunities and meaningful learning contexts, thus promoting students’ active learning. They are able to engage students in ample exchange of ideas, collaboration and experiential learning and have their generic skills effectively enhanced. In line with the teaching objectives, teachers aptly deploy classroom and subject resources as well as information technology to create learning environments conducive to enriching students’ experiences and fostering their self-learning.

• Teachers are skilful and accurate in using the medium of instruction to conduct learning and teaching activities, in a way that is geared to students’ abilities and creating an appropriate language environment for students to adequately express their opinions. Teachers’ delivery is fluent, lively and well-organised. Their instructions and demonstration are clear. They can raise questions at different levels to prompt students to think and to encourage them to learn through enquiry. Teachers successfully create a lively classroom learning atmosphere with good class discipline, so that students can learn in a safe and orderly environment. Teachers have good professional knowledge of both their subject and of teaching strategies. They are serious and conscientious about teaching. They have appropriate expectations of their students. They are able to adjust the pace and content of lessons with reference to students’ learning progress, infusing elements of positive values and attitudes where appropriate. Through a good repertoire of teaching strategies, they enable students with different abilities to make progress, including encouraging the more capable students to strive for excellence in learning.

• Teachers adopt relevant methods appropriate to the teaching objectives to assess and follow up on students’ learning progress. They often encourage students to express their opinions, offer them timely praise and provide specific feedback on their strengths and areas for improvement, reinforcing their learning performance and guiding them to self-improvement. Teachers have a good understanding

Note 4 Values may be defined as those qualities that an individual or society considers important as principles for conduct and that are intrinsically worthwhile. Values may be broadly categorised as core and sustaining values.
of students’ learning progress and arrange opportunities to extend classroom learning, thus helping students to consolidate, apply and reinforce what they have learnt in class, stimulating their thinking and encouraging them to pursue continuous improvement and to realise their potential.

Exemplar of Acceptable Performance

- Students are interested in learning and take part in activities, following teachers’ instructions. They are attentive and generally observe class discipline. They are also willing to learn under teachers’ guidance and respond to teachers’ questions. However, their initiative in learning needs to be strengthened. Students in general can express their ideas clearly and completely when answering questions and giving oral presentations. In group activities, they are able to take part in discussion and complete set tasks under teachers’ guidance. Most of the students are receptive to others’ opinions. They understand their learning performance through feedback and try to seek improvement. Students understand the key learning points, have some grasp of the knowledge and skills and can, under teachers’ instructions, complete their assignments in a tidy and well organised fashion. They have acquired basic learning strategies and can apply information technology in learning, although the use of these strategies and skills need to be enhanced. Their independent learning skills, too, need to be strengthened. Students are generally interested in reading and are gradually developing a reading habit.

- Taking into account students’ prior knowledge and teaching objectives, teachers are generally able to arrange suitable learning activities to help students grasp the learning focuses. On the whole, teachers are able to use learning materials and teaching resources appropriate to the learning objectives. Teachers, however, need to fully consider the learning needs of students of different abilities in designing and conducting learning activities.

- The medium of instruction adopted by teachers is in line with school policy. Teachers’ explanations and instructions are clear. They can sustain students’ motivation to learn and conduct classroom teaching through questioning. The classroom setting is geared to the teaching needs so as to create a serious mood for students to learn. A lecturing mode is generally adopted, so the classroom atmosphere is relatively uninspiring, students’ participation in activities is not active enough, and more opportunities are required to foster students’ generic skills. Teachers possess professional knowledge and understand the development of their own subjects. They are dedicated in their attitude to teaching, and have appropriate expectations of their students. They are supportive and encourage students of different abilities to engage in learning.

- Teachers assess students’ learning progress through different assessment modes. They encourage students to respond to questions, understand their viewpoints and point out the errors they have made. Occasionally they give students encouragement and praise, although their follow-up on students’ responses is not specific enough to facilitate learning. In addition, learning opportunities beyond the classroom are arranged to help students apply and consolidate what they have learnt in class.
## Domain III: School Ethos and Student Support

### AREA 5 • Student Support

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Focus Questions</th>
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| 5.1 Support for Student Development | • How does the school identify students’ varied needs in the area of support for student development?  
• Is the school’s planning for school-based student support services effective?  
• How does the school arrange different learning experiences to cater for students’ personal development needs, in order to foster students’ self-management ability and help them to set personal goals for learning?  
• How does the school formulate strategies to cater for students’ social needs, with a view to fostering their positive values and attitudes and enhancing their interpersonal relationships and social responsibility?  
• Does the school suitably support students with special educational needs (SEN) to help them integrate into campus life and enjoy equal education opportunity?  
• How does the school evaluate the effectiveness of student support services? |
| 5.2 School Climate | • How good are staff relationships, teacher-student and students-peer relationships?  
• What unique characteristics has the school developed in accordance with its vision, mission and goals?  
• How does such uniqueness shape the culture and development of the school? |
Evidence of Performance

Exemplar of Excellent Performance

• The school systematically identifies students’ varied needs for development support, and is fully aware of their attitudes, behaviour and intellectual development. A good coordination mechanism is in place. A whole-school policy on support for student development, which ties in with the identified needs, has been formulated. The effectiveness of the school-based support service programme is aptly evaluated through a sound monitoring mechanism, with timely adjustment and follow-up actions.

• The school provides students with various kinds of support services and programmes. It also makes use of life events and social issues in a timely manner to guide students in reflection, reinforcing their self-confidence and self-esteem, and improving their powers of self-protection and resilience. Various posts of responsibility of a challenging nature have been created to foster students’ self-management skills. Student leaders also have their leadership skills enhanced through systematic training offered by the school. Through the provision of various kinds of developmental, preventive and remedial counselling services in the light of students’ development problems and needs, the school effectively helps students at different developmental stages to overcome difficulties they encounter. The school helps students to progressively understand the significance of pursuing further studies and their career pathways, and helps them develop their personal goals.

• The school has strategically fostered a caring and supportive campus. Planning for values education is both systematic and meticulous. Coupled with a positive system of encouragement, reward and discipline, the planned provision helps students to establish positive values and attitude, with special emphasis on perseverance, respect for others, responsibility, national identity and commitment. A close-knit student support network has also been set up by the school to systematically develop students’ potential and help them establish good interpersonal relationships through group activities. The school succeeds in broadening students’ perspectives and heightening their social, national and global awareness through life-wide learning activities such as community service.

• The school has put in place a clear mechanism capable of early identification of students with SEN. It has also formulated specific policies to ensure equal education opportunity for all students, and successfully creates a culture of integration. The co-ordinating, monitoring, supportive and evaluation functions of the task groups are realised. Good use of resources is made to provide suitable services and adequate supporting equipment is used in teaching and therapy. Subject panels/committees maintain professional collaboration among themselves to effectively implement the provision of remedial teaching, enrichment programmes and therapy services for students with SEN, as well as provide good support to their families.

• The entire teaching staff collaboratively promotes and creates a proactive school climate. The staff has appropriate expectations of the students and encourages them to strive for excellence. Teacher-student rapport is good. The students are self-disciplined, diligent, respectful and courteous. They enjoy amicable and harmonious relationships with one another. They are also actively involved in school activities and services.

• The staff and students love their life in the campus and there is strong cohesion among them. The school’s vision and mission and school goals are followed through to accord with the school’s tradition. The teaching staff is keen on promoting educational research. Staff members adopt a professional attitude in enhancing the effectiveness of learning and teaching, as well as continuously developing the culture of a learning organisation in the school.
Exemplar of Acceptable Performance

• The school can make use of suitable assessment tools to identify the basic needs of students in development support. The school can provide sufficient learning experiences for students according to their respective development needs, but co-ordination in the overall planning and implementation of student support is lacking, and collaboration among committees is not strong. There is room for improvement in the student support monitoring mechanism.

• The school provides students with a spectrum of experiences or training in self-recognition, interpersonal relationships and social life through the provision of school-based counselling services, moral and health education and personal counseling. These measures stimulate students’ intellectual development, train them to attain physical fitness, help them manage emotion, and develop personal interests. Students are provided with knowledge appropriate to their age and stage of development and learn more about academic and career pathways.

• The school is also able to help students observe the school regulations, learn how to get along with peers and take care of students at the junior levels. The students understand social restrictions and develop appropriate values through a clear reward and punishment system, appropriate guidance activities, focused values education and prefect training. However, the school needs to establish a close-knit support network for students so as to offer timely support to students in need.

• The school has put in place appropriate procedures for identifying students with SEN. It has also addressed the requirements as stipulated in the ‘Code of Practice on Education under Disability Discrimination Ordinance’ by setting up a task group to co-ordinate the work in this respect so that students can obtain equal education opportunities. Subject panels/committees cooperate in providing students with appropriate remedial teaching, therapy service, supporting equipment and family support, but collaboration among them and use of resources could be further enhanced.

• The management and middle managers of the school can maintain a harmonious working relationship among the staff and mutual co-operation is thus promoted. The staff cares about the students and gives them praise and encouragement. Teacher-student relationships are generally good. The students demonstrate self-discipline, respect their teachers and know how to get along with others. They are also willing to participate in school activities and services.

• The staff identifies with the school’s vision and mission and members duly perform their duties. They are cooperative in school activities and affairs. Students enjoy campus life and are satisfied with the school environment. The school conducts regular reviews for improvement, though it has yet to cultivate the culture of a learning organisation.
<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Focus Questions</th>
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<tbody>
<tr>
<td>6.1 Home-School Cooperation</td>
<td>• How is parent education, offered by the school, geared to students’ development needs?</td>
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<td>• How are parents mobilised to support the school?</td>
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<td></td>
<td>• How does the school assist the PTA to fulfil its function as a link between parents and the school?</td>
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<td></td>
<td>• Are there appropriate channels for parents to express their opinions?</td>
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<td></td>
<td>How are parents’ opinions considered and followed up?</td>
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<tr>
<td>6.2 Links with External Organisations</td>
<td>• Is the school able to develop appropriate links with external organisations in accordance with developmental needs?</td>
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<tr>
<td></td>
<td>• Can the school suitably support student learning and its priority tasks through links and collaboration with external organisations?</td>
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<tr>
<td></td>
<td>• How does the school maximise its alumni network to support development?</td>
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</table>
Evidence of Performance

Exemplar of Excellent Performance

- The school regards parents as significant partners in school development. It establishes convenient and varied channels to maintain close liaison with parents to enhance, through their concerted efforts, students’ academic, physical and mental development. The PTA is a good platform for home-school co-operation; it effectively collects parents’ opinions towards the school and takes follow-up action accordingly, thus fostering close mutual co-operation. As a member of the school management committee, the parent representative conveys opinions and suggestions to the school objectively, and participates in devising school policies. Members of the PTA are enthusiastic and proactive. They trust the school and generally identify with, and support, its direction of development. The school regards parents as partners in supporting student development. Through diversified parent education activities, it helps parents enhance the knowledge and skills needed for educating their children. Parents actively participate in school activities and provide appropriate support to the school.

- The initiative of the school to maintain close ties with the community and external organisations facilitates school development, widens students’ horizons and enriches their learning experiences. In line with its development, the school tactically brings in external expertise to collaborate with the teachers, thus effectively promoting school-based curriculum reform and enhancing the effectiveness of learning and teaching. It also strategically arranges interflow activities and programmes for teachers and students with a view to enhancing their development. The alumni care about the development of the school. They actively participate in the alumni association and help promote the school’s sustainable development.

Exemplar of Acceptable Performance

- The school attaches importance to home-school co-operation and there are various communication channels between the school and parents. The PTA conveys parents’ views to the school. Its members are generally active, organising a number of social and parent-child activities, thus enhancing home-school co-operation and communication. There is, however, a lack of strategy in promoting parental involvement in the school’s development. The parent education programmes provided by the school caters for students’ development needs and helps parents to foster their children’s growth. Parents are happy to participate in activities organised by the PTA and the school; they understand the school’s general situation and are willing to co-operate.

- The school maintains liaison with the community and external organisations to garner support for the implementation of various activities and programmes. The introduction of external resources by the school to provide training for teachers enhances their understanding of the curriculum reform as well as learning and teaching strategies. The school also encourages students to participate in community service and interflow activities to widen their perspectives. However, there is a need for the school to strengthen its links with external organisations to support the school’s sustainable development. The school maintains contacts with alumni, who are glad to participate in activities organised by the school.
### Domain IV  Student Performance

#### A R E A 7 • Attitude and Behaviour

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Focus Questions</th>
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</table>
| **7.1 Affective Development and Attitude** | • How good are students’ self-concepts?  
• How good is students’ attitude towards learning?  
• How is students’ moral behaviour? How appropriate are their values with respect to social harmony, civic obligation and national identity?  
• Have students mastered self-management skills, e.g. fostering a healthy lifestyle, emotional balance and ability to handle stress? |
| **7.2 Social Development** | • How good are students’ interpersonal relationships, social and leadership skills?  
• How good are students’ behaviour and self-discipline? |
<table>
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<tr>
<th>Performance Indicators</th>
<th>Focus Questions</th>
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</table>
| **8.1 Academic Performance** | - How well do students perform in internal assessment?  
                               - How well do students perform in the Territory-wide System Assessment?  
                               - How well do students perform in public examinations and how good are value-added results? (applicable to secondary students)  
                               - How good are students’ achievements and performance in other academic-related areas? |
| **8.2 Non-academic Performance** | - How good are students’ participation and achievements in the school’s extra-curricular activities?  
                               - How good are students’ participation and achievements in inter-school activities and open/international competitions?  
                               - How good are students’ levels of physical fitness? |
香港學校表現指標
2008
附表現例證

中學、小學及特殊學校適用

indicators@edb.gov.hk