School Self-Evaluation of the Native-speaking English Teacher Scheme for Primary Schools Meta-Analysis Report

Executive Summary

A selected number of local primary schools were asked to perform a self-evaluation to encourage them to be accountable for and reflect upon the effectiveness of the PNET Scheme within their institution. This meta-analysis combines the results of over four hundred independent studies to address a common set of related performance indicators in the areas of English Language Curriculum Development, Professional Development of English Teachers, English Language Teaching Strategies, Students' Knowledge and Skills in English and Students' Attitudes and Interest in Learning English.

Analysis of the performance indicators led to recommendations that are focused on themes of change management, leadership and school culture. The role of the Principal is viewed as one of a professional leader, prepared to engage in environmental analysis in order to develop strategies which will drive the school forward. Key among these strategies is the creation of an effective, positive school culture with a focus on the teacher as the most valuable resource in the school. The pressures of change management highlight the considerable difference between leadership and management.

Looking to the future, there is potential for further development of the self-evaluation concept in the schools. With careful consideration, it will be possible to build a culture of self-assessment and reflection among school leadership, teachers and students which will lead to self-evaluation becoming a natural and integral part of the educational process.

Foreword

I would like to extend my sincere appreciation to the many schools, teachers, and principals who contributed to this report. It reflects the tremendous work being done in the PNET Scheme and is a cause for celebration and a moment to reflect upon our accomplishments. This document represents the culmination of a number of years of hard work, starting with the basic idea of school self-evaluation, followed by numerous workshops supporting the plan from 2002 to 2005 and capping off with the final analysis and recommendations presented here. I am very happy to have such a wonderful team working with me providing unfailing support for this project over the years.

The School Self-Evaluation fills many roles. It informs the on-going development of the PNET Scheme, provides the schools, English panels and policy-makers with evidence of the impact of the Scheme and recommendations for the future. It also provides a grass-roots complement to the Territory-wide Evaluation at the Scheme level. Encapsulated in this report are a great number of significant findings and suggestions for a way forward and a road map for the future direction of the PNET Scheme. It is my wish that all who read this document will gain an insight into ways we can all contribute to making Hong Kong schools a better place for learning. Together we have achieved a lot and will continue to do so in the future.

Thank you for taking time to read this report and I hope you enjoy the efforts of the many dedicated people who brought it to you.

(Simon THAM)
Chief Curriculum Development Officer
Curriculum Development Institute

Acknowledgements

Many stakeholders played an invaluable part in the production of this document. Our appreciation must be extended to the individual schools for the work involved in the School Self-Evaluation. It is apparent that the teams working on them went to considerable lengths to produce insightful reports.

Further thanks must go to Sandy Shum, former Assistant Project Manager-Evaluation, and the Advisory Teachers who developed and presented the School Self-Evaluation workshops and those members who formed the original self-evaluation team. Their efforts formed the basis of the entire project.

Additionally, sincere appreciation is extended to the many members of the NET Section, including Advisory Teachers and Assistant Project Managers who contributed their considerable and invaluable assistance and advice.

Finally, the wide scope of this project would not be possible without the support of the senior EMB officers responsible for the PNET Scheme. Their vision is changing the face of education in Hong Kong.

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List of Abbreviations

ATT	Advisory Teaching Team
CDI	Curriculum Development Institute
ELCG	English Language Curriculum Guide
EMB	Education and Manpower Bureau
KS1	Key Stage 1
LET	Local English Teacher
NET	Native-speaking English Teacher
PD	Professional Development
PNET	Primary Native-speaking English Teacher
PSED	Primary Schools English Development
QAD	Quality Assurance Division
SET	School English Teacher
SSE	School Self-Evaluation
TSA	Territory-wide System Assessment

Chapter 1   Background

1.1 Background of the PNET Scheme

Rationale

"Concern over falling standards of English language proficiency prompted the Hong Kong Government to examine the quality of English teaching in schools, and in 1986 the Education Department proposed a scheme for employing qualified expatriate teachers of English" (Education Department, 1986). The resultant Expatriate English Language Teachers Pilot Scheme and the Expatriate English Language Teachers Modified Scheme became a direct precursor to the Native-speaking English Teacher Scheme.

Given this mandate, the Primary Native-speaking English Teacher (PNET) Scheme was started in 2002 with the following mission and objectives.

Mission

Our mission is to create an enriched and effective English language learning and teaching environment in local primary schools through the implementation of curriculum reform, professional development of teachers and adoption of innovative learning and teaching practices.

Objectives

The PNET Scheme aims at supporting and strengthening English language learning and teaching in all public sector primary schools by

- providing an authentic environment for children to learn English,
- developing children's interest in learning English and establishing the foundation for life-long learning,
- helping local teachers develop innovative learning and teaching methods, materials, curricula and activities suited to the needs of local children and
- disseminating good practices in language learning and teaching through region-based development programmes such as experience-sharing seminars, workshops and networking activities.

History

In 2000, 40 schools joined the Primary Schools English Development (PSED) a two-year Pilot Project, the precursor to the PNET Scheme. Given the success of the pilot project, it was decided to initiate the PNET Scheme on a more permanent basis.

In 2002, the Education and Manpower Bureau (EMB) provided Native-speaking English Teachers (NETs) to local schools operating 6 classes or more with two primary schools sharing one NET. In September 2004, the enhanced PNET Scheme began with the intention of having one NET placed in each eligible school.

An experienced School English Teacher (SET) is assigned in each school to work in partnership with the NET towards the objectives of the PNET Scheme. The SET acts as a bridge between the NET and the school management and facilitates collaboration between the NET and the English Panel.

The EMB provides support for the Scheme by way of an Advisory Teaching Team (ATT) comprising seconded Local English Teachers (LETs) and contracted NETs. The ATT designs and operates regular development programmes for the NETs and local teachers, conducts school development visits to individual schools, assists in monitoring the effective deployment of the NET, provides support for the development of

innovative and effective teaching methods and related curriculum resources and disseminates good teaching practices in primary schools.

1.2 Background of Study

Rationale

The aim of the School Self-Evaluation (SSE) was to encourage primary schools to be accountable for and reflect upon the effectiveness of the PNET Scheme in their school.

Objectives

There were several objectives of the study:

- inform the on-going development of the PNET Scheme at the school level,
- provide the school and English Panel with evidence of the impact of the Scheme,
- provide the school and English Panel with recommendations for the future directions, goals and targets of the Scheme and
- inform policy-makers on the future directions, goals and targets of the Scheme.

History

In late 2002, Melbourne University in partnership with the Hong Kong Institute of Education was commissioned by the EMB to complete an evaluation study of the PNET Scheme. This is a territory-wide, longitudinal and cross-sectional study conducted over three years in about 140 primary schools. Concurrently, each primary school provided with a NET and not participating in the Territory-wide Evaluation was requested to conduct a self-evaluation to assess the effectiveness of the PNET Scheme in their school.

In the school year 2002 – 2003, there were 473 primary schools required to participate in the School Self-Evaluation process. There was a steady response to the self-evaluation and by 30 May 2006, 424 School Self-Evaluation Reports had been received.

1.3 Study Design and Methodology

The study was divided into two parts: the school-based self-evaluations, and the meta-analysis of those reports.

School Self-Evaluation

Letters from the EMB requesting each school to do their own study and self-evaluation were sent out in late 2002. A series of three workshops were held from December 2002 to February 2003, at which a package with suggested self-evaluation tools, samples of an evaluation focus, questions, procedures, various proformas and a recommended time-plan was distributed. Further workshops were held for new NETs and schools new to the study. Over a period of two years, a total of 60 workshops were conducted by the ATT to provide English teachers with training on conducting School Self-Evaluation in their schools.

The design team suggested several areas for possible study including students' attitude and interest, students' knowledge and skills, classroom management, teaching and learning strategies, professional development of teachers, classroom climate and curriculum development.

Schools then followed a recommended sequence in setting up their data generation and gathering process, though considerable flexibility was extended at each stage of the process. Ample time was provided to design and execute the study, compile the data and write the reports.

The aim of the School Self-Evaluation was to encourage primary schools to be accountable for and reflect upon the effectiveness of the PNET Scheme practices within their school. The performance indicators (see Appendix 1) suggested during the self-evaluation training workshops were intentionally broad and flexible to allow schools to develop their own, based upon unique needs as perceived by the school team.

Meta Analysis

Initially, it seems that the School Self-Evaluations were considered discrete studies, and there appeared to be no consideration of a final consolidated analysis of the reports. In 2004, the original analysis team designed a form with seven focus areas to allow for the separate review and summary of individual reports. By February 2005, about 260 studies had been received of which 20% had been summarised. At this stage, the areas of focus were reduced to five and an interim report based on a tabulation of anecdotes from each School Self-Evaluation was written.

In mid-2005 the original analysis team dispersed and in October 2005, a new formal committee was constituted. The existing reports numbering about 275 were gathered, recounted and organized according to the five focus areas. Thank you and reminder letters were sent out to schools again, which brought in about 150 new reports. The final date for submissions to be included in the analysis was set as 30 May 2006. An updated receiving system for new reports was established and a new vision of analysis and reporting was conceived.

This study was designed as a meta-analysis, one type of which combines the results of several independent studies to address a new common set of related performance indicators. It was hoped to interpret the report in a readable, logical, and user friendly way; and condense data from 424 schools into a format that was understandable and accessible.

The aim was to present a quantitative analysis of the reports using statistics and graphs to support the findings. In December 2005, the team created a rigorous set of new performance indicators based on the originals, and a three-point rubric (see Appendix 2) was then devised to assess the degree of achievement on applicable performance indicators. Each report was read, analyzed, measured against the performance indicators and placed on the rubric. This produced a data set for each category which was then entered into a spreadsheet to allow for statistical analysis and graphing. The graphs were produced and the findings were written by the evaluation committee in mid-2006.

Prior to the cut-off date, 424 reports were received from of 473 expected returns achieving a statistically significant 90% response rate. Some indicators did not apply to all reports within a section, so the total number of responses for each unique indicator varies. Sample sizes across categories vary, as each school was free to choose which category to evaluate.

Distribution of Reports

Section	Number of Reports
2.1 English Language Curriculum Development	20
2.2 Professional Development of English Teachers	53
2.3 English Language Teaching Strategies	76
2.4 Students' Knowledge and Skills in English	40
2.5 Students' Attitudes and Interest in Learning English	210
Invalid	25
Total	424

Graph 1.3 indicates the distribution of reports in this study. In total, 6% of reports were considered invalid, most of which were of flawed design, employed improper data collection, or missed the deadline for inclusion in the analysis.

Graph 1.3 Distribution of Reports (N=424)

2.1 English Language Curriculum Development 5%
2.2 Professional Development of English Teachers 13%
Invalid 6%
2.5 Students' Attitudes and Interest in Learning English 49%
2.4 Students' Knowledge and Skills in English 9%
2.3 English Language Teaching Strategies 18%
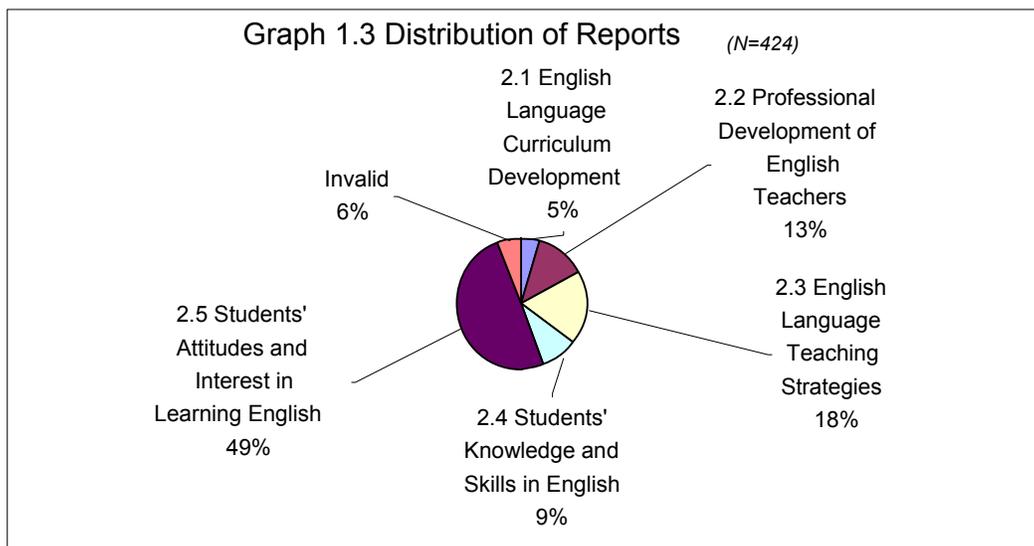
Chapter 2   Data Analysis

2.1 English Language Curriculum Development

Of the seven suggested areas, twenty schools chose curriculum development. The perception that curriculum development is a difficult area seems to be validated by the fact that so few schools chose it as an area to evaluate.

This section focuses on the following concepts:

- Development Strategies
- Collaboration
- Participation
- Vision

- School Policy
- Strategic Planning
- Parents' and Students' Views
- Learning Outcomes

Due to the small number of responses in this area, care must be taken in the analysis and extrapolation of the data. The small sample is not sufficient to give definitive answers, yet there are concerns that need to be addressed and further study is recommended.

"It is anticipated that this evaluation will provide an understanding of how current changes through the NET Scheme have been perceived and supported by English teachers and what steps can be taken to further the development of the English curriculum in the schools in question." (School Self-Evaluation Report, Lee Chi Tat Memorial School, 2004)

2.1.1 Area of Focus

School-based Curriculum Development was spread over the following five areas: Phonics, Reading, Textbook Adaptation, Themes and Writing. Many schools begin developing a school-based curriculum with textbook adaptation. Therefore, textbook adaptation constitutes a large percentage of this performance indicator.

Additionally, with the publication of the revised English Language Curriculum Guide (ELCG, 2004), a major emphasis is being placed upon reading. The data clearly shows the increased focus on this skill.

Prior to the PNET Scheme, the development of phonic skills was frequently taught out of context as a separate programme. Recently there has been a shift to teaching phonics within the reading programme. Consequently, isolated phonics teaching only accounts for 11% of the total study.

Graph 2.1.1 Area of Focus   *(N=18)*

Phonics
11%

Textbook
Adaptation
33%

Themes
11%

Writing
11%
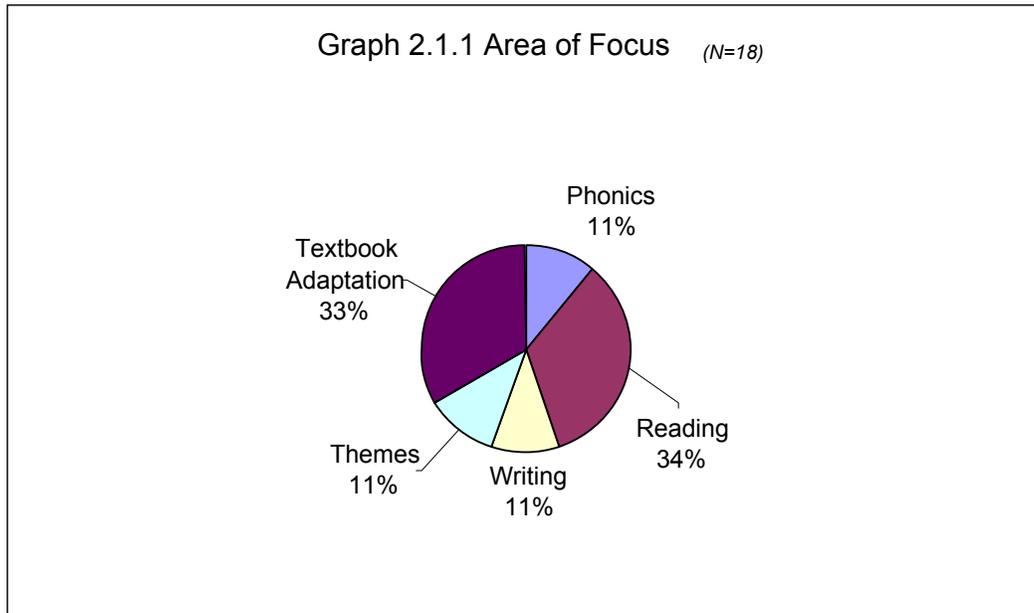
Reading
34%

"The evaluation will explore the "Reading Programme" developed for [the] P1 [curriculum]." (School Self-Evaluation Report, SKH Kei Tak Primary School, 2005)

2.1.2 Curriculum Development Strategies are Trialled and Refined

In all cases, it was stated that schools were trialling and refining strategies regarding curriculum development. Considering the emphasis placed on curriculum development by the EMB to which the PNET Scheme contributes, it is clear that this is of considerable importance to schools.

It is encouraging to see that 80% of the studies involved medium to high levels of trial and refinement of curriculum development strategies. Analysis showed that 50% of the samples were undertaking this extensively. However, there remains 20% whose minimal level of trialling and refining strategies is of note.

Graph 2.1.2 Curriculum Development Strategies are Trialled and Refined *(N=20)*

Low
20%

High
50%

Medium
30%
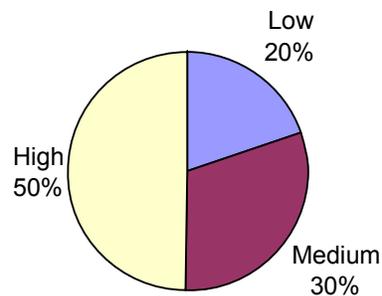
"The P.6 curriculum development team planned collaboration and designed more pupil-centred activities ... previous units' activities were reviewed and ... materials that were not considered effective to the task were amended or improved so that they were ready for next year ... building up a school-based curriculum." (School Self-Evaluation Report, TWGHs Lo Yu Chik Primary School, 2004)

2.1.3 The Process of Curriculum Planning is Collaborative

Current educational research shows that collaborative planning produces high quality output. All the schools in this aspect of the study are involved in collaborative curriculum planning of which 70% are engaged in medium to high levels of collaborative planning.

Of schools involved in this aspect of the study, 45% reported a high level of both frequency and involvement in collaboration and curriculum planning. Given that one of the basic tenets of the PNET Scheme is co-planning, the results show the successful influence of the PNET Scheme as the concept of collaborative curriculum planning has been successfully established and implemented.

A total of 30% of the schools reported that collaborative planning was infrequent and teachers regularly made independent decisions regarding curriculum planning. Experience informs us that most independent curriculum decision making follows a top down leadership approach, in contrast to a grass roots technique which enhances collaboration.

Graph 2.1.3 The Process of Curriculum Planning
is Collaborative *(N=20)*

Low
30%

High
45%

Medium
25%
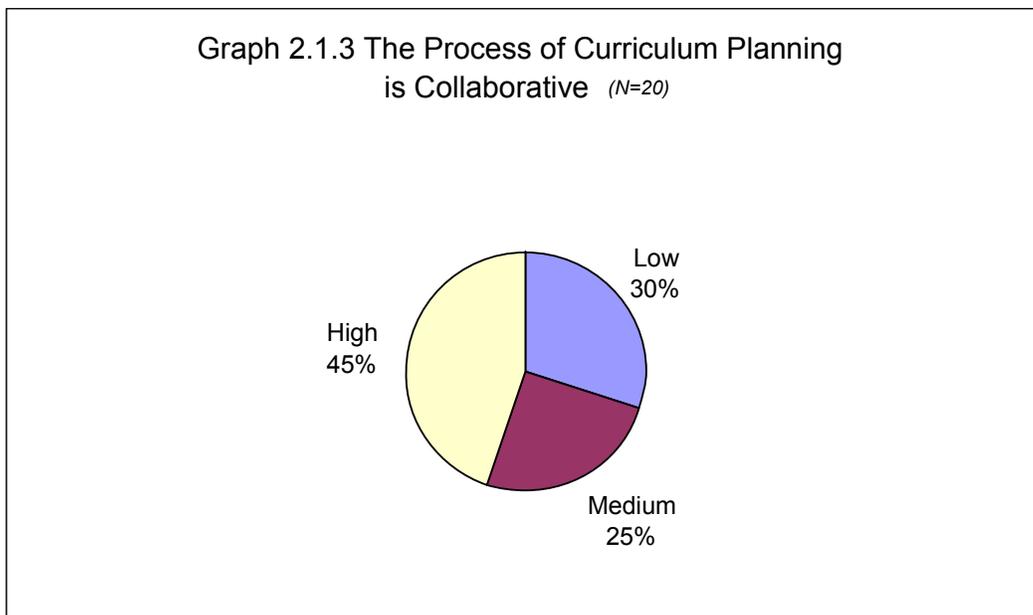
2.1.4 Teachers are given Opportunities to Participate in Curriculum Decisions

Performance indicator 2.1.3 examined the concept of collaboration, while Graph 2.1.4 examines the application and implementation of this process. Compared to the previous graph, this data shows relatively less involvement by classroom teachers in the decision making process. While Graph 2.1.3 shows high collaboration, Graph 2.1.4 shows low involvement by the classroom teachers. The data reveals that 32% of schools showed very low involvement by teachers in curriculum decision-making.

Some possible explanations are that major decisions are made by people holding positions of responsibility. Additionally, school leadership structures or school cultural influences have an effect on stakeholder involvement.

Graph 2.1.4 Teachers are given Opportunities
to Participate in Curriculum Decisions (N=19)
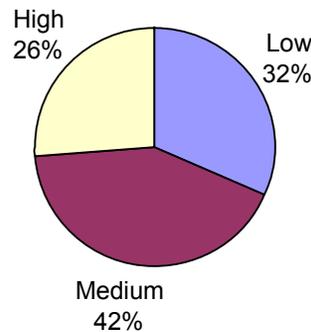
*"Co-planning and co-teaching is useful in fostering a culture of change and flexibility towards school-based curriculum development."* (School Self-Evaluation Report, Tong Mei Road Government Primary PM School, 2004)

2.1.5 Participants have a clear Vision for the Direction of Curriculum Planning

While 95% of the participants show a lack of a clear vision for the direction of curriculum planning, 5% of the schools have adopted a more strategic model of planning and curriculum development, one which will optimise and rationalize future actions and directions in response to changing environmental factors. Clearly this data shows room for considerable improvement in site based management and decision-making.

Dependence on the use of textbooks may have led to an inability to think strategically and long-term. Furthermore, leadership structures within the school may also have created a lack of independent decision-making ability. The data shows that there may be an opportunity for the EMB to provide this much needed strategic support by way of leadership training.

Graph 2.1.5 Participants have clear Vision of the Direction for Curriculum Planning *(N=20)*

High
5%

Low
40%

Medium
55%
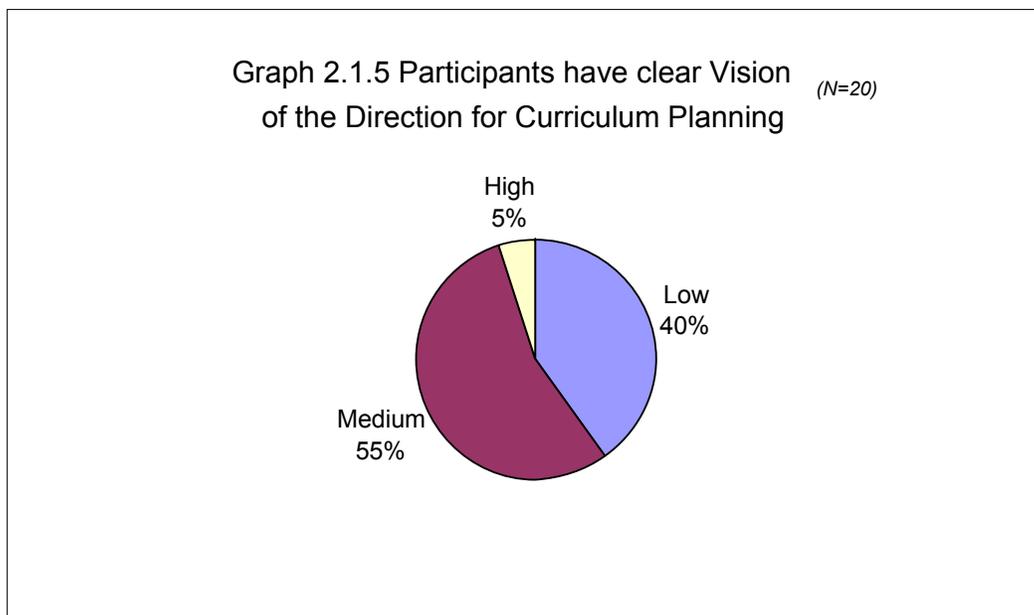
"They cannot visualise the curriculum as one independent whole, it is viewed as separate component[s], all of which are impossible to complete within one term or academic year." (School Self-Evaluation Report, Faith Lutheran School, 2005)

2.1.6 There is a School Policy to Guide Curriculum Development

Only 14% of the reports indicated the presence of a school policy to guide curriculum development. However, those compiling the reports may have been unaware of a policy or simply did not refer to it.

In the event that a policy does exist, all participants in curriculum development must be made aware of the policy and follow it. In the event that a formal written policy does not exist, there is a clear need to formulate and publish it. This process would rely heavily on school leadership and EMB guidance. This data, in conjunction with the findings presented in Graph 2.1.5, exemplifies how a lack of clear vision leads to deficiencies in school policy.

Graph 2.1.6 There is a School Policy to Guide
Curriculum Development   *(N=18)*

Yes
14%

Total
86%
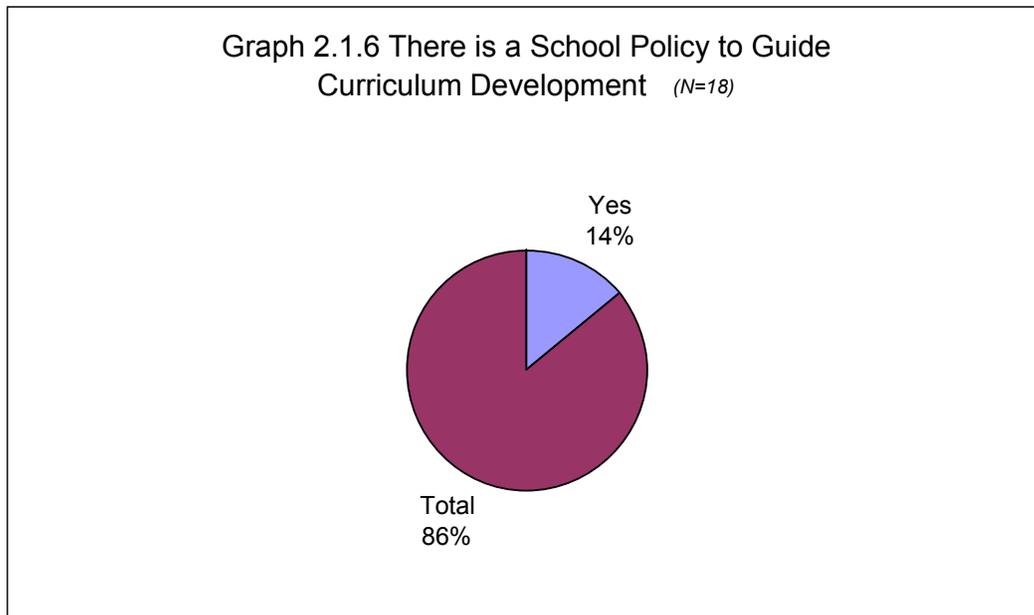
"One of the long-term targets at Ho Lap Primary School in 2003-2005 has been to develop a school-based English language curriculum which is within the guidelines of the English language curriculum framework and encourage[s] collaboration among language teachers. Within the NET Scheme, LETs and the NET are developing a suitable, balanced and cohesive school based English Language Curriculum." (School Self-Evaluation Report, Ho Lap Primary School, 2005)

2.1.7 Strategic Long-term Curriculum Planning has been Initiated

The findings indicate that many schools are devoting their time and energy to short and medium-term planning with very little long-term planning. A reported 61% of schools are engaged in strategic curriculum planning with neither a clear vision, nor school policy to guide it as evidenced by the data in Graph 2.1.6 and Graph 2.1.5.

The fact that 39% of respondents indicated a low level of long-term curriculum planning further reinforces the opportunities for improvement of school leadership and guidance from the EMB.

Graph 2.1.7 Strategic Long-term Curriculum Planning has been Initiated *(N=18)*

High
6%

Low
39%

Medium
55%
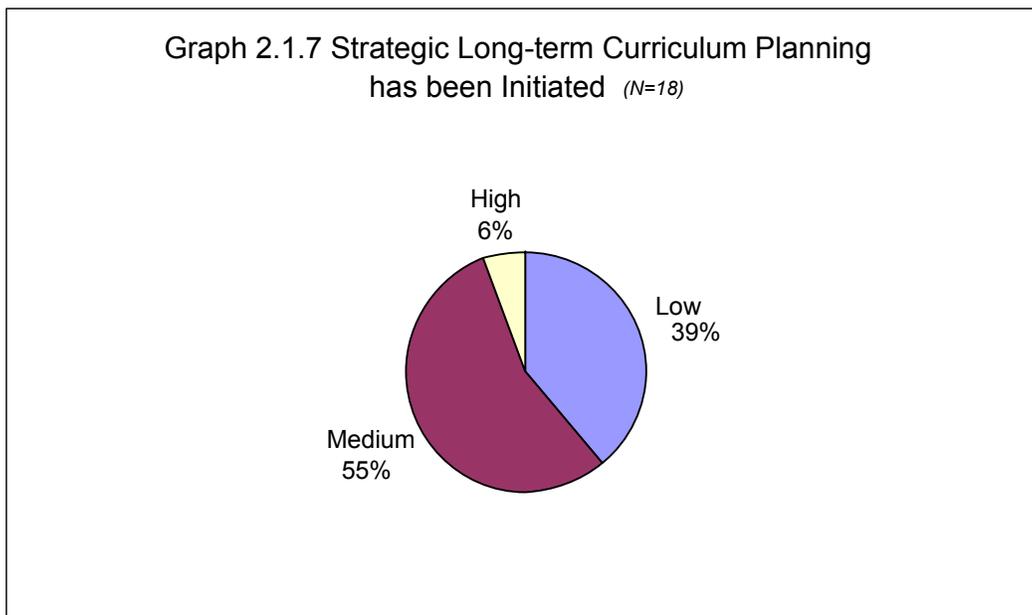
"Teachers in the P1-2 levels have undertaken some short and long term trials of adapting the curriculum … This process of reforming the programme is being done incrementally." (School Self-Evaluation Report, SKH Wei Lun Primary School, 2005)

2.1.8 Parents' and Students' Views are taken into Consideration when Curriculum Changes are made

The data shows that there is a lack of involvement by the primary stakeholders in education. It would appear that there is minimal consultation with parents in more than half the schools.

Some possible explanations could be a lack of willingness on the part of the school leadership to give up the power through the consultation process or unwillingness by third party sponsoring bodies to cede control of education to the primary stakeholders. This may indicate a lack of focus on fiduciary responsibilities on the part of the school directors and private non-educational agendas.

Graph 2.1.8 Parents' and Students' Views are taken into Consideration when Curriculum Changes are made *(N=16)*

High
25%

Low
50%

Medium
25%
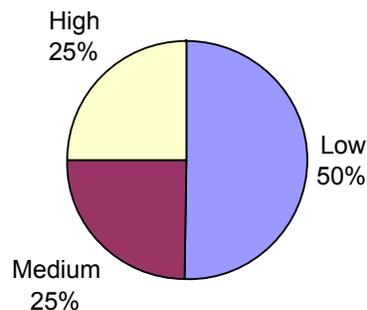
"It is therefore recommended that parents are included in the change process more fully and given adequate information and education regarding curriculum reforms being implemented in the school." (School Self-Evaluation Report, Lee Chi Tat Memorial School, 2004)

2.1.9 How Effective are the Curriculum Changes in Enhancing Learning Outcomes?

Among the respondents, 93% found that curriculum changes had significantly changed student learning outcomes. Even though schools and school leadership may be reluctant to implement school curriculum reform, there is definitive evidence from the data that curriculum changes are positively enhancing learning outcomes. This gives further impetus to the belief that curriculum reform is necessary. Clear policy should be developed, all stakeholders need to be involved and strategic long-term plans should be formulated and then put into action.

Graph 2.1.9 How Effective are the Curriculum Changes in Enhancing Learning Outcomes? *(N=14)*

Low
7%

High
36%

Medium
57%
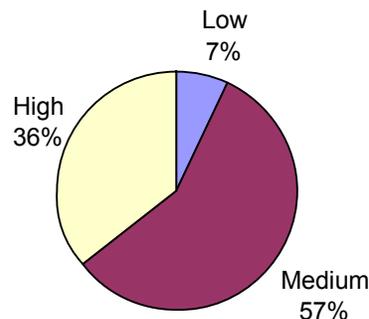
"… a more positive response to the proposed curriculum changes and their effect on student's motivation and learning…less emphasis on grammar over communication…clearly support the innovations as positive and productive." (School Self-Evaluation Report, Tsang Mui Millennium School, 2004)

2.2 Professional Development of English Teachers

In the field of education, on-going professional development is universally recognised as indispensable. Educators have a professional duty to continually improve their craft; and administrators have a professional duty to provide high quality professional development experiences. The commitment to professional development in Hong Kong by both administrators and educators is a measure of their dedication to their profession.

This section focuses on the following concepts:

- Teacher Growth
- Classroom Practice
- Reflection
- Sharing
- Influence
- Facilitation
- Observation
- Inventive Resources
- Improved Outlook

The PNET Scheme has been successful in providing a catalyst for on-going professional development and the dissemination of innovative learning and teaching methods. Additionally, the ATT provides a programme of continual professional development opportunities, primarily focused on centralized workshops.

From September 2002 to June 2006, a total of 435 workshops were held and 15,716 teachers (in real terms) were trained. The workshops covered a wide range of topics on English learning and teaching such as Setting up an English Language Environment, Collaborative Lesson Planning and Teaching, Textbook Adaptation, School-based Curriculum Development, Reading, Writing, Speaking and Listening, Phonics, Choral Speaking, Poetry, Portfolios, Managing Group Activities, Formative Assessment, Parent Education, and Language Camp.

"The professional development of English teachers in this school was significantly enhanced by the NET scheme, EMB organized associated Seminar Programme. The seminar topics were relevant, well presented and timely." (School Self-Evaluation Report, Xianggang Putonghua Yanxishe Primary School of Science and Creativity, 2004)

2.2.1 Professional Development has led to Teacher Growth

In this data set, 23% of the respondents feel they made significant professional gains. Over time, it is likely that these high gains will produce a knock-on effect, positively influencing classroom practice throughout the system.

It was also determined that 34% of the respondents felt they had not gained much from their professional development, because some participants attended workshops to fulfil mandatory requirements, rather than as an expression of their commitment to further learning.

Graph 2.2.1 Professional Development has led to Teacher Growth *(N=47)*

High
23%

Low
34%

Medium
43%
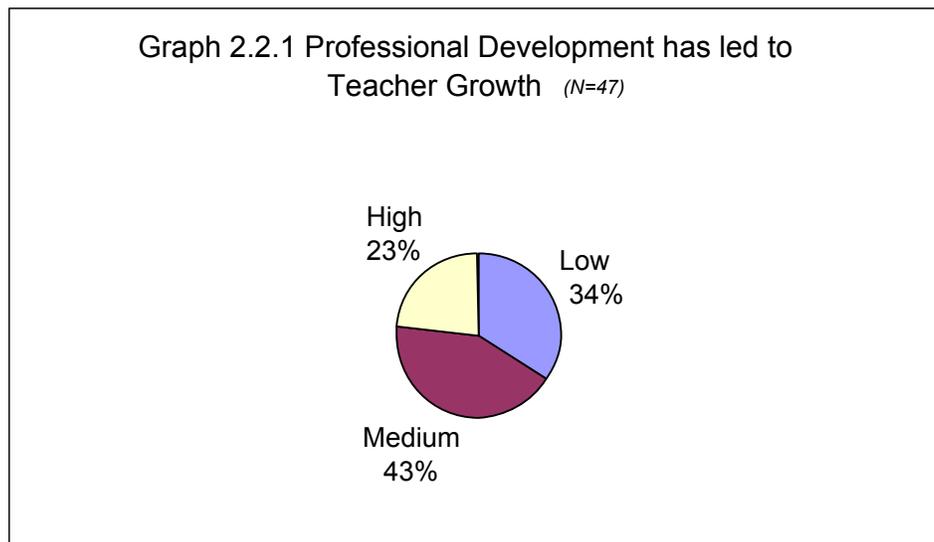
"In assessing the impact of the PNET Scheme on the professional development of local teachers, the centralised seminars have made a significant contribution and their value should be acknowledged." (School Self-Evaluation Report, Christian Alliance SY Yeh Memorial Primary School, 2004)

2.2.2 Professional Development has led to Improved Classroom Practice

Classroom practice refers to activities such as co-operative learning, communicative tasks, and shared reading. A comparison of Graph 2.2.2 and Graph 2.2.1 shows a similarity of distribution. This can be attributed to the notion that professional development tends to correlate with improved classroom practice.

School leaders need to address that segment of teachers who have shown low gains in teacher growth and classroom practice and may not have benefited fully from professional development opportunities.

Graph 2.2.2 Professional Development has led to Improved Classroom Practice   *(N=47)*

High
21%

Low
34%

Medium
45%
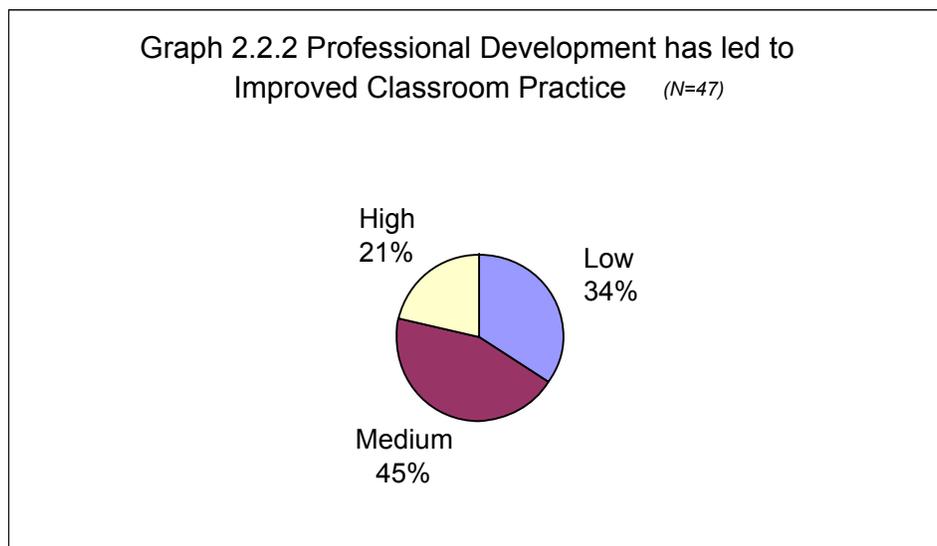
"The impact that the scheme will have on the learning outcomes of students is very closely tied to and dependent on the professional development outcomes of the whole English panel (including the NET) as they move towards school-based English curriculum development." (School Self-Evaluation Report, CCC Kei Faat Primary School, 2004)

2.2.3 There is Formal Reflection of Teaching Practice

Formal reflection, a key element of quality teaching practice, is a cornerstone of the PNET Scheme model. Timetabled, structured reflection is part of the co-planning process and is supported by the 88% of respondents who indicated that they have formal reflection as part of their planning and teaching cycle.

Even though the EMB places a high level of importance on formal reflection during the co-planning process, 12% of respondents indicated a low level of involvement. This presents an opportunity for school leadership to support the concept of formal reflection by providing the resources and time necessary for a successful co-planning session.

Graph 2.2.3 There is Formal Reflection of Teaching Practice *(N=25)*

Low
12%

High
44%

Medium
44%
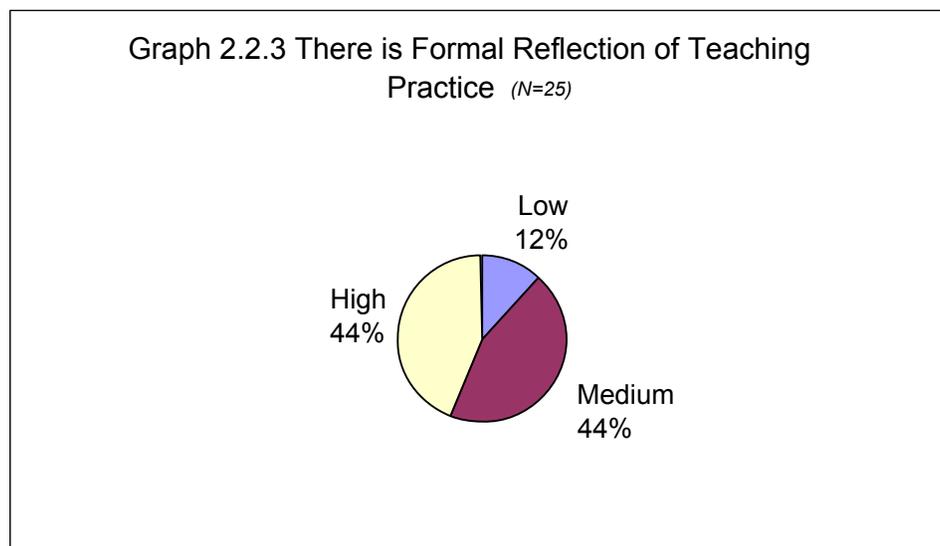
"… teachers who attended PD workshops … were also more successful in achieving the objectives of this evaluation. The results show … a distinct correlation to teacher development, planning, and the children's attitudes to English. In other words, the more reflective the teachers are, the better the student's outcomes are, including both results and pleasure gained from learning English." (School Self-Evaluation Report, Fanling Public School, 2004)

2.2.4 There is an Informal Collegial Culture of Sharing

Traditionally in Hong Kong, some teaching programmes have been proscribed and collegial informal sharing regarding professional matters was rare. With the advent of the PNET Scheme, a culture of professional sharing has begun to develop in many schools. This is reflected in the 73% of respondents who indicated a medium to high level of informal sharing.

Graph 2.2.4 There is an Informal Collegial Culture of Sharing *(N=37)*

High
27%

Low
27%

Medium
46%
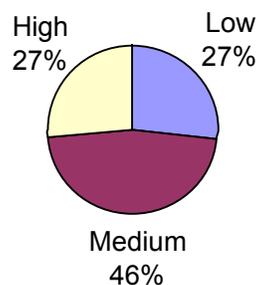
*"Concerning the influence on the teaching practice of the local English teachers, it seems that a large percentage of the co-teachers are grateful for the opportunity to observe a range of teaching practices, and this has given them the confidence to try new approaches. Both classroom observation and informal contact with the NET have been appreciated."* (School Self-Evaluation Report, Tin Ka Ping Primary School, 2004)

2.2.5 Factors Influencing Professional Development

This performance indicator looked at the degree to which professional development fulfilled either student focused learning needs, PNET Scheme objectives or was curriculum driven.

Graph 2.2.5 indicates that 44% of the respondents said their professional development was fulfilling PNET Scheme objectives, 16% noted that it was curriculum driven whilst 40% believed it to be student focused.

Some professional development satisfied the definition of more than one area. Therefore, the three categories are not mutually exclusive. Any school may have professional development that was simultaneously curriculum driven, student focused and fulfilled the PNET Scheme objectives.

Graph 2.2.5 Factors Influencing Professional Development *(N=43)*

Curriculum Driven 16%

Student Focused 40%

Fulfilling NET Scheme Objectives 44%
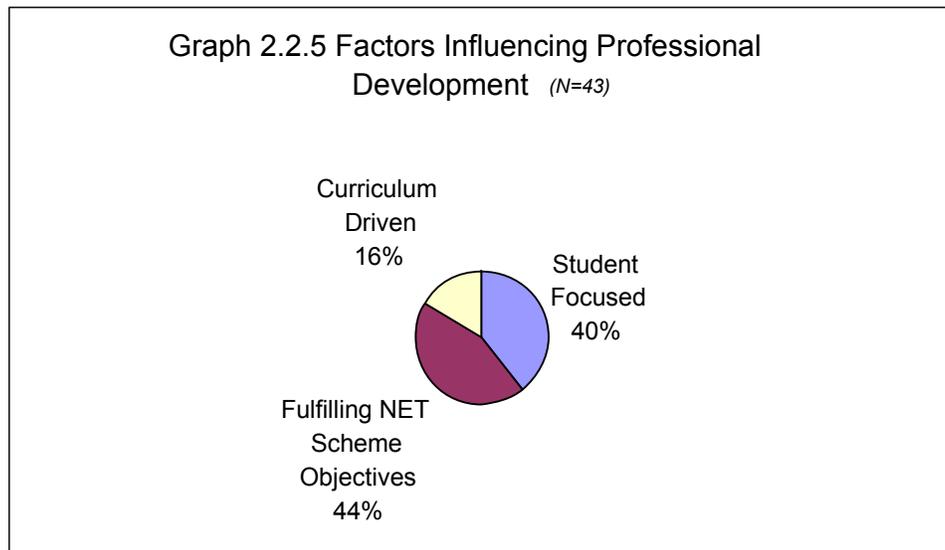
"Professional Development in terms of disseminating good practices, collaboration, and interaction was stifled owing to the passive and stale personality of the NET." (School Self-Evaluation Report, Shamshuipo Kaifong Welfare Advancement Association Primary School, 2006)

2.2.6 The NET Facilitates Professional Development

NET facilitated professional development may fall into two broad categories: incidental and formal. Contact with the NET on a day-to-day basis may, for some local staff, be considered incidental professional development. This performance indicator looked at formal NET initiated professional development such as delivery of school-based workshops.

There is a natural distribution in the ability of NETs to facilitate professional development. Within this natural distribution, the data indicates that 72% of the NETs are seen to be facilitating professional development at a medium to high level.

Graph 2.2.6 The NET Facilitates Professional Development *(N=43)*
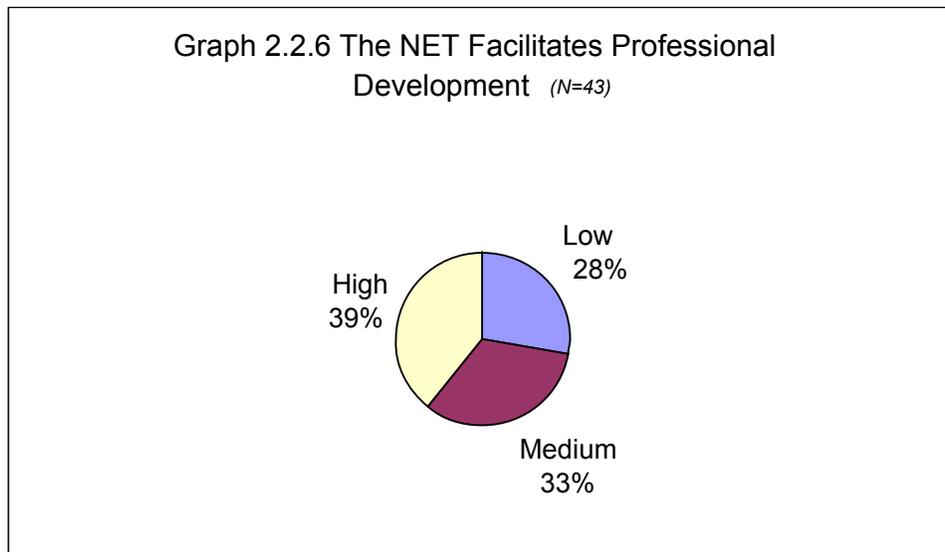
"The NET has provided professional development workshops on various areas including creative writing, catering for gifted students in the regular classroom ... The topics selected have been dependent on the teachers' needs and school's targets ... The needs assessment assists in determining the focus area of future professional development activities, together with the targeted goals of the school in accordance with EMB trend." (School Self-Evaluation Report, Central & Western District St. Anthony's School, 2004)

2.2.7 Observation is a Tool to Improve Classroom Practice

Formal observation, as currently implemented in the Hong Kong system, is used in the evaluation of teacher performance. There may be negative perceptions and practices surrounding the use of peer observation which hinders its use as a beneficial tool. This negative perception of peer observation is borne out by the fact that 0% of respondents reported high improvement resulting from observation and 53% found it to be of low value.

This negative connotation needs to be overcome before the benefits of observation can be realised in improved classroom practice. Perhaps there is an opportunity for school leadership to address the deficit in current practice by refocusing the rationale of classroom observation and release the potential benefits.

Graph 2.2.7 Observation is a Tool to Improve Classroom Practice   *(N=19)*
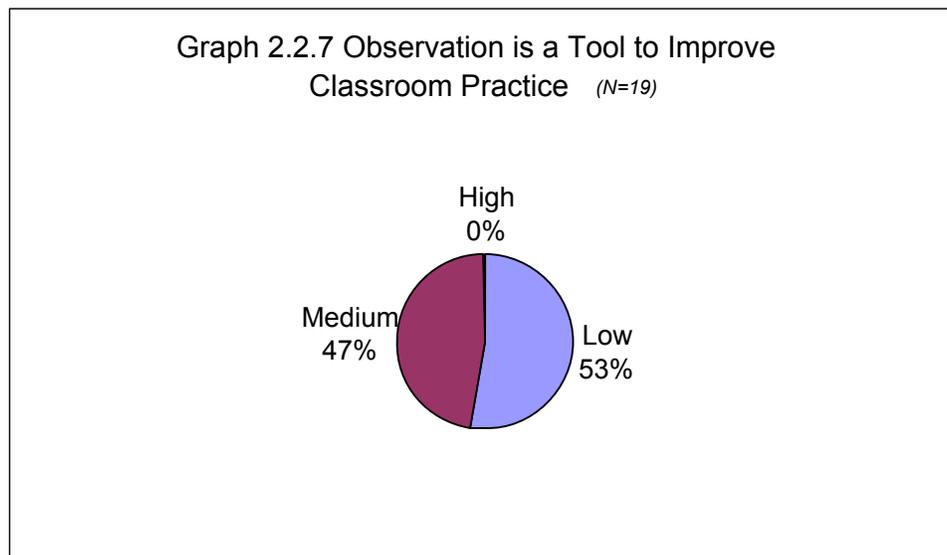
"Careful and considered peer observation is extremely valuable information to have when implementing a new teaching approach. It was reassuring to have the support of peers to help at the implementation stage …" (School Self-Evaluation Report, Fanling Public School, 2004)

2.2.8 Professional Development has led to Inventive Resources

The similarities in distribution of the data presented in Graph 2.2.1 and Graph 2.2.2 and Graph 2.2.8 illustrate professional development and its effects. The correlation between teacher growth, classroom practice and resource development is strong.

Better and continued modelling of resources and strategies such as communicative activities for children, games and oral activities may improve resource development. The real challenge is to create a positive shift the distribution of data through continued professional development, more in-depth teacher education and motivation.

Graph 2.2.8 Professional Development has led to Inventive Resources *(N=13)*

High 31%
Low 31%
Medium 38%
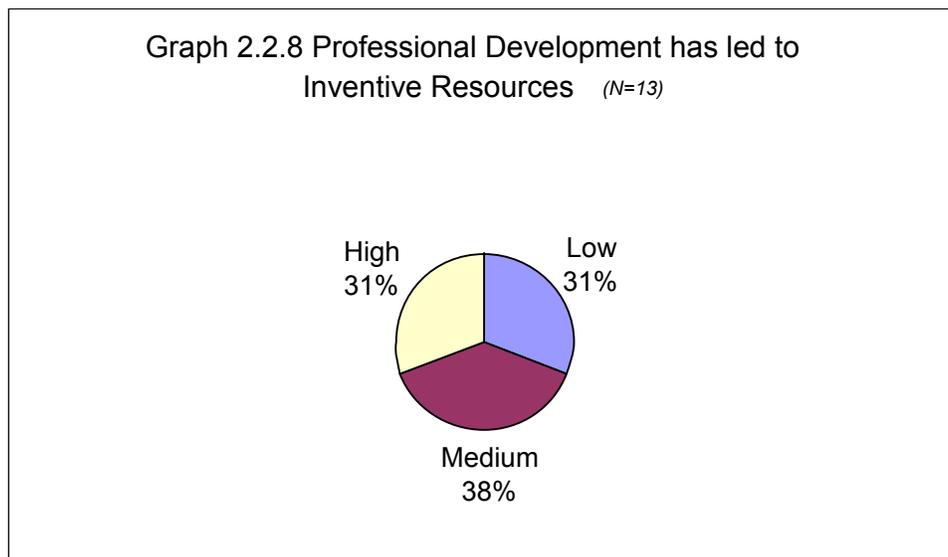
"… picture cards, songs, communicative card games and other games, a birthday party that was video-taped then used later for follow-up work, class books, story-telling, show & tell, the walk around the town, shared reading, the shopping role game … all helped to motivate students and meet their needs."
(School Self-Evaluation Report, MCC Holm Glad Primary School, 2004)

2.2.9 The PNET Scheme has brought about Improved Teacher Outlook and Self-Confidence

Positive outlook and self-confidence are essential characteristics of effective teachers. The vast majority, 93%, of the respondents attribute moderate to high gains in self-confidence and outlook to the PNET Scheme.

There are generally accepted methods for improving outlook and self-confidence that include modelling, controlled practice, in-depth understanding of the material, thorough preparation as well as praise and encouragement. The data clearly indicates that the PNET Scheme is successfully utilizing these techniques.

Graph 2.2.9 The PNET Scheme has brought about
Improved Teacher Outlook and Self-Confidence *(N=41)*

Low
7%

High
37%

Medium
56%
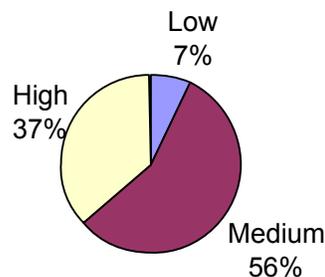
"This shows that the more they become involved, the more confident and enthusiastic they become. There have been huge shifts in teachers' thinking about ways to teach English." (School Self-Evaluation Report, St. Mary's Canossian School, 2004)

2.3 English Language Teaching Strategies

The PNET Scheme has introduced a wide variety of different teaching practices and strategies. Factors which contributed to providing an authentic, meaningful communicative environment were analyzed.

This section focuses on the following concepts:

- Alternative Grouping
- Real-time Feedback
- Resource Utilization
- Relevant Situations
- New Strategies

- Improved Learning
- Learner Focus
- Interactive Opportunities
- Questioning Techniques

The schools' self-evaluation reports have shown that the strategies used had a direct causal effect on the improvement in learning and therefore an increase in the frequency of application of the strategies would lead to a comparable increase in learning. Other factors to consider revolve around the importance of teacher attitude rather than specific technique or strategy and the PNET Scheme as motivator injecting new ideas into the local teaching population.

"The school self-evaluation has given us an effective snapshot of what teaching and learning methods are being used within the school and also provided us with a clear direction to take in the future." (School Self-Evaluation Report, Kwai Shing Lutheran Primary School, 2004)

2.3.1 Alternative Groupings Improved Student Learning

Grouping students is a function of teaching activities which lead to improved communication and student learning. The configuration of groups varies according to the teaching objectives and student needs. This performance indicator looked at combinations other than a whole class group.

As mentioned in the ELCG 2004, *"Flexible grouping is one of the strategies used to cater for variation in learners' needs, abilities and interests."* (ELCG, 2004)

This use of alternative grouping has led to 69% of respondents noting improvement in student learning. Further exploration of alternative groupings may be warranted.

Graph 2.3.1 Alternative Groupings Improved Student Learning *N=47*

High 21%

Low 32%

Medium 47%
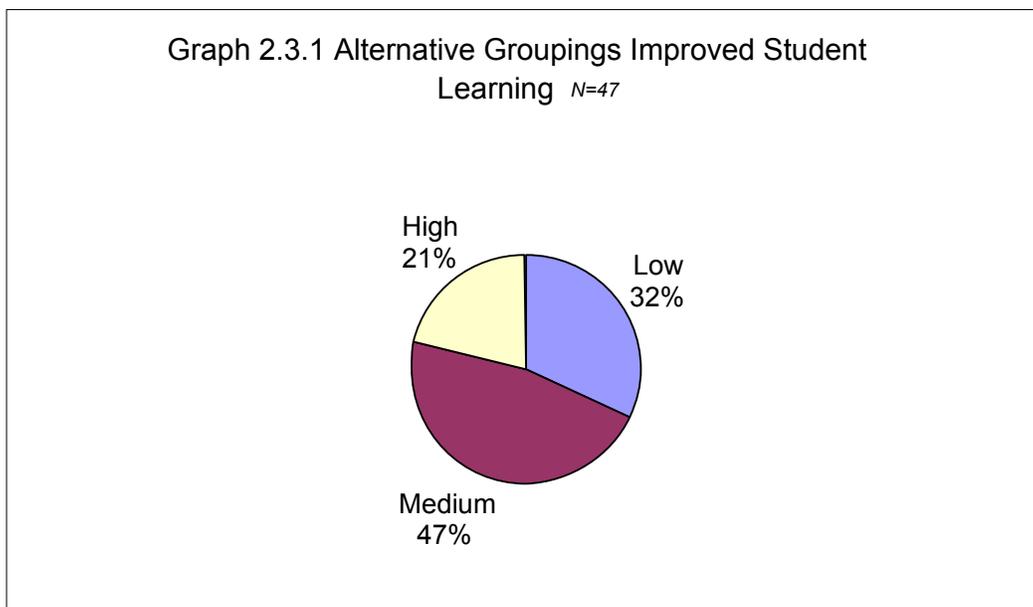
"Enjoyment of learning was increased by using cooperative learning [group] structures." "The overall quality of learners' work improved when CL [cooperative learning] structures were applied conscientiously." (School Self-Evaluation Report, Bui O Primary School, 2004)

2.3.2 Teacher gives Suitable Real-time Feedback

Real-time feedback consists of praise, encouragement and constructive criticism delivered concurrently with production in a timely and relevant manner. Current practice shows a deficiency of real-time feedback, with 34% of respondents reporting low levels of this teaching strategy.

Real-time feedback is part of a formative assessment approach. Existing local practice takes more of a summative assessment approach. Frequently, local teachers grade class work and home work after the event with little or no review or real-time feedback. The PNET Scheme is actively promoting formative assessment and the data in the graph below shows there has been some success in this regard.

Graph 2.3.2 Teacher gives Suitable Real-time Feedback *N=35*

High
20%

Low
34%

Medium
46%
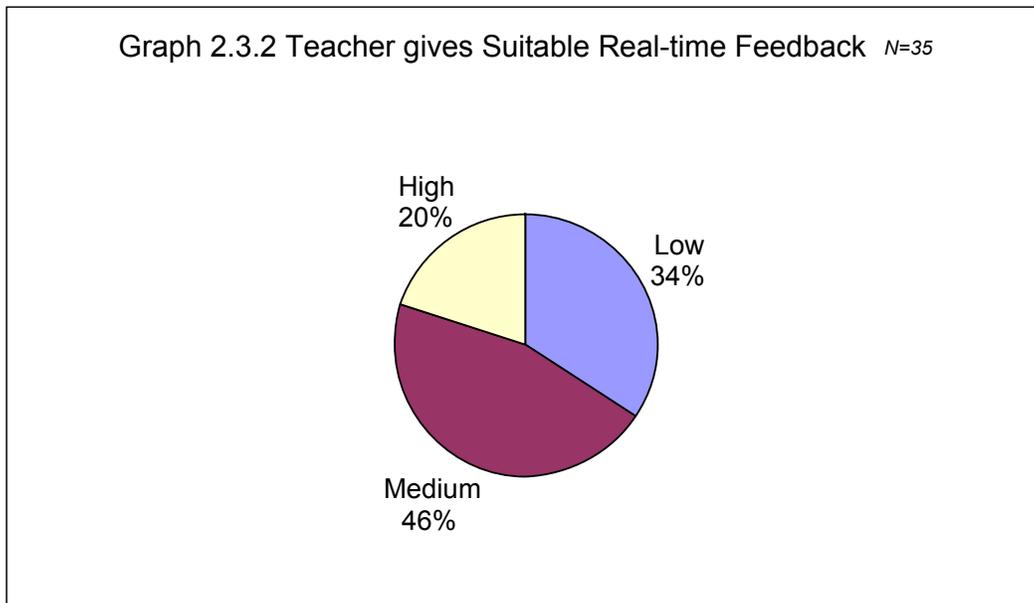
"To assist the students to stay on task and continue with their efforts the teachers provided the students with effective, frequent, and adequate feedback. This feedback also furthered the students' growth and learning." (School Self-Evaluation Report, YLPMS Alumni Association Primary School, 2004)

2.3.3 Teachers use a Variety of Teaching Resources

A majority of educators believe that a variety of teaching resources stimulates and motivates students. Multimedia, IT, realia, children's reference materials, flash cards, games and language art materials are various forms of resources.

In general, schools are well resourced from both the EMB and publishers. However, the data shows 50% of respondents fail to use these resources adequately. Utilization may be hampered by a lack of motivation to access the resources or a deficit in organisation and categorisation of the resources. Additionally, schools may lack the leadership necessary to drive the use of alternative resources, promote the enthusiasm to experiment and to engage in comprehensive textbook adaptation. There also appears to be an element of cultural resistance to reuse effective lesson plans and the accompanying specifically developed resources.

Graph 2.3.3 Teachers use a Variety of Teaching Resources
(N=40)

High 15%

Low 50%

Medium 35%
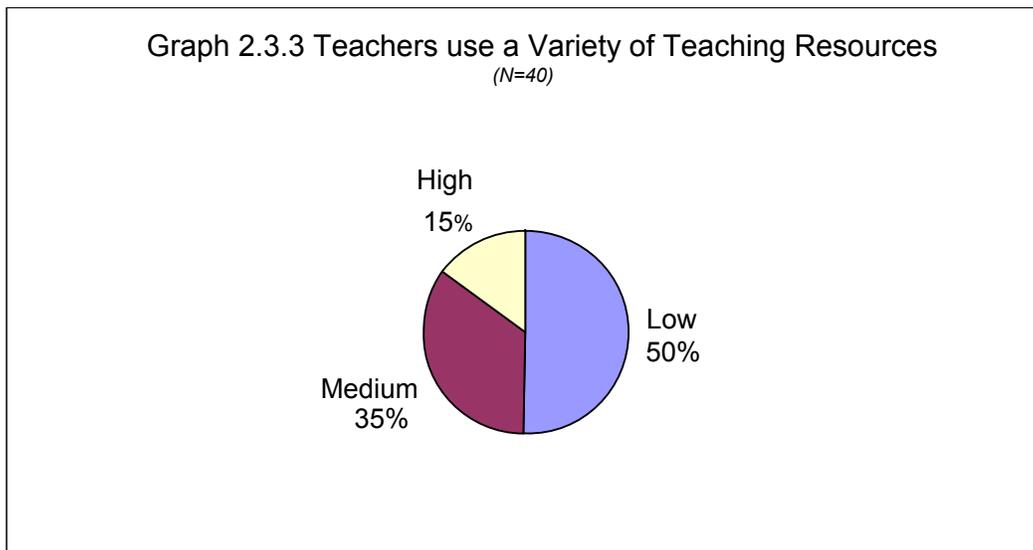
"It was disappointing to see an increase in the use of textbooks after the 'Reading Workshop' professional development. Teachers claimed to understand and use 'Shared Reading' often, especially in KS1, but only 30% registered it as a strategy they used, in the surveyed lesson." (School Self-Evaluation Report, Precious Blood Primary School, 2005)

2.3.4 Meaningful and Relevant Situations are Utilized

Lessons developed around students' own personal lives, family and interests are engaging, motivating and effective. This creates meaning and relevance in learning situations, and is considered good teaching practice.

A total of 33% of respondents are not adequately using meaningful and relevant activities in classroom teaching. Creating these situations is not difficult and, perhaps the textbook is being overused in the classroom. Of the respondents, 18% utilized a high level of significant situations incorporating students' personal experiences and daily life when designing programmes of work.

Graph 2.3.4 Meaningful and Relevant Situations are Utilized
(N=51)

High
18%

Low
33%

Medium
49%
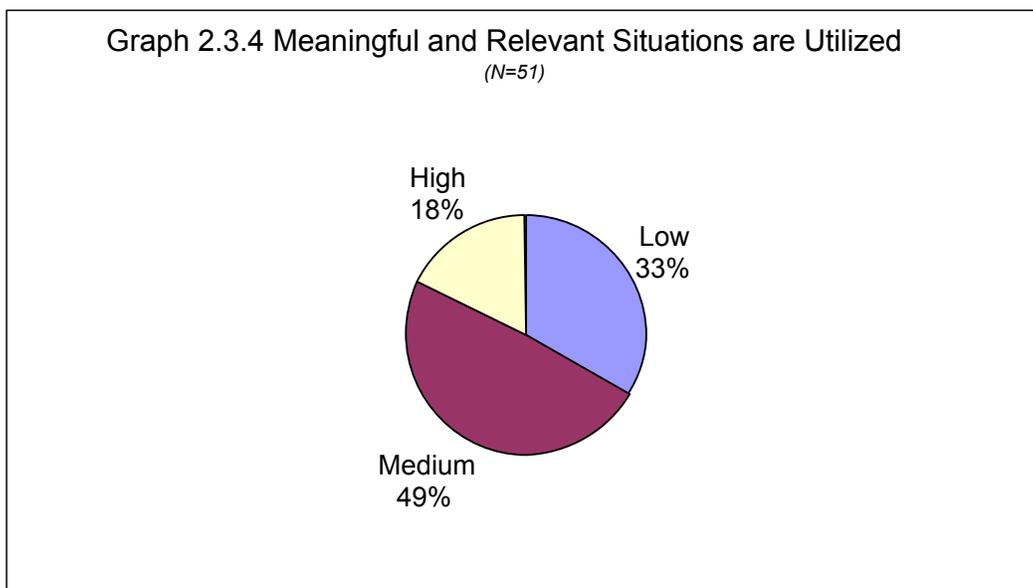
"Therefore, we provided opportunities for students to write on topics as authentic or related as possible to their daily life, and some students were requested to read their writings aloud before all the students in class and sometimes in the morning assembly." (School Self-Evaluation Report, SKH St. Basil's Primary School, 2005)

2.3.5 The PNET Scheme has Introduced New Strategies

Teaching strategies promoted by the PNET Scheme include: grouping for specific purposes, giving student feedback, creating meaningful and relevant situations, providing interactive opportunities, developing questioning techniques, using learner focused teaching, making use of a variety of appropriate resources and materials based on students' abilities.

The analysis of the data focused on the quality of the implementation, not the quantity of strategies introduced and measures the introduction rather than the long-term adoption of the strategies.

The graph shows an even response which suggests the influence of a bi-polar distribution.   This may mean a large number of respondents implemented their strategies well while an equally large number of respondents struggled with the implementation.

The successful implementation of new strategies is not only dependent on the knowledge of the strategies, but is also dependent on attitude, commitment, confidence and openness to change. The way forward includes change management techniques to create an environment conducive to the long-term, in-depth adoption of new strategies.

Graph 2.3.5 The PNET Scheme has Introduced New Strategies *(N=70)*

High
31%

Low
30%

Medium
39%
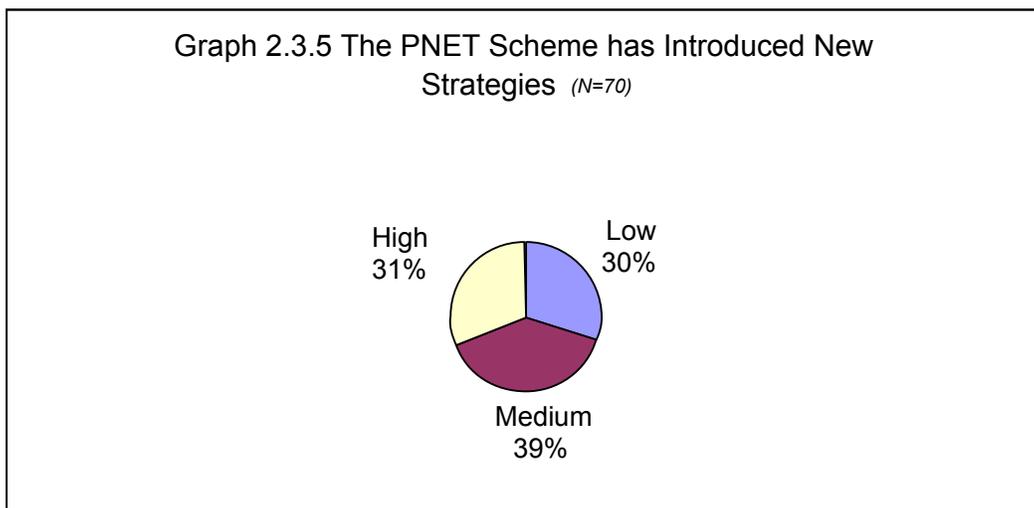
2.3.6 New Strategies have Improved Learning

Improved learning is the ultimate goal of quality teaching. This data set is more educationally significant than the previous graph because merely introducing a strategy does not ensure that learning will take place. The graph below shows the high success rate of new strategies in improving learning.

In Graph 2.3.5, 70% of respondents indicated a willingness to successfully adopt the introduction of new strategies and, in Graph 2.3.6, 75% of respondents show moderate to high improvement in learning outcomes. This may indicate a link between teacher's attitude and student learning.

The results indicate that given the right circumstances and support such as the PNET Scheme, local teachers create effective learning situations. Examination of the raw reports that constitute the low data set in many cases indicated poor research methodology or study design and inconsistent implementation of strategies.

Graph 2.3.6 New Strategies have Improved Learning   *(N=69)*

High
32%

Low
25%

Medium
43%
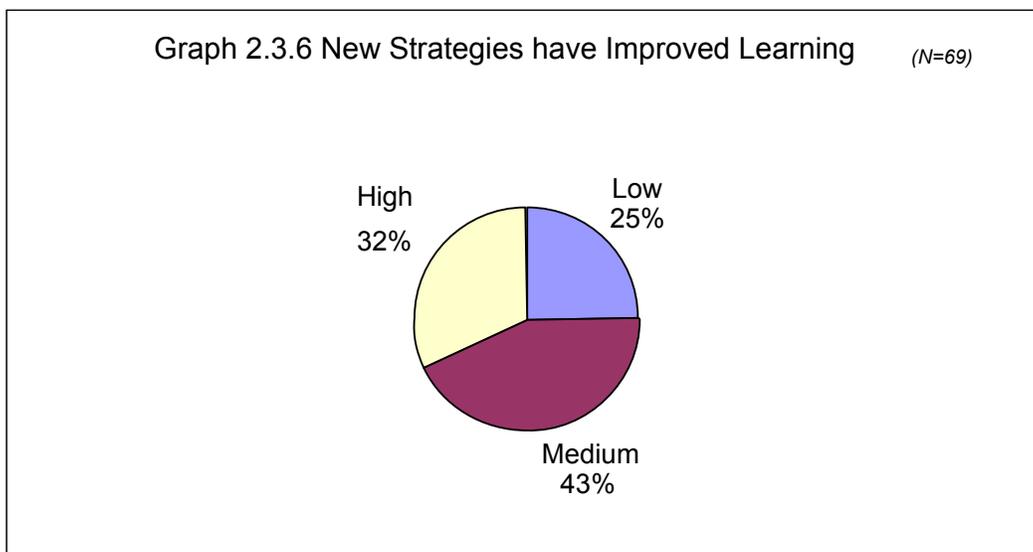
"We wanted to find out which methods were most successful in raising student motivation…" (School Self-Evaluation Report, Kwai Shing Lutheran Primary School, 2004)

2.3.7 Strategies are Learner Focused

Learner focused strategies are the creation and delivery of *"learning activities that suit the learners' age, needs, interests, abilities, learning styles, prior knowledge and experiences."* (ELCG, 2004)

Learner focused strategies are based on formative assessment as a way to determine the comprehensive needs of the student and provide efficient learning.

The QAD External School Review indicated that the majority of lessons were teacher centred, and textbook bound (QAD Report, 2005). On the contrary, our findings of this performance indicator show that 83% of the respondents' classes have a high or medium usage of learner centred strategies. This indicates the tremendous impact of the PNET Scheme in influencing educational strategies as compared to non-PNET Scheme classrooms and represents a fundamental shift in pedagogy.

Graph 2.3.7 Strategies are Learner Focused *(N=63)*

Low
17%

High
29%

Medium
54%
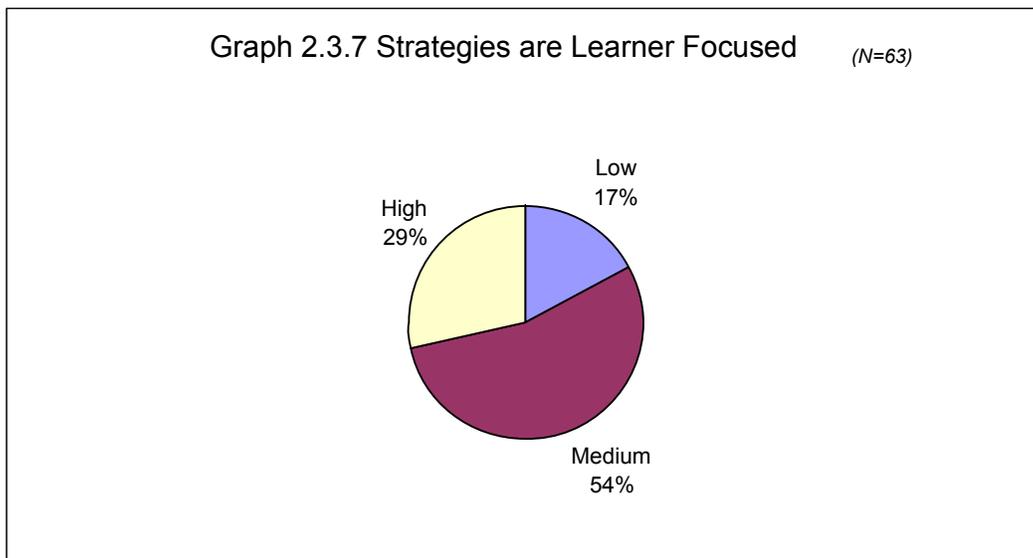
"… a few things that we looked at for improvements include: sufficient preparation time prior to speaking tasks, more picture aids for students who have low abilities, the grouping of students to ensure the less capable students learn but also get a chance to speak among their peers." (School Self-Evaluation Report, TWGHs Wong Yee Jar Jat Memorial Primary School, 2004)

2.3.8 Interactive Opportunities Provided

Interaction, as the foundation of communication, leads to improved skills and abilities. Interaction encompasses working collaboratively and is just one aspect of quality teaching. Many interactive opportunities are incidental. However, this data does not measure the amount of incidental interactivity but the formally structured opportunities for interaction.

Regular non-NET classes appear to have very little interaction due to local practice which tends to focus on transferring a body of knowledge. However, in this data set, 77% of the respondents claimed moderate or high levels of interaction. This demonstrates a significant increase in the amount of interaction that the PNET Scheme has facilitated.

Graph 2.3.8 Interactive Opportunities Provided   (N=47)

High
30%

Low
23%

Medium
47%
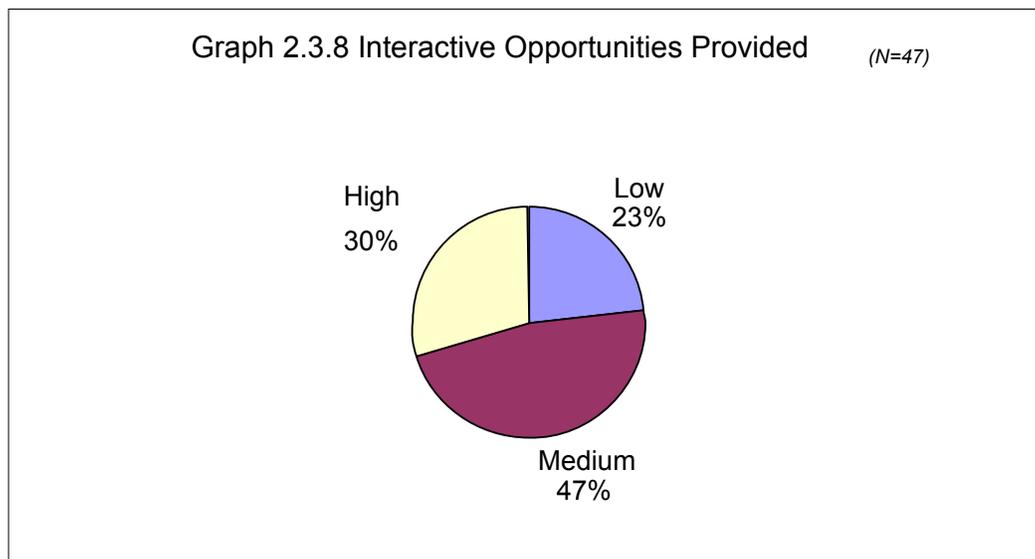
"Large numbers of students enjoyed the Communicative Activities lessons and every involved staff member agreed that these lessons allowed for greater English–speaking opportunities." (School Self-Evaluation Report, Chow Chin Yau School, 2005)

2.3.9 Questioning Techniques are Varied

Questioning is an essential component of teaching and learning, and Bloom's taxonomy is one useful structure with which to categorize questions (ELCG, 2004). Effective teaching incorporates questions from all levels of a recognised questioning hierarchy of this nature. However, many teachers tend to lack questioning skills as they often use predominantly recall questions.

It is atypical that the data shows only 26% of the respondents indicate a high level of variation, given the importance of questioning to educators. This may signify a lack of awareness of the importance of questioning or a cultural bias in the school. The PNET Scheme School Self-Evaluation has highlighted questioning as an area for improvement. Questions from all hierarchical levels to be asked in class should be planned just as content and activities are planned.   Higher education of prospective teachers, monitoring by school leadership and ongoing professional development must all play their part in improving the quality of techniques for questioning.

Graph 2.3.9 Questioning Techniques are Varied   *(N=34)*

High
26%

Low
26%

Medium
48%
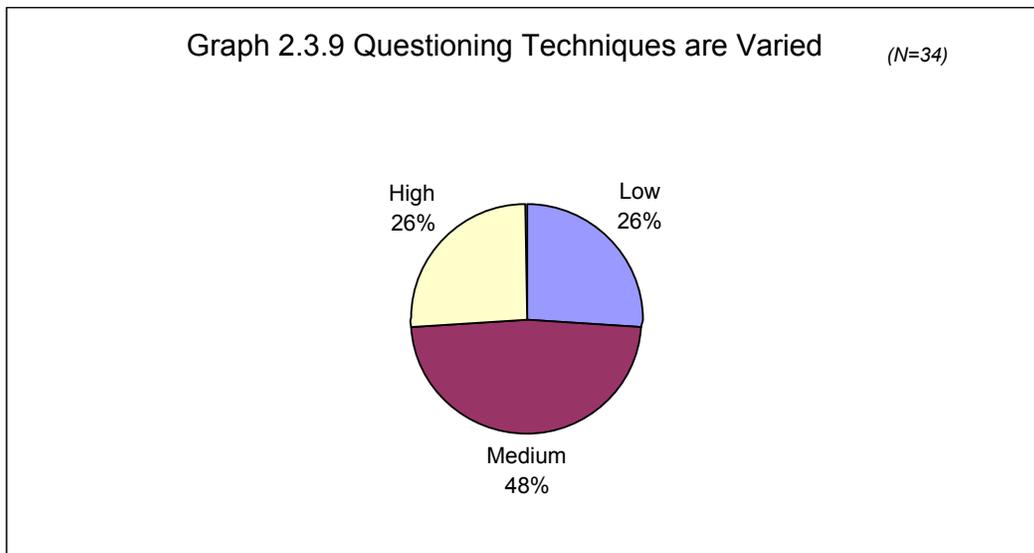
"An advantage of 'higher order' thinking and an enhanced ability to solve problems in English is an attribute that the school would like to pursue. Bloom's Taxonomy of thought processing has been a focal point." (School Self-Evaluation Report, St Stephen's Girls' Primary School, 2005)

2.4 Students' Knowledge and Skills in English

By design, this section doesn't examine the learning process but rather focuses on the quantitative gain in skills and knowledge and how the students' level of knowledge and skills impacts the elements of the PNET Scheme. The knowledge and skills that a student exhibits is a synthesis of all school learning activities and experiences.

This section focuses on the following concepts:

- Focus Area
- Methodology
- Improvement Levels
- Activities
- Current Practice

The respondents generally focused on small discrete elements of learning and this may reflect a reluctance to think strategically about education at the grassroots level. Graph 2.4.5 shows, from the wider perspective, that schools are not learner focused even when positive outcomes have been demonstrated. Hopefully, this report will provide the impetus to look at issues from a larger, student needs perspective.

"The main focus of this action research was on student learning. There have been encouraging signs of students gaining greater interest and competence in learning English. The same could be said about the teachers." (School Self-Evaluation Report, Oblate Fathers Primary School, 2004)

2.4.1 Area of Focus

The examination of students' knowledge and skills was spread over the four language areas of Reading, Speaking, Listening and Writing, with the greatest emphasis on reading. The advent of the revised English Language Curriculum Guide and the EMB recommendation that 40% of the English curriculum can be reading may have provided the drive to focus on this area.

Designing a listening programme may be considered complex and the learning process is difficult to analyse. This may have led to the low percentage of respondents focusing on listening.

Graph 2.4.1 Area of Focus *(N=40)*

Speaking
14%

Writing
26%

Listening
2%
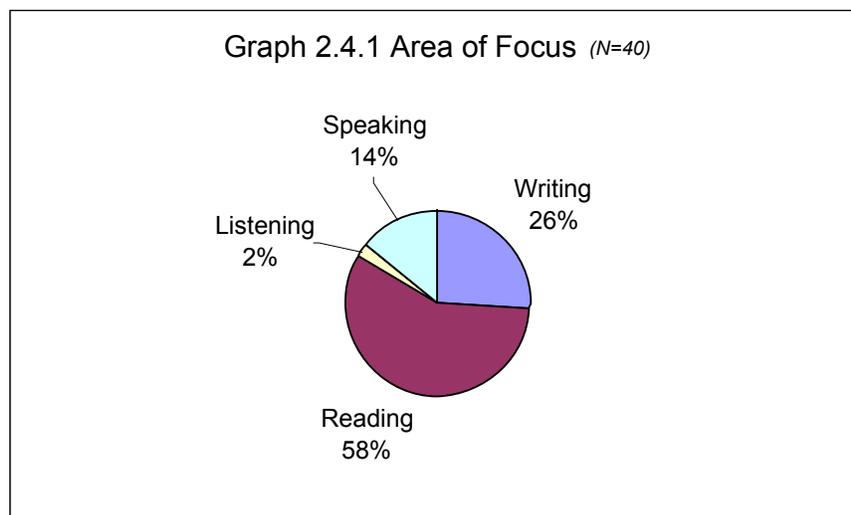
Reading
58%

"It became apparent that the teaching team needed to focus on students reading skills if they were to acquire proficiency in the language and develop independent learning skills." (School Self-Evaluation Reports, TWGHs Yiu Dak Chi Memorial School, 2004)

2.4.2 Research Methodologies

Measuring students' gains in knowledge and skills is conducive to diagnostic testing, action research and ongoing sampling. In this section, we see a variety of research methodologies employed. Interviews were mainly conducted with staff members and action research was mostly conducted with students.

Graph 2.4.2 Research Methodologies *(N=40)*

- Interviews 17%
- Action Research (pre and post test) 27%
- Diagnostic Tools 23%
- Ongoing Sampling 25%
- Anecdotal 8%
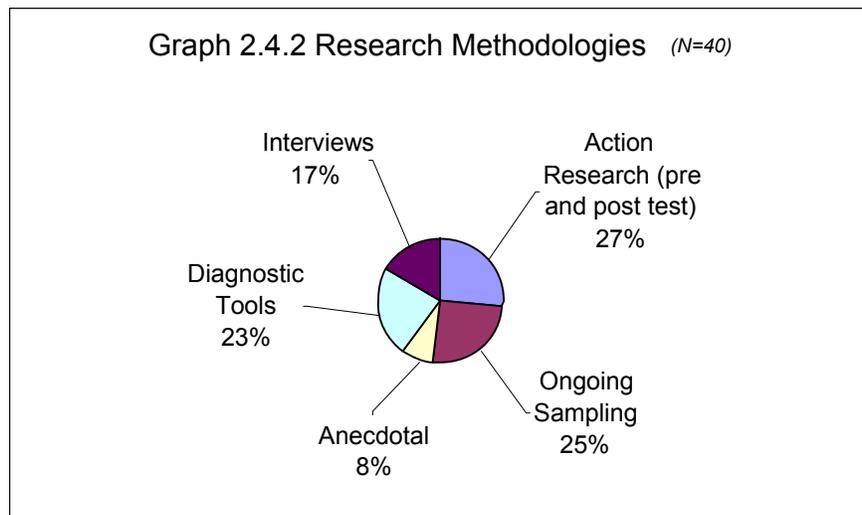
"Using the specific text given by the LET, the NET, in consultation with the other stakeholders, decided to use the data from the Running Records taken for the Speaking test, as a base line to evaluate the effectiveness of the establishment of a Supported Reading programme, and to take the same test using the same text a year later." (School Self-Evaluation Report, Confucian Sam Lok Chow Mud Wai School, 2006)

2.4.3 Level of Improvement of Knowledge and Skills Attributable to the PNET Scheme

This performance indicator consists mostly of considered opinion of each school's self-evaluation committee. Of the respondents to this performance indicator, a substantial 57% reported a high level of improvement attributed to the PNET Scheme although there is no conclusive evidence that the PNET Scheme is solely responsible for this improvement.

One of the ongoing effects of the PNET Scheme is the establishment of a strong foundation in English language knowledge and skills leading to the acceleration of growth and development, therefore, acting as a catalyst for further learning.

Graph 2.4.3 Level of Improvement of Knowledge and Skills Attributable to the PNET Scheme
(N=35)

Low
6%

Medium
37%

High
57%
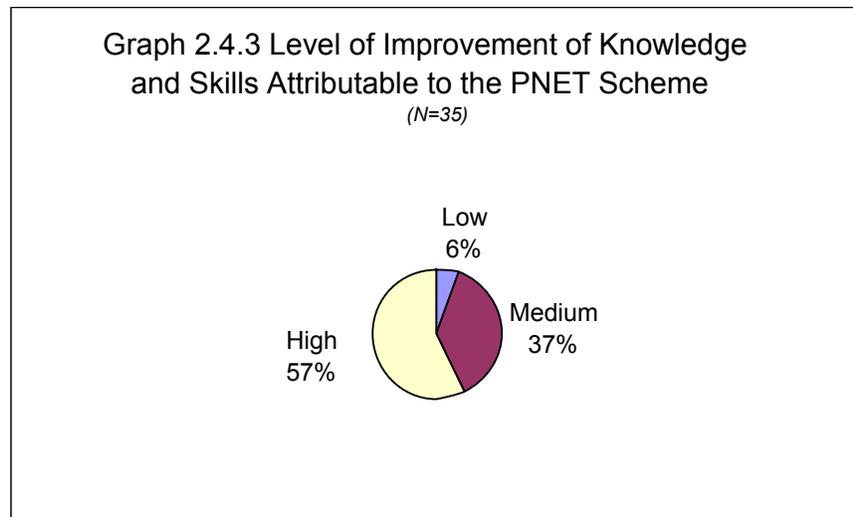
"The survey indicates that we are having a significant effect on three of the weaknesses identified at the beginning of the NET Programme here and outlined in our School English Programme (NET Scheme Aims and Objectives)." (School Self-Evaluation Report, Chuen Yuen Second Primary School, 2004)

2.4.4 Activities that Lead to Significant Improvement

The graph below shows the major types of activities that were highlighted in the reports. However, they are not all of the activities that occur in classrooms.   It is important to have a wide variety of activities to meet learners' needs and address the various ELCG generic skills. Teaching phonics was used by 32% of the respondents and has shown to lead to significant improvement.

The activities mentioned all share the characteristic of being active rather than passive. This reinforces the correlation between active learning and student achievement.

Graph 2.4.4 Activities that Lead to Significant Improvement *(N=39)*

Enhanced use of Resources 10%
Experiential 12%
Brainstorming 14%
Questioning 9%
Opportunities and Encouragement for Critical and Creative Thinking 14%
Peer Tutoring and Mentoring 9%
Teaching Phonics Skills 32%
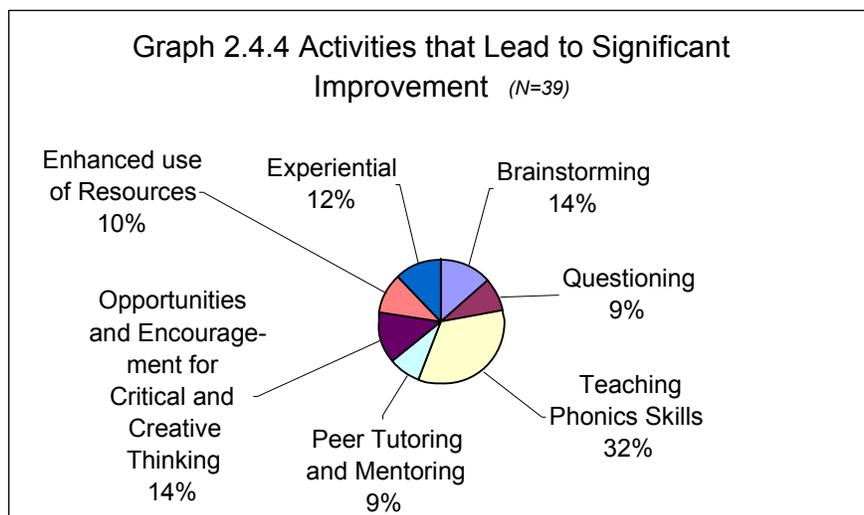
"In an attempt to move passive, exam oriented English students towards active creative learning and hence critical thinking the NET sorted the target classes into mixed ability teams … Within these teams, problem solving, grammar games, conversation cubes, board games and team learning activities have been featured. The level of enthusiasm among those students of lesser competency has increased dramatically. In conventional ranking examinations, scores went up in relationship to their new level of dedication to their learning". (School Self-Evaluation Report, St. Stephen's Girls' Primary School, 2004)

2.4.5 The Assessed Level of Students' Knowledge and Skills is Driving Current Practice in the Focus Area

This data set looks at assessment within the study being used to drive current practices. The bi-polar distribution indicates a dichotomy in the application of assessment in classroom teaching.

A total of 43% of respondents indicated a low level of change resulting from assessment, confirming the concept of assessment driving practice is not well received. These schools identified learning needs through the evaluation study, but have only included recommendations relating to these needs that may be implemented in the future. A further 37% of respondents indicated a plan has been implemented. Many of these schools have a learner centred, needs based curriculum and are aware of the value and purpose of formative assessment.

Graph 2.4.5 The Assessed level of Students' Knowledge and Skills is driving Current Practice in the Focus Area *(N=35)*

High 37%

Low 43%

Medium 20%
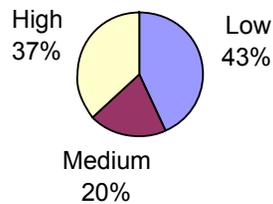
"The evaluation has led to an increase in the use of English in the classroom by the English teachers and pupils have found purposes and opportunities to speak English". (School Self-Evaluation Report, Buddhist Lam Bing Yim Memorial School, 2004)

2.5 Students' Attitudes and Interest in Learning English

This section had the largest number of responses and sample size for evaluation, probably due to the ease of measurability of responses. Most respondents used a type of action research to create data that could be tabulated and graphed. Following the advice given in the self-evaluation workshops, many schools constructed a questionnaire which was administered twice: once in autumn and again in the spring after a six-month interval. Many reports showed an enormous improvement in students' attitude and interests which they attributed to the influence of the PNET Scheme.

This section focuses on the following concepts:

- Attitude and Interest
- Confidence
- Comfort Levels
- Participation

- Risk Taking
- Teacher Interaction
- Peer Interaction
- English Use

Much of the analysis of this section relates to the theories of Stephen Krashen and the affective filter hypothesis. His view, that a number of 'affective variables' play a facilitative but non-causal role in second language acquisition, has great importance in the Hong Kong setting. Conversely, positive affect is vital but not sufficient on its own for acquisition to take place.

*"Pupils with positive attitudes and genuine interest are better equipped for L2 learning success. Those with poor attitudes raise an affective 'wall'. They form a mental block that impedes or even prevents effective L2 learning. We seek to determine whether our work within the PNET Scheme has helped to remove or prevent such 'walls'."* (School Self-Evaluation Report, Yan Oi Tong Madam Lau Wong Fat Primary School, 2005)

2.5.1 Attitude and Interest toward English has Improved

Attitudes consist of those feelings or opinions related to a topic, while interest refers to the level of enjoyment derived from a topic. Overall there is an overwhelming positive response in both attitude and interest due to the inherent differences of the PNET Scheme in general, with 83% of respondents showing a medium to high level of improvement.

A possible factor that may lead to this improvement could be the diversified language learning environment created under the PNET Scheme. High levels of student interest follow from an increase in interesting activities delivered by motivated and engaged teachers. Additionally, the introduction of Language Arts and the creation of an English rich environment have made learning more enjoyable and appealing for many students.

Graph 2.5.1 Attitude and Interest toward English has Improved *(N=190)*

Low
17%

High
35%

Medium
48%
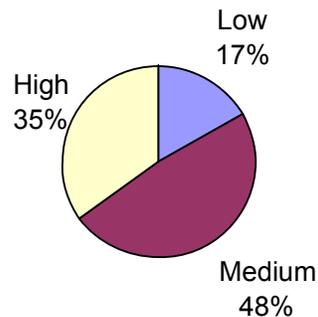
"[The teachers] felt [their methods were] now more systematic and focused on teaching the skills needed to read. [This] was of great benefit to the students, evidenced by them displaying a greater interest in and enthusiasm for reading English." (School Self-Evaluation Report, Buddhist Wing Yan School, 2005)

2.5.2 Confidence in Using English

Confidence indicates an understanding of one's skills and a belief in one's own ability to deal with situations successfully.   On this performance indicator, 87% of the respondents indicated robust improvement in confidence.

Providing students with more opportunities to practice their communicative skills will lead to improved confidence. The PNET Scheme acted as a catalyst to drive a paradigm shift adding a new dimension to teaching and learning approaches and created a language rich environment. Additionally, the PNET Scheme has teachers who, due to the nature of their duties, reduce the students' affective filter, generating more opportunities to practice their English skills.

Graph 2.5.2 Confidence in Using English   *(N=157)*

High
29%

Low
13%

Medium
58%
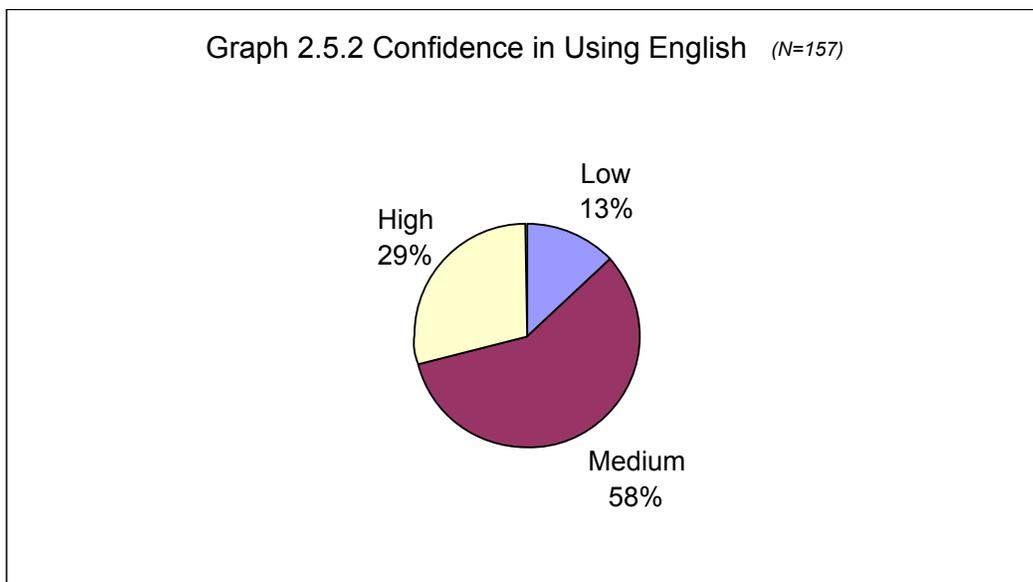
"Teachers, classrooms and learning environments need to provide the scaffolding which gives all pupils the support and confidence they need to risk using English". (School Self-Evaluation Report, Holy Family Canossian School, 2004)

2.5.3 Students feel more Comfortable when making a Response

Comfort levels increase when anxiety levels are reduced. Students who have reduced anxiety are more prone to make a response, and as a result, 86% of the respondents show a high to moderate increase in comfort level leading to improved response rates.

A teacher may reduce anxiety through a number of techniques. One suggested method is to provide scaffolding. Scaffolding consists of modelling, preparation, background information and structure, among other things. Building up a student's experience and prior knowledge creates a zone of comfort enabling more relaxed responses.

Additionally, reducing the affective filter may also reduce response anxiety. Consistent teacher behaviour, constructive feedback, a supportive non-threatening environment and student-teacher trust all contribute to an effective learning environment where students have a feeling of well being when making responses.

The objectives of the PNET Scheme encapsulate these practices, and the data illustrates their effectiveness.

Graph 2.5.3 Students feel more Comfortable when making a Response *(N=66)*

Low
14%

High
30%

Medium
56%
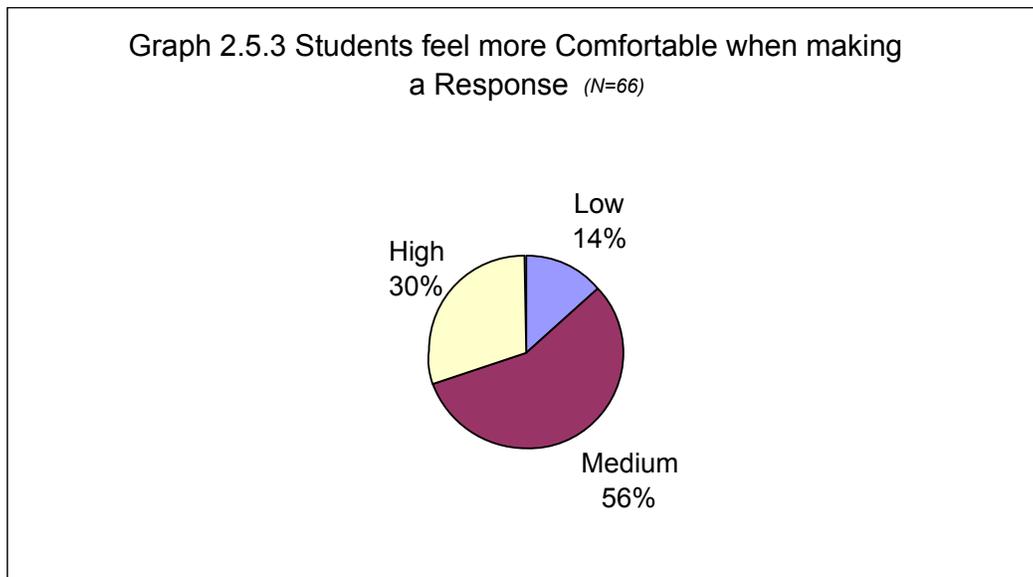
2.5.4 Participation in the Classroom has Improved

A substantial number of respondents, 40%, exhibit highly improved participation. For the purposes of this performance indicator, participation refers to active engagement as contrasted to passive engagement and takes many forms. The type of participation is dependent upon the situation and, during oral activities, may constitute speaking with a partner, to the teacher or in a group.

The curriculum guide clearly emphasizes and directs teachers to create situations which bring about active student participation (ELCG, 2004). The PNET Scheme has introduced authentic interactive opportunities such as Show and Tell, communicative games and drama which lead to internal motivation and a high level of interest in students.

Graph 2.5.4 Participation in the Classroom has Improved
(N=90)
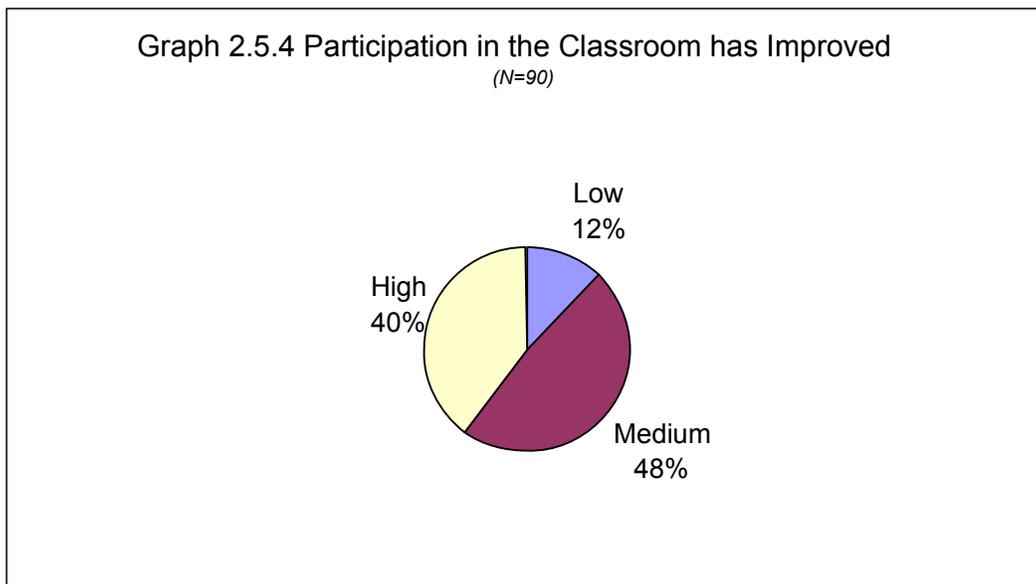
"Students participate more [in the classroom] due to the fact that the very nature of Western style teaching calls for interactive exchanges between teachers and students as well as between student and student." (School Self-Evaluation Report, Islamic Primary School, 2006)

2.5.5 Risk-taking in English has Increased

The vast majority of respondents have taken moderate steps towards taking risks. In the early stages of the PNET Scheme, this is to be expected. Future analysis may show further gains as confidence and self-esteem grow, initiating a snowball effect. This increase in educational risk-taking may have ramifications for other aspects of the system and society in general.

Risk-taking can be encouraged through positive reinforcement which boosts self-esteem. To many students, the simple act of communicating in English may be perceived as risk-taking behaviour. Praise, encouragement and positive reinforcement from the NET and local teachers in a supportive environment with no perceived adverse repercussions draw out students' natural desire to communicate.

This aspect of the study shows change occurring in the traditional mode of teaching. The NET, as a catalyst, has given impetus to a shift in culture and modification in the mode of teaching. Change management theory suggests that in any system, adjustments should be introduced incrementally. Therefore, educational developments that encourage risk-taking should proceed gradually.

Graph 2.5.5 Risk-taking in English has Increased   *(N=55)*

High 22%
Low 18%
Medium 60%
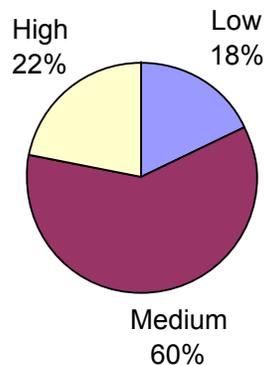
2.5.6 Increase in Level of Interaction with Teachers

This data set looks at the relative increase in interaction, not the absolute amount; and 86% of respondents indicated a moderate to high increase in interaction. This increase can be directly attributed to the PNET Scheme.

This behavioural change can be attributed to the introduction of teaching styles and lesson content that has a greater emphasis on speaking, communicative activities and various reading approaches. This relies on a change in modes, a move away from passive reception toward active learning.

Graph 2.5.6 Increase in Level of Interaction with Teachers
(N=120)

Low
14%

High
27%

Medium
59%
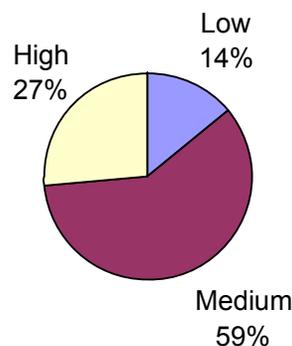
"Pupils indicated that they spoke more English [to their teachers] through the communicative activities in their lessons. They recognized the necessity of talking in English to the NET teacher and also seemed to indicate that they felt more confident in a supportive environment." (School Self-Evaluation Report, SKH Ho Chak Wan Primary School, 2004)

2.5.7 Increase in Level of Interaction with Peers

A comparison of this data set to Graph 2.5.6 indicates a degree of correlation. Both data sets show a similar distribution, with 73% of respondents indicating a moderate to high level of increase in peer-to-peer interaction. However, there is a comparatively larger percentage of low increase in interaction with peers.

One possible explanation may be that students prefer to talk with the teacher due to their peers' lack of English language competence which limits the ability to sustain a conversation as errors may accumulate and block communication. Furthermore, compared to the students' peers, the teacher has a more positive attitude and is less likely to criticise or embarrass those who make errors.

Classroom practices can be used to change peers' perceptions of the learning process and instil the acceptance of errors in peer-to-peer communication. Activities can be designed to explicitly develop a greater tolerance of ambiguity in communication and negotiate meaning which removes the judgement value of errors.

Graph 2.5.7 Increase in Level of Interaction with Peers
(N=101)

High 26%
Low 27%
Medium 47%
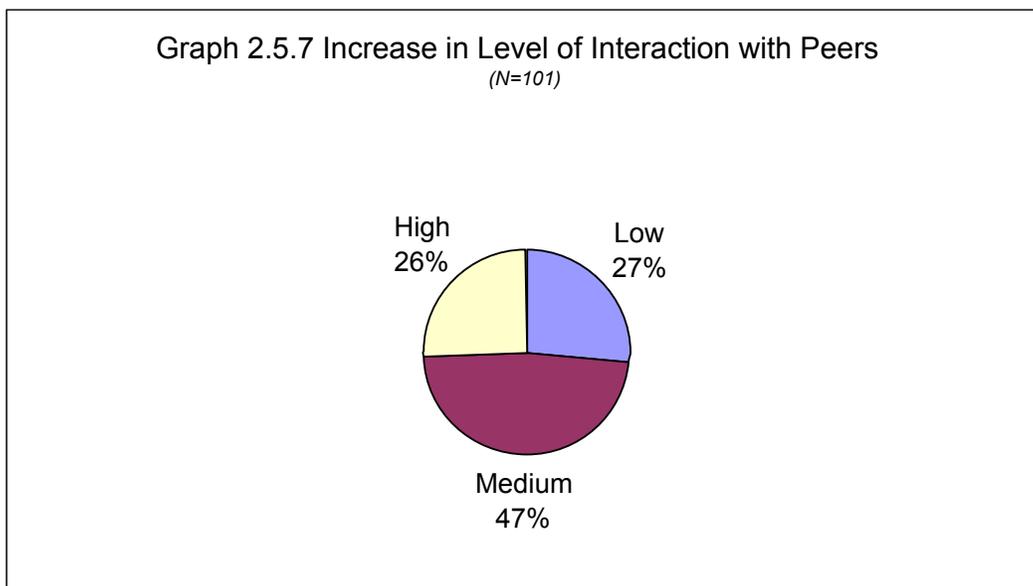
"… teachers found that more interactions were promoted in the small-group speaking activities." (School Self-Evaluation Report, TWGHs Wong Yee Jar Jat Memorial Primary School, 2004)

2.5.8 English use in Class has Increased

Graph 2.5.8 indicates that 86% of the respondents report a moderate to high increase in English use in the classroom. Graph 2.5.8 shows a similar distribution of data to both of the previous graphs. However, there is better correlation with peer-to-teacher interaction.

The PNET Scheme lessons address students' attitudes and interests which contribute to this improvement in English usage. Not only does the Scheme improve English, it also provides a conducive environment that promotes learning, an environment that supports creativity and critical thinking.

Improving English standards is only one aspect of the PNET Scheme. There are other substantial ramifications of the scheme such as curriculum reform and professional development. These factors have been discussed in other sections of this report. Together they make up the three pillars of the PNET Scheme which all contribute to the success of the programme.

Graph 2.5.8 English use in Class has Increased *(N=81)*

High
28%

Low
14%

Medium
58%
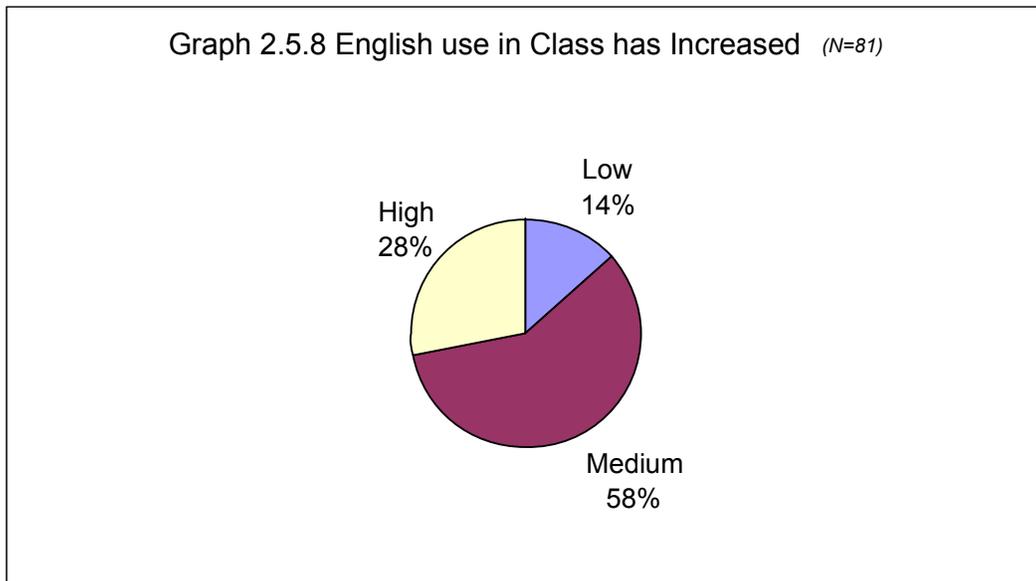
"… students are using more English in the classroom than before." (School Self-Evaluation Report, Holy Cross Lutheran School, 2005)

Chapter 3   Recommendations

This and other recent reports have identified several 'best practices' in schools with regard to implementing the PNET Scheme. However**, successful implementation of the PNET Scheme is not just a matter of pointing out the 'best practices' but rather an exercise in effective change management of the entire system**. This chapter focuses on a set of recommendations which come from the analysis of the submitted reports described in Chapter 2, and as such, reflect the situation at the time. Even if the situation has changed since these reports were written, the recommendations will still prove to be relevant and timely.

No single factor will lead to school improvement, but a unified, holistic approach must be taken to ensure effective, long-term results. The recommendations presented here focus on practical, applicable improvements derived from each performance indicator, as analysed through a change management, school leadership and school culture framework. Throughout this Chapter, **the role of the Principal is viewed as one of a professional leader, prepared to engage in environmental analysis in order to develop strategies which will drive the school forward. Key among these strategies is the creation of an effective, positive school culture with a focus on the teacher as the most valuable resource in the school**.

The pressures of change management highlight the considerable difference between leadership and management. **The modern Principal can no longer simply be an effective administrator or the best teacher, but must operate more like a Chief Executive Officer (CEO) of an educational organisation, proactively working to communicate key goals and vision, and involved in "Management By Walking Around" [MBWA]** (Packard, 1995).

3.1 English Language Curriculum Development

Curriculum development is one of the most difficult facets of the educational process. Our examination of this section focuses on three main themes that have emerged from our analysis of the data and have a tremendous impact on curriculum development. The recommendations revolve around policy and vision, empowerment and school culture, and are echoed in various statements from the ELCG, 2004.

Policy and Vision

The data indicates a lack of obvious school policy to drive and guide curriculum development, and this is a tremendous challenge that needs to be overcome. **Clear curriculum development policy must be developed and written, and all stakeholders need to be involved. Strategic long-term plans should be formulated, and then put into action.** The Principal, with the school curriculum development team including the Primary School Master (Curriculum Development), needs to develop, write and disseminate guidelines stipulating parameters for school-based curriculum.

Empowerment

Those personnel who are most qualified to make school-based curriculum decisions are the teachers who are in contact with students on a daily basis, and it is those teachers who should be empowered. School leadership needs to recognise and support the teachers contributing to curriculum development, and implement a distributed leadership model which confers greater authority to them. There may be an opportunity for the EMB to provide strategic support by way of leadership training to focus on empowering teachers to develop school-based curriculum. **The Principal should give middle managers the authority to execute curriculum development within the school policy guidelines and support those decisions**.

School Culture

School culture is extremely difficult to define and quantify, yet it is the most effective

way to shape a school, and influence the disposition of stakeholders. A positive school culture will internally motivate and encourage teachers to improve and develop relevant curriculum in order to benefit students. Leadership must strive to create an open and relaxed atmosphere of collaboration and consensus where all stakeholders are valued and have equal opportunity to contribute to the curriculum development process.

Frequently, teachers may be reluctant to speak up on curriculum issues and may not see involvement as their responsibility, believing that they have less to contribute. The school culture needs to be changed to address this issue. **Contribution, collaboration and creativity should be encouraged and rewarded and the school culture must promote it.**

Professional development can be used to institutionalize the process of collaboration and contribution; and further expand the teachers' knowledge of the curriculum guide and its objectives, forming a solid foundation on which to build a quality school culture. **Principals need to show their personal commitment to curriculum development through announcements, attendance at curriculum development meetings and positive reinforcement of teachers who make significant contributions to the process.**

3.2 Professional Development of English Teachers

One component of change management is the concept of continual guidance and development to meet the new challenges presented by a changing educational environment. Not only does professional development work to improve the quality of education, it also allows leadership to strategically shape the future levels and types of service that a school offers; and is a tool that can be used to drive improvement and facilitate change management. This section examined professional development from three aspects: strategy of professional development, efficiency of professional development and effectiveness of professional development.

Strategy

Strategic planning and goal setting are cornerstones of change management. Current findings from the Quality Assurance Division and the PNET Scheme School Self-Evaluation show that there may be a weakness in this area in local schools. The first step in creating a professional development strategy is for the school leadership to form a team to plan and conduct an academic student learning needs analysis. Several tools, such as formative and summative assessment data, Territory-wide System Assessment (TSA) results, PNET Scheme School Self-Evaluation reflection, and to what extent the students are achieving the 2004 ELCG learning objectives, can all be used to provide the information that forms this understanding of our students' needs.

This understanding of our students' needs must then be contrasted with an analysis of the ability of the school to deliver services in those required areas. From this second analysis and comparison, comes the realization of a possible gap in service delivery. **School leadership can then utilize professional development and goal setting to narrow the divide between the required and available level of learning and teaching**.

Efficiency

The concept of efficiency in professional development relates to the desire to produce teacher growth and development with the least time, cost or effort expended. **School**

leadership should look at ways to maximise the value of teachers' time and consider where it would be used most productively. This may require a change in mindset that will enable the refocusing of teachers' time on more strategic and valuable activities and less time used for other non strategic work such as excessive marking or dictation as reported by the QAD.

Professional development can be categorised into two types: external and imbedded. External professional development is that which is provided by agencies outside the school, such as professional development offered by the ATT. Imbedded professional development is that which occurs as a natural by-product of the regular activities of the members of staff in a school. Examples of imbedded professional development would be the teacher growth achieved through informal sharing sessions or growth through professional dialogues in the staff room. **School leadership needs to make time available during the school day for these growth opportunities**. Additionally, the data shows that timetabled co-planning, co-teaching and co-reflection have an enormous impact on teacher growth and development and should be implemented school-wide.

Imbedded professional development done by the NET is among the most efficient of delivery models. Interaction on a daily basis with the NET has the potential of introducing a wide range of new skills and abilities, and the NET functions of curriculum development, professional development and teaching are the vectors for this transfer. **School leadership can ensure this occurs by rigorously implementing the NET deployment guidelines, working toward achieving the PNET Scheme objectives and encouraging frequent informal interaction between local English teachers and the NET**.

Effectiveness

Effective professional development is measured in terms of the production of intended results, expected benefits and achievement of its purpose. Successful professional development attains the strategic goals as set out by the school leadership and the measurement of the degree to which strategic professional development goals have been

met is the indicator of the effectiveness. This analysis relies on appropriate measurement tools such as performance indicators, observation, debriefing and both formative and summative student assessments.

The greatest indicator of the effectiveness of professional development is the creation of a school culture of sharing, reflecting, co-planning and continuous improvement. With the advent of the PNET Scheme, this culture of professional growth has begun to develop in many schools. The Principal can further foster this culture and climate by personally attending some co-planning sessions to confirm there is reflection and growth; and by experience sharing with a wide variety of teachers. Only through the concerted unified efforts from all school stakeholders will effective professional development be ensured.

3.3 English Language Teaching Strategies

The School Self-Evaluation Reports have shown that the strategies introduced by the PNET Scheme and implemented by the NET have had a direct causal effect on learning. Many of the learning activities conducted by the NET are task-based and access a wide variety of strategies to achieve the desired objectives of the lesson. The broad focus on task-based learning is set out in the ELCG, 2004.

"In implementing the English Language curriculum framework, it is recommended that a task-based approach be used. Tasks are purposeful and contextualized activities in which learners draw together a range of elements in their framework of knowledge and skills to fulfil the task set." (ELCG, 2004)

One of the fundamental objectives of the PNET Scheme is the transfer of teaching strategies to local teachers, through the co-planning, co-teaching and co-reflection process. However, it is not just teaching strategies that are essential to school improvement. **Teacher attitudes and the supportive motivation provided by the PNET Scheme have the ability to inject contemporary ideas into the local English teaching population.**

Attitude and Motivation

Before unique strategies can be identified, addressed and implemented, a school culture conducive to learner-centred teaching approaches needs to be in place. **With the appropriate attitude and motivation and supported by a positive school culture, teachers will feel more capable of taking the professional risks that will lead to growth**. Part of this professional growth will be the development of strategies that address students' needs and provide for the development of generic skills and language objectives as outlined in the ELCG, 2004.

School leadership can create a positive culture and motivate teachers through the use of encouragement, recognition and positive reinforcement for those individuals who implement learner-centred, teaching strategies. Additionally, appropriate deployment of

the NET will help develop a school culture conducive to the adoption of suitable teaching strategies.

Strategies

As stated above, the overarching recommended theme or approach in the Hong Kong curriculum is task-based, experiential learning. This is supported by a wide variety of strategies that can be used in the classroom. Section 2.3 looked at a small set of these strategies and their implementation in the PNET Scheme. The performance indicators in Section 2.3 were some of the effective strategies mentioned in the PNET Scheme SSE reports and the recommendations revolve around their successful use.

The strategies were:

- Alternative Groupings
- Real-time Feedback
- Variety of Resources Used
- Student Relevant Situations
- Learner Focused Lessons
- Interactive Opportunities
- Varied Questioning Techniques

To ensure that these strategies are used to promote effective task-based learning, school leadership must first provide suitable professional development outlining the concept of task-based, experiential learning. Then, more in-depth professional development is needed to focus on each of the successful strategies, from within a task-based, experiential framework. Lastly, **school leadership must then ensure that these strategies are implemented throughout the co-planning, co-teaching and co-reflecting stages, making certain they are an integral part of lesson plans and observing them in the teaching sessions**.

3.4 Students' Knowledge and Skills in English

Students' knowledge and skills form the fundamental result of a school's efforts, and as such, need to be carefully examined. Many factors converge to impact on students' knowledge and skills and this section examines that impact from three perspectives: the use of the curriculum guide, the effective deployment of the NET and the quality and type of assessment driving current practice.

Curriculum Guide

The Hong Kong Special Administrative Region English Language Curriculum Guide 2004 forms the foundation of a quality programme in schools. It lays out a coherent and flexible English Language Education Framework that meets the varied needs, interests and abilities of students through a task-based, learner-centred framework. Performance indicator 2.4.4 shows that the classroom activities that lead to significant improvement were active rather than passive; therefore, greater emphasis on the use of the ELCG, 2004, will lead to student improvement.

School leadership should work to ensure that the ELCG, 2004, is suitably utilized during the developmental and implementation stages of a school-based curriculum. The ELCG, 2004, also contains teaching ideas, exemplars and suggested classroom activities which should be included in lesson planning.

Deployment

From a systems perspective, early intervention has the ability to create a knock-on effect that resonates throughout the rest of the system, driving improvement in sectors that may be far removed from agents of change. Performance indicator 2.4.3 seems to indicate this situation and its effects. The deployment of the NET in Key Stage 1 (KS1) has the potential of producing fundamental changes, not only to the system, but to the students' nascent learning styles.

This will undoubtedly have substantial ramifications on the whole school in the future as the children will emerge from KS1 as active, motivated independent learners with different expectations of their education and from teachers. School leadership must prepare their staff for these burgeoning changes through the development of their own change management skills. Furthermore, **adherence to the deployment guidelines promulgated by the NET Section should ensure the continued effectiveness of the NET as a change agent**.

Assessment

A responsive service provider uses continual feedback and monitoring to help ensure the quality and consistency of its offerings. This feedback loop is vital to the health of the organisation and works to continually drive a client focus. A school, as a service provider, can use both summative and formative assessments of its students as a tool for this feedback mechanism. "*Assessment serves the overall purpose of providing information about learners' progress and achievements in relation to the learning targets and objectives ...*" (ELCG, 2004).

School leadership needs to approach assessment as a strategic tool to drive improvement *"thereby helping learners, teachers and parents understand learners' strengths and weaknesses and plan for further improvement"* (ELCG, 2004). Educators need to ensure that current practice is informed and influenced by the suitable assessment of students and enhancement of the learning process can take place.

3.5 Students' Attitudes and Interests in Learning English

One of the most important attributes of a student is their attitude and interest and all stakeholders must be aware of the need to promote a positive attitude and create high levels of interest in students. The persons with the most influence on this school learning environment are the Principal and the teachers, and this forms the basis of our recommendations.

Principal's Role

School leadership plays a vital role in the creation of positive attitudes and interests in the student body. There are many vectors through which the Principal can act to create an environment conducive to student involvement and engagement. Primarily, **the Principal needs to empower teachers to be proactive in creating a positive learning environment for students**.

The Principal needs to be cognisant of the concepts embodied in the ELCG, 2004, many of which relate to developing positive attitudes and interests in students, thereby determining the basis on which to initiate strategic professional development. This professional development, potentially based around affective filter theories, will enhance teachers' capabilities and give them the skills needed to foster confidence, risk-taking and interaction in students.

Further, **the Principal can ensure the effective deployment of the NET who is proven to have a positive impact on students' attitude and interest.** Due consideration needs to be given to the deployment of teachers who work with the NET, **ensuring they share common values and vision relating to student attitudes and interests and have an appropriate combination of age and experience**. Further clarification of this concept may be found in the Territory-wide Evaluation Study conducted by Melbourne University 2006.

The school leadership as a whole needs to model and set a positive example toward using English, and provide students opportunities to utilize their English skills

outside the classroom in real life, and in authentic situations. This will enable the development of a school culture that emphasises and values the positive attitudes that drive risk-taking, self-confidence and participation among other characteristics.

Consideration could be given to creating smaller learning groups, perhaps through increased staffing levels and greater employment of classroom assistants. Reducing the work load of teachers will give them more time to focus on building positive attitudes and interests among their students and devote more individual attention to each learner. A careful analysis of budget considerations will temper this concept.

Teacher's Role

The teacher's role in developing positive attitudes and interest among students is very practical and immediate. **Teachers have a tremendous influence on student attitude and they play a pivotal part in creating the environment necessary to encourage risk-taking, improve self-confidence and increase interaction**.

There are many practical recommendations that can be implemented to reduce the students' affective filter. Performance indicators 2.5.3 and 2.5.5 show the direct positive effect of praise, encouragement, positive reinforcement, scaffolding, constructive feedback and building student-teacher trust. These teaching skills must be promoted and developed for further use in the classroom and their implementation will help ensure a positive classroom culture of learning. Furthermore, task-based learning, group work and cooperative learning will all contribute to an increased level of interaction. In addition, teachers should identify and remove perceived barriers to natural interaction and communication such as the use of microphones or the arrangement of classroom furniture. As well, alternative groupings can be used to create a feeling of shared responsibility and reduce the anxiety felt by individual members, which may lead to increased creativity and risk-taking.

Chapter 4   Conclusion

Through this report we have endeavoured to show that many schools across Hong Kong face similar challenges and aspirations. The five main sections of this report: English Language Curriculum Development, Professional Development of English Teachers, English Language Teaching Strategies, Students' Knowledge and Skills in English and Students' Attitudes and Interest in Learning English, seem to be educational concepts that continue to invite investigation.

The objectives of informing the on-going development of the PNET Scheme at the school level: providing the school and English Panel with evidence of the impact of the Scheme, providing the school and English Panel with recommendations for the future directions, goals and targets of the Scheme, and informing policy-makers on the future directions, goals, and targets of the Scheme, seem to have been met through the completion of the PNET Scheme SSE reports in the school and the development of this meta-analysis.

Looking to the future, there is potential for further development of the self-evaluation concept in the schools. With careful consideration, it will be possible to **build a culture of self-assessment and reflection among school leadership, teachers and students which will lead to self-evaluation becoming a natural and integral part of the educational process**.

Appendix One - Performance Indicators

English Language Curriculum Development

Area of Focus

Curriculum development strategies are trialled and refined

The process of curriculum planning is collaborative

Teachers are given opportunities to participate in curriculum decisions

Participants have clear vision for the direction of curriculum planning

There is a school policy to guide curriculum development

Strategic long term curriculum planning has been initiated

Parents' and Students' views are taken into consideration when curriculum changes are made

The curriculum changes are effective in enhancing learning outcomes

Professional Development of English Teachers

Professional Development has led to teacher growth

Professional Development has led to improved classroom practice

There is formal reflection of teaching practice

There is an informal collegial culture of sharing

Factors influencing Professional Development

The NET facilitates professional development

Observation is a tool to improve classroom practice

Professional development has lead to inventive resources

The NET scheme has brought about improved teacher outlook and self-confidence

English Language Teaching Strategies

Alternative groupings improved student learning

Teacher gives suitable real-time feedback

Teachers use a variety of teaching resources

Meaningful / relevant situations are utilized

The NET Scheme has introduced new strategies

New strategies have improved learning

Strategies are Learner Focused

Interactive opportunities provided

Questioning techniques are varied

Pupil's Knowledge and Skills in English

Area of Focus

Research Methodologies

Level of improvement of knowledge and skills attributable to the NET Scheme

Activities that lead to significant improvement

The assessed level of pupil's knowledge and skills is driving current practice in the focus area

Pupil's Attitudes and Interest in Learning English

Attitude and interest toward English has improved

Confidence in using English

Students feel more comfortable when making a response

Participation in the classroom has improved

Risk-taking in English has increased

Increase in level of interaction with teachers

Increase in level of interaction with peers

English use in class has increased

Appendix Two - Assessment Rubric

Two different kinds of rubrics were used to determine the levels of achievement for each specific indicator:

- A simple 'yes/no' checklist format
- A rating scale format where the ratings were categorized into three levels, each with a number of labels. From the analysis of the evaluation reports these descriptors were established.

LOW	MEDIUM	HIGH
Absent	Developing	Fully developed
Emerging	Adequate	Achieving
Limited evidence	Partial evidence	Thorough
Working towards	Working at	Working beyond
Minimal	Rudimentary	Commendable
Needs work	Most of the time	High
Not yet		Outstanding
Rarely		Always
Sometimes		Proficient
		Distinguished

Appendix Three - List of Participating Schools

Alliance Primary School, Tai Hang Tung (A.M.)
Alliance Primary School, Tai Hang Tung (P.M.)
Alliance Primary School, Whampoa
Ap Lei Chau St. Peter's Catholic Primary School (A.M.)
Ap Lei Chau St. Peter's Catholic Primary School (P.M.)
Asbury Methodist Primary School
Baptist (S.T.W.) Lui Ming Choi Primary School
Baptist Lui Ming Choi Primary School
Bishop Paschang Catholic School
Bishop Paschang Memorial School
Bishop Walsh Primary School (A.M.)
Bishop Walsh Primary School (P.M.)
Buddhist Bright Pearl Primary School
Buddhist Ching Kok Lin Association School (A.M.)
Buddhist Ching Kok Lin Association School (P.M.)
Buddhist Chung Wah Kornhill Primary School (A.M.)
Buddhist Chung Wah Kornhill Primary School (P.M.)
Buddhist Lam Bing Yim Memorial School
Buddhist Lim Kim Tian Mem Primary School
Buddhist Wing Yan School (P.M.)
Buddhist Wong Cheuk Um Primary School (P.M.)
Buddhist Wong Cho Sum Primary School
Buddhist Wong Sewai Memorial School
Bui O Public School
Building Contractors' Association School
C & MA Chui Chak Lam Memorial School
C & MA Sun Kei Primary School
C & W District St. Anthony's School
Canossa Primary School (San Po Kong)

Canossa Primary School (W.D.)
Canossa School (Hong Kong) (A.M.)
Canossa School (Hong Kong) (P.M.)
Carmel Alison Lam Primary School
Carmel Leung Sing Tak School
Castle Peak Catholic Primary School (AM)
Castle Peak Catholic Primary School (P.M.)
Catholic Mission School
CCC But San Primary School (A.M.)
CCC But San Primary School (P.M.)
CCC Chun Kwong Primary School (A.M.)
CCC Chun Kwong Primary School (P.M.)
CCC Heep Woh Primary School (A.M.)
CCC Heep Woh Primary School (P.M.)
CCC Hoh Fuk Tong Primary School
CCC Kei Ching Primary School (A.M.)
CCC Kei Ching Primary School (P.M.)
CCC Kei Chun Primary School
CCC Kei Faat Primary School (A.M.)
CCC Kei Faat Primary School (P.M.)
CCC Kei Kok Primary School
CCC Kei Leung Primary School
CCC Kei Shun Primary School
CCC Kei Wa Primary School (A.M.)
CCC Kei Wa Primary School (P.M.)
CCC Kei Wai Primary School
CCC Kei Wai Primary School (Ma Wan)
CCC Tai O Primary School
Chai Wan Faith Love Lutheran School (A.M.)
Chai Wan Kok Catholic Primary School (A.M.)
Chai Wan Kok Catholic Primary School (P.M.)

Chai Wan Star of the Sea Catholic Primary School

Chan Sui Ki Primary School (A.M.)

Chan Sui Ki Primary School (P.M.)

Cheung Chau Fisheries Joint Association Public School

Cheung Chau Kam Kong Primary School

Cheung Chau Public School

Chi Kit School

Chi Lin Buddhist Primary School

Chi Tak Public School

Chinese Methodist School (North Point) (A.M.)

Chinese Methodist School (North Point) (P.M.)

Chinese Y.M.C.A. Primary School

Ching Chung Hau Po Woon Primary School

Chiu Sheung School

Chiu Yang Primary School of Hong Kong (A.M.)

Chiu Yang Primary School of Hong Kong (P.M.)

Cho Yiu Catholic Primary School

Christian Alliance S.Y. Yeh Memorial Primary School

Chuen Yuen First Primary School (P.M.)

CCC Chuen Yuen Second Primary School

CNEC Ta Tung School

Confucian Sam Lok Chow Mud Wai School

Conservative Baptist Lui Ming Choi Primary School (W.D.)

CUHK FAA Thomas Cheung School

CumBerland PresByterian Church Yao Dao Primary School

Diocesan Preparatory School

Dr Catherine F Woo Memorial School (A.M.)

Dr Catherine F Woo Memorial School (P.M.)

ELCHK Hung Hom Lutheran Primary School

ELCHK Kwai Shing Lutheran Primary School

Emmanuel Primary School, Kowloon (A.M.)

Emmanuel Primary School, Kowloon (P.M.)

Faith Lutheran School

Fanling Government Primary School (A.M.)

Fanling Public School (A.M.)

Fanling Public School (P.M.)

Farm Road Government Primary School

FDBWA Chow Chin Yau School (A.M.)

FDBWA Chow Chin Yau School (P.M.)

FDBWA Mrs Fung Ping Shan Primary School

FR Cucchiara Memorial School (A.M.)

FR Cucchiara Memorial School (P.M.)

Fresh Fish Traders' School

FSFTF Fong Shu Chuen Primary School

Fung Kai Primary School (A.M.)

Fung Kai Primary School (P.M.)

GCEPSA Kwun Tong School

GCEPSA Tseung Kwan O Primary School

GCEPSA Whampoa Primary School

Gold & Silver Exchange Society School

Good Counsel Catholic Primary School

Heep Yunn Primary School

Hennessy Road Government Primary School (A.M.)

Hennessy Road Government Primary School (P.M.)

HHC Shing Hang Fong Memorial Primary School

Hing Tak Public School

HK Baptist Convention Primary School

HK Eng C.A. Wu Si Chong Memorial School (A.M.)

HK Eng C.A. Wu Si Chong Memorial School (P.M.)

HK Sze Yap Commercial & Industrial Association School

HK Weaving Mills Association Primary School (A.M.)

HKCWC Hioe Tjo Yoeng Primary School

HKMLC Wong Chan Sook Ying Memorial School (A.M.)

HKMLC Wong Chan Sook Ying Memorial School (P.M.)

HKRSS Tuen Mun Primary School (A.M.)

HKRSS Tuen Mun Primary School (P.M.)

HKTA Shek Wai Kok Primary School (A.M.)

HKTA Shek Wai Kok Primary School (P.M.)

HKWCA Wong Ming Him Memorial. School

Ho Lap Primary School

Ho Ming Primary School (A.M.)

Ho Ming Primary School (P.M.)

Ho Shun Primary School

Hoi Bun School (W.D.)

Hoi Pa Street Government Primary School

Holy Angels Canossian School (A.M.)

Holy Angels Canossian School (P.M.)

Holy Carpenter Primary School

Holy Cross Lutheran School (A.M.)

Holy Family Canossian School

Holy Family Canossian School (Kowloon Tong)

Holy Family School

Hong Kong and Macau Lutheran Church Ming Tao Primary School

Hong Kong and Macau Lutheran Church Primary School

Hong Kong Southern District Government Primary School

Hong Kong Student Aid Society Primary School

Hong Kong Taoist Association School

Hong Kong Vernacular Normal School Alumni Association School

Immaculate Heart of Mary School

Islamic Dharwood Pau Memorial Primary School

Islamic Primary School

Island Road Government Primary School

Iu Shan School

Jordan Road Government Primary School (W.D.)

Ka Ling School of the Precious Blood (W.D.)

King Lam Catholic Primary School

King Sau School

King's College Old Boys' Association Primary School

Kow Kong Commercial Association School

Kowloon Tong Government Primary School

Kwai-Ming Wu Memorial School (A.M.)

Kwai-Ming Wu Memorial School (P.M.)

Kwok Man School

Kwong Ming School (A.M.)

Kwong Ming School (P.M.)

Kwun Tong Government P.M. School

Kwun Tong Government Primary A.M. School

La Salle Primary School

Lai Chi Kok Catholic Primary School

Lam Butt Chung Memorial School

Tsang Mui Millennium School

Lee Chi Tat Memorial School

Lei Muk Shue Catholic Primary School

Leung Kui Kau Lutheran Primary School (A.M.)

Li Cheng Uk Government Primary School (P.M.)

Li Sing Primary School

Li Sing Tai Hang School

Lingnan U Alumni Association Primary School (A.M.)

Lingnan U Alumni Association Primary School (P.M.)

Lions Clubs International Ho Tak Sum Primary School

LKWFSL Mrs. Fung Yiu Hing Memorial Primary School

Lok Wah Catholic Primary School

LST Chan Cho Chak Primary School

LST Lau Tak Primary School (A.M.)

LST Leung Kau Kui Primary School (A.M.)

LST Leung Wong Wai Fong Memorial School (P.M.)

LST Yeung Chung Ming Primary School (A.M.)

Lu Shan School

Lui Cheung Kwong School

Ma On Shan Ling Liang Primary School

Ma On Shan Methodist Primary School

Ma Tau Chung Government Primary School

Ma Tau Chung Government Primary School (Hung Hom Bay)

Man Kiu Association Primary School No.2

Maryknoll Convent School (Primary Section)

Maryknoll Fathers' School (A.M.)

Maryknoll Fathers' School (P.M.)

Marymount Primary School

Methodist School (A.M.)

Methodist School (P.M.)

Mui Wo School

NCE Past Students' Association School (A.M.)

NCE Past Students' Association School (P.M.)

Ng Wah Catholic Primary School

North Point Government Primary P.M. School

North Point Methodist Primary School (A.M.)

North Point Methodist Primary School (P.M.)

NPKFA Madam Chan Wai Chow Memorial School (A.M.)

NTW & JWA Leung Sing Tak Primary School (A.M.)

NTW & JWA Leung Sing Tak Primary School (P.M.)

NTW & JWA Leung Sing Tak Primary School (T.K.O.)

Oblate Fathers' Primary School (A.M.)

Oblate Fathers' Primary School (P.M.)

Pak Tin Catholic Primary School (A.M.)

Ping Shek Estate Catholic Primary School (A.M.)

Ping Shek Estate Catholic Primary School (P.M.)

PLK Castar Primary School

PLK Chan Yat Primary School

PLK Chee Jing Yin Primary School (A.M.)

PLK Chee Jing Yin Primary School (P.M.)

PLK Chong Kee Ting Primary School

PLK Fong Wong Kam Chuen Primary School

PLK Fung Ching Memorial Primary School

PLK Grandmont Primary School

PLK Horizon East Primary School

PLK Leung Chow Shun Kam Primary School (A.M.)

PLK Leung Chow Shun Kam Primary School (P.M.)

PLK Luk Hing Too Primary School

PLK Pershing Tsang Primary School

PLK Riverain Primary School

PLK Siu Hon Sum Primary School

PLK Stanley Ho Sau Nan Primary School

PLK Tin Ka Ping Millennium Primary School

PLK Tin Ka Ping Primary School

PLK Vicwood K T Chong No.2 Primary School (A.M.)

PLK Vicwood K T Chong No.2 Primary School (P.M.)

PLK Wong Wing Shu Primary School

Po Kok Girls' Middle School (Primary Section)

Po On Commercial Association Wan Ho Kan Primary School

Po On Commercial Association School

POH Chan Kwok Wai Primary School

Precious Blood Primary School (W.D.)

Precious Blood Primary School (South Horizons)

Precious Blood Primary School (Wah Fu Estate)

Price Memorial Catholic Primary School (A.M.)

Price Memorial Catholic Primary School (P.M.)

Princess Alexandra Red Cross Residential School

Pui Ling School of the Precious Blood (A.M.)

Pui Ling School of the Precious Blood (P.M.)

Pui Tak Canossian Primary School (A.M.)

Pui Tak Canossian Primary School (P.M.)
SA Ann Wyllie Memorial School (A.M.)
Sacred Heart Canossian School (P.M.)
Sacred Heart Canossian School (W.D.)
Sai Kung Central Lee Siu Yam Memorial School
Sai Kung Sung Tsun Catholic Primary School (A.M.)
Sai Kung Sung Tsun Catholic Primary School (P.M.)
Salesian Yip Hon Primary School (A.M.)
Salesian Yip Hon Primary School (P.M.)
Salesian School
Sham Shui Po Kai Fong Welfare Advancement Association Primary School (A.M.)
Sham Shui Po Kai Fong Welfare Advancement Association Primary School (P.M.)
San Wui Commercial Society Kowloon School
Sau Mau Ping Catholic Primary School
Sau Ming Primary School
Sha Tin Government Primary School (A.M.)
Sha Tin Government Primary School (P.M.)
Shatin Methodist Primary School
Sham Shui Po Government School
Shanghai Alumni Primary School
Shap Pat Heung Rural Committee Kung Yik She Primary School
Shatin Public Mei Lam Primary School
Shatin Tsung Tsin School
Shaukeiwan Government Primary A.M. School
Shaukiwan Government Primary P.M. School
Shaukiwan Tsung Tsin School
Shek Lei Catholic Primary School (A.M.)
Shek Lei Catholic Primary School (P.M.)
Shun Tak Public School (Cheung Chau)
Sir Ellis Kadoorie (Sookunpo) Primary School

SKH Chi Fu Chi Nam Primary School
SKH Ching Shan Primary School (A.M.)
SKH Ching Shan Primary School (P.M.)
SKH Chu Oi Primary School (Lei Muk Shue)
SKH Chu Yan Primary School
SKH Fung Kei Millennium Primary School
SKH Fung Kei Primary School
SKH Ho Chak Wan Primary School
SKH Holy Spirit Primary School
SKH Ka Fook Wing Chun Primary School
SKH Yautong Kei Hin Primary School (A.M.)
SKH Kei Hin Primary School (P.M.)
SKH Kei Lok Primary School
SKH Kowloon Bay Kei Lok Primary School
SKH Kei Oi Primary School (A.M.)
SKH Kei Oi Primary School (P.M.)
SKH Kei Sum Primary School
SKH Kei Tak Primary School (A.M.)
SKH Kei Tak Primary School (P.M.)
SKH Kei Yan Primary School
SKH Lee Shiu Keung Primary School
SKH Tak Tin Lee Shiu Keung Primary School
SKH Ling Oi Primary School (P.M.)
SKH Lui Ming Choi Memorial Primary School (A.M.)
SKH Lui Ming Choi Memorial Primary School (P.M.)
SKH Ma On Shan Holy Spirit Primary School
SKH Mung Yan Primary School (A.M.)
SKH Mung Yan Primary School (P.M.)
SKH St. Basil's Primary School
SKH St. Clement's Primary School (A.M.)
SKH St. James' Primary School (A.M.)
SKH St. James' Primary School (P.M.)
SKH St. John's Primary School
SKH St. Michael's Primary School (A.M.)

SKH St. Thomas' Primary School (A.M.)
SKH St. Thomas' Primary School (P.M.)
SKH St. Timothy's Primary School (A.M.)
SKH St. Timothy's Primary School (P.M.)
SKH Tin Wan Chi Nam Primary School
SKH Tin Shui Wai Ling Oi Primary School
SKH Tsing Yi Chu Yan Primary School
SKH Tsing Yi Estate Ho Chak Wan Primary School
SKH Wei Lun Primary School
SKH Wing Chun Primary School
SKH Yuen Chen Maun Chen Primary School (A.M.)
SKH Yuen Chen Maun Chen Primary School (P.M.)
SRBCEPSA Ho Sau Ki School
St. Anthony's School
St. Antonius Primary School P.M. Section
St. Bonaventure Catholic Primary School
St. Charles School
St. Francis' Canossian School
St. Francis of Assisi's Caritas School (W.D.)
St. Joseph's Primary School (A.M.)
St. Joseph's Primary School (P.M.)
St. Mary's Canossian School
St. Matthew's Lutheran School (Sau Mau Ping)
St. Matthew's Lutheran School
St. Patrick's Catholic Primary School (Po Kong Village Road)
St. Patrick's School
St. Peter's Catholic Primary School (P.M.)
St. Stephen's Girls' Primary School
Stewards Pooi Kei Primary School
Stewards Pooi Yin Primary School (A.M.)
Stewards Pooi Yin Primary School (P.M.)
STFA Ho Yat Tung Primary School (A.M.)
STFA Ho Yat Tung Primary School (P.M.)

STFA Leung Kit Wah Primary School
Sun Fong Chung Primary School (A.M.)
Sun Fong Chung Primary School (P.M.)
Sung Tak School
Sung Tak Wong Kin Sheung Memorial School (A.M.)
Sung Tak Wong Kin Sheung Memorial School (P.M.)
Tsuen Wan Public School
Tai Kok Tsui Catholic Primary School (Hoi Fan Road)
Tai Kok Tsui Catholic School
Tai Po Government Primary School
Tai Po Methodist School
Tai Po Public School
Tak Sun School (A.M.)
Tak Sun School (P.M.)
The HKTA Chan Lui Chung Tak Memorial School
The Hong Kong Institute of Education Jockey Club Primary School
The Little Flower's School
The Mission Covenant Church Holm Glad Primary School
Tin Shui Wai Government Primary School
TKDS Fong Shu Chuen School (A.M.)
TKDS Fong Shu Chuen School (P.M.)
Tong Mei Road Government Primary School (A.M.)
Tong Mei Road Government Primary School (P.M.)
Tsang Shing District Citizens' Association Siu Leun School
Tseung Kwan O Catholic Primary School
Tseung Kwan O Government Primary School
Tsing Yi Public School
Tsuen Wan Chiu Chow Public School (A.M.)
Tsuen Wan Chiu Chow Public School (P.M.)
Tsuen Wan Lutheran School
Tsuen Wan Trade Association Primary School
Tsz Wan Shan Catholic Primary School

Tuen Mun Government Primary School (A.M.)

Tuen Mun Government Primary School (P.M.)

Tung Chung Catholic School

Tung Koon District Society School

TWGHs Wong See Sum Primary School (A.M.)

TWGHs Chow Yin Sum Primary School [Former:TWGHs Wong See Sum Primary School (P.M.)]

TWGH Wong Yee Jar Jat Memorial Primary School

TWGHs HK & KLN Electrical Appliances Merchants Association Ltd. School (A.M.)

TWGHs HK & KLN Electrical Appliances Merchants Association Ltd. School (P.M.)

TWGHs Ko Ho Ning Memorial Primary School

TWGHs Lee Chi Hung Memorial Primary School (Chai Wan)(A.M.)

TWGHs Lee Chi Hung Memorial Primary School (Chai Wan)(P.M.)

TWGHs Lee Sai Chow Memorial Primary School

TWGHs Leo Tung-hai Lee Primary School

TWGHs Li Chi Ho Primary School

TWGHs Lo Yu Chik Primary School

TWGHs Tam Shiu Primary School

TWGHs Tang Shiu Kin Primary School (P.M.)

TWS St. Bonaventure Catholic Primary School

Wa Fung School

Wanchai Church Kei To School (A.M.)

Wanchai Church Kei To School (P.M.)

Wo Che Lutheran School

Wong Chuk Hang Catholic Primary School (A.M.)

Wong Chuk Hang Catholic Primary School (P.M.)

Wong Tai Sin Catholic Primary School

Wong Tai Sin Government Primary School

Xianggang Putonghua Yanxishe Primary School of Science and Creativity

Yan Chai Hospital Ho Sik Nam Primary School

Yan Tak Catholic Primary School

Yaumati Catholic Primary School (Tung Kun Street)

Yaumati Catholic Primary School (Hoi Wang Road)

Yaumati Kaifong Association School (W.D.)

YCH Chan Iu Seng Primary School

YCH Chiu Tsang Hok Wan Primary School

YCH Law Chan Chor Si Primary School (A.M.)

YCH Law Chan Chor Si Primary School (P.M.)

Ying Yin Catholic Primary School

YOT Madam Lau Wong Fat Primary School

YOT Tin Ka Ping Primary School

Yuen Long Chamber of Commerce Primary School (A.M.)

Yuen Long Chamber of Commerce Primary School (P.M.)

Yuen Long Government Primary School (A.M.)

Yuen Long Government Primary School (P.M.)

Yuen Long Long Ping Estate Wai Chow School (P.M.)

Yuen Long Long Ping Estate Tung Koon Primary School (P.M.)

Yuen Long Public Middle School Alumni Association Primary School

YLPMS Alumni Association Ying Yip Primary School

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